**IDENTIFY LEARNING NEEDS**

This standard is about identifying learning needs with learners.

Performance Criteria

You must be able to:

1. identify the learner’s objectives, motivation to learn and any requirements
2. collect sufficient information relevant to the learners and their context to identify family learning needs
3. analyse information and data to identify learning needs
4. review learners’ achievements, evaluating these against relevant objectives and requirements
5. assess learners’ capabilities and potential in the context of their objectives using robust, reliable and valid methods
6. support learners in identifying their own preferred ways of learning
7. provide learners with constructive feedback
8. maintain confidentiality agreements

Knowledge and Understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning family learning programmes
2. the principles that underpin learning needs analysis
3. why it is important to identify a learner’s objectives and motivation to learn
4. different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning
5. different methods of providing feedback to learners
6. issues related to equality and diversity that may affect learning
7. How to maintain confidentiality and manage information in accordance with legal and organisational procedures and current legislation.

**PLAN AND PREPARE FAMILY LEARNING PROGRAMMES**

This standard is about planning and preparing family learning programmes to meet identified needs and requirements. It applies to planning for both groups and individuals. `Programme' refers to any planned sequence of learning opportunities which lead to agreed outcomes.

Performance Criteria

You must be able to:

1. identify learning outcomes that meet agreed needs identify the purpose and outcomes of specific learning and development opportunities in relation to agreed goals
2. develop a coherent learning programme appropriate to the learning outcomes
3. communicate aims and objectives to learners
4. identify realistic and appropriate delivery and assessment methods
5. identify the resources needed to deliver and/or facilitate family learning opportunities
6. identify how the learning will be monitored and evaluated
7. ensure the plan conforms to relevant policies, procedures and legislation

Knowledge and Understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning family learning programmes
2. how information acquired from analysing family learning needs contributes to planning, and the factors that need to be taken into account
3. how to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology
4. how to develop a plan of family learning opportunities that meets different learning needs, including those relating to equality and diversity
5. the types of internal and external requirements that may affect planning, including adaptations to meet the needs of learners.
6. factors that need to be managed when arranging and co-ordinating family learning opportunities
7. how to carry out risk assessments, and the factors that need to be considered in the learning context
8. the importance of flexibility and contingency planning when developing programmes
9. the learning cycle and how this should inform the planning process
10. why it is important for learner needs to be at the centre of programme plans
11. how to involve learners in the development of programme plans
12. the range of resources, including the use of technology, that may be needed to facilitate, monitor and evaluate family learning and how to identify them
13. how planning and resource needs can be affected by the learners’ identified abilities and needs, including the use of language
14. the arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation
15. the factors that need to be considered when monitoring the implementation of the plan and evaluating the effectiveness of learning
16. how continuous evaluation can help to shape the development and implementation of learning plans and improve learning
17. how to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes
18. aspects of equality and diversity that need to be addressed when supporting learners
19. the operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines

**MANAGE AND FACILITATE FAMILY LEARNING**

This standard is about using a range of methods to facilitate and manage learning in a safe and supportive environment.

Performance Criteria

You must be able to:

1. Prepare an environment conducive to effective learning relevant to the delivery methods.
2. manage a group environment in which individuals feel valued, supported, confident and able to learn
3. establish and maintain a professional relationship with learners that supports learning and reflection
4. explore and agree learners’ objectives, learning needs and goals
5. communicate with learners in a way that meets individual and group needs
6. use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes
7. support learners in applying their learning in context
8. balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements
9. monitor learner response and use appropriate strategies to motivate learners individually and collectively
10. encourage effective communication
11. maintain the health and safety of learners, self and other people

Knowledge and Understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning family learning programmes
2. learners’ needs and planned outcomes
3. the types of learning resources available, including those that are technology enhanced, that can support learning
4. the factors to consider when selecting and using resources to facilitate family learning
5. the characteristics of a group environment that foster learning for all those involved
6. different techniques to manage group dynamics
7. aspects of equality, diversity that need to be addressed when facilitating groups
8. different ways of encouraging behaviour and values that foster mutual respect and support the learning process
9. the importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups
10. the range of delivery methods appropriate to learning
11. how to co-ordinate family learning activities to meet individual and group needs
12. the types of motivational strategies that would support group and individual learning and how to select these according to identified needs
13. how to assess and manage risk whilst facilitating family learning

**EVALUATE AND IMPROVE FAMILY LEARNING PROVISION**

This standard is about evaluating family learning provision and planning/implementing quality improvements.

Performance Criteria

You must be able to:

1. identify the purpose and scope of the evaluation
2. identify quality requirements and appropriate measures of performance
3. identify methods for monitoring, and collecting, managing and analysing data
4. collect and analyse data according to identified monitoring procedures
5. identify strengths and areas for improvement
6. evaluate own contribution to working within quality systems
7. ensure that potential improvements are realistic and achievable
8. work with others to plan and implement improvements to learning and development
9. monitor and evaluate the impact of improvements

Knowledge and Understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning family learning programmes
2. the key concepts and principles of quality assurance and continuous improvement
3. the quality requirements appropriate to own work context and work role
4. how to research and keep up to date with quality requirements relevant

to learning and development

1. industry recognised standards relevant to family learning and the processes and activities which deliver excellence in the work context being evaluated
2. how to identify performance indicators relevant to the area being evaluated
3. how to set realistic targets, the contribution that targets can make to evaluation processes and the drawbacks associated with target driven work
4. the strengths and weaknesses of different monitoring and information collection methods and how to develop and administer these methods
5. the range, amount and frequency of data, qualitative and quantitative, that needs to be collected and analysed to give valid information about quality
6. the contribution that technology can make to the monitoring and evaluation process
7. the principles of information management and how to establish systems for the monitoring and management of qualitative and quantitative data
8. processes, procedures and methods involved in data analysis and interpretation
9. what to monitor for specific purposes and how to record and store it
10. how to contribute to self-assessment and evaluation processes
11. the role and functions of individuals and teams in improving quality and raising standards
12. the importance of involving learners in quality improvement
13. how to encourage learners to contribute to evaluation of learning
14. the impact of the wider learning environment on the learner experience
15. how to use feedback to develop own practice specific to the relevant quality systems
16. how to act on the outcomes of quality assurance, including evaluation
17. how to contribute to quality improvement plans
18. how to work with those involved in the learning process to influence and implement quality improvement
19. the confidentiality and data protection legislation relevant to the collection and storage of information in learning and development
20. issues related to equality and diversity and that may affect evaluation and improvement to provision, and how to address these