

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.

Performance criteria

You must be able to:

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

Knowledge and understanding

You need to know and understand:

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

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.

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Manage and facilitate family learning



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