

## WWP 314

Work with parents with complex needs who find services hard to reach

### Introduction

#### What is this unit about?

This unit is about working with parents who may have had little opportunity to work alongside supportive services before. It is also about working with parents whose needs are made even more complex by physical, emotional or intellectual factors that may make it harder for them to respond to services

#### Who is this unit for?

This unit is for you if you provide parenting support to parents whose needs are complex or who have had difficulty in reaching services previously, and you work largely unsupervised or in a supervisory role

#### Principles and values

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

#### Content of unit.

The elements are: -

1. Designing services that meet parents' needs
2. Enable parents to access services and support
3. Enable parents with complex needs to learn about parenting

#### Place in the NVQ/SVQ Framework

This is an optional unit at Level 3

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### **Links to Key and Core Skills**

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

and the following SQA Core Skills:

## National Occupational Standards for Work with Parents

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<b>What we mean by some of the words used in this unit</b>	
Complex needs	Needs which result from difficulties and challenges some people have to face. These can mean some people have additional needs which can be more challenging to meet.
Barriers	Factors that can get in the way
Agencies	Organisations with whom you work that deliver services to parents, regardless of whether they are statutory, voluntary or private organisations.

## National Occupational Standards for Work with Parents

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### **Element WWP 314.1      Designing services that meet parents' needs**

#### **The National Standard**

#### **Performance criteria**

To meet the national standard you must:-

1. Enable parents to talk about their needs
2. Seek permission from parents to access any information held by other agencies where appropriate
3. Support parents in identifying barriers to accessing learning about parenting
4. Discuss ways to overcome the barriers that parents face
5. Agree ways to make service provision accessible and inclusive
6. Discuss particular issues parents may have in relation to their parenting role
7. Find out about the types of needs local parents are likely to have
8. Adapt and develop services that meet parents needs

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**Element WWP 314.2      Enable parents to access services and support**

**The National Standard**

**Performance criteria**

To meet the national standard you must:-

1. Provide parents with information about available services and sources of support
2. Work collaboratively with other agencies involved with parents where appropriate
3. Share information, as agreed with parents, with other agencies where appropriate
4. Assist, if requested, parents to make transitions between supporting agencies
5. Make referrals, with parents agreement, to agencies who provide support
6. Take steps to safeguard and protect children and vulnerable adults who are at risk of harm

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#### **Element WWP 314.3 Enable parents with complex needs to learn about parenting**

##### **Performance criteria**

To meet the national standard you must:-

1. Respond to the identified needs of the parents
2. Use a model of provision that is appropriate for the needs of the parents
3. Provide learning that is accessible in terms of form, structure
4. Provide learning at a level and pace that is appropriate for the needs of the parents
5. Use materials and content that are appropriate to the needs of the parents
6. Use feedback to review and evaluate the effectiveness of the provision

## National Occupational Standards for Work with Parents

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### What you must know and understand

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

	The Common Assessment Framework and other models of assessment
	The stages and process of human development and the effects of developmental delay
	The barriers that people experience to accessing learning
	The social, emotional, physical and intellectual factors that affect development and relationships
	The sources of support and service provision available for parents with complex needs
	Why it is important to observe parents interactions with their children in an unobtrusive manner
	The importance of the needs and goals of parents themselves and those of their children
	Factors influencing the decision to offer group or individual work
	The importance of the level of isolation/support available to parent
	Protective factors for parents
	Parents current capacity to fulfil the parenting role

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	Significant environmental factors affecting parenting
	The value of advocacy services. The matrix of possible intervention and the suitability/level of particular interventions in meeting parents needs. Recognise that different starting points will be appropriate depending on the nature and level of parents needs and capacity
	The kinds of training, support and supervision needed by practitioners working at different levels
	The range of services available through health, education, social services, voluntary organisations, faith groups, etc.
	The social, cultural, economic and environmental factors which affect the way in which parents carry out their roles
	The effect of particular physical and psychological contexts on parents and how they function
	Importance of inter-agency working and appropriate sharing of information
	The limits of confidentiality
	The effect of parents' own experience of being parented on the way they parent
	The contribution of members of the extended family to the experience of parents
	The effects of the links with the wider community on the experience of parents
	The importance of starting where parents are regarding their needs, strengths, learning styles, difficulties, capacities and motivations for change, the importance of keeping the services provided under continuous review,