

## **H5MG 04 (SCDCCLD0338) — Develop Productive Working Relationships with Others**

### **Overview**

This standard identifies the requirements when developing partnership working relationships with colleagues and others within your own work setting and external organisations.

## **Additional Information**

### **Scope/range related to Performance Criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

**NOTE:** Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Others** are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

## **Scope/range related to Knowledge and Understanding**

**All knowledge statements must be applied in the context of this standard.**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

### **Factors that may affect the health, wellbeing and development may include:**

family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

### **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 14 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Develop productive working relationships with others

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Establish relationships with <b>others</b> that promote effective partnership working.	
2	Establish the roles and responsibilities of others.	
3	Respect the roles and responsibilities of others.	
4	Work in ways that respect the roles and responsibilities of others.	
5	Agree the expected outcomes of working in partnership with others.	
6	Confirm with others responsibilities for actions required to meet agreed outcomes.	
7	Advise others of any difficulties in meeting agreed actions.	
8	Negotiate roles and responsibilities where agreed actions cannot be met.	
9	Manage conflicts of interest and disagreements with others in ways that promote positive outcomes.	
10	Clarify exchange of information with others within the boundaries of agreed protocols and work setting requirements.	
11	Exchange information with others in line with agreed protocols and work setting requirements.	

### Develop productive working relationships with others (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
12	Store information received from others in line with legal and work setting requirements ensuring that security and confidentiality is maintained.	
13	Reflect on your own practice in order to identify areas for improvement.	
14	Reflect on the practice of others in the work setting in order to identify areas for improvement.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 44 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

### Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory for practice

21	The nature and impact of <b>factors that may affect the health, wellbeing and development</b> of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

### Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

### Personal and professional development

28	Principles of reflective practice and why it is important.	
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## Health and Safety

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

## Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

### Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
38	Colleagues who are relevant to the work being carried out, their work roles and responsibilities.	
39	Processes within the organisation for making decisions.	
40	Line management responsibilities and relationships within the organisation.	
41	The organisation's values and culture.	
42	Power, influence and politics within the organisation.	
43	Standards of behaviour and performance expected in the organisation.	
44	Information and resources that different colleagues might need.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

### Unit assessed as being complete

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

### Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

### Unit completion confirmed

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	