



# Revised National Occupational Standards for Family Learning

**Draft for consultation**

Developed by Pye Tait Consulting  
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## Introduction

These National Occupational Standards (NOS) have been revised following a review and revision of the accompanying functional map for Family Learning.

A functional map is the recognised starting point for the development (and revision) of NOS. The functional map begins by defining a 'Key Purpose' for the sector or occupational area in question –it seeks to describe in one concise statement the unique contribution of the functional area. In this case, the Key Purpose statement suggested for Family Learning is as follows:

**“Plan, manage and deliver opportunities for adults and children to learn together as and within a family through quality formal or informal programmes”**

This revised Key Purpose statement has been developed in collaboration with a Steering Group of key sector stakeholders, and a Working Group of practitioners.

The Key Purpose statement has then been disaggregated out into 'Key Areas', then into further levels of detail in 'Key Functions' and then, further, into 'Sub-Functions'. These are illustrated in the draft Functional Map on the following page.

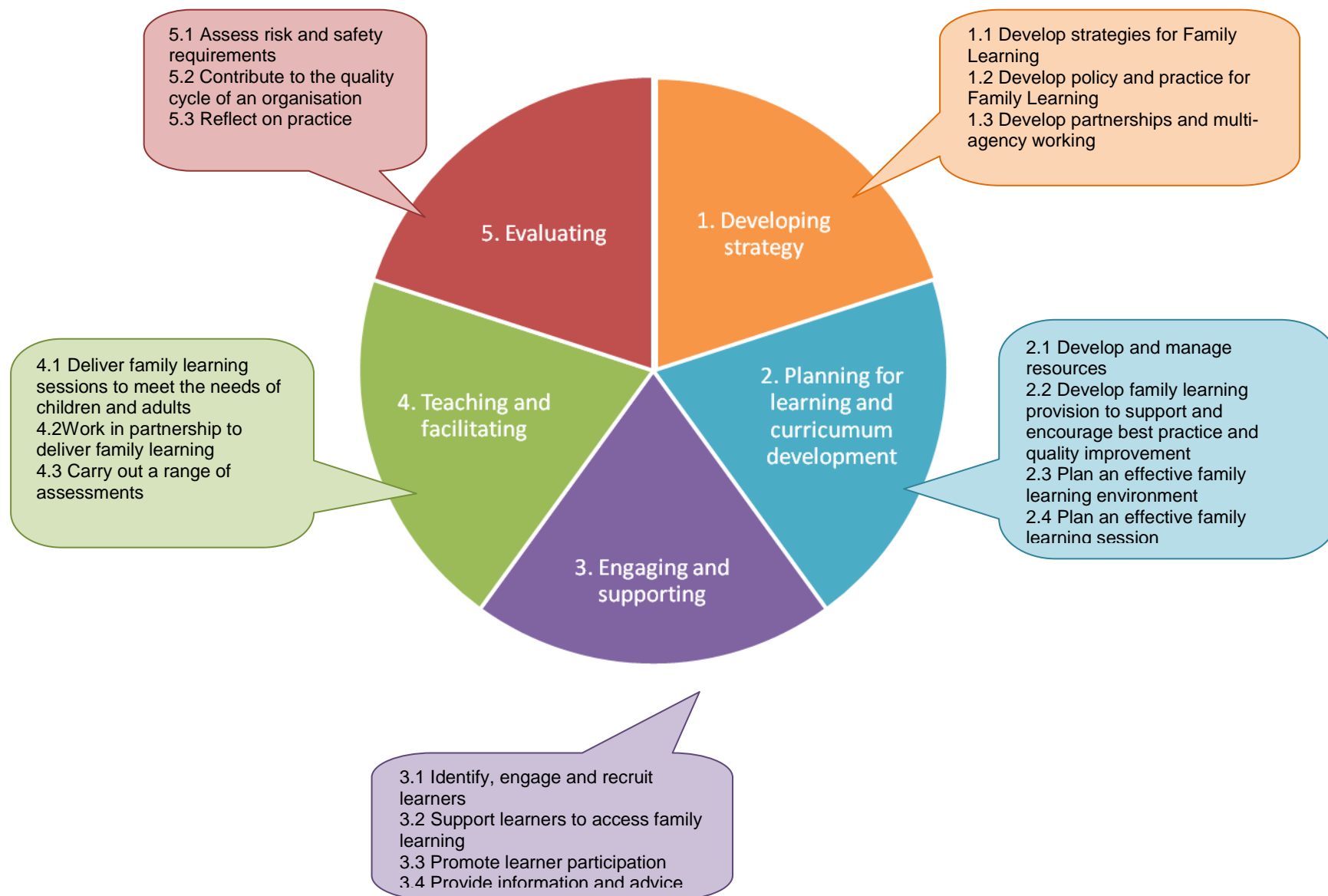
The Functional Map has been used as a basis from which to review the existing NOS, and develop these draft NOS for consultation.

It is important to note that individual standards are not assigned a 'level' (as a unit of a qualification might). This is because NOS describe functions – some of which will be carried out by multiple different job roles at a range of levels. An example of this could be the function of 'working in partnership': at one extreme, practitioners will work in partnership with each other in day to day practice; at the other, agencies and service directors, for example, will also work in partnership. How they work in partnership will be different, but the function they perform is the same. Functional maps and NOS are concerned with what is performed, not how it is done.

**When reviewing the NOS please consider whether there is anything missing, whether anything seems inappropriate, and whether there is sufficient emphasis on Family Learning.**

**Note on the functional map below:** the diagram is not intended to illustrate a process or cycle, neither are the functions intended to be presented in a chronological order. Each of the Key Areas is given equal weight in a functional map; each of the Main Functions is given equal weight. The numbering is used for reference purposes only, not to indicate the order in which the functions should be carried out.

## Functional Map



**The National Occupational Standards that follow are those which are unique to Family Learning.**

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Each separate Family Learning NOS is accompanied by a set of 'values'; these are listed on the following page.

A number of 'generic' cross-sector NOS have been signposted to at the end of this document. These NOS have been developed by other Standards Setting Bodies and are available in other suites of standards. These cover functions such as Health and Safety and Management and Leadership, for example.

## Values

Family Learning staff operate within the principles and values of the sector:

1. Family Learning is inclusive and is to be offered as a universal provision with open access.
2. Family Learning recognises and values diversity of culture, race, relationships and beliefs.
3. Equal partnership is the basis for all developments in Family Learning: all learners and educators, regardless of generation, recognise that learners and educators can frequently exchange ideas.
4. Family Learning recognises that it is acceptable to make mistakes, which are part of the process of reflective learning.
5. Achievements within Family Learning benefit the wider learning community through promoting change and empowering individuals and communities.
6. Family Learning raises aspirations and all outcomes of the process, including those which may not be overt, are of equal significance and importance.
7. Family Learning operates within a culture of mutual respect for individuals, communities, colleagues and agencies.

## **NOS Unit 1**

### **Monitor and evaluate the impact of trends and developments in family Learning**

#### **Overview**

This standard is about making sure that your organisation or project has access to up to date and reliable information about current and emerging issues in Family Learning. This information will be needed in order to plan future developments and strategies.

#### **Performance criteria**

*You must be able to:*

- P1. Use reliable and verifiable data from your own and other organisations to identify current take up and demand for Family Learning provision
- P2. Use reliable and verifiable data from your own and other organisations to predict future expectations and demand for Family learning provision
- P3. Use feedback from your own and other organisations to establish the views of participants about Family Learning provision
- P4. Use participant feedback to support decision making and future planning
- P5. Identify and assess the current and predicted key drivers for change in Family Learning
- P6. Identify and assess any opportunities, threats to, and weaknesses in, your organisation's Family Learning provision
- P7. Evaluate the effects of local, regional and national developments on Family Learning provision
- P8. Prepare and present information in a way that can be shared with others
- P9. Make sure there is a shared understanding of the basis for future plans and developments across your organisation

## **NOS Unit 1**

### **Monitor and evaluate the impact of trends and developments in family Learning**

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. How to check the reliability and validity of data from your own and other organisations.
- K2. Where you can get information about the Family learning sector and the advantages and disadvantages of different sources
- K3. How to assess sources of information for suitability
- K4. The legislative and ethical restrictions relating to the collecting, storing and sharing of information
- K5. How software products can help you collect and analyse information
- K6. How to analyse, measure and assess data and turn it into information that is suitable for evaluation and planning purposes
- K7. How to conduct a SWOT analysis
- K8. Methods of gaining participant feedback, and the costs and benefits associated with doing this

## **NOS Unit 2**

### **Promote a culture that values diversity and difference**

#### **Overview**

This standard is about ensuring that family learning is undertaken in an environment free from discrimination, in which difference and diversity are valued.

#### **Performance criteria**

*You must be able to:*

- P1. Ensure that policies and practices are inclusive and do not discriminate against groups or individuals
- P2. Make practitioners aware of the importance of following policies and practices which are anti-discriminatory
- P3. Identify and accommodate adults and children who are likely to have particular needs
- P4. Ensure that the environments for the delivery of family learning programmes are physically accessible
- P5. Ensure support is available for adults and children whose first language is not English
- P6. Ensure that work is carried out within the principles of anti-discriminatory practice and valuing diversity
- P7. Challenge and resolve behaviour from staff or practitioners which is discriminatory or oppressive

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. What is meant by valuing diversity and difference when working with adults and children
- K2. Why it is important to discuss requirements with participants and ways in which this can be done sensitively and discreetly
- K3. The different ways of communicating requirements to adults and children
- K4. The different requirements that groups and individuals may have in relation to diversity
- K5. The support available to participants whose first language is not English
- K6. The resources that are available in order to provide an inclusive environment
- K7. Legislation relating to anti-discriminatory practice and the implications of this when working with adults and children
- K8. Ways of identifying adults' and children's understanding of



## **NOS Unit 2**

### **Promote a culture that values diversity and difference**

issues relating to diversity and inclusion

- K9. Sources of information, locally and nationally and how these can be accessed
- K10. The changes that could be implemented by practitioners to improve and promote inclusive practice

## **NOS Unit 3**

### **Take responsibility for the safety and security of participants, staff and environments**

#### **Overview**

This standard is about ensuring that policies and procedures are in place and staff are appropriately trained to make certain that participants, staff and environments are safe and secure.

#### **Performance criteria**

*You must be able to:*

- P1. Develop appropriate systems and procedures that enable staff and others to voice their concerns about specific children or families
- P2. Ensure that the systems and procedures are in line with local and national policy, regulatory requirements and current guidance
- P3. Assess the learning needs of individual staff in relation to health, safety and safeguarding children and vulnerable adults
- P4. Identify approved training and development opportunities for health and safety, and safeguarding children and vulnerable adults
- P5. Ensure staff receive approved training on local child and vulnerable adult safeguarding policies and alerting procedures
- P6. Work with other professionals and agencies to support staff training and development
- P7. Monitor the quality of training and development by obtaining feedback from staff who have attended
- P8. Clearly identify the boundaries of confidentiality before sharing information about children and vulnerable adults, both internally and external to your organisation
- P9. Share information with others, within agreed boundaries of confidentiality and using organisational systems and procedures
- P10. Regularly monitor, review and update the systems and procedures to ensure compliance with local and national policy

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. Local and national policies and legislation relating to child protection
- K2. How to assess the needs of individual staff in relation to health, safety and child protection laws

## **NOS Unit 3**

### **Take responsibility for the safety and security of participants, staff and environments**

- K3. Training and development opportunities that are approved by local health or social services departments, or other agencies responsible for child protection in the local area
- K4. Why it is important to have agreed policies for behaviour and how to implement these
- K5. The importance of sharing information and concerns about children and families with others
- K6. How to maintain confidentiality when sharing information with others
- K7. The importance of having agreements about confidentiality when sharing information about families and children with other professionals and agencies
- K8. Ways in which you can monitor and review policies and procedures, and the importance of regularly updating these

## **NOS Unit 4**

### **Develop inter-agency, cross-sector working in family learning**

#### **Overview**

This standard is concerned with developing effective inter-agency working arrangements between different organisations that work with adults, children and families.

#### **Performance criteria**

*You must be able to:*

- P1. Work with key agencies to identify joint organisational aims, goals and objectives
- P2. Develop joint strategies and plans to enable the achievement of agreed objectives
- P3. Develop protocols for co-operative working that minimise duplication and benefit adults, children and families
- P4. Set up arrangements for regular contact with colleagues in other agencies
- P5. Identify shared areas of practice with other agencies
- P6. Identify individuals in other agencies who are in position to take joint work forward
- P7. Clarify roles and responsibilities for colleagues working across agencies
- P8. Recognise and value the different skills and expertise of colleagues in other agencies
- P9. Ensure that cross sector work is in line with local, regional, and national initiatives
- P10. Establish mechanisms for the monitoring of shared information and resources, including human resources, in line with quality assurance arrangements
- P11. Establish and maintain arrangements for resolving any inter-agency conflict

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. What is meant by 'professional relationship'
- K2. The importance of clarifying roles and responsibilities, including reporting mechanisms
- K3. Why it is important to communicate regularly and formally
- K4. How to approach colleagues in ways that promote their confidence and self-esteem, and the importance of this

## **NOS Unit 4**

### **Develop inter-agency, cross-sector working in family learning**

to effective working relationships

- K5. The benefits of sharing knowledge and information with colleagues
- K6. Why it is important to have protocols for inter-agency working and the key areas that such protocols should cover
- K7. The principles and methods of joint and multi-disciplinary working
- K8. How to assess the risks of joint working and ways to minimise these

## **NOS Unit 5**

### **Provide physical equipment, resources and surroundings that meet participant's needs**

#### **Overview**

This standard is about providing a suitable physical environment for family learning to take place.

#### **Performance criteria**

*You must be able to:*

- P1. Help to ensure that the physical environment is comfortable and appropriate
- P2. Support interaction within the Family Learning setting
- P3. Ensure that resources are made available to meet participants identified needs
- P4. Ensure that the physical surroundings provide access to all and an acceptable level of comfort
- P5. Use equipment, furniture and materials according to the manufacturers instructions
- P6. Identify and report any faults according to organisational policy and practice
- P7. Ensure that hygiene facilities are available and accessible to all participants
- P8. Ensure that learning resources are culturally sensitive
- P9. Ensure that physical equipment is accessible to those with disabilities

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. How to adopt an open and welcoming approach towards participants that helps them to feel valued
- K2. The support available to participants whose first language is not English
- K3. The principles and theories of group dynamics
- K4. How to approach participants in ways that promote their confidence and self-esteem, and the importance of this to effective relationships
- K5. The benefit of group discussion about similarities and differences between participants
- K6. How to help participants avoid stereotyping
- K7. Theories and techniques of conflict resolution
- K8. The importance of positive feedback and ways of giving

## **NOS Unit 5**

### **Provide physical equipment, resources and surroundings that meet participant's needs**

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- K9. The importance of providing time for parents to explain their own experiences
- K10. How to plan environments to ensure access for people with disabilities, including what resources might need to be made available
- K11. How to work within a framework of exclusivity, valuing diversity and anti-discriminatory practice and the key principles underpinning this
- K12. The resources that are available to you in order to provide an inclusive environment

## NOS Unit 6

### Build and maintain effective relationships with participants

#### Overview

This standard is about building and maintaining relationships with people involved in Family Learning, including adults and children. Building, maintaining and promoting positive relationships with and between people is essential for effective delivery of Family Learning services and programmes.

#### Performance criteria

*You must be able to:*

- P1. Approach participants with courtesy showing respect for their individuality, needs and preferences
- P2. Negotiate the basis of, and boundaries for, the relationship with participants sensitively making sure you value their point of view
- P3. Actively listen to participants
- P4. Check that participants have understood what you are trying to communicate
- P5. Make sure misunderstandings, disagreements and difficulties are dealt with promptly and with sensitivity in ways that maintain positive relationships
- P6. Seek out opportunities to network with participants and to develop relationships in ways that enhance participant's self-esteem and self-confidence
- P7. Allow participants to express themselves in their own time using their own words or chosen forms of communication
- P8. Provide opportunities to discuss similarities and differences between group members in a positive way
- P9. Encourage participants to support each other inside and outside the group
- P10. Monitor relationships with participants to ensure their needs are being met
- P11. Seek participants views on the relationships within the provision and how these could be improved

#### Knowledge and understanding

*You need to know and understand:*

- K1. How to build relationships based on respect and recognition of participants strengths and individuality e.g. background, life experience, and prior learning
- K2. How to ensure that your practice supports appropriate participation by those who to become involved in family



## **NOS Unit 6**

### **Build and maintain effective relationships with participants**

learning

- K3. How to work with people in ways that support and build self esteem, confidence and resilience.
- K4. Why it is important to set and agree boundaries for the relationship with participants and how to do this in ways that do not create unnecessary barriers
- K5. The importance of non-judgmental/non stereotyped attitudes and approaches and how you ensure that these underpin your practice
- K6. Appropriate ways of dealing with conflict between participants and between participants and practitioners
- K7. How you will support staff that are involved in conflict situations and seek support for yourself
- K8. Principles of effective communication including verbal, non verbal, electronic, written and covering individuals and groups
- K9. The different skills, methods and approaches required for communication and building relationships with children and with adults

## NOS Unit 7

### Build and maintain relationships with the wider community

#### Overview

This standard is about developing and maintaining good relationships with the wider community in order to support and develop Family Learning for adults and children.

#### Performance criteria

*You must be able to:*

- P1. Find out information about local resources, provision of services and facilities
- P2. Identify key stakeholders using appropriate, accurate information
- P3. Clarify your understanding of key stakeholders with participants and colleagues.
- P4. Initiate and establish contact with key stakeholders in a professional manner
- P5. Communicate with key stakeholders in ways that promote confidence
- P6. Identify opportunities for meeting and networking with key stakeholders
- P7. Raise awareness of Family Learning among and the value of this to the community
- P8. Share appropriate information and knowledge with key stakeholders within the boundaries of confidentiality
- P9. Discuss opportunities for supporting Family Learning with stakeholders
- P10. Identify the resources needed to support participants and agree
- P11. Evaluate the contribution of stakeholders to supporting participants within the community

#### Knowledge and understanding

*You need to know and understand:*

- K1. Information that is needed to identify key stakeholders within the local community and how to obtain it
- K2. Appropriate ways of contacting local key stakeholders through formal and informal methods
- K3. Key social, ethical and political issues in networking within the local community, and how any potential barriers can be minimised

## **NOS Unit 7**

### **Build and maintain relationships with the wider community**

- K4. What information can be shared with stakeholders and the purpose of sharing such information
- K5. Ways to promote the value of Family Learning to the wider community
- K6. Ways in which stakeholders can support Family Learning
- K7. Methods of working within communities to establish relationships
- K8. Methods and approaches to networking and the skills necessary to network successfully

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## NOS Unit 8

### Help participants become involved in family learning

#### Overview

This standard is about supporting adults and children to get involved in Family Learning. Initially people may need a helping hand to feel confident enough to join in.

#### Performance criteria

*You must be able to:*

- P1. Ensure the environment is as comfortable and welcoming as possible
- P2. Greet people in an open and welcoming manner that is likely to promote inclusion
- P3. Help to ensure that participants have a clear understanding of what to expect from the Family Learning programme
- P4. Agree with participants the principles and ground rules for sessions, including confidentiality agreements
- P5. Discuss the particular requirements of individual participants with them and identify their needs
- P6. Arrange support, if requested, for participants whose first language is not English
- P7. Positively encourage and value contributions and interactions from all participants
- P8. Help to encourage all participants to work within the principles of anti-discriminatory practice and valuing diversity
- P9. Provide realistic encouragement and positive support to participants in ways that raise their self esteem and confidence
- P10. Evaluate the provision with participants and make changes accordingly

#### Knowledge and understanding

*You need to know and understand:*

- K1. How to adopt an open and welcoming approach towards participants that helps them to feel valued
- K2. The support available to participants whose first language is not English
- K3. The principles and theories of group dynamics
- K4. How to approach participants in ways that promote their confidence and self-esteem, and the importance of this to effective relationships

## **NOS Unit 8**

### **Help participants become involved in family learning**

- K5. The benefit of group discussion about similarities and differences between participants
- K6. How to help participants avoid stereotyping
- K7. Theories and techniques of conflict resolution
- K8. The importance of positive feedback and ways of giving it
- K9. The importance of providing time for parents to explain their own experiences
- K10. How to work within a framework of inclusivity, valuing diversity and anti-discriminatory practice and the key principles underpinning this
- K11. Strategies for making the environment more welcoming

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## NOS Unit 9

### Recruit participants onto Family Learning

#### Overview

This standard is about engaging and recruiting people onto family learning programmes. It involves providing potential participants with appropriate information to help them make decisions about the suitability of family learning for them.

#### Performance criteria

*You must be able to:*

- P1. Be enthusiastic about Family Learning and its benefits for all participants regardless of prior knowledge
- P2. Provide participants with information about the value of Family Learning programmes
- P3. Provide participants with clear information about what they can expect from a Family Learning programme
- P4. Make suggestions and give information when requested according to your role and responsibility
- P5. Provide participants with accurate information about the commitment they will need to make to the programme
- P6. Provide information on second language support for those who express a need for this according to established procedures
- P7. Complete documentation for registration purposes
- P8. Complete any financial records and forward to the appropriate person in your organisation
- P9. Complete any information that may be required by other agencies and forward as appropriate
- P10. Obtain feedback from participants on the usefulness of the information they have obtained

#### Knowledge and understanding

*You need to know and understand:*

- K1. The importance of communication skills, including verbal, non-verbal, written and electronic
- K2. The different skills, methods and approaches required for communication with children and with adults
- K3. The different language needs of potential participants
- K4. Cultural requirements for communication appropriate to the local communities you are trying to inform e.g. format, where information should be displayed or communicated
- K5. The reasons why some participants may be reluctant to come to a Family Learning programme

## **NOS Unit 9**

### **Recruit participants onto Family Learning**

- K6. Barriers to participation, including financial barriers, physical barriers, social and emotional barriers, language barriers
- K7. Ways in which barriers can be overcome
- K8. The reasons for maintaining records of recruitment
- K9. The financial processes for dealing with fees
- K10. The information that needs to be completed as part of the recruitment process

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## **NOS Unit 10**

### **Work with families with complex needs and those who find services hard to reach**

#### **Overview**

This standard is about working with families who may have had little opportunity to work alongside supportive services before. It is also about working with families whose needs are made even more complex by physical, emotional or intellectual factors that may make it harder for them to respond to services.

#### **Performance criteria**

*You must be able to:*

- P1. Enable participants to talk about their needs
- P2. Respond to the identified needs of the participants
- P3. Take steps to safeguard and protect children and vulnerable adults who are at risk of harm
- P4. Provide learning that is accessible in terms of form, content, structure, delivery and assessment
- P5. Provide participants with learning at a level and pace that is appropriate for their needs
- P6. Support participants in identifying and overcoming barriers to accessing learning
- P7. Provide participants with information about available services and sources of support
- P8. Assist, if requested, participants to make transitions between supporting agencies
- P9. Share information, as agreed with participants, with other agencies
- P10. Seek permission from participants to access any relevant information held by other agencies
- P11. Work collaboratively with other agencies involved with participants
- P12. Make referrals, with agreement, to agencies who provide support

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. The theories of how adults and children learn and how these can be applied to Family Learning
- K2. The range of learning and development opportunities that may be available in your area and how to access them



## **NOS Unit 10**

### **Work with families with complex needs and those who find services hard to reach**

- K3. The nature and causes of barriers to learning and ways to address these
- K4. The social, economic, emotional, physical and educational factors which impact on learning experience throughout life
- K5. The different learning styles which may be appropriate for adults and children and how to help people to recognise them
- K6. The implications of learning styles for the way in which adults and children learn
- K7. Other agencies which existing to support families with complex needs
- K8. The other agencies with which participants may be involved
- K9. Ways of sharing information with other agencies, or colleagues

## **NOS Unit 11**

### **Provide publicity and information about Family Learning programmes**

#### **Overview**

This standard is about letting people know about the Family Learning programmes that are available to them, using a variety of forms such as posters, other printed material, mail, electronic mail or websites.

#### **Performance criteria**

##### *You must be able to:*

- P1. Find out the information needs of the local area
- P2. Identify sources of reliable and accurate information and opportunities appropriate to Family Learning
- P3. Prepare publicity and information materials using an appropriate format
- P4. Ensure that publicity and information about programmes is accessible
- P5. Help people overcome any barriers they may encounter in accessing information
- P6. Check that publicity and information materials are accurate and up to date
- P7. Explain to participants how they can access opportunities
- P8. Provide information about programmes in response to telephone, electronic or verbal requests
- P9. Review and evaluate the effectiveness of the information and publicity

#### **Knowledge and understanding**

##### *You need to know and understand:*

- K1. The different methods that can be used to publicise Family Learning programmes and the reasons why one method may be more suitable than another in particular situations
- K2. The Legal restrictions surrounding publicity and information
- K3. The different languages which are appropriate for different communities
- K4. Cultural requirements for communication for the local communities you are trying to inform e.g. format, where information should be displayed or communicated

## **NOS Unit 12**

### **Enable access to further learning and development opportunities**

#### **Overview**

This standard is about making sure that participants who want to move on from the learning experience they have had are able to do so. It is about providing information and signposting, but also about making people feel confident that they can move on to other learning opportunities.

#### **Performance criteria**

*You must be able to:*

- P1. Research and maintain up to date information about learning and development opportunities
- P2. Ensure that information is available in formats, languages and at a level that are accessible to all participants
- P3. Check that the information you are giving is accurate and up to date
- P4. Help participants to identify their strengths and interests
- P5. Recognise and address the barriers which participants may face in accessing learning and development
- P6. Provide information on the appropriateness of further learning and development opportunities
- P7. Provide support and encouragement for participants selecting further learning and development opportunities
- P8. Support participants in making arrangements to access further learning and development

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. Sources of information on further learning and development opportunities
- K2. The importance of ensuring that information is available in a format, language and level that is accessible to participants
- K3. The range of learning and development opportunities that may be available in your area and how to access them
- K4. The nature and causes of barriers to learning and ways to address these
- K5. The social, economic, emotional, physical and educational factors which impact on learning experiences throughout life

## **NOS Unit 12**

### **Enable access to further learning and development opportunities**

- K6. The different learning styles which may be appropriate for adults and children and how to help people to recognise them
- K7. The implications of learning styles for the way in which adults and children learn

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## NOS Unit 13

### Help to safeguard those in need or at risk of harm

#### Overview

This standard is about following policies and procedures for safeguarding children and vulnerable adults. It involves recognising and responding appropriately to signs of actual or suspected abuse or violence.

#### Performance criteria

*You must be able to:*

- P1. Follow policies and procedures for the safeguarding of children and vulnerable adults, and in relation to behaviour
- P2. Recognise the signs and symptoms of abuse and/or domestic violence in children and adults
- P3. Respond to any disclosure suggestive of abuse/or domestic violence in accordance with policies and procedures
- P4. Reassure individuals of the confidentiality of any disclosure within the requirements of safeguarding procedures
- P5. Follow organisational policy procedure and reporting mechanisms relating to the actual or suggested abuse of children or adults, including the confidentiality of such information
- P6. Help individuals to access appropriate information and support
- P7. Recognise and respect the individual's decisions and preferred course of action or non-action where appropriate

#### Knowledge and understanding

*You need to know and understand:*

- K1. The organisation's safety and protection procedures and policies
- K2. Procedures to safeguard children and adults
- K3. Why it is important to have agreed policies of behaviour within the group and how to implement these
- K4. Indicators of abuse/domestic violence and your organisation's policy in relation to this
- K5. Procedures for responding to any disclosure suggestive of abuse and/or domestic violence
- K6. Sources of appropriate information and support to help individuals

## **NOS Unit 14**

### **Communicate and liaise effectively with other agencies or sectors**

#### **Overview**

This standard is about working productively with other agencies or sectors to delivery family learning.

#### **Performance criteria**

*You must be able to:*

- P1. Follow protocols and established methods of communicating and sharing information
- P2. Identify the information to be shared
- P3. Ensure that timescales agreed for sharing information are manageable
- P4. Ensure that security and confidentiality of information is maintained
- P5. Ensure that information to be shared is clear and easily understandable, with specialist language clarified
- P6. Facilitate contact between colleagues in different agencies
- P7. Develop protocols to deal with potential breakdown in communication

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. What is meant by 'professional relationship'
- K2. The importance of clarifying roles and responsibilities, including reporting mechanisms
- K3. Why it is important to communicate regularly and formally
- K4. How to approach colleagues in ways that promote their confidence and self-esteem, and the importance of this to effective working relationships
- K5. How to resolve conflicts constructively in ways that do not undermine confidence
- K6. The benefits of sharing knowledge and information with colleagues
- K7. How to give positive feedback, whilst valuing diversity and what is meant by this
- K8. Why it is important to have protocols for inter-agency working and the key areas that such protocols should cover

## **NOS Unit 14**

### **Communicate and liaise effectively with other agencies or sectors**

- K9. The principles and methods of joint and multi-disciplinary working

## **NOS Unit 15**

### **Establish quality procedures in your area of responsibility for Family Learning**

#### **Overview**

This standard is about making sure that everyone in your organisation or project understands that maintaining quality is the only way to deliver the best possible services. It is about the steps which need to be taken to help people to understand the importance of quality in service delivery.

#### **Performance criteria**

*You must be able to:*

- P1. Raise the profile of quality assurance within your area of responsibility
- P2. Promote the benefits of quality assurance in working in Family Learning
- P3. Provide information and advice to colleagues about quality standards, best practice and benchmarks
- P4. Obtain feedback from participants on the quality of service provided
- P5. Identify, and take steps to address, barriers to promoting quality within your area of responsibility
- P6. Ensure that all staff are familiar with the quality systems, procedures and importance of addressing issues
- P7. Gain the commitment of staff to quality systems and procedures
- P8. Develop or introduce self-assessment processes and tools so that staff can measure the quality of service
- P9. Support staff in the use of tools for self-assessment, evaluation and review of provision
- P10. Ensure that participants and other relevant people are actively involved in quality systems
- P11. Conduct periodic reviews and evaluations of quality systems to ensure continuing responsiveness to needs



## **NOS Unit 15**

### **Establish quality procedures in your area of responsibility for Family Learning**

#### **Knowledge and understanding**

*You need to know and understand:*

- K1. The relevant quality standards and benchmarks for your sector and how they can be obtained
- K2. The bodies who are able to set benchmarks
- K3. The inspection and regulation system for your area of work and its legal basis
- K4. Your responsibilities for providing a quality service
- K5. The different quality systems and approaches that are available for use and how to select an appropriate system for your work
- K6. Why quality is important in the delivery of services
- K7. Different approaches to self-assessment and how to use the different self-assessment tools
- K8. How to select the most appropriate self-assessment tool for your area of work
- K9. How to use self-assessment tools and how to use the measurements obtained

## **NOS Unit 16**

### **Monitor and review the effectiveness of environments in promoting inclusion**

**Overview** This standard is about managing or coordinating environments in which family learning takes place to ensure they are inclusive for all.

**Performance criteria**

*You must be able to:*

- P1. Develop and implement monitoring arrangements
- P2. Obtain feedback from participants on their experiences of the learning environment
- P3. Review resources and facilities to ensure all participants can be included
- P4. Obtain feedback from practitioners on any improvements that could be made to promote inclusion
- P5. Identify and report on improvements which could be made to promote inclusion
- P6. Gain support for proposals for changes to improve the promotion of inclusion
- P7. Implement any necessary changes to the environments to promote inclusion

**Knowledge and understanding**

*You need to know and understand:*

- K1. What is meant by valuing diversity and difference when working with participants
- K2. Why it is important to discuss requirements with participants and ways in which this can be done sensitively and discreetly
- K3. The different requirements that groups and individuals may have in relation to diversity
- K4. The resources that are available in order to provide an inclusive environment
- K5. How to ensure that the environments are physically accessible to all who wish to participate in Family Learning
- K6. Legislation relating to anti-discriminatory practice and the implications of this when working with participants
- K7. Ways in which you identify practitioners' understanding of issues relating to diversity and inclusion

## **NOS Unit 16**

### **Monitor and review the effectiveness of environments in promoting inclusion**

- K8. Sources of relevant information, locally and nationally and how these can be accessed
- K9. What methods may be used to monitor environment, and how to select the most appropriate method
- K10. The changes that could be implemented by practitioners to improve and promote inclusive practice

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## NOS Unit 17

### Reflect on and update own knowledge and practice

#### Overview

This standard is about the competence you need to reflect on your practice. Reflecting on practice is a tool for self-evaluation and will enable you to develop and learn from assessing your own practice.

#### Performance criteria

*You must be able to:*

- P1. Monitor processes, practices and outcomes from your own work
- P2. Evaluate the effectiveness of your performance (achievements, strengths and weaknesses) against performance indicators or best practice benchmarks
- P3. Reflect on your interactions with families, colleagues and external agencies
- P4. Share your reflections with others and use their feedback to improve your own evaluation
- P5. Identify areas in your knowledge, understanding and skills where you could develop further
- P6. Develop and negotiate a plan to develop your knowledge, skills and understanding further
- P7. Seek out and access opportunities for continuing professional development as part of this plan
- P8. Consult others to learn from their experiences
- P9. Seek out and access knowledge, current thinking and information about your area of practice
- P10. Set objectives for change and improvement to your practice that are measurable and achievable

#### Knowledge and understanding

*You need to know and understand:*

- K1. Why reflection on practice and evaluation of personal effectiveness is important
- K2. How learning through reflection can increase professional knowledge and skills
- K3. Sources of information about current thinking and best practice in your area of responsibility and the validity of new information for your practice
- K4. How reflection can enhance and use personal experience to increase confidence and self esteem

## **NOS Unit 17**

### **Reflect on and update own knowledge and practice**

- K5. Techniques of reflective analysis
- K6. How to use reflection to challenge existing practice
- K7. The difficulties that may occur as a result of examining beliefs, values, and feelings
- K8. How to identify further areas for development in your skills and knowledge through reflection, feedback and other sources
- K9. How to develop a personal development plan with objectives that are specific, measurable, achievable realistic and time-bound
- K10. The availability and range of training and development opportunities in the local area and how to access these
- K11. The importance of integrating new information and/or learning in order to meet current best practice requirements
- K12. Techniques for evaluating your effectiveness and receiving feedback from others

## Signposted NOS

### Management and Leadership NOS

*CFAM&LBA3 Lead your team*

*CFAM&LBA5 Develop your organisation's vision and strategy*

*CFAM&LBA6 Develop strategic business plans*

*CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement*

*CFAM&LDA2 Recruit, select and retain people*

*CFAM&LDC2 Support individuals' learning and development*

*CFAM&LEA3 Manage the use of financial resources*

*CFAM&LEA4 Manage budgets*

*CFAM&LEB3 Manage physical resources*

*CFAM&LEC1 Promote knowledge management and sharing*

### Learning and Development NOS

*Standard 1 Identify collective learning and development needs*

*Standard 2 Identify individuals' learning and development needs*

*Standard 3 Plan and prepare specific learning and development opportunities*

*Standard 5 Develop and prepare resources for learning and development*

*Standard 6 Manage learning and development in groups*

*Standard 7 Facilitate individual learning and development*

*Standard 8 Engage and support learners in the learning and development process*

*Standard 9 Assess learner achievement*

### Health and Safety NOS

*PROHSS1 Make sure your own actions reduce risks to health and safety*

*PROHSS6 Conduct a health and safety risk assessment of a workplace*

*PROHSS9 Supervise the health, safety and welfare of an individual at work*