

## Work with Parents National Occupational Standards

### Introduction

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**Key purpose**

To work in partnership with parents to strengthen parental capacity and family relationships

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**Overview**

The Work with Parents National Occupational Standards (NOS) aim to define the competencies required to carry out the functions carried out by the Work with Parents Workforce.

The NOS have been developed and reviewed against the final draft of the 2010 Functional Map for Work with Parents and have been also reviewed against the draft functional map for Key Workers (2010).

The NOS are intended as a high level strategic overview of the competencies required to fulfil the tasks required in the work with parents sector. The NOS are not designed to describe specific roles; role definitions are normally based on a number of the functions, as defined within the functional map, and therefore a number of the standards. There is no expectation, therefore, that a job role would encompass all the performance requirements across every standard, rather that specific jobs utilise appropriate standards.

The standards do not equate directly to qualifications, but are used to derive relevant competency-based qualifications for the work with parents sector.

The standards have been devised based on best practice for the definition of NOS. Each comprises a number of performance criteria which an individual should demonstrate to be competent in the sector. Each standard also has underpinning knowledge and understanding, although in the NOS there is not an immediate and direct relationship between an individual performance criterion and a knowledge and/or understanding statement; the latter underpin the whole of the standard.

**National context**

It should be noted that the approach to working with parents differs across the four nations of the UK. The NOS have been written to enable the differences to be accommodated and to enable different terminology to be applied as appropriate.

However, regardless of the national context, at the heart of work with parents is the parent-child relationship. It should also be noted that, when read, the approach will need to be contextualised in line with inevitable legislative, educational and political changes, which are likely to evolve over time.

At the time of writing, it is expected that the policy area relating to working with parents across England is likely to undergo change as new government becomes established and new priorities are identified. Historically, work with parents sector has been well recognised with a range of programmes to

provide support for the sector.

Every Parent Matters (March 2007) “explains ways in which practitioners can assist parents in helping their children learn, enjoy and achieve. It sets out what we are doing to promote the development of services for parents and in encouraging them to get involved in shaping services for themselves and their children”.<sup>1</sup>

Since 1 April 2008, there has been a statutory duty on local authorities to provide mothers, fathers and carers with a range of high quality information, advice and assistance to support their children up to their 20th birthday, as set out under section 12 of the Childcare Act 2006. There is non-statutory guidance available for local authorities across England - “Parenting and family support: Guidance for local authorities in England”<sup>2</sup> (March 2010), which:

“...brings together the latest policy position and provides practical guidance on how to achieve high quality service delivery.... (it) addresses a wide range of areas including the national roll out of Think Family services, close working between children’s and adult’s services and the development of the role of parenting and family support commissioner.”<sup>3</sup>

However it should be noted that work with parents is not limited to delivery though local authorities but may appear in a number of areas that are related, such as in communities, schools, health, justice or social care.

Northern Ireland is moving towards an integrated approach to service delivery and acknowledges parents and carers’ as essential partners in the process. Through the Review of Public Administration, the process of Children’s Service Planning has changed and will be including new partners, particularly Local Government. The Children and Young People’s Strategic Partnership, as a Northern Ireland wide partnership, will lead on the integrated planning and commissioning of services for all children and young people with the purpose of delivering on the six high level outcomes as stated in the “10 Year Strategy for Children and Young People.”<sup>4</sup>

Across Northern Ireland, working with parents is a recognised area and the sector continues to lobby for political support and champions the need to take forward the quality agenda in work with parents. There is growing recognition

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<sup>1</sup> <http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00219/> on 5 November 2010

<sup>2</sup> <http://www.dcsf.gov.uk/14-19/documents/ParentingAndFamilySupportGuidance.pdf> on 5 November 2010

<sup>3</sup> <http://www.dcsf.gov.uk/everychildmatters/strategy/parents/workingwithparents/carersandfamilies/> on 5 November 2010

<sup>4</sup> <http://www.ofmdfmi.gov.uk/index/equality/children-young-people/children-and-young-people-strategy.htm> on 4 November 2010

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that parents should be consulted, just as children and young people are, and there is an identified need for an integrated approach to parental participation and consultation.

In Scotland, the principles of Getting it Right for Every Child (GIRFEC) are used across all agencies to deliver services for children.

“GIRFEC is a new, national approach to supporting and working with all children and young people in Scotland. It affects all services for children and adult services where children are involved. It is based on research, evidence and best practice and designed to ensure all parents, carers and professionals work effectively together to give children and young people the best start we can and improve their life opportunities.”<sup>5</sup>

In line with the GIRFEC programme, the delivery of activities that involve working with parents across Scotland is delivered with particular focus on the child-centered approach.

In Wales parenting is defined as an activity undertaken by those who bring up children - this can include mothers and fathers, foster carers and adoptive parents, step-parents, and grandparents. Local authorities may also act as corporate parents for children and young people in their care. The work with parents sector in Wales believes that good parenting is the key to successful outcomes for children. The Welsh Assembly Government states that:

“Good parenting makes a significant contribution to improving the life chances of children. We are committed to supporting parents and fund a number of schemes to achieve this.”<sup>6</sup>

#### Relevant occupations

At the end of each standard, reference is made to relevant occupations as defined by the Standard Occupational Classification (SOC) codes used across the UK. These do not reflect fully the range of occupations evident in the work with parents workforce encompassing family support, parenting practitioners, health and education related services and intervention workers across the four nations. A full range of occupations is defined in the functional map.

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<sup>5</sup> <http://www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec/programme-overview> on 4 November 2010

<sup>6</sup> <http://wales.gov.uk/topics/childrenyoungpeople/parenting/?lang=en> on 4 November 2010

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#### **Principles and Values** The following principles and values underpin the Work with Parents sector

1. All work with parents should reflect the rights of the child set out in the UN Convention on the Rights of the Child (1989) ratified by the UK in December 1991
2. Practitioners need to work in partnership with parents at all times, encouraging independence and self-reliance
3. Mothers, fathers and those in a parenting role are acknowledged as having unique knowledge and information about their children and are the primary educators of their children
4. Children are the responsibility of, and make a positive contribution to, the wider society as well as their families
5. Work with parents should value and build on parents existing strengths, knowledge and experience
6. Parenting information, education, support and interventions should be available to, and practitioners should engage with, all those in a parenting role
7. Services should aim to offer a range of appropriate support according to both child and parent level of need, what is available in the family already and in communities
8. Respect for diversity and different needs, promotion of equality and taking action to overcome threatening, offensive or discriminatory behaviour and attitudes are of fundamental importance to work with parents
9. Anyone who works with parents should have specific training, qualifications and expertise that are appropriate to the work they are undertaking
10. Good practice requires reflection, regular and appropriate supervision and support as well as a continuing search for improvement
11. Parenting practitioners utilise effective working partnerships with agencies and individuals in providing support to parents and families. Integrated working and the sharing of approaches across services is a key element of this role
12. Parenting information, education, support and interventions should utilise the best known evidence for good outcomes for children and parents
13. Parenting practitioners should be committed to engaging with children, young people and families fully through identifying goals, assessing options, mentoring or coaching, making decisions and reviewing outcomes. They should support children's and families' involvement in the development, delivery and evaluation of children's services
14. Work with parents should place the interests of children and young people at the heart of the work. Practitioners are committed to working with parents and families so that children and young people have the opportunity to achieve positive outcomes
15. Work with parents recognises the need for innovation and creativity to address both emerging and local needs and to build self-regulating and supportive community networks

## Terminology

Glossary terms were defined as part of the functional mapping work completed by the sector in early 2010 and subsequently refined and added to through discussion on the standards. The terminology is reflected in the standards and the principles and values. Some terms may have wider applicability or different connotations in one of the home nations.

**“Advocacy/advocate”** has been used to mean a combination of elements of representation, support, empowerment, and protection of rights. Advocacy may involve ‘speaking up’ on behalf of parents, family members or agencies or putting their views across and also means ensuring that the person, persons or agency being advocated for is actively listened to, taken into account in decision making, and has access to needed services and support.

**“Agencies”** has been used to mean any services, teams or staff working to meet the needs of parents and children.

**“Assessment”** has been taken to mean the judgment or decision that is made about the importance, value or quality of something. Assessment is undertaken to enable appropriate decisions about interventions or support to be made. Assessment may be ‘formal’ using conventional methods of testing, normally at a given and pre-determined point in time, or informal, undertaken to review progress or performance on an ongoing basis. In some nations ‘common assessment’ refers to standardised approaches to conducting assessments of children’s additional needs and deciding how they are met.

**“Commissioning”** has been used to mean the process of deciding what services or products are needed, acquiring them and ensuring they meet requirements

**“Diversity”** has been used to mean recognising and valuing difference. Difference includes age, gender, ethnicity, disability, sexuality, and religion. It also includes different shapes and structures of families.

**“Efficacy”** has been used to mean the ability to produce the intended result.

**“Enforcement action”** has been used to cover the range of sanctions that families may be facing, for example due to anti-social, offending behaviour or welfare concerns. They may vary by nation and according to current policy drivers.

**“Equality”** has been used to mean recognising people’s different needs, situations and goals and removes the barriers that limit what people can do and can be.

**“Evaluation”** has been taken to mean judging or calculating the quality, importance, amount of value of something.

**“Evidence based practice”** is used more extensively in some of the home nations compared to others. It has been used to mean a combination of practitioner expertise and knowledge of the best external research, and evaluation based evidence. It involves a careful, clear and thoughtful use of up-to-date evidence when making decisions about how to work with individual parents and families.

**“Families”** has been used to mean the unit that exists around the child(ren) where a person assumes a parental role and extended relations contribute to the dynamics and functioning of the unit, whether biological or co-habiting, or not

**“Family relationships”** has been used to mean dynamic relationships between individuals which exist in self-defined family group or identified network at any point in time and who may co-habit or not.

**“Fathers”** has been used to include biological fathers (whether resident of not) and non-biological, who are significant in a child’s life. This also includes expectant fathers, and fathers who do, and do not, have legal Parental Responsibility and the person whom the child regards as a “person who made me”.

**“Inside out” and “whole family approach”** has been used to mean working collaboratively with the family through the development of an empathetic knowledge and understanding of the family’s view of their world.

**“Integrated working”** has been used to mean professionals working together in a team with common goals to deliver frontline services

**“Key workers”** has been used to mean those employees, paid or voluntary, who play a fundamental role in delivering community and social services

**“Multi-agency teams”** has been used to mean teams comprising practitioners who are seconded or recruited into the team from a number of organisations to deliver services, but retain their links with their own organisation.

**“Nation”** has been used to recognise that each of England, Northern Ireland, Scotland and Wales have different policy drivers, strategies and structures for the delivery of parenting services.

**“Parental capacity”** is used more extensively in some of the home nations compared to others. It has been used to mean “the ability of parents or caregivers to ensure or contribute to a child’s developmental needs being appropriately and adequately responded to, and to [be able to] adapt to [the child’s] changing needs over time. This includes providing for the child’s basic physical needs, ensuring their safety, ensuring the child’s emotional needs are met and giving the child a sense of being specially valued, promoting the child’s intellectual development through encouragement and stimulation,



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demonstrating and modelling appropriate behaviour and control of emotions, and providing a sufficiently stable family environment.”

**“Parenting services”** has been used to mean those services which provide a supporting role with parents to equip them with the essential skills and knowledge, including self-knowledge, required for good parenting.

**“Parents”** has been used to mean mothers, fathers, carers and others with responsibility for caring for a child or young person.

**“Partnership working”** has been used to mean working closely together with active participation and involvement of the practitioner and parent, working collaboratively, contributing equally, sharing decision making power and promoting parental self-efficacy and self-advocacy. It requires a working dynamic to embody and actively promote complementary expertise between practitioner and parents, agreeing aims and process, mutual trust and respect, openness and honesty, clear communication, understanding, flexibility and negotiation.

**“Planning and development cycle”** has been used to refer to the process of planning, doing, recording and reviewing actions to improve outcomes.

**“Professional competence”** has been used to mean the application of appropriate skills, knowledge, practice and values to work with parents, whether in a paid or unpaid role.

**“Risks”** has been used to mean the potential harm that may occur arising from a particular event and/or the failure to attain a benefit from an event

**“Safeguarding”** has been used to mean taking all reasonable measures to ensure that the risks of harm to children’s, young people’s and vulnerable adult’s welfare are minimised and where there are concerns about welfare, all agencies taking appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other local agencies. It is used differently in the constituent nations of the UK.

**“Structured support”** has been used to mean the programme of support and activities designed to enable parents to progress gradually to improve outcomes for their children and families. The support may be formal (such as group sessions, progress review) or informal (such as telephone contact).

**“Support plan/contract”** has been used to mean the agreement between the practitioner and the family which defines the nature and sequencing of the support provided; the behaviours and actions family members have committed to achieving and the nature of any sanctions and risks faced by a family. It may have different names in each of the four nations. This is summarised within an accessible and transparent written agreement or support plan signed by the parties involved.



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**List of standards**

1. Engage with parents to build and maintain effective supportive and empowering relationships.
2. Agree with parents and agencies the aims and purpose of work with parents.
3. Make assessments of parents and their families to develop and coordinate the delivery of a shared support plan.
4. Work with parents to enable them to meet the needs of their family.
5. Enable parents' referral to specialist and other services, in accordance with required protocols.
6. Use persistent and proactive interventions when working with parents with high levels of need to enable positive changes in their lives.
7. Deliver parenting programmes and other structured support for parenting to groups of parents.
8. Enable parents to improve the effectiveness of the parent-child relationship.
9. Operate within policy, legal, ethical and professional boundaries when working with families.
10. Influence and contribute to policies and development opportunities for parenting services.
11. Develop and improve parenting services.
12. Establish and maintain supervision, training and continuous professional development for parenting practitioners.
13. Develop and maintain professional competence as a parenting practitioner.

#### Signposting to other standards

Listed below are 'signposted' standards from other LLUK suites and from other SSCs/SSBs which cover additional functions in the work with parents' workforce. Those most likely to be relevant are shaded. Signposted standards can be sourced via the NOS Directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)

Community Development NOS		
No	Title	Commentary
3	Relate to different communities	This standard is about recognising that communities are diverse and complex. This requires different approaches with different communities and the recognition of current and past relationships and realities of different communities.
6	Get to know a community	This standard is about making contact and initiating relationships with key people and organisations within a locality or community of interest. It involves gathering relevant information and supporting communities to generate new information in order to understand better the needs and circumstances of communities.
13	Promote and support effective relationships between communities and public bodies	This standard is about how community development practitioners enable community groups to understand public bodies and make informed decisions about whether and how to work together on common agendas.
14	Encourage and support public bodies to build effective relationships with communities	This standard is for community development practitioners who have responsibility for implementing policies and/or initiatives from local and national governments, which require effective dialogue, working relationships and lines of accountability to be developed between public bodies and communities or community groups.
16	Apply a community development approach to strategically coordinate networks and partnerships	This standard is for community development practitioners who have responsibility for coordinating or taking strategic approaches to networking within and across communities with a remit for developing coherent and inclusive partnership working and appropriately targeted resources.

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17	Promote and develop opportunities for learning from community development practice	This standard is about the recognition that people learn through action and experience and how practitioners encourage people involved in community development to appreciate different ways of learning through reflecting on their own and other's experiences, learning from others and seeking out and creating formal and informal opportunities for people to learn together.
21	Strengthen groups using community development approaches and practice	This standard relates to the role community development practitioners have in supporting existing groups to review the ways in which they operate so that they can be more effective in the way they organise to achieve their aims. It involved encouraging people to think ahead and to gather information about the situation they are currently in, what might change in the future, and how they can plan for the longer term.
22	Set up new projects and partnerships using community development approaches and practices	This standard relates to the work that community development practitioners may undertake to set up new projects or to develop new partnerships, within and between sectors, to meet identified needs or in response to policy initiatives and regulations. It is relevant to all practitioners who work with partnerships as it offers a template for effective partnership development.

Youth Work NOS		
No	Title	Commentary
2.3.2	Develop a culture and systems that promote equality and diversity	The standard is about developing a culture among young people and within the organisation which promotes inclusion, equality of opportunity and values diversity
3.2.1	Engage with the local community	The standard is about engaging with the local community, and includes promoting the value of youth work, and the interests and contributions of young people

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<b>Learning and Development NOS (2010)</b>		
No	Title	Commentary
1	Research learning and development needs	The standard is about carrying out a learning and training needs analysis for teams, groups, departments or organisations
3	Plan and prepare learning and development programmes	The standard is about planning and preparing learning and development programmes to meet identified needs and requirements of individuals and groups.
8	Engage and support learners in the learning and development process	The standard is about supporting learners through the learning process by, for example, providing them with information and advice, helping them to overcome barriers, helping them to access the experience and learning that they need, monitoring learning against expected standards and providing them with feedback.

<b>Family Learning NOS</b>		
No	Title	Commentary
303	Provide accessible environments for Family Learning	This standard is about providing an appropriate environment in which adults and children feel safe to explore feelings, and which encourages the development of their self-esteem and resilience. It is also about practitioners being sensitive to the cultural, religious, ability or gender differences between participants, the influence that this has on learning and the implications for practitioners.

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<b>UK Workforce Hub</b>		
No	Title	Commentary
UKWH A5	Evaluate volunteer's contribution to your organisation's goals	This standard is about evaluating the impact of volunteering on your organisation. It includes making this known towards promoting and volunteering both inside and outside your organisation, and in enhancing the way in which volunteers are involved.

Furthermore, there are a number of former Management Standards Centre Management and Leadership Standards which are relevant for generic roles. These are now overseen by the Centre for Administration.

<b>Management and Leadership NOS</b>		
No	Title	Commentary
A2	Manage your own resources and professional development	This standard is about is managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.
B1	Develop and implement operational plans for your area of responsibility	This standard is about the way in which every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation
B5	Provide leadership for your team	This standard is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives

B6	Provide leadership in your area of responsibility	This standard is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area
B8	Ensure compliance with legal, regulatory, ethical and social requirements	Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks
B11	Promote equality of opportunity, diversity and inclusion in your area of responsibility	This standard is about actively promoting equality of opportunity and diversity in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of and active commitment to the need to ensure equality of opportunity and the benefits of diversity.
C1	Encourage innovation in your team	This standard is about encouraging and supporting the identification and practical implementation of ideas. The initial ideas will primarily come from members of your team, including yourself, and will focus on: new products and/or services; improvements to existing products and/or services; improvements to existing practices, procedures, systems, ways of working etc. within the team or those of the wider organisation or customers or suppliers.
C6	Implement change	This standard is about putting into practice the strategy and associated plans for a specific change or programme of change. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the 'vision' into a practical reality.
D1	Develop productive working relationships with colleagues	This standard is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

D2	Develop productive working relationships with colleagues and stakeholders	<p>This standard is about developing working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders. It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways.</p> <p>The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit. 'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility. For the purposes of this unit, 'Stakeholder' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.</p>
D3	Recruit, select and keep colleagues	<p>This standard is mainly about recruiting and selecting people to undertake identified activities or work-roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding and who are likely to perform effectively are appointed.</p>
D5	Allocate and check work in your team	<p>This standard is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.</p>
D6	Allocate and monitor the progress and quality of work in your area of responsibility	<p>This standard is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.</p>
D7	Provide learning opportunities for colleagues	<p>This standard is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.</p>
D11	Lead meetings	<p>This standard is about leading meetings in order to achieve their objectives, which may be to solve problems, take decisions, consult with people or to exchange information and knowledge.</p>



D12	Participate in meetings	This standard is about participating in meetings in an active and constructive way. It involves preparation before the meeting, perhaps researching information, consulting with others and clarifying your own objectives and opinions on the various agenda items. It also involves taking a positive stance within the meeting, presenting information and opinions clearly and concisely and acknowledging and building on the contributions of others, in order to arrive at the meeting's objectives. After the meeting, it may be necessary to communicate decisions to other people, in line with any protocol agreed at the meeting
D13	Support individuals to develop and maintain their performance	This standard is about supporting individuals to develop and maintain their performance at work. These may be people in your own team or individuals from another work group to whom you are providing support.
D17	Build and sustain collaborative relationships with other organisations	This standard is about supporting individuals to develop and maintain their performance at work. These may be people in your own team or individuals from another work group to whom you are providing support.
E1	Manage a budget	This standard is about having ownership of and being responsible for a budget for a defined area or activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments
E5	Ensure your own actions reduce risks to health and safety	Fundamental to this unit is an understanding of the terms "hazard" and "risk".
E6	Ensure health and safety requirements are met in your area of responsibility	This standard is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision making processes and the 'culture' of your area of responsibility.

E8	Manage physical resources	This standard is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility. It involves identifying the resources required, making the business case to obtain these resources, planning how they will be used effectively, efficiently, sustainably, safely and securely, monitoring resource use and taking corrective action, if required.
E10	Take effective decisions	This standard is about taking sound decisions based upon a valid analysis of the best available information. Managers at all levels need to take decisions within their area of responsibility and authority. This unit provides a structure for taking decisions that meet defined objectives and are consistent with a broader framework of values, policies and guidelines.
E11	Communicate information and knowledge	This standard is about communicating information and knowledge to a wide range of people. Effective communication requires a good understanding of the people you are communicating with, their needs, motivations and ways in which they prefer to communicate.
E14	Support team and virtual working	Team working within organisations and across organisational boundaries is now a common working practice. Effective team and virtual working requires that individuals and teams have access to tools that enable them to communicate effectively. This standard is about providing, managing or supporting these tools and processes.
F2	Manage a programme of complementary projects	This standard is about managing a specific programme of different projects which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim.
F7	Support customer service improvements	This standard about how you provide support for changes that your organisation has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.
F8	Work with others to improve customer service	This standard is about how you develop a relationship with others to improve your customer service performance.

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F17	Manage the delivery of customer service in your area of responsibility	This standard is about managing the delivery of customer service in the manager's area of responsibility. The term 'customer' includes external customers and internal customers in other parts of the organisation.
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<b>Relevant occupations</b>	1113 Senior officials in local government 1114 Senior officials of specialist interest organisations 1141 Quality assurance managers 1181 Hospital and health service managers 1184 Social services managers 1239 Managers and proprietors in services not otherwise classified 2212 Psychologists 2442 Social workers 2443 Probation officers 3229 Therapists not otherwise classified 3231 Youth and community workers 3232 Housing and welfare officers 4112 Civil service administrative officers and assistants 4114 Officers of non-governmental organisations 6124 Educational assistants
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<b>Suite</b>	Work with Parents
<b>Key words</b>	Parents, families, children, practitioners, empowerment, relationships, partners, shared support, respect, ethics, diversity, positive change, improved outcomes, groups, boundaries, supervision, professional competence, reflective practice

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### Overview

This standard is about the central role of work with parents' practitioners in engaging with parents and developing and maintaining a supportive and empowering relationship with parents and families founded on mutual respect and trust. It also recognises the strengths of parents in building this type of relationship.

It includes:

- the essential organisational and practical requirements for effective and realistic engagement;
- the importance of recognising parents as partners in engagement, with their own skills and experiences;
- information requirements needed to build and maintain effective relationships;
- the importance of recognising the community context within which the parent operates, and how parents can be supported to engage positively with their community;
- the skills that parents may need to engage effectively and contribute to the development of parenting services.

The standard also recognises the boundaries of the practitioner's role when engaging with and supporting parents.

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**Performance  
criteria**

*You must be able to:*

1. Engage in open, clear and honest communication with parents
2. Develop a partnership approach to sharing information and decision making with parents
3. Use a positive whole family approach to build on parenting strengths
4. Use a collaborative model of helping that respects and acknowledges a parent's strengths, skills and expertise
5. Develop and use a range of approaches to engage with parents and build and maintain relationships
6. Establish relationship ground rules, mutual understanding around professional boundaries and shared expectations
7. Agree how personal information will be used, recorded and shared with others within confidentiality policies
8. Establish review and feedback processes with parents and other agencies
9. Support parents in positively engaging with their community
10. Support parents in becoming involved with developing local community services and networks, building on parental strengths
11. Support parents to campaign to influence and shape policy and practice positively, as appropriate

**Knowledge and understanding**

*You need to know and understand:*

1. How to engage with parents in an open, clear and honest manner that engenders mutual respect
2. How to recognise the strengths, skills and expertise of parents and families
3. The implications for engagement of cultural, religious and social backgrounds of parents
4. The importance of taking a proactive approach to ensuring services are inclusive across communities and to all those who are in a parenting role
5. The importance of clear and jargon-free language when working with parents
6. Common barriers which may prevent parents engaging in parenting services and how they may be overcome
7. How to be reflective in your work with parents to identify reasons for non-engagement
8. Why it is important to have ground rules; who to talk to and how to establish ground rules when working with parents
9. Organisational processes and procedures for engaging and working with parents including realistic expectations for parental involvement in influencing and shaping parenting services
10. The information and support parents need to participate in the shaping and development of parenting services
11. Principles and values needed to establish effective information-sharing partnerships that build on the strengths of parents
12. Legal and organisational information sharing requirements and protocols
13. How to seek permission from parents, in order to gain information held by other specialist agencies, in a non-threatening manner and in line with data protection and confidentiality requirements
14. How to share information about the needs of parents, children and families with colleagues which will lead to improved outcomes
15. How to establish appropriate review and feedback processes from parents and parenting agencies
16. Methods and techniques that can be used to build on strengths and develop confidence in individuals
17. The importance for the parent, the family and the community of parents in engaging in their community



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18. The role that parents can play in campaigning for better services and how to encourage them to be proactive in their communities
  19. The skills parents need to be confident to campaign and lobby
  20. Your own role, where appropriate, your organisation's role in helping parents to develop campaigning and lobbying skills
  21. The boundaries of your role as a parenting practitioner in engagement and in communicating with parents

## LLUK O30N WWP01

# Engage with parents to build and maintain effective supportive and empowering relationships



<b>Developed by</b>	Lifelong Learning UK
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<b>Original URN</b>	LLUK O30N WWP01
<b>Relevant occupations</b>	2212 Psychologists 2442 Social workers 2443 Probation officers 3229 Therapists not otherwise classified 3231 Youth and community workers 3232 Housing and welfare officers 4112 Civil service administrative officers and assistants 4114 Officers of non-governmental organisations 6124 Educational assistants
<b>Suite</b>	Work with Parents
<b>Key words</b>	Building relationships, empowerment, strengths of parents, communication, language, information needs, communities, developing confidence, engagement

## LLUK O30N WWP02

### Agree with parents and agencies the aims and purpose of work with parents



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#### Overview

This standard is about agreeing with parents and agencies the aims and purposes of parenting work. It stresses the importance of doing so within the legal and organisational requirements, policies and procedures associated with safeguarding.

It includes:

- how to identify goals;
- the respective roles of parents, practitioners and other agencies when defining goals;
- the rights and responsibilities of parents and children;
- the support and advice that may be available to practitioners when determining parenting programmes;
- how to review progress against goals;
- what to do in the event of non-compliance with legal or statutory requirements.

It also recognises the boundaries of the practitioner's role related to legal and statutory requirements, compliance, organisational policy and its implementation.

## LLUK O30N WWP02

### Agree with parents and agencies the aims and purpose of work with parents



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#### Performance criteria

*You must be able to:*

1. Identify and negotiate roles, expectations and responsibilities
2. Agree how the child/young person can be supported taking into account their rights and needs and the rights and needs of their parents
3. Provide advice and support to enable parents to set goals and priorities that meet their needs
4. Work with parents to encourage their continuing engagement
5. Work with parents to review progress against goals, and challenge where appropriate
6. Identify and explain to parents sanctions arising from non-compliance with legal or statutory requirements as appropriate
7. Support parents in addressing behaviours and overcoming challenges and developing a positive attitude to change where necessary
8. Enable parents to exercise their right to have their views on their child listened to and to be consulted with
9. Use a persistent, open and respectful manner to encourage the continued engagement of parents and family members

## LLUK O30N WWP02

### Agree with parents and agencies the aims and purpose of work with parents



#### Knowledge and understanding

*You need to know and understand:*

1. The legal framework associated with child protection and the importance of safeguarding children, young people and vulnerable adults to minimise the risks to their welfare and maximise positive outcomes
2. The agencies which work with parents and families and their roles and responsibilities
3. The organisational processes and procedures for safeguarding, child protection and supporting the wellbeing of the child and how to apply them
4. The importance of confidentiality and when, how and to whom to disclose
5. The importance of ensuring that the relationship with the client is such that you do not inadvertently do harm physically or psychologically
6. The importance of ensuring your own safety when working with parents and families
7. The rights and responsibilities of the parent and how they can be supported taking into account the rights and responsibilities of the child
8. The rights and responsibilities of the child and how they can be supported taking into account the rights and responsibilities of the parent
9. The importance of being open and respectful at all times when working with parents
10. How to support parents and families in setting goals and priorities that reflect their family circumstances and meet needs
11. How to encourage parents to take responsibility for meeting their own and their family's needs and to resolve problems
12. How to encourage parents and families to address threatening or offensive behaviour and attitudes or prejudice
13. How to identify and set goals and use empowering approaches to achieve them
14. How to review progress against goals in a way that is supportive and enables progress
15. Where and how to obtain appropriate help for parents who are facing major challenges or have undergone major changes
16. Sanctions that may be necessary in the event of non-compliance by parents with legal or statutory requirements and who to approach to support you in the event of non-compliance, as appropriate
17. The necessary nation-specific processes and reporting systems within and

## **LLUK O30N WWP02**

Agree with parents and agencies the aims and purpose of work with parents



outside your own organisation and the paperwork required for reporting cases

18. Boundaries of own role related to legal and statutory requirements, compliance, organisational policy, good practice and its implementation.

## LLUK O30N WWP02

Agree with parents and agencies the aims and purpose of work with parents



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**Developed by** Lifelong Learning UK

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**Status** Original

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**Originating organisation** Lifelong Learning UK

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**Original URN** LLUK O30N WWP02

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**Relevant occupations**

- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Legal requirements, organisational requirements, policies and procedures, rights and responsibilities, confidentiality, safeguarding, child protection, prejudice, wellbeing, goals, priorities, compliance, non-compliance, reporting



## LLUK O30N WWP03

Make assessments of parents and their families to develop and coordinate the delivery of a shared support plan



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### Overview

This standard is about the important role of assessing the strengths, resources, needs and risks of parents and families so that an effective parenting support plan can be agreed. It includes working with the parents and with other agencies and organisations.

It includes:

- the importance of gathering accurate information about the family and its strengths, resources and needs;
- the importance of multi-agency assessments;
- causes of family difficulties and the importance of recognising and helping to support parents in resolving them;
- prioritisation of needs and responses to them;
- coordination of parenting support.

## LLUK O30N WWP03

Make assessments of parents and their families to develop and coordinate the delivery of a shared support plan



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### Performance criteria

*You must be able to:*

1. Gather and share information with multi-agency teams to inform family assessment
2. Gather information and identify with each family member what the family strengths, resources and needs are
3. Use information gathered to work with families and other agencies to identify the cause of current difficulties and the challenges facing the family
4. Prioritise responses to immediate crises to safeguard and promote the welfare of children.
5. Work with parents to identify time limited objectives involving incremental change
6. Where necessary, use appropriate multi-agency approaches to agree, implement and review a shared support plan
7. Construct shared and mutually agreed support plans / contracts
8. Ensure that the parenting support plan is coordinated with colleagues and other agencies as required

## LLUK O30N WWP03

Make assessments of parents and their families to develop and coordinate the delivery of a shared support plan



### Knowledge and understanding

*You need to know and understand:*

1. Techniques for gathering information to inform family assessment and sharing it within multi-agency teams
2. Relevant and appropriate methodologies to make assessments of parents and families, including strengths, resources and needs
3. The agencies which work with parents, their roles and responsibilities and local, regional and national networks through which they meet and share information
4. How to share information about the needs of parents, children and families with colleagues and agencies which will improve outcomes within the boundaries of confidentiality
5. The importance of reassuring parents about confidentiality, and the circumstances under which information may be passed on
6. What can cause family difficulties and undermine family relationships
7. What can strengthen positive family relationships
8. Crises which may affect the protection and welfare of children and families and how to get immediate and longer term support for them from relevant organisations and specialists
9. The importance of defining appropriate time-limited objectives with parents to encourage incremental change
10. The role of multi-agency approaches in agreeing, implementing and reviewing a shared support plan
11. Own organisation and other agency requirements for a shared support plan / contract
12. The importance of effectively coordinating a shared support plan to ensure it meets the objectives of all the agencies, as well as the needs of parents
13. Own role in the development, implementation and reviewing of a shared support plan

## LLUK O30N WWP03

Make assessments of parents and their families to develop and coordinate the delivery of a shared support plan



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<b>Developed by</b>	Lifelong Learning UK
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<b>Status</b>	Original
<b>Originating organisation</b>	Lifelong Learning UK
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<b>Relevant occupations</b>	2212 Psychologists 2442 Social workers 2443 Probation officers 3229 Therapists not otherwise classified 3231 Youth and community workers 3232 Housing and welfare officers 4112 Civil service administrative officers and assistants 4114 Officers of non-governmental organisations 6124 Educational assistants
<b>Suite</b>	Work with Parents
<b>Key words</b>	Information, family difficulties, crises, multi-agency assessment, prioritisation of need, agency support, networks, confidences, positive family relationships, shared support plan, contracts, coordination

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### Overview

This standard is about the ways in which parenting practitioners work with parents to help them determine the needs of the parent, the child and the family to improve outcomes. It focuses on the crucial importance of the parent-child relationship at the heart of families, determining what is required to understand needs and what action needs to be taken to avert crises.

It includes:

- the importance of understanding the specific developmental needs of individual children;
- the importance of supportive and creative environments which encourage the development of children;
- building trust with parents;
- understanding that some parents have complex needs which may impact on parenting capacity;
- the ways in which parenting practitioners work with parents to determine the development needs of the parent, the child and the family;
- recognising that children may have complex needs which impact on parents and families;
- providing essential support to parents to organise the practical aspects of family life and strengthen relationships.

The standard also recognises there are difficulties and challenges faced by some which can cause particular barriers to their participation in parenting services. Many of these parents may have had little exposure to or opportunity to work with supportive services previously.

This standard requires you, as the parenting practitioner, to work within the boundaries of your own organisation but to refer to specialist support agencies to deal with difficult or complex problems out of your area of responsibility and authority.

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#### Performance criteria

*You must be able to:*

1. Gain the confidence of and build trust with parents in order to help parents to identify and meet their needs
2. Enable parents to recognise the interrelationship between their own needs and those of their children
3. Help parents to identify and understand their learning needs and those of their family
4. Help parents to understand the social, emotional, physical, language and whole development needs of their child and family and to access environments that support them
5. Help parents to support their children's education and learning support needs
6. Facilitate peer support and information sharing between families
7. Help parents to find information about and engage in formal and/or informal education, training and work experience, including accessing learning and development opportunities available to them
8. Work with partner agencies and individual to advocate for and broker support for parents and families
9. Support parents and families in ensuring they provide a safe and secure physical and learning environment for their children
10. Work with parents to strengthen positive family relationships
11. Work with parents to reduce and prevent anti-social and offending behaviour and to mitigate the impact of imprisonment on family relationships
12. Provide support to parents to organise the practicalities of their families and work, signposting to specialist agencies as required

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**Knowledge and understanding**

*You need to know and understand:*

1. How to work with parents to improve their effectiveness and enable them to believe they can make changes in their lives and those of their children
2. The importance of using a respectful approach and ways to build trust and confidence in parents
3. The development needs of children and young people and where to get further information about them
4. Factors creating social, emotional, economic and physical pressures and how the complexity of family health needs may impact on their ability to be effective as a parent
5. How parental interest and involvement in the learning and development of the child can build relationships and encourage achievement
6. The importance of peer support and information sharing between families
7. The importance of recognising how diversity may impact on specific support needs and access to opportunities
8. How to help parents to support their children's education and learning support needs to improve outcomes
9. The importance of school attendance in improving outcomes of children.
10. Sources of information and advice about learning, development and employment opportunities for parents and how to access them
11. How to advocate for parents and their families with relevant agencies when they have limited confidence to do it themselves
12. Barriers to parents accessing and understanding information about opportunities
13. The importance of the supportive extended family for children and of respecting its role
14. The importance of positive behaviour and the impact it has on the development of supportive relationships with the child, parents, families and in the community
15. The importance of play and recreational activities as a means to encourage and support the development of the child
16. Local and national services, agencies and organisations that provide appropriate environments, advice, guidance and support to deal with the complex needs of parents and children and how to contact them



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17. Methods through which parents can express fears and concerns and manage strong feelings
  18. The importance of protecting yourself when dealing with parents with complex needs
  19. What can undermine family relationships
  20. The impact of couple relationships on the family and how to access support for governing relationships
  21. How to promote positive engagement of parents who live apart in family life when appropriate and safe to do so
  22. How to support parents in overcoming challenges and developing a positive attitude to change
  23. How to recognise the limits of your responsibility and authority in diagnosing, prioritising and supporting complex needs

## LLUK O30N WWP04

Work with parents to enable them to meet the needs of their family



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<b>Originating organisation</b>	Lifelong Learning UK
<b>Original URN</b>	LLUK O30N WWP04
<b>Relevant occupations</b>	2212 Psychologists 2442 Social workers 2443 Probation officers 3229 Therapists not otherwise classified 3231 Youth and community workers 3232 Housing and welfare officers 4112 Civil service administrative officers and assistants 4114 Officers of non-governmental organisations 6124 Educational assistants
<b>Suite</b>	Work with Parents
<b>Key words</b>	Improving outcomes, barriers and difficulties, strengthening relationships, social, emotional, physical and language needs, complex needs, whole development needs of the child, peer support, information sharing, attendance, learning and development, managing feelings, overcoming challenges

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#### Overview

This standard is about the role that specialist services can play in supporting parents and families and the protocols and processes that need to be in place to ensure referral is appropriate and effective.

It includes:

- the importance of using assessment information to identify appropriate specialist services;
- why it is important to bring specialist services to the family wherever possible;
- why some parents may be reluctant to use specialist services;
- the importance of enabling parents to access, engage with parenting services independently and review their progress;
- your role in advocating for the parent when s/he is unable to do so;
- the importance of monitoring progress and engagement with the referral service;
- barriers to engaging with services and how to overcome them;
- the support, training and development that parents need to feel confident in accessing and engaging with services independently;
- how to check that engagement has been effective in meeting needs.

This standard requires the organisation to have clear policies, procedures and protocols. It also requires the practitioner to recognise the boundaries of their role and when they need to refer to specialist support.

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**Performance criteria**

*You must be able to:*

1. Work with parents to identify specialist and other services which will meet family needs beyond their internal strengths, extended family and immediate community networks
2. Identify which specialist services should be brought to the parent and which require referral
3. Identify under what circumstances referral is appropriate
4. Use assessment information to identify relevant services to which to refer individuals and requirements
5. Consult with referral agencies to see if the family meets threshold criteria
6. Advocate for the parents and family where necessary
7. Support parents to engage with referral agency
8. Coordinate the package of support and monitor family progress and engagement with referral service
9. Enable parents to develop the confidence to engage with services and other support
10. Support parents to reduce or plan to reduce their dependence on specialist services
11. Enable parents to develop practical and organisational skills to engage with services
12. Enable parents to act on the advice provided by specialist services

**Knowledge and understanding**

*You need to know and understand:*

1. Protocols for communication and referral in line with organisational processes and procedures
2. National policy drivers with respect to child and/or family centred approaches and the delivery of specialist services
3. The key services and agencies within the local community, regionally and nationally with responsibility for parenting programmes and family services to whom referrals may need to be made
4. How to work with colleagues and stakeholders to actively encourage parents who need additional support to access parenting services
5. How to publicise parenting services in ways that are relevant to particular groups of parents
6. Barriers to participation in parenting services, including physical, social, cultural, language and emotional needs and the practical and organisational skills needed by parents in order to access and engage with services
7. How to work with parents in ways that empower and build their confidence
8. How to use assessment information to identify appropriate specialist agencies and services to support specific needs
9. The importance of respecting the wishes and confidentiality of parents when referring, within safeguarding protocols
10. Protocols, processes and procedures to be used when referring to specialist services including the limits of confidentiality
11. How to advocate for parents and encourage them to develop their independence when they have limited capacity or confidence to do it for themselves
12. How to help parents to engage with services independently and responsibly.
13. The importance of peer support, advocacy and mentoring in accessing relevant parenting services
14. The importance of encouraging realistic expectations about what a specialist agency can do for parents and family.
15. How to check whether services have met parents' need for advice and support in a way that they can use within their family life
16. Boundaries of own role in providing information, advice and guidance to parents on specialist matters

## LLUK O30N WWP05

Enable parents' referral to specialist and other services,  
in accordance with required protocols



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**Relevant occupations**

- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Specialist services, child-centred, information, referral, advocacy, support packages, confidence, organisational skills, barriers to participation, building confidence, protocols, processes and procedures

## LLUK O30N WWP06

Use persistent and proactive intervention methods when working with parents with high levels of need to enable positive changes in their lives



### Overview

This standard is about recognising that some parenting support needs to be targeted at those families which do not engage and/or which have multiple problems. Progress towards achieving improved outcomes is incremental and support needs to be persistent and proactive in order to enable parents to make positive changes in their lives and those of their children and families.

It includes:

- understanding the relationship between appropriate intervention and improved parental effectiveness;
- recognising that there will always be some parents who do not want to engage;
- recognising the circumstances under which parenting interventions may not be appropriate;
- the importance of recognising that intervention needs to be persistent and proactive;
- the importance of including parents in the design and implementation of interventions;
- monitoring and evaluation of intervention programmes.

## LLUK O30N WWP06

Use persistent and proactive intervention methods when working with parents with high levels of need to enable positive changes in their lives

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### Performance criteria

*You must be able to:*

1. Identify appropriate interventions to enable parents and families to make positive changes in their lives
2. Use a positive whole family approach to build on parent, family and child strengths and develop resilience, self-reliance and independent action
3. Facilitate access to programmes of support that reflect evidence-based practice
4. Develop and use a range of approaches to engage with parents and families who are difficult to engage with
5. Identify circumstances when a parenting intervention may not be appropriate at a particular time
6. Identify services and support which encourage parents and families to develop resilience, self-reliance and independent action
7. Work with parents and other agencies to develop collective agreements on the changes expected from the family
8. Work with parents and other agencies to agree the sequencing and coordination of the support available and any time-limited objectives for the family
9. Help parents to identify objectives and active steps to make and sustain changes that improve outcomes for their children and families based on interventions
10. Record progress being made against objectives and help parents to keep their own records
11. Alert the family and relevant agencies to the likelihood and impact of rewards, sanctions and risks facing the family
12. Assess and monitor rewards, sanctions and risks, using them to motivate parents and families to commit to making changes and achieving agreed goals
13. Evaluate how interventions contribute to the development of practice



## LLUK O30N WWP06

Use persistent and proactive intervention methods when working with parents with high levels of need to enable positive changes in their lives

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### Knowledge and understanding

*You need to know and understand:*

1. The nature of interventions that can impact positively on the ability of parents and enable them to make positive changes in their lives
2. The importance of basing interventions and support on evidence-based practice
3. How to identify specific interventions that address assessed needs
4. The circumstances under which a parenting intervention may not be appropriate
5. How to ensure colleagues and agencies contribute to the identification and implementation of interventions that improve parental capacity
6. The importance of ensuring that parents understand the purpose of interventions and their role as a partner in implementing them
7. The importance of being persistent and consistent in applying interventions
8. The importance of recognising that change is often incremental and that it needs to be coordinated and sustained through empowering support if outcomes are to be improved
9. When and how to review the impact of interventions with parents
10. The importance of including parents in the implementation and review of intervention strategies
11. How to record the outcomes of interventions against objectives and expected outcomes and with whom the record needs to be shared
12. What to do and to whom to refer if interventions do not appear to be having a positive impact
13. The impact of any rewards, sanctions and risks on families and how they might be used to motivate parents to make changes
14. How to use the outcomes of monitoring to make adjustments to interventions
15. The importance of disseminating the outcomes of intervention to add to evidence-based practice, within the boundaries of confidentiality

## LLUK O30N WWP06

Use persistent and proactive intervention methods when working with parents with high levels of need to enable positive changes in their lives



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<b>Relevant occupations</b>	2212 Psychologists 2442 Social workers 2443 Probation officers 3229 Therapists not otherwise classified 3231 Youth and community workers 3232 Housing and welfare officers 4112 Civil service administrative officers and assistants 4114 Officers of non-governmental organisations 6124 Educational assistants
<b>Suite</b>	Work with Parents
<b>Key words</b>	Parents with multiple needs, targeted support, intervention, evidence-based practice, sanctions, development of resilience, self-reliance and independent action, persistent, consistent

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## LLUK O30N WWP07

Deliver parenting programmes and other structured support to groups of parents



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### Overview

This standard is about the important role of practitioners in working with parents in groups and in providing other structured support to parents and families to improve outcomes.

It includes:

- the importance of setting clear aims and objectives;
- the provision of an appropriate environment in which adults and children feel safe;
- ensuring sensitivity to cultural, religious, ability or gender differences between participants;
- recognition of group dynamics reflecting all the above;
- working with parents to review the outcomes of group work.

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#### Performance criteria

*You must be able to:*

1. Work with groups of parents to identify their needs
2. Agree group aims, objectives and priorities with parents for programmes of activity and support
3. Facilitate access to programmes and other structured support which are founded on evidence-based practice
4. Support groups of parents in agreeing ground rules in relation to confidentiality, roles and responsibilities and resolution of any disagreements or conflicts
5. Enable groups, and the individuals within them, to agree, express and share their needs and aspirations
6. Identify limitations and constraints on support that is available
7. Select and use appropriate approaches and methods to develop programmes relevant to the characteristics and needs of specific groups of parents
8. Ensure that groups of parents are supported in a physical environment that is appropriate and in which adults and children feel safe
9. Identify, select and use materials and resources that meet the needs of groups of parents
10. Apply appropriate methods to enable all parents to participate, contribute and provide feedback, taking into account group and other dynamics
11. Manage conflict within a group setting
12. Work with groups of parents to review progress towards achieving aims and objectives
13. Actively encourage groups of parents to work within the principles of anti-discriminatory practice and to value diversity

## LLUK O30N WWP07

Deliver parenting programmes and other structured support to groups of parents



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### Knowledge and understanding

*You need to know and understand:*

1. How to identify the needs of groups of parents
2. The principles and theories of group formation, stage and dynamics
3. How to agree group aims and objectives and gain agreement on group priorities that meet needs
4. How to facilitate access to programmes and other structured support which are based on evidence-based practice
5. How to adopt an open and welcoming approach towards participants that helps them to feel valued so that all are comfortable and can participate
6. The importance of providing a safe, risk-assessed physical environment in which participants feel safe and secure
7. Strategies and techniques to raise the confidence of parents and help them to contribute to the group
8. The importance of setting and recognising boundaries when developing professional relationships
9. Theories and practices of conflict resolution
10. How to listen actively and encourage communication
11. The importance of reviewing support with the parents and encouraging them to provide feedback
12. How to source appropriate resources and judge their importance in supporting parenting groups
13. Methods for reviewing the group's effectiveness and how to engage parents in the review process
14. How to encourage parents and their families to address threatening, offensive and prejudiced behaviour and attitudes
15. How to work within a framework of inclusivity, valuing diversity and anti-discriminatory practice

## LLUK O30N WWP07

Deliver parenting programmes and other structured support to groups of parents



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<b>Relevant occupations</b>	2212 Psychologists 2442 Social workers 2443 Probation officers 3229 Therapists not otherwise classified 3231 Youth and community workers 3232 Housing and welfare officers 4112 Civil service administrative officers and assistants 4114 Officers of non-governmental organisations 6124 Educational assistants
<b>Suite</b>	Work with Parents
<b>Key words</b>	Groups of parents, group formation and dynamics, identifying needs, structured support, evidence-based practice, communication, active listening, feedback, materials and resources, safe physical environment, building confidence, conflict resolution, inclusivity

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## LLUK O30N WWP08

### Enable parents to improve the effectiveness of the parent-child relationship



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#### Overview

This standard is about the importance of enabling parents to reflect on their own experiences and strengths to understand and shape their approach to parenting and to use them to improve their effectiveness as parents. It also addresses parents' role in developing positive relationships with their children to improve outcomes for families and children.

It includes:

- the range of environmental influences on parenting capacity;
- the importance of parents recognising and supporting their own needs as well as the needs of their children;
- what influences the parent-child relationship;
- the unique contribution of mothers and fathers;
- the value of reflecting on all aspects of parenting and the role that the parent has in shaping the future of the child and the family;
- parents taking a positive approach to managing their child's behaviour;
- helping parents to deal with their own feelings.

## LLUK O30N WWP08

### Enable parents to improve the effectiveness of the parent-child relationship



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#### Performance criteria

*You must be able to:*

1. Enable parents to reflect on family environmental influences on parenting capacity
2. Enable parents to reflect on personal experiences and feelings and their impact on their effectiveness as a parent
3. Enable parents to reflect on how their own wellbeing influences their parenting capacity and their relationship with their child
4. Help parents to identify and access environments and experiences which will support their personal well-being as a parent
5. Enable parents to reflect on how a child's temperament, behaviour, lifestyle, play and recreational activities and personal experiences affect the parent-child relationship
6. Enable parents to reflect on the unique contribution mothers, fathers and others in parenting roles make to the outcomes of children and families
7. Encourage parents to have a warm and supportive relationship with their child, regardless of their circumstances
8. The importance of recognising parenting apart on the dynamic of parenting and the impact on children
9. Work with parents in a range of ways to build their confidence and competence as a parent
10. Help parents to develop their communication skills
11. Help parents to encourage and increase their child's positive behaviour and reduce their negative behaviour



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**Knowledge and understanding**

*You need to know and understand:*

1. What is meant by parenting capacity and effectiveness as a parent
2. The environmental influences, including social, economic and cultural, which can impact on parenting capacity
3. Why parents need to consider their own wellbeing, social, emotional and physical needs and how these impact on the child and the family
4. The importance of using a respectful approach when working with parents that demonstrates they are valued as knowledgeable individuals
5. The importance of respect for the parent and the child
6. How to encourage parents to use self-reflection to assess their own wellbeing
7. The impact of wellbeing on their effectiveness as a parent
8. The importance of all parents developing a warm and supportive relationship with their children
9. How parenting apart may impact on the dynamics of the family
10. Methods to build trust and confidence in parents and the importance of using feedback to build confidence and self esteem
11. How to resolve family conflicts constructively so they do not undermine confidence
12. Different temperaments, behaviours, lifestyles and experiences of children and parents and how they may impact on positive parenting and family relationships
13. The family and external influences affecting parenting and the parent- child relationship
14. The unique contribution made by the mother and the father and how each may impact on the outcomes of children
15. How to help parents to reflect on their relationship with their children and to take steps to improve it
16. How the complexity of some parents' needs may impact on their effectiveness as parents and the outcomes for their children
17. How to encourage parents to improve their communication skills
18. Appropriate techniques to enable parents to manage strong feelings and to enable parents to express fears and concerns appropriately within the family

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19. How to provide specific support to parents who are facing major challenges or have undergone major changes
  20. How to provide support to parents for their children at transition points
  21. The importance of positive behaviour and its impact on the development of supportive relationships with child, the parents and the community
  22. The importance of play and recreational activities in developing positive relationships between parents and children
  23. Where to obtain advice and guidance to support positive behaviour management and build confidence to deal with negative behaviour in their children

## LLUK O30N WWP08

Enable parents to improve the effectiveness of the parent-child relationship



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**Developed by** Lifelong Learning UK

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**Status** Original

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**Originating organisation** Lifelong Learning UK

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**Original URN** LLUK O30N WWP08

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**Relevant occupations**

- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Parenting capacity, effectiveness as a parent, personal wellbeing, parent-child relationship, child's temperament, behaviour, lifestyle and personal experiences, respect, building trust and confidence, mother, father and others in parenting roles, feelings, fears, concerns, conflicts, play, positive behaviour

## LLUK O30N WWP09

### Operate within policy, legal, ethical and professional boundaries when working with families



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#### Overview

This standard is about the importance of the organisation and the practitioner working within legal, ethical and professional boundaries, including working across relevant agencies.

It includes:

- the importance of setting boundaries and having processes and procedures that support them;
- rights and responsibilities of the parent and the child;
- issues surrounding consent and confidentiality;
- the vital importance of equality, diversity and inclusion and keeping parents and families safe and secure;
- agencies and organisations to whom reference can be made to gain further specialist information and advice.

It includes your limitations in respect of legal and ethical boundaries related to own role and responsibilities.

The standard does not expect a detailed knowledge understanding of the law; rather to whom to refer when specialist advice or support is needed.

## LLUK O30N WWP09

Operate within policy, legal, ethical and professional boundaries when working with families



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### Performance criteria

*You must be able to:*

1. Ensure professional competency and boundaries in all contact with families
2. Acknowledge, respect and promote equality of opportunity and diversity
3. Acknowledge, respect and promote the rights and responsibilities of families and their children
4. Maintain personal and client health, safety and well-being throughout the parent support process
5. Develop and establish a clear understanding of levels of confidentiality appropriate to context
6. Enable parents and their families to seek to address threatening, offensive or prejudiced behaviour and attitudes

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#### Knowledge and understanding

*You need to know and understand:*

1. The importance of being professional at all times, promoting high ethical values, in line with organisational requirements, and being clear with regard to boundaries
2. Organisational processes and procedures with respect to confidentiality when working with parents and when to disclose
3. How to seek information from parents and share information from parents sensitively in line with data protection and confidentiality
4. How to recognise safeguarding issues and when and to whom to refer
5. How to address and deal with threatening, offensive or prejudiced behaviour and attitudes and to whom to refer for support
6. The legal framework and organisational processes and procedures with respect to equality, diversity and inclusion
7. How to ensure your work is inclusive, taking into account local factors including language, disability and culture
8. National regulations and statutory requirements that apply to schooling and supporting children with additional needs
9. The legal requirements and organisational processes and procedures related to health and safety and risk assessment when working with parents, families and children.
10. Procedures to be followed and points of referral when you suspect a parent, colleague or stakeholder has committed an act you consider to be unethical or illegal
11. What sanctions may be necessary in the event of non-compliance with legal or statutory requirements, as appropriate
12. Who to approach in order to get support in the event of non-compliance with requirements
13. Boundaries of own role relating to legal and statutory requirements and compliance

## LLUK O30N WWP09

Operate within policy, legal, ethical and professional boundaries when working with families



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**Developed by** Lifelong Learning UK

---

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**Status** Original

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**Originating organisation** Lifelong Learning UK

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**Original URN** LLUK O30N WWP09

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**Relevant occupations**

- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Professional boundaries, relevant legal framework, statutory requirements, organisational processes and procedures, ethics, respect, equality of opportunity, diversity, rights and responsibilities of families, personal safety, client health, safety and well-being, parent support process, confidentiality

## LLUK O30N WWP10

Influence and contribute to policies and development opportunities for parenting services



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### Overview

This standard is about how practitioners and managers influence and contribute to the development of opportunities for parenting services and projects within the limitation of their own roles and responsibilities.

It includes:

- identification of and defining the role of key partners in the development of an integrated service;
- raising awareness of the need for and value of parenting services and developing performance measures and indicators to demonstrate value;
- recognising the role and impact that parenting services have on other local service targets and outcomes;
- the importance of making decisions founded on evidence based practice.



## LLUK O30N WWP10

Influence and contribute to policies and development opportunities for parenting services



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### Performance criteria

*You must be able to:*

1. Identify and work with key partners with similar interests and influence
2. Educate policy makers and commissioners of services about the role and impact of parenting services
3. Identify key performance indicators and local priorities for service development and delivery.
4. Network with other agencies to understand their ethos and perspective
5. Raise awareness of the need and value of a range of short and longer term parenting services
6. Identify the impact that parenting work has on other targets and outcomes
7. Influence service provision by presenting the evidence base for the value of universal, targeted work and early interventions in work with parents

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#### Knowledge and understanding

*You need to know and understand:*

1. Key strategies, action plans and policies which affect the parenting sector locally, regionally and nationally in each of the four home nations and across the UK, where appropriate
2. Who the key partners and stakeholders are at a local, regional and national level and how to reach them
3. How to raise awareness of the need and value of parenting services with key stakeholders, commissioners and parents
4. How to approach and inform senior policy makers and commissioners of services in a way which will aid understanding
5. Local, regional and national priorities and performance indicators for parenting service development and delivery
6. The planning and development cycle in respect of policy making and/or service development
7. How to approach and negotiate with key partners in order to plan policies and develop parenting services in your local area
8. The importance of agreeing performance indicators with key partners and delivering on them
9. The ethos and perspective of each relevant agency, how they differ and how to recognise them when parenting services are negotiated
10. The importance of early intervention and prevention
11. The importance of making decisions on the evidence base and on emerging and good practice
12. What needs to be taken into account in designing and developing opportunities for parenting services to meet local needs and nation-specific policy requirements
13. How to measure and demonstrate the impact of parenting services on parents, families and children
14. The research and evidence base and the measurements used to demonstrate the impact of parenting services on parents, families and children
15. The extent and limitations of the requirements and responsibilities relevant to policy and development associated with your own role

## LLUK O30N WWP10

Influence and contribute to policies and development opportunities for parenting services



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**Originating organisation** Lifelong Learning UK

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**Original URN** LLUK O30N WWP10

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**Relevant occupations**

- 1113 Senior officials in local government
- 1114 Senior officials of specialist interest organisations
- 1141 Quality assurance managers
- 1181 Hospital and health service managers
- 1184 Social services managers
- 1239 Managers and proprietors in services not otherwise classified
- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Partners, influence of the practitioner, planning and development cycle, local, regional and national strategies and action plans, priorities, ethos, designing services, performance indicators, short and longer term parenting services, evidence-based practice, impact

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#### Overview

This standard is about the acquisition, development, funding and governance of parenting services relevant to the needs of your local area, which align to national strategies and targets and ensuring that the services continuously improve. It emphasises the involvement of parents in the strategic planning, monitoring and evaluation of the service to improve outcomes.

It includes:

- planning and commissioning of services relevant to local circumstances and national policy drivers;
- the involvement of parents in shaping services and considerations needed to enable them to contribute and maintain interest;
- integrated working and services and the role of parenting services within them;
- governance arrangements for commissioned parenting services;
- how to align outputs and outcomes to the requirements of integrated commissioned services.

The standard also includes your own role, responsibilities and boundaries in the planning, commissioning and governance of parenting services.

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#### **Performance criteria**

*You must be able to:*

1. Identify clear outcomes for children, parents and families linked to children and young people's service planning, that meet local and national targets
2. Use community profiling data to identify gaps in service provision
3. Actively engage parents as service users in shaping strategy, service development and improvement
4. Link strategy to arrangements to develop, contract or commission new services, as appropriate
5. Embed quality approaches and improvement strategies into service delivery
6. Ensure that parenting workforce development strategy is linked to overarching workforce development strategy
7. Promote governance arrangements which enable joined up management of all parenting services
8. Establish systems for monitoring, evaluating and measuring the impact of service outcomes
9. Use monitoring data to evaluate and improve delivery of services
10. Promote a culture of continuous service improvement in parenting services

### Knowledge and understanding

*You need to know and understand:*

1. Local, regional, nation-specific and UK priorities and performance indicators for parenting service development and delivery
2. Your organisation's quality assurance systems and processes
3. How to instil a culture of continuous quality improvement in parenting services
4. Appropriate evaluation strategies and methodologies to assess the impact of parenting services, including where relevant, self-assessment, and their links to effective practice
5. How to measure milestones, outputs and outcomes with respect to the aims and objectives of services
6. Where to obtain and how to use community profiling data, its uses and limitations in developing and improving service strategies and plans
7. Who you need to approach and negotiate with in order to develop and improve parenting services in your local area
8. What needs to be taken into account in developing and improving parenting services and their links with other family and children's services
9. The range of interventions that can promote quality approaches and embed effective practice
10. Factors to consider when involving parents in the development and evaluation of services so their views can be taken into account in decision-making
11. How to involve parents and help them to maintain their interest in service development and evaluation
12. How to identify and address any workforce development issues that may impact on the effective and efficient delivery of parenting service
13. The importance of making decisions based on need and which reflect best practice
14. How to establish appropriate governance relationships for parenting services
15. How to approach funding bodies and organisations which may have alternative sources of finance
16. Own role, responsibilities and boundaries in the governance, development and quality improvement of parenting services

## LLUK O30N WWP11

Develop and improve parenting services



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**Originating organisation** Lifelong Learning UK

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**Original URN** LLUK O30N WWP11

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**Relevant occupations**

- 1113 Senior officials in local government
- 1114 Senior officials of specialist interest organisations
- 1141 Quality assurance managers
- 1181 Hospital and health service managers
- 1184 Social services managers
- 1239 Managers and proprietors in services not otherwise classified
- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Priorities and performance indicators, quality processes and systems, evaluation methodologies, service improvement, parents' role in shaping the service, community profiling, governance, impact, funding, contracting, commissioning, joined up services

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## LLUK O30N WWP12

Establish and maintain effective supervision, training and continuous professional development for parenting practitioners



### Overview

This standard is about the importance of supervision frameworks appropriate to parenting practitioners and the service. It includes how to use these frameworks to assess training needs and identify and monitor development and training targets which improve performance of the individual and the service.

It includes:

- the importance of appropriate management and clinical / practice supervision;
- different structures for and forms of supervision, including peer supervision, relevant to parenting services;
- the importance of appropriate continuous professional development;
- how to use performance plans to review individual performance and development.

The standard is designed primarily for those in management or supervisory roles and applies to the performance of the individual practitioner rather than the service



## LLUK O30N WWP12

Establish and maintain effective supervision, training and continuous professional development for parenting practitioners



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### Performance criteria

*You must be able to:*

1. Establish and maintain management and clinical / practice supervision structures to meet the needs of all the parenting workforce
2. Identify, establish, apply and maintain good practice models for supervision and peer supervision
3. Build supervision provision into project funding and service level agreements
4. Use individual performance plans to identify development and training targets
5. Instil a culture of continuous professional development within the service / organisation
6. Review individual performance plans regularly as part of supervision and practice development
7. Evaluate the impact of supervision on the quality of service

## LLUK O30N WWP12

Establish and maintain effective supervision, training and continuous professional development for parenting practitioners



### Knowledge and understanding

*You need to know and understand:*

1. Models of management and clinical /practice supervision structures appropriate to the parenting workforce
2. The importance of training needs analysis to identify apply appropriate models of supervision, training and continuous professional development
3. Different forms of supervision and the training and development needs of each
4. The role and value of peer supervision within continuous professional development
5. How and why to build supervision, training and continuous professional development into project funding
6. How and why to build supervision, training and continuous professional development requirements into service level agreements
7. The importance of developing and agreeing individual practitioner performance plans aligned to the performance of the service and the delivery of improved outcomes
8. The importance of continuous professional development for the parenting practitioner and for the parenting service
9. Appropriate forms of continuous professional development for those working in parenting services and how to access them
10. How to use performance plans to identify development and training targets
11. How to use performance plans and agreed development in the supervision process
13. Why it is necessary to monitor performance against personal development and service delivery targets
14. How to agree new training and development targets when the previous ones have been achieved

## LLUK O30N WWP12

Establish and maintain effective supervision, training and continuous professional development for parenting practitioners



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**Originating organisation** Lifelong Learning UK

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**Original URN** LLUK O30N WWP12

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**Relevant occupations**

- 1113 Senior officials in local government
- 1114 Senior officials of specialist interest organisations
- 1141 Quality assurance managers
- 1181 Hospital and health service managers
- 1184 Social services managers
- 1239 Managers and proprietors in services not otherwise classified
- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Supervision, peer supervision, needs analysis, performance targets, service targets, service level agreements, continuous professional development

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## LLUK O30N WWP13

### Develop and maintain professional competence as a parenting practitioner



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#### Overview

This standard is about the importance of agreed processes and procedures to manage and develop professional competency to ensure that the practitioner's role in providing parenting services is highly effective and based on best practice.

It includes:

- the role of different forms of supervision and how they link to performance management and continuous professional development;
- the importance of continuous professional development and reflective practice;
- the practitioner's role in providing advice and support to colleagues and stakeholders, including through the development and maintenance of networks;
- the importance of record keeping and reporting;
- evidence based approaches and how they can underpin effective parenting services.

The standard focuses on the practitioner's role as a professional and how it contributes to the effective development of the service.

## LLUK O30N WWP13

### Develop and maintain professional competence as a parenting practitioner



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#### **Performance criteria**

*You must be able to:*

1. Follow agreed case management procedures, including recording and reporting, involving other agencies, colleagues and line managers where appropriate
2. Be accountable for and review own practice using supervision, non-managerial support and other opportunities for professional development
3. Work with line managers and colleagues to ensure that personal professional competence remains sufficient to provide effective support to families
4. Utilise CPD, practice development opportunities and research to review and develop personal practice
5. Develop and maintain professional networks and relationships as part of integrated service provision
6. Engage in peer supervision and support and contribute to the professional support of colleagues
7. Share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit
8. Use best practice approaches to personal and organisational development, with particular reference to evaluation and impact analysis
9. Mirror in own practice how parents should help their children and families
10. Engage in regular, structured reflection in order to improve own performance
11. Seek feedback and evaluate own skills, knowledge and practice against available information

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**Knowledge and understanding**

*You need to know and understand:*

1. Your organisation's agreed case management procedures, and why it is imperative to comply with them
2. The importance of regular reporting
3. Information sharing and record keeping protocols in own organisation and with respect to partner organisations and agencies
4. The organisation's approach to supervision and the requirements placed on you to be supervised in your own interests and that of the service
5. How to explore current competency requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, values and principles
6. The importance of staying abreast of current research to keep up to date with developments relevant to own skills, knowledge and practice
7. How to engage in effective reflective practice
8. When and how to reflect with colleagues and peers to provide support for their professional development
9. How to agree solutions to problems and issues that improve practice in self, colleagues, partners and parents without eroding confidence and self esteem
10. How to demonstrate competence to mirror how parents should help their children
11. Why it is important to understand your own values, beliefs and attitudes and how they can affect work practice as well as your own and others' learning and development
12. Your responsibility to ensure your professional competency is sufficient to provide effective support to parents within the limits of your role
13. The importance of developing and maintaining personal contacts and networks
14. How to use evidence based practice to support personal development
15. Approaches to evaluate your own professional practice and performance and to assess the impact of your own work
16. Why it is important to keep records of your own actions, development plans and progress and how these can be used to inform ongoing reflective practice

## LLUK O30N WWP13

Develop and maintain professional competence as a parenting practitioner



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17. How sharing good practice with others can help to develop your own practice

18. The importance of continuing professional development, individual and collaborative reflective practice on learning and development practice

19. Sources and methods of relevant continuous professional development to facilitate own learning and development

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## LLUK O30N WWP13

Develop and maintain professional competence as a parenting practitioner



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**Relevant occupations**

- 1113 Senior officials in local government
- 1114 Senior officials of specialist interest organisations
- 1141 Quality assurance managers
- 1181 Hospital and health service managers
- 1184 Social services managers
- 1239 Managers and proprietors in services not otherwise classified
- 2212 Psychologists
- 2442 Social workers
- 2443 Probation officers
- 3229 Therapists not otherwise classified
- 3231 Youth and community workers
- 3232 Housing and welfare officers
- 4112 Civil service administrative officers and assistants
- 4114 Officers of non-governmental organisations
- 6124 Educational assistants

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**Suite** Work with Parents

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**Key words** Reflection, reflective practice, evidence based practice, competence, collaborative practice, networks, values and beliefs, personal contacts

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