

## **H5RB 04 (SCDHSC0433) — Develop Joint Working Arrangements for Health and Social Care Services**

### **Overview**

This standard outlines the requirements when you develop joint working agreements and practices to deliver health and social care services in the most effective ways. This includes establishing the opportunity for joint working and agreeing joint working agreements and practices. It also addresses continuous improvement of joint working arrangements through implementation and review.

## **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.

**NOTE:** Where an individual 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 or others who are able to represent the views and best interests of the individual.

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

The **individual** is the adult, child or young person you support or care for in your work.

**Key people** are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

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

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.

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

### **Factors that may affect the health, wellbeing and development of individuals**

**may include:** adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; 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 27 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.

### Establish requirements for joint working

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify areas where you and your organisation have gaps in experience and expertise that affect your capacity to provide effective health and social care services for <b>individuals</b> and <b>key people</b> .	
2	Access accurate and up to date information about workers, departments, organisations and agencies who could help you and your organisation deliver more effective services.	
3	Identify specific areas where the experience and expertise of people from other departments, agencies and organisations could complement or enhance the work of your own department, agency or organisation.	
4	Identify which people and organisations would be best to collaborate with in order to deliver more effective services.	
5	Develop an initial proposal for joint working.	
6	Approach identified people and organisations with an invitation to consider your proposal.	
7	Evaluate together the opportunities and benefits of joint working to achieve outcomes for the individual and key people and the purpose of a specific joint working arrangement.	

## Agree joint working arrangements

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Contribute to agreeing the roles and responsibilities of all involved in the joint working arrangement, including lead responsibility, ways of working, contact arrangements and reporting processes.	
9	Contribute to agreeing how all involved will work with the individual, key people and others to maximise effective support and avoid duplication.	
10	Develop strategies, procedures and practices to deal with areas of potential conflict or overlap.	
11	Ensure that joint working arrangements comply with legal, regulatory and organisational policies and practices.	
12	Agree strategies to maintain the confidentiality and security of information, ensuring they comply with legal and organisational requirements, the policies and procedures of all departments, organisations and agencies involved and any professional and regulatory codes that apply.	
13	Share essential information across organisational boundaries within agreed protocols, confidentiality agreements and according to legal and organisational requirements.	
14	Work with all involved to set up systems to monitor, review and evaluate the effectiveness of the joint working procedures and practices.	

## Implement joint working arrangements

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
15	Clarify boundaries, roles and responsibilities for providing health and care services through the joint working arrangement.	
16	Work with all involved to agree activities for your team members which makes best use of their preferences and abilities.	
17	Ensure that any work you agree to undertake is appropriate, including your team's capacity to meet the communication and language preferences and needs of the individual, key people and others.	
18	Ensure that any work you agree to undertake complies with legal and organisational policies and procedures and any regulatory codes with which you must comply.	
19	Ensure that commitments assigned to team members are realistic.	
20	Carry out your allocated and agreed work.	
21	Work with all involved to integrate the skills, values, perspectives and experience of the joint team.	

### Continuously improve joint working arrangements

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
22	Use the agreed systems to monitor joint working procedures and practices.	
23	Re-negotiate commitments that are not able to be honoured.	
24	Contribute to the review of joint working agreements and practices at agreed times and in agreed ways.	
25	Contribute to evaluating the joint working arrangements against agreed criteria.	
26	Work with all involved to identify adjustments that will improve the effectiveness and outcomes of joint working arrangements.	
27	Where reviews indicate that changes in working practices would improve the service and/or save resources, negotiate such changes with all involved.	

## 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 69 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 individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	



## 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>
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

### 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>
21	How and when to seek support in situations beyond your experience and expertise.	

### Theory

22	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

### Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

### Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

## 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	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

## Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

**Risk management**

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

## 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>
54	How and where to access literature, information and support to inform your colleagues' practice about joint working.	
55	An up to date knowledge of the literature related to best practice in joint working, government reports, inquiries and research relevant to joint working.	
56	Key government initiatives which affect the organisational practices when working jointly with other departments, agencies and organisations.	
57	How to access, evaluate and influence organisational and workplace policies, procedures and systems for joint working.	
58	How different philosophies, principles, priorities and codes of practice can affect interagency and partnership working.	
59	Policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries of joint work.	
60	Theories of communication and inter-action required for effective joint working; collaborative, inter-disciplinary and inter-agency working; stress and how it can affect behaviour; power relationships and how these can be used and abused when working jointly.	
61	The differences between inter-disciplinary, inter-agency and multi-disciplinary and multi-organisational working and how these can affect joint working agreements.	
62	Methods of working jointly to support individuals and key people.	
63	The use of evidence based practice to justify your actions and decisions and record and report processes and outcomes of your work.	

### Knowledge that is Specific to this NOS (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>
64	How joint working can benefit from or be hindered by working practices; aims and objectives; management, decision making and resource allocation processes; statutory requirements for reporting and accountability; differing perceptions of the focus or importance of the work or of individuals' needs.	
65	Ways of negotiating, gaining agreement for and working within joint working agreements and practices.	
66	Concepts of co-operation, collaboration, co-ordination and conflict.	
67	Individuals' styles of inter-action and how these can affect joint working.	
68	Criteria to be considered when deciding the appropriate level of contact with other departments, agencies and organisations.	
69	Why individuals in your own and other organisations need to be informed about changes to established joint working practices.	

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>	