

H5M0 04 (SCDCCLD0322) — Empower Families Through the Development of Parenting Skills

Overview

This standard identifies the requirements when working with families that will enable them to support their children's development, care and wellbeing. This includes working in partnership with parents to help them develop self-confidence in their parenting role. It also includes working with parents in ways that help them relate positively to their child. It requires you to be able to support parents in play activities with their children. It requires you to be able to inform parents about how to access information and community support which are relevant to the needs of the family.

Additional Information

Scope/range related to Performance Criteria

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

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

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

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

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

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

Culture refers to and includes all factors that contributes to the person's life and experiences, such as social class, language, religious beliefs and practices, family and community traditions.

Ethnicity refers to a person's identification with a group that shares some or all of the same culture, lifestyle, language, skin colour, religious beliefs and practices, nationality, geographical region and history.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and who may or may not have legal responsibility.

Local facilities would include play facilities, learning facilities, leisure facilities.

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

Parents are those who have the legally acknowledged responsibilities for the continuous care, wellbeing and decision-making relating to the children or young people in question.

Practical parenting skills refers to and includes all factors that contribute to the family's ability to use effective techniques for the development, care and wellbeing of children.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.

Scope/range related to Knowledge and Understanding

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

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

Factors that may affect the health, wellbeing and development may include:

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

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

Values

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

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

Performance Criteria — What you do in your job

You must provide evidence to meet all the 37 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Promote parents' self-confidence in the parenting role

	Performance Criteria	Evidence Number where this criteria has been met
1	Develop an open and trusting relationship with the parents you work with.	
2	Work with others to promote an environment in which parents are able to discuss aspects of their parenting role openly and in confidence.	
3	Communicate using different styles and methods which encourage parents to share any concerns they may be have.	
4	Respond to parents in ways which show that you value and respect them.	
5	Recognise different emotional, social and environmental pressures which families may experience.	
6	Recognise the different roles that parents undertake in order to meet the needs of their family.	
7	Demonstrate a non-judgemental attitude that values diversity , the ethnicity and culture of the families you work with.	
8	Work in partnership with parents to help them recognise and value the significant contributions they make to their children's development, care and wellbeing.	
9	Work with parents to identify the behaviours within the family with which they want support.	

Promote parents' self-confidence in the parenting role (cont)

	Performance Criteria	Evidence Number where this criteria has been met
10	Work with others to advise parents on practical parenting skills which will contribute to their children's development, care and wellbeing.	
11	Involve parents in the assessment of their children's needs.	

Encourage parents to relate positively to their children

12	Provide information to parents that help them understand key development milestones for children.	
13	Encourage parents to have realistic expectations of their children's behaviour and development.	
14	Encourage parents to recognise and value their child's unique qualities, skills and capabilities.	
15	Work with parents to develop an understanding of the use of praise to recognise children's achievements.	
16	Work in partnership with parents to advise them on appropriate strategies for promoting positive behaviour.	
17	Work with parents to develop an understanding of the use of positive reinforcement as a means of supporting positive behaviour.	
18	Work with parents to identify agreed limits and boundaries for their children's behaviour.	
19	Work with parents to consider the importance of routines for children.	
20	Encourage parents to involve and consult with their child, according to their age, ability and level of development.	

Encourage parents to relate positively to their children (cont)

	Performance Criteria	Evidence Number where this criteria has been met
21	Work with parents to consider the importance of keeping promises made to children.	
22	Work with parents to consider how their behaviours impact upon the behaviours of the child.	
23	Demonstrate a non-judgmental attitude when parents express negative feelings about their child.	
24	Acknowledge and reinforce positive aspects of parents' relationships and interactions with their child.	
25	Work with the parents and others to evaluate any changes in behaviours as a result of engaging with the provision	

Support parents in play activities with their children

26	Discuss with parents the value and importance of play for children's development, care and wellbeing.	
27	Work with parents to enable them to participate in their child's play.	
28	Support parents to identify opportunities and make time for participating in play with their child.	
29	Use different techniques to show parents how exploratory play assists children's development and wellbeing.	
30	Use different techniques to show parents how physical play assists children's development and wellbeing.	
31	Create an environment with a wide range of play activities, where parents can observe and engage in good play experiences.	

Support parents in play activities with their children (cont)

	Performance Criteria	Evidence Number where this criteria has been met
32	Support parents to identify resources and opportunities for play during everyday activities.	
33	Work with families so that they can recognise the importance of non-stereotypical play.	
34	Work with parents to help them recognise how playing with their child can build positive relationships.	

Support parents in accessing information and community support

35	Provide parents with sources of useful information and support for parenting.	
36	Provide accurate, up-to-date and accessible information on local facilities for parents and children.	
37	Provide accurate, up-to-date and accessible information to parents on community support agencies.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 51 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
28	Principles of reflective practice and why it is important.	

Health and Safety

29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	How to establish and develop open and trusting relationships with parents.	
40	The importance of involving parents in the assessment of their children's needs and how you might do this.	
41	Why it is important to provide an environment in which parents are able to discuss their difficulties, and how to create this.	
42	How parents might build up skills to deal with their own feelings, such as assertiveness, talking through problems, negotiation, developing support networks.	
43	The link between parental/family expectations for their children, their own childhood experiences and knowledge of child development.	
44	How to demonstrate a non-judgmental attitude when parents express negative and difficult feelings.	
45	The link between children's play, learning and development, the importance of allowing children to play and how his information is best shared and negotiated with parents.	
46	How you help parents to recognise and value their child's individual characteristics and capabilities and why it is important to acknowledge the positive aspects of parents' relationships with their children.	
47	Why it is important to encourage parents to consider a wide range of non-stereotypical opportunities and experiences and strategies for doing this.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
48	Knowledge of local facilities to support parents and children.	
49	Where parents might obtain information about parenting and child development.	
50	What agencies are available locally to support individual parents.	
51	How increased confidence in the parenting role has positive benefits to the parents' own personal development and aspirations.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	