

FL 303 Provide accessible environments for Family Learning

Introduction

What is this unit about?

This unit 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.

Who is this unit for?

This unit is for you if you work directly with participants in Family Learning programmes, either largely unsupervised or in a supervisory role

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Principles and values

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

Value 1 Family Learning is inclusive and is to be offered as a universal provision with open access.

Value 2 Family Learning recognises and values diversity of culture, race, relationships and beliefs.

Value 3 Equal partnership is the basis for all developments in Family Learning; all learners and educators, regardless of generation, recognise that learners and educators can frequently exchange roles.

Value 4 Family Learning recognises that it is acceptable to make mistakes, which are part of the process of reflective learning.

Value 5 Achievements within Family Learning benefit the wider learning community through promoting change and empowering individuals and communities.

Value 6 Family Learning raises aspirations and all outcomes of the process, including those that may not be overt, are of equal significance and importance.

Value 7 Family Learning operates within a culture of mutual respect for individuals, communities, colleagues and agencies.

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Content of unit.

The elements are: -

- 303.1** Provide an environment in which participants feel comfortable and confident
- 303.2** Value and respect the diversity in culture and background of participants
- 303.3** Provide physical equipment, resources and surroundings that meet participants' needs.

Place in the NVQ/SVQ Framework

This is a mandatory unit at Level 3

Links to Key and Core Skills

This unit will provide some evidence for the following QCA Key Skills:

Key skills	Core skills
Communication 1. 1,	Communication Intermediate 1
Working with others 1.1, 1.2,	Working with others
Problem solving 1.1, 1.2, 1.3, 2.2, 2.3	Problem solving Intermediate 2

National Occupational Standards for Family Learning

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What do we mean by some of the words used in this unit	
Appropriate language	Using language that is clear and easy to understand; avoiding jargon. Using specific language to enhance participants' knowledge and understanding, especially of basic skills.
Diversity	The range of differences found in society, especially concerning financial status, ethnicity, culture, sexual orientation, marital status, religious beliefs, family structures, ability
Format	The way in which information may be provided , e.g. written, spoken, or using alternative methods of communication such as signs symbols or diagrams
Resilience	The ability to withstand normal everyday disappointments, hurt feelings and assaults on one's confidence without it affecting self esteem
Resources	All material resources including premises, and human resources , such as staff and volunteers
Stereotyping	Making judgements about an individual based on a generalised view of an identifiable group of people
Environment	The physical surroundings and atmosphere
Disability	A physical or mental impairment which has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities

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Element FL 303.1 Provide an environment in which participants feel comfortable and confident

The National Standard

Performance criteria

To meet the national standard you must show that you:-

1. Ensure the environment is as comfortable and welcoming as possible
2. Encourage participants to interact with others within the group
3. Agree with participants the principles and ground rules for sessions, including confidentiality agreements
4. Discuss the particular requirements of individual participants with them and identify their needs
5. Ensure that resources are made available to meet participants identified needs
6. Arrange support, if requested, for participants whose first language is not English
7. Positively encourage and value contributions from all participants
8. Take active steps to encourage all participants to work within the principles of anti-discriminatory practice and valuing diversity

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Element FL 303.2 Value and respect the diversity in culture and background of participants

The National Standard

Performance criteria

To meet the national standard you must show that you:-

1. Use preferred names and titles as agreed when communicating with participants, ensuring the correct pronunciation
2. Provide opportunities to discuss similarities and differences between group members in a positive way

Provide knowledge and information that enables participants to avoid stereotyping

Help participants share and accept cultural differences in learning and skills

Encourage participants to support each other inside and outside the group

Help the group to resolve differences and contribute to minimising any conflict that arises

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Element FL 303.3 Provide physical equipment, resources and surroundings that meet participants' needs

The National Standard

Performance criteria

To meet the national standard you must show that you:-

1. Ensure that the physical surroundings provide access to all and an acceptable level of comfort
2. Ensure that hygiene facilities are available and accessible to all participants
3. Ensure that learning resources are culturally sensitive
4. Ensure that physical equipment is accessible to those with disabilities
5. Evaluate the provision with participants and make changes accordingly

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What you must know and understand

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

KU3A54	How to adopt an open and welcoming approach towards participants that helps them to feel valued
KU3E68	The support available to participants whose first language is not English
KU3A22	The principles and theories of group dynamics
KU3A55	How to approach participants in ways that promote their confidence and self-esteem, and the importance of this to effective relationships
KU3A53	The benefit of group discussion about similarities and differences between participants
KU3A30	How to help participants avoid stereotyping
KU3A23	Theories and techniques of conflict resolution
KU3A21	The importance of positive feedback and ways of giving it
KU3E19	The importance of providing time for parents to explain their own experiences
KU3E69	How to plan environments to ensure access for people with disabilities, including what resources might need to be made available
KU3E70	How to work within a framework of inclusivity, valuing diversity and anti-discriminatory practice and the key principles underpinning this
KU3E71	The resources that are available to you in order to provide an inclusive environment