

**Introduction****What is this unit about?**

This unit is about involving families in both formal and informal contexts. The unit applies to a wide range of contexts, settings and types of involvement.

**Who is this unit for?**

This unit is for you if you work in a setting or service whose main purpose is to support the care, learning and development of children in partnership with their families. The unit will be useful if you are working without direct supervision, with families in groups. This may be in a paid or unpaid capacity.

**Principles and values**

You must work within the principles and values of the sector in order to achieve this unit.

**Content of unit**

The elements are:

1. Provide information and establish relationships with families
2. Encourage families to attend and participate in groups
3. Monitor provision and evaluate the involvement of families

**Place in the NVQ/SVQ framework**

This unit is a group 2 option unit in the Level 3 NVQ/SVQ in Children's Care, Learning and Development.

**Links to Key and Core Skills**

This unit may provide evidence for the following:

<b>Key Skills</b>	<b>Core Skills</b>
Communication: 3.1a, 3.1b, 2.2, 2.3	Communication: Intermediate 1
Improving Own Learning and Performance: 3.1, 3.2, 3.3	Working with Others: Intermediate 2
Working with Others: 3.1, 3.2, 3.3	Problem Solving: Intermediate 2

**What we mean by some of the words used in this unit**

<b>Participants</b>	All those involved within a group, including both parents, children and other family members
<b>Families</b>	Includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the well-being of individual children and who may have legal responsibility

**CCLD 332****Involve families in the childcare setting****The National Standard****Element CCLD 332.1    Provide information and establish relationships with families****Performance criteria**

This is the national standard which you must meet:

1. Clearly identify and target families who are likely to benefit most from the provision offered
2. Prepare and provide publicity information in a way that is accessible to all and clearly identifies the purpose of the group
3. Demonstrate a non-judgmental attitude that values diversity and recognises cultural, religious and ethnic differences
4. Communicate with families using an open and welcoming approach that is likely to promote inclusion
5. Respond to enquires promptly, giving accurate and clear information to families
6. Ensure that facilities are available if communication difficulties are likely to be experienced
7. Discuss confidentiality with families in a way which ensures discretion, whilst making boundaries, limits and responsibilities clear

**The National Standard****Element CCLD 332.2    Encourage families to attend and participate in the group****Performance criteria**

This is the national standard which you must meet:

1. Provide information to individual families who could benefit from participating in groups
2. Identify a suitable venue that is accessible to all
3. Ensure that events and activities provided are inclusive, stimulating and of interest to all participants
4. Help family members settle into the group
5. Agree ground rules that will apply during group's sessions with participants
6. Encourage families to share their experiences, skills and views with other participants, ensuring that everyone has an opportunity to contribute
7. Demonstrate empathy and sensitivity when encouraging families to discuss issues that are important to them
8. Provide group support that enhances members' self-confidence
9. Effectively manage and minimise dissent within the group
10. Involve families in the running of group sessions

**CCLD 332****Involve families in the childcare setting****The National Standard****Element CCLD 332.3    Monitor provision and evaluate the involvement of families****Performance criteria**

This is the national standard which you must meet:

1. Discuss the positive benefits of group participation with family members
2. Provide opportunities for individual discussions with participants
3. Evaluate each session with participants and record the outcome and any issues arising
4. Use the information to amend and adapt sessions to meet participants' identified needs
5. Identify successful and less successful strategies and activities
6. Discuss and agree future activities with participants
7. Monitor the use of the provision by families who may find provision difficult to access
8. Identify the reasons for reluctance of families to participate, and make changes to encourage participation

**What you must know and understand**

**To be competent in this unit, you must know and understand the following:**

<b>K3C668</b>	Different methods you could use to provide information to local communities
<b>K3P669</b>	How to present information that is inclusive and appropriate to the families involved
<b>K3P670</b>	Barriers to participation for families in the setting and how to manage reluctance to attend
<b>K3C671</b>	How you communicate with families in ways that are non-judgmental and value difference and diversity and the importance of this to successful relationships
<b>K3P672</b>	What to consider when identifying a venue for families and why compromises might need to be made to the programme
<b>K3C673</b>	Resources that might be available in your local area to facilitate communication where there are likely to be difficulties
<b>K3P674</b>	The importance of ground rules and confidentiality in group work and how you control this
<b>K3D675</b>	Activities and events that could be provided to meet different needs
<b>K3P676</b>	How you encourage group members to share information and experiences and why this is important to group work
<b>K3C677</b>	Why it is important to ensure everyone in a parent/family group can have opportunities to be heard
<b>K3P678</b>	How family members can be involved in the running of the group and why this is beneficial
<b>K3P679</b>	Why you need to evaluate different methods of involving families