# Unit 4222-363 Engage fathers in their children's early learning (CYPOP 39)

**Level:** 3
**Credit value:** 3
**UAN:** Y/502/4663

**Unit aim**
This unit aims to enable the learner to gain the understanding and ability to work with fathers to engage them in their children's early learning.

**Learning outcomes**
There are **four** learning outcomes to this unit. The learner will:
1. Understand the policy context and research that underpins the involvement of fathers in their children's early learning
2. Understand how to work in partnership with fathers to support their children's early learning
3. Understand the barriers to fathers being involved in their children's early learning
4. Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning.

**Guided learning hours**
It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

**Details of the relationship between the unit and relevant national standards**
This unit has been mapped on to the national occupational standards for Work with Parents (WWP) units WWP 310 and WWP 312 (optional units within the Work with Parents qualification) and for Children's Care, Learning and Development (CCLD) units CCLD 304, CCLD 317 and CCLD 301. This unit has been informed by the Common Core of Skills and Knowledge for the Children's Workforce.

**Support of the unit by a sector or other appropriate body**
This unit is endorsed by Skills for Care and Development.

**Assessment**
This unit will be assessed by:
- candidate portfolio of evidence.

Simulation is not allowed.

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Assessment Criteria

## Outcome 1 Understand the policy context and research that underpins the involvement of fathers in their children's early learning

The learner can:

1. explain key research studies that show the importance of fathers' involvement in their children's early learning.
2. summarise the role of a father in family life, structure and functioning in diverse communities
3. explain the concept of positive home learning environments and ways of promoting and supporting them.
4. explain why it is important to work in partnership with fathers.
5. explain the importance of clear principles and policies to support the engagement of fathers in their child's early learning.

## Outcome 2 Understand how to work in partnership with fathers to support their children's early learning

The learner can:

1. explain and demonstrate a range of strategies that can be used to build confidence in fathers from diverse communities to contribute to their child's early learning
2. explain and demonstrate the use of key relationship building strategies and/or skills involved in working in partnership with fathers from diverse communities
3. explain and demonstrate the use of key communication strategies and/or skills involved in working in partnership with fathers from diverse communities.

## Outcome 3 Understand the barriers to fathers being involved in their children's early learning

The learner can:

3. explain personal, social and cultural barriers to fathers being involved in their children's early learning.
1. explain and demonstrate a range of strategies to help overcome barriers to fathers' involvement in their child's early learning
2. explain how attitudes can be barriers to engaging fathers in their children's early learning.

## Outcome 4 Understand how to use reflection to challenge and develop existing practice in working with fathers to support their children's early learning.

The learner can:

1. reflect on ways of working with resident and non resident fathers to help them provide support for their children's early learning.
2. identify and explain support and changes needed to improve own skills and knowledge and build on their own practice
3. explain culturally sensitive ways of working with fathers to help them provide support for their children's early learning.