Family Learning NOS 2023 – combined files

NOS Ref	Relevant NOS title
CLDFL01	Monitor and evaluate the impact of trends and developments in family learning
CLDFL02	Establish quality procedures in your area of responsibility for family learning
**INSML055	Provide healthy, safe and secure working environments and practices
CLDFL03	Promote a culture that values diversity and difference
CLDFL04	Provide physical equipment, resources and surroundings that meet participants' needs
CLDFL05	Take responsibility for the safety and security of participants and environments
CLDFL06	Provide publicity and information about family learning programmes
CLDFL07	Recruit participants onto family learning
CLDFL08	Build and maintain effective relationships with families to ensure a learner centred approach
CLDFL09	Build and maintain relationships with the wider community
CLDFL10	Work with families who find services difficult to access
CLDFL11	Enable access to future learning and development opportunities
CLDFL12	Help to safeguard those in need or at risk of harm
CLDFL13	Communicate and liaise with other agencies or sectors
CLDFL14	Identify learning needs
CLDFL15	Plan and prepare family learning programmes
CLDFL16	Manage and facilitate family learning
CLDFL17	Evaluate and improve family learning provision
CLDFL18	Monitor and review the learning environment in promoting inclusion
CLDFL19	Reflect on and update own knowledge and practice

Monitor and evaluate the impact of trends and developments in Family Learning

Overview

This standard is about making sure that your organisation has access to up to date and reliable information about current and emerging issues in Family Learning. It is important to keep your own knowledge up to date on an on-going basis in order to inform organisational decision making when planning future developments and strategies.

Performance criteria

You must be able to:

1. use verifiable data from your own and other organisations to identify current take up and demand for Family Learning provision

2. use verifiable data from your own and other organisations to predict possible future demand for Family Learning provision

3. use feedback from your own and other organisations to establish the views of participants about Family Learning provision

4. use participant feedback to support decision making and future planning

5. identify and assess the current and predicted key drivers for change in Family Learning

6. identify and assess any opportunities, threats to, and weaknesses in, your organisation's Family Learning provision

7. evaluate the effects of local, regional and national developments on Family Learning provision

8. prepare and present information in a way that can be shared with others

9. make sure there is a shared understanding of the basis for future plans and developments across your organisation

Knowledge and understanding

You need to know and understand:

1. how to check the reliability and validity of data from your own and other organisations
2. where to obtain information about the Family Learning sector and the advantages and disadvantages of different sources
3. how to assess sources of information for suitability
4. the legislative and ethical restrictions relating to collecting, storing and sharing information
5. how technology can be used to collect and analyse information
6. methods of gaining participant feedback, and the costs and benefits associated with doing this
7. how to analyse, measure and assess data and turn it into information that is suitable for evaluation and planning purposes
8. how to analyse and reflect on the opportunities available to the organisation
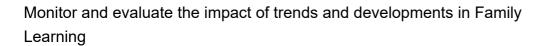
Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Technology

This refers to both hardware and online tools/apps which can be used in the communication (including social media) and practice.

Monitor and evaluate the impact of trends and developments in Family Learning

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL01
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

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:

1. raise the profile of quality assurance within your area of responsibility
2. provide information and advice to colleagues about quality standards, best practice and benchmarks
3. obtain feedback as appropriate from participants and other stakeholders on the quality of the service provided
4. identify and take steps to address barriers to promoting quality within your area of responsibility
5. ensure that all staff are familiar with the quality systems, procedures and importance of addressing issues
6. gain the commitment of staff to quality systems and procedures
7. develop or introduce self-assessment processes and tools so that staff can measure the quality of service they provide
8. support staff in the use of tools for self-assessment, evaluation and review of provision
9. involve participants and other relevant people in quality systems
10. conduct periodic reviews and evaluations of quality systems to ensure continuing responsiveness to needs

Establish quality procedures in your area of responsibility for Family Learning

Knowledge and understanding

You need to know and understand:

1. relevant quality standards and benchmarks and how they can be obtained
2. the inspection and regulation system for your area of work and its legal basis
3. your responsibilities for providing a quality service
4. the different quality systems and approaches that are available for use and how to select an appropriate system for your work
5. why quality is important in the delivery of services
6. ways of promoting the benefits of quality assurance in working in Family Learning
7. different approaches to self-assessment
8. how to select the most appropriate self-assessment tool for your area of work
9. how to use self-assessment tools and how to use the measurements obtained
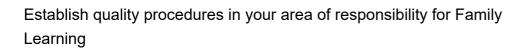
Establish quality procedures in your area of responsibility for Family Learning

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Establish quality procedures in your area of responsibility for Family Learning

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL13
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Overview

This standard is about providing healthy, safe and secure working environments and practices. You ensure that the physical environment and working practices in your area of responsibility comply with your organisation's health and safety policy statement and that resources are secure. You consult your team and representatives on health and safety issues, ensuring that systems are in place to identify and assess hazards and risks. You also take action to control or eliminate hazards, using specialists or referring concerns to colleagues when they are outside your limits of authority. The standard also includes setting up systems to monitor, measure and report on health, safety, security and productivity within your work area. You demonstrate your commitment to health, safety, security and productivity by setting a good example to your team.

This standard is for all managers and leaders.

Provide healthy, safe and secure working environments and practices

Performance criteria

You must be able to:

1. identify your personal responsibilities and liabilities under health and safety legislation
2. communicate your organisation's health and safety policy statement to employees in your area of responsibility and other colleagues
3. ensure the working environments and practices in your area of responsibility comply with your organisation's health and safety policy statement and are reviewed when required
4. check compliance with your organisation's health and safety policy statement following any significant changes to the environment, practices or legislation
5. consult employees in your area of responsibility or their representatives on health and safety issues, in line with organisational requirements
6. set up a system for identifying health and safety hazards in your area of responsibility
7. implement a risk assessment system in your area of responsibility
8. ensure that a system is in place for identifying and assessing risks to the security of resources in your area of responsibility
9. agree actions to eliminate or control identified hazards and manage identified risks
10. refer identified hazards and risks outside your level/area of authority to colleagues responsible for health and safety
11. ensure that the health and safety of employees and the security of resources and information are prime considerations when designing or reviewing working environments and practices
12. allocate sufficient resources across your area of responsibility to deal with health, safety and security issues
13. seek and make use of specialist expertise, where required
14. set up systems for monitoring, measuring and reporting of health, safety, security and productivity performance in your area of responsibility
15. demonstrate your personal commitment to health, safety, security and productivity through your actions
16. review the application of health and safety policy statement in your area of responsibility and make recommendations to inform future developments
17. follow the legal, organisational, codes of practice and policies relevant to providing healthy, safe, secure and productive working environments and practices

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

1.	the importance of health, safety and security in the workplace, your personal responsibilities and liabilities under health and safety legislation and how to keep up with legislative and other developments relating to health and safety

2.	how to communicate the written health and safety policy statement to employees who work in your area of responsibility and other relevant parties

3.	how to identify risks to the security of resources and information and actions you can take to mitigate these risks

4.	how and when to consult with employees in your area of responsibility or their representatives on health, safety and security issues

5.	the ways of developing a culture in your area of responsibility which puts health, safety and security first and the importance of setting a good example to employees

6.	how to establish and use systems for identifying hazards and assessing risks, the actions that should be taken to control or eliminate them, and the type of resources required

7.	how to establish systems for monitoring, measuring and reporting on health, safety and security performance in your area of responsibility

8.	how and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform future planning and decision-making

Industry and sector specific knowledge and understanding

9.	the industry and sector-specific legislation, regulations, guidelines

and codes of practice relating to health, safety and security

10.   the legal, organisational, codes of practice and policies relevant to providing healthy, safe, secure and productive working environments and practices

Context specific knowledge and understanding

11.   the employees with an interest in health, safety and security in your area of responsibility

12.   your organisation's written health and safety policy statement and how it is communicated to employees at your organisation and to other relevant parties

13.   the sources of specialist expertise available to support you in managing health, safety and security

14.   the operational plans for your area of responsibility and the resources allocated to and across your area of responsibility for health, safety and security

15.   the allocated responsibilities for health, safety and security in your area and your organisation in general

16.   the systems in place in your area of responsibility for identifying hazards, assessing risks, taking actions and who to refer to when identified hazards or risks are outside your level and area of authority

17.   the systems in place for monitoring, measuring and reporting of health, safety and security performance in your area of responsibility

Skills	1. Communicating
	2. Consulting
	3. Decision-making
	4. Information management
	5. Involving employees
	6. Leadership
	7. Monitoring
	8. Planning
	9. Presenting information
	10. Prioritising
	11. Questioning
	12. Reporting
	13. Reviewing
	14. Risk management
	15. Thinking systematically

Provide healthy, safe and secure working environments and practices

Developed by	Skills CFA
Version Number	1
Date Approved	12 Feb 2021
Indicative Review Date	01 Mar 2026
Validity	Current
Status	Original
Originating Organisation	Instructus
Original URN	CFAM&LEB1
Relevant Occupations	Managers and Senior Officials
Suite	Management and Leadership
Keywords	Management & leadership; healthy; safe; productive; working environment; practices

Promote a culture that values diversity and difference

Overview

This standard is about setting out the expectations for others and acceptable forms of behaviour that do not discriminate or exclude others. It involves providing support to others where it is needed and challenging any behaviour which is discriminatory or oppressive.

In the context of this standard, language support means the provision of additional support to children and adults who might have multiple language needs. This includes those who might speak a language different to that being used by the group – whatever language that might be.

Promote a culture that values diversity and difference

Performance criteria

You must be able to:

1. make others aware of the importance of following policies and practices which are anti-discriminatory

2. identify and accommodate adults and children who are likely to have particular needs

3. encourage and value contributions and interactions from all participants

4. provide realistic encouragement and positive support to participants in ways that raise their self-esteem and confidence

5. provide language support for adults and children

6. work according to the principles of anti-discriminatory practice and valuing diversity

7. support all participants to work within the principles of anti-discriminatory practice and valuing diversity

8. challenge and resolve behaviour by others which is discriminatory or oppressive

Promote a culture that values diversity and difference

Knowledge and understanding

You need to know and understand:

1. legislation relating to anti-discriminatory practice and the implications of this when working with adults and children
2. local and national sources of information for supporting inclusion, and how these can be accessed
3. the organisation's policies and practices for promoting inclusion
4. what is meant by valuing diversity and difference when working with adults and children
5. how to adopt an open and welcoming approach towards participants that helps them to feel valued
6. appropriate way of communicating with adults and children
7. the different requirements that groups and individuals may have in relation to diversity
8. the language support available to children and adults
9. ways of identifying adults' and children's understanding of issues relating to diversity and inclusion
10. the benefit of group discussion about similarities and differences between participants
11. how to help participants avoid stereotyping
12. ways of challenging others to stop discriminatory or oppressive behaviour
13. the changes that could be implemented by practitioners to improve and promote inclusive practice

Promote a culture that values diversity and difference

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL02
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

CLDFL04

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

Overview

This standard is about providing a suitable physical

environment for learning to take place. It involves ensuring that suitable equipment and resources are available and fully accessible to all participants to support their learning.

Performance criteria

You must be able to:

1. provide a physical environment that is comfortable and welcoming
2. provide physical surroundings that are accessible to all
3. use equipment, furniture and materials according to the manufacturer's instructions
4. provide and use physical equipment that is accessible to learners
5. identify and report any faults according to organisational policy and practice
6. ensure that hygiene facilities are available and accessible to all participants

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

Knowledge and understanding

You need to know and understand:

1. legislation relating to anti-discriminatory practice and accessibility requirements and the implications of this when working with adults and children
2. the organisation's policies and practices for providing suitable learning environments
3. the importance of providing an appropriate learning environment
4. how to plan environments to ensure they are accessible, including what resources might need to be made available
5. the range of learner needs and how these might impact on the suitability of learning environments
6. the resources that are available in order to provide an inclusive environment
7. the importance of using resources and facilities appropriately
8. procedures for reporting or otherwise dealing with faults or problems with physical equipment or resources

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

Glossary

Resources

This covers any physical, human or financial resource that supports the family learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

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

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL04
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

CLDFL05

Take responsibility for the safety and security of participants and environments

Overview

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

Take responsibility for the safety and security of participants and environments

Performance criteria

You must be able to:

1. Identify and follow appropriate organisational policy, procedures and reporting mechanisms, including the confidentiality of such information.
2. Follow appropriate safeguarding policies and procedures including those that enable concerns to be voiced about specific children, young people and/or adults
3. ensure that systems and procedures are in line with local and national policy, regulatory requirements and current guidance
4. identify the boundaries of confidentiality before sharing information about children, young people and adults, both internally and externally to your organisation
5. share information with relevant stakeholders, according to protocols for maintaining confidentiality and using organisational systems and procedures
6. advise learners that information shared will be handled sensitively and confidentially, in line with safeguarding procedures
7. identify and access approved training and development opportunities on health and safety, child and vulnerable adult protection and safeguarding procedures

Take responsibility for the safety and security of participants and environments

Knowledge and understanding

You need to know and understand:

1. local and national policies and legislation relating to child and vulnerable adult protection and safeguarding procedures
2. local reporting procedures for child and adult protection
3. training and development opportunities that are approved by local health or social services , or other organisations responsible for child and adult protection and safeguarding
4. the importance of having an agreed behaviour policy and how to implement this
5. the importance of sharing information and concerns about children and adults with appropriate stakeholders whilst maintaining confidentiality
6. the importance of having partnership agreements about confidentiality when sharing information about children and adults with other professionals and organisations

Take responsibility for the safety and security of participants and environments

Glossary

Resources

This covers any physical, human or financial resource that supports the family learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

Take responsibility for the safety and security of participants and environments

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL03
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Overview

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

Provide publicity and information about Family Learning programmes

Performance criteria

You must be able to:

1. find out the information needs of the local area and target groups
2. identify sources of reliable and accurate information and opportunities appropriate to Family Learning
3. prepare publicity and information materials using an appropriate format and language
4. ensure that publicity and information about programmes is accessible and meets the needs of the audience
5. check that publicity and information materials are accurate and up to date
6. explain to participants how they can access opportunities
7. provide information about programmes in response to telephone, electronic or verbal requests
8. review and evaluate the effectiveness of the information and publicity

Provide publicity and information about Family Learning programmes

Knowledge and understanding

You need to know and understand:

1. 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
2. how to help people overcome any barriers they may encounter in accessing information
3. the legal restrictions surrounding publicity and information
4. the different languages which are appropriate for different communities
5. cultural requirements for communication for the local communities you are trying to inform such as format and where information should be displayed or communicated

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Provide publicity and information about Family Learning programmes

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL09
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

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.

In the context of this standard, language support means the provision of additional support to children and adults who might have multiple language needs. For those who might speak a language different to that being used by the group – whatever language that might be.

Recruit participants onto Family Learning

Performance criteria

You must be able to:

1. engage with adults and children in a way which builds trust
2. negotiate learning opportunities that are responsive to the needs of children and adults
3. provide participants with information about the value of Family Learning programmes
4. provide participants with clear information about what they can expect from a Family Learning programme
5. make suggestions and give information when requested according to your role and responsibility
6. provide participants with accurate information about the commitment they will need to make to the programme
7. discuss the particular requirements of individual participants with them and identify their needs
8. according to established procedures, provide information on language support for those who express a need
9. agree with participants the principles and ground rules for sessions, including confidentiality agreements
10. complete documentation for registration purposes
11. complete any financial records and forward to the appropriate person in your organisation
12. complete any information that may be required by other organisations and forward as appropriate
13. obtain feedback from participants on the usefulness of the information they have obtained

Recruit participants onto Family Learning

Knowledge and understanding

You need to know and understand:

1. the importance of showing enthusiasm for Family Learning and its benefits for all participants regardless of prior knowledge
2. the different skills, methods and approaches required for communication with children and with adults
3. the different language needs of potential participants
4. the language support available to children and adults
5. cultural requirements for communication appropriate to the local communities you are trying to inform such as format and where information should be displayed or communicated
6. why it is important to ensure that participants have a clear understanding of what to expect from the Family Learning programme
7. the reasons why some participants may be reluctant to come to a Family Learning programme
8. barriers to participation, including financial barriers, physical barriers, social and emotional barriers, language barriers
9. ways in which barriers can be overcome
10. the reasons for maintaining records of recruitment
11. where appropriate, the financial processes for dealing with fees
12. the information that needs to be completed as part of the recruitment process

Recruit participants onto Family Learning

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Recruit participants onto Family Learning

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL07
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

CLDFL08

Build and maintain effective relationships with families to ensure a learner centred approach

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. This might include, understanding individuals' background, life experience and prior learning.

Build and maintain effective relationships with families to ensure a learner centred approach

Performance criteria

You must be able to:

1. approach learners with courtesy showing respect for their individuality, needs, strengths, interests, preferences and views

2. negotiate the basis of, and boundaries for, relationships with learners

3. ensure that learners have understood what you are trying to communicate and adapt to suit individual needs

4. ensure misunderstandings, disagreements and difficulties are dealt with in ways that maintain positive and sustained relationships

5. seek out opportunities to engage with learners to develop relationships in ways that enhance their self-esteem, self-efficacy and attitudes towards learning

6. embed appropriate monitoring and self-evaluation processes to support improvements

7. promote inclusivity, diversity and equality of opportunity

8. maintain confidentiality and security of individual information that meets GDPR, relevant legal requirements and organisational policies

Build and maintain effective relationships with families to ensure a learner centred approach

Knowledge and understanding

You need to know and understand:

1. legal, organisational and policy requirements relevant to your role and the activities being carried out

2. how to implement relevant legal requirements, local procedures for safeguarding children, young people and vulnerable adults

3. your own personal accountability for safeguarding children, young people and vulnerable adults

4. relevant ethical principles and codes of professional practice and the consequences of not adhering to them

5. the cultural, linguistic, social, economic, emotional, physical and educational factors which impact on learning experiences throughout life

6. how to approach learners in ways that promote their confidence and self-efficacy, and the importance of these for effective and meaningful relationships

7. how to build relationships based on respect and recognition of learners' strengths and individuality

8. how your own practice supports appropriate participation by those who become involved in Family Learning

9. how to work with learners in ways that support and build self-esteem, self-efficacy and resilience

10. the importance of allowing learners the time, space and opportunity to express their views and opinions

11. the importance of setting agreed relationship boundaries with learners without creating unnecessary barriers

12. why non-judgmental and non-stereotyped attitudes and approaches should underpin practice

13. the importance of providing opportunities to positively share and celebrate cultures between group members when appropriate

14. ways of encouraging learners to engage in meaningful peer support that extends beyond the group

15. appropriate ways of dealing with conflict between participants, and between participants and practitioners

16. when and how to seek self support if involved in conflict situations

17. the importance of effective communications with individuals and groups including verbal, non-verbal, electronic and written forms

18. the different skills, methods and approaches required for effective communication and building relationships with children, young people and adults

19. how to monitor and evaluate relationships with learners to ensure their needs are being met

20. how to encourage learners' to take ownership of the learning
    process and support self-directed learning
21. the value of effective partnerships to support learner needs
    including appropriate referral routes

Glossary

Family

Family includes any person who has parental responsibility for a child
and any other person with whom the child has been living. Each family
is unique and can include parents, carers, guardians, grandparents,
other relatives, chosen family and of course, children and young people.

Build and maintain effective relationships with families to ensure a learner centred approach

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL05
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

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. This could include, liaising with other local organisations and learning about the wider community through a number of means such as online and social media channels.

Performance criteria

You must be able to:

1. find out information about local resources, provision of services and facilities
2. clarify your understanding of stakeholders with participants and colleagues
3. identify and establish contact with stakeholders in a professional manner
4. use appropriate methods to communicate with stakeholders
5. identify opportunities for meeting and networking with stakeholders
6. raise awareness amongst stakeholders of Family Learning and its value
7. share relevant information and knowledge with stakeholders
8. discuss opportunities for supporting Family Learning with stakeholders
9. evaluate the contribution of stakeholders to supporting participants within the community

Build and maintain relationships with the wider community

Knowledge and understanding

You need to know and understand:

1. how to gather information to identify key stakeholders within the local community and how their services can support learners
2. techniques for establishing and maintaining collegiate relationships with partner and stakeholder organisations
3. methods and approaches to develop and maintain networking opportunities effectively
4. Communication processes for contacting partner and key stakeholders through formal and informal methods
5. key cultural, linguistic, social, ethical and political issues when networking with the local community, and how any potential barriers can be minimised and overcome
6. what information can be shared with stakeholders and the purpose of sharing such information
7. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
8. legal, organisational and policy requirements relevant to your role and the activities being carried out
9. ways to promote the value of Family Learning to the wider community
10. ways in which stakeholders can support Family Learning

Build and maintain relationships with the wider community

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Resources

This covers any physical, human or financial resource that supports the family learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

Build and maintain relationships with the wider community

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL06
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Work with families who find services difficult to access

Overview

This standard is about working with families who may experience difficulty accessing services. It could also involve working with families with complex needs due to physical, emotional or intellectual factors that may make it harder for them to respond to and access services.

Work with families who find services difficult to access

Performance criteria

You must be able to:

1. enable participants to identify and talk about their needs
2. respond to the identified needs of the participants either by appropriate signposting or referral
3. provide learning that is accessible in terms of level, form, content, structure, delivery and assessment
4. support participants in identifying and overcoming barriers to accessing learning
5. provide participants with information about available services and sources of support

Work with families who find services difficult to access

Knowledge and understanding

You need to know and understand:

1. the theories of how adults and children learn and how these can be applied to Family Learning
2. the range of learning and development opportunities that may be available in your area and how to access them
3. the nature and causes of barriers to learning and ways to address these
4. the cultural, linguistic, social, economic, emotional, physical and educational factors which impact on learning experience throughout life
5. the different learning strategies which may be appropriate for adults and children and how to help people to recognise them
6. the implications of learning strategies for the way in which adults and children learn
7. other organisations which exist to support families with complex needs
8. the other organisations with which participants may be involved
9. ways of sharing information, as agreed with participants, with other organisations
10. the importance of gaining permission from participants to access any relevant information held by other organisations
11. how to work collaboratively with other organisations involved with participants
12. the importance of taking steps to safeguard and protect children and adults who are at risk of harm
13. when it is appropriate to make referrals, with agreement, to organisations who provide support

Work with families who find services difficult to access

Glossary	Family
	Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Work with families who find services difficult to access

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL08
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Enable access to future 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.

Enable access to future learning and development opportunities

Performance criteria

You must be able to:

1. research and maintain up to date information about learning and development opportunities
2. ensure that information is available in formats, languages and at a level that is accessible to all participants
3. help participants to identify their strengths and interests and previous learning or experience
4. recognise and address the barriers which participants may face in accessing future learning and development
5. provide support and encouragement for participants selecting future learning and development opportunities
6. support participants in making arrangements to access future learning and development
7. identify gaps in provision and respond appropriately

Enable access to future learning and development opportunities

Knowledge and understanding

You need to know and understand:

1. sources of information on future learning and development opportunities
2. the importance of ensuring that quality information is available in a format, language and level that is accessible to participants
3. the range of learning and development opportunities that may be available and how to access them
4. how to explore the prior learning and experience of participants
5. the nature and causes of barriers to learning and ways to address these
6. the cultural, linguistic, social, economic, emotional, physical and educational factors which impact on learning experiences throughout life
7. the different learning strategies which may be appropriate for adults and children and how to help people to recognise them
8. the implications of learning strategies for the way in which adults and children learn
9. how to recognise gaps in provision and respond appropriately

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL10
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Help to safeguard those in need or at risk of harm

Overview

This standard is about following policies and procedures for safeguarding children and adults. It involves recognising and responding appropriately to signs of actual or suspected abuse or violence. More broadly, the standard also covers awareness of the preventative actions that can be taken – in a wider context this can include not just incidents in the home, but also those which can take place virtually through misuse of IT.

Help to safeguard those in need or at risk of harm

Performance criteria

You must be able to:

1. follow policies and procedures for maintaining appropriate behaviour and for the safeguarding of children and adults
2. share with others the importance of safeguarding and of following the correct procedures
3. respond to any disclosure suggestive of abuse or domestic violence in accordance with policies and procedures
4. reassure individuals of the confidentiality of any disclosure within the requirements of safeguarding procedures
5. follow organisational policy, procedure and reporting mechanisms relating to the actual or suggested abuse of children or adults, including the confidentiality of such information
6. recognise and respect the individual's decisions and preferred course of action or non-action where appropriate

Help to safeguard those in need or at risk of harm

Knowledge and understanding

You need to know and understand:

1. the organisation's safety and protection procedures and policies
2. procedures to safeguard children and adults
3. why it is important to have agreed policies of behaviour within the group and how to implement these
4. indicators of abuse or domestic violence and your organisation's policy in relation to this
5. the safeguards which can be put in place to prevent or limit exposure to abuse or domestic violence
6. appropriate courses of action to take in response to suspicions about possible abuse or domestic violence
7. procedures for responding to any disclosure suggestive of abuse or domestic violence
8. sources of appropriate information and support to help individuals

Help to safeguard those in need or at risk of harm

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL11
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Communicate and liaise with other agencies or sectors

Overview

This standard is about working productively with other organisations or sectors to deliver Family Learning. This involves establishing joint agreements and strategies, including clear definition of roles and responsibilities.

Communicate and liaise with other agencies or sectors

Performance criteria

You must be able to:

1. work with appropriate, relevant organisations to identify joint organisational aims, goals and objectives
2. clarify roles and responsibilities with colleagues working across organisations
3. follow protocols and established methods of communicating and sharing information
4. facilitate contact between colleagues in different organisations
5. recognise and respond to opportunities for future working
6. identify appropriate information to be shared with other organisations
7. agree manageable timescales for sharing information
8. ensure that information to be shared is clear and easily understandable, with specialist language clarified
9. maintain security and confidentiality of information

Communicate and liaise with other agencies or sectors

Knowledge and understanding

You need to know and understand:

1. the importance of having protocols for working with other organisations and the key areas that such protocols should cover
2. the principles and methods of joint and multi-disciplinary working
3. the mechanisms in place for identifying future collaborative working opportunities
4. how to assess the risks of joint working and ways to minimise these
5. ways of developing joint strategies and plans to enable the achievement of agreed objectives
6. the importance of clarifying roles and responsibilities, including reporting mechanisms
7. areas of shared practice with other organisations
8. individuals in other organisations who are in a position to take joint work forward
9. the arrangements for on-going contact with colleagues in other organisations
10. the benefits of sharing knowledge and information with colleagues
11. the importance of recognising and valuing the different skills and expertise of colleagues in other organisations
12. how to approach colleagues in ways that promote their confidence and self-esteem, and the importance of this to effective working relationships
13. the importance of communicating regularly and formally with colleagues in other organisations
14. how to resolve conflicts constructively in ways that do not undermine confidence
15. arrangements for resolving any conflicts when working with other organisations

Communicate and liaise with other agencies or sectors

Glossary   Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Communicate and liaise with other agencies or sectors

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL12
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Identify learning needs

Overview

This standard is about identifying learning needs with learners.

Identify learning needs

Performance criteria

You must be able to:

1. collect and analyse relevant data from learners to identify learning needs
2. identify the learner's objectives, motivation to learn and any requirements
3. review learners' achievements, evaluating these against relevant objectives and requirements
4. identify barriers to participation and ways these could be overcome
5. support learners to identify their preferred ways of learning
6. keep learners informed throughout the process of identifying needs, setting objectives and evaluating progress
7. maintain confidentiality agreements

Identify learning needs

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.

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Identify learning needs

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	New
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Plan and prepare family learning programmes

Overview

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.

Plan and prepare family learning programmes

Performance criteria

You must be able to:

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

Plan and prepare family learning programmes

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 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

Plan and prepare family learning programmes

Glossary	Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living. Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Resources

This covers any physical, human or financial resource that supports the family learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

Technology

This refers to both hardware and online tools/apps which can be used in the communication (including social media) and practice.

Plan and prepare family learning programmes

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	New
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Manage and facilitate family learning

Overview

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.

Manage and facilitate family learning

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

Manage and facilitate family learning

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

Manage and facilitate family learning

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Resources

This covers any physical, human or financial resource that supports the family learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

Technology

This refers to both hardware and online tools/apps which can be used in the communication (including social media) and practice.

Manage and facilitate family learning

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	New
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Evaluate and improve family learning provision

Overview

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

Evaluate and improve family learning provision

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

Evaluate and improve family learning provision

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

22. how to work with those involved in the learning process to influence and implement quality improvement
23. the confidentiality and data protection legislation relevant to the collection and storage of information in learning and development
24. issues related to equality and diversity and that may affect evaluation and improvement to provision, and how to address these

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Technology

This refers to both hardware and online tools/apps which can be used in the communication (including social media) and practice.

Evaluate and improve family learning provision

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	New
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

Monitor and review the learning environment in promoting inclusion

Overview

This standard is about gathering feedback from others on ways in which practices can be improved to ensure that learning environments are inclusive. It involves keeping the environment under constant review, identifying improvements, gaining support for your proposal and implementing change.

Monitor and review the learning environment in promoting inclusion

Performance criteria

You must be able to:

1. develop and implement monitoring arrangements, including standardised processes

2. obtain feedback from participants on their experiences of the learning environment

3. review resources and facilities to ensure all participants can be included

4. obtain feedback from practitioners on any improvements that could be made to promote inclusion

5. identify and report on improvements which could be made to promote inclusion

6. gain support for proposals for changes to improve the promotion of inclusion

7. implement any necessary changes to the environments to promote inclusion

Monitor and review the learning environment in promoting inclusion

Knowledge and understanding

You need to know and understand:

1. what methods may be used to monitor the environment, and how to select the most appropriate method
2. the importance of discussing requirements with participants and ways in which this can be done sensitively and discreetly
3. the different requirements that groups and individuals may have in relation to inclusion
4. the resources that are available in order to provide an inclusive environment
5. how to ensure that the environments are physically accessible to all who wish to participate in Family Learning
6. strategies for making the environment more welcoming
7. legislation relating to anti-discriminatory practice and the implications of this when working with participants
8. ways in which you identify practitioners' understanding of issues relating to equality, diversity and inclusion
9. sources of relevant information, locally and nationally and how these can be accessed
10. the changes that could be implemented by practitioners to improve and promote inclusive practice

Glossary

Family

Family includes any person who has parental responsibility for a child and any other person with whom the child has been living Each family is unique and can include parents, carers, guardians, grandparents, other relatives, chosen family and of course, children and young people.

Resources

This covers any physical, human or financial resource that supports the family learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

Monitor and review the learning environment in promoting inclusion

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL14
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children

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 of achievements, strengths and weaknesses and will enable you to develop and learn from assessing your own practice.

Reflect on and update own knowledge and practice

Performance criteria

You must be able to:

1. monitor processes, practices and outcomes from your own work

2. evaluate the effectiveness of your performance against performance indictors or best practice benchmarks

3. reflect on your interactions with families, colleagues and external organisations

4. share your reflections with others and use their feedback to improve your own evaluation

5. identify areas in your knowledge, understanding and skills where you could develop further

6. develop and negotiate a plan to further enhance your knowledge, skills and understanding

7. access opportunities for continuing professional development as part of this plan

8. seek opportunities to learn through peer support

9. access knowledge, current thinking and information about your area of practice

10. set objectives for change and improvement to your practice that are measurable and achievable

Reflect on and update own knowledge and practice

Knowledge and understanding

You need to know and understand:

1. the importance of self-reflection and self-evaluation to improve practice
2. how to access new and emerging research and practice in your area of expertise and how this can improve your practice
3. how self-reflection can improve practice and increase confidence and self esteem
4. reflective analysis tools and techniques
5. how to identify further areas for development in your skills and knowledge through self-reflection, feedback and other sources
6. how to develop a personal development plan with objectives that are specific, measurable, achievable realistic and time-bound
7. the availability and range of training and development opportunities and how to access these
8. the importance of integrating new information or learning in order to meet current best practice requirements
9. tools and techniques for evaluating your effectiveness and receiving feedback from others

Reflect on and update own knowledge and practice

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	30 Mar 2023
Indicative Review Date	30 Mar 2028
Validity	Current
Status	Original
Originating Organisation	LSI
Original URN	LSIFL15
Relevant Occupations	Education and trainingDirect learning support
Suite	Family learning
Keywords	Family; Learning; Accessible; Environment; Adults; Children