

## DK4F 04 (HSC 3121) Contribute to promoting the effectiveness of teams

### Elements of Competence

- HSC3121a Contribute to developing effective team practice
- HSC3121b Support team members to contribute to fully participate in the team activities
- HSC3121c Work with the team to promote its effectiveness

### About this Unit

For this standard you need to work in and lead teams providing health, social or care services for individuals.

Users of this standard will need to ensure practice reflects up to the date information and policies

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

**Values** — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

**Key Words and Concepts** — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational Units it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

**Specific Evidence Requirements for the Unit**

**It is essential that you adhere to the Evidence Requirements for this Unit**

| <b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>   |
|---|
| <b>Simulation:</b>  |
| <ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> <li>◆ <b>Direct Observation:</b> Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. <b>For example</b>, your assessor may observe you give accurate information to team members and offer appropriate support and encouragement to team members, who are undertaking difficult tasks.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, your assessor may ask you to explain, giving an example from practice, how you evaluate your contribution to the team and accept constructive criticism positively.</li> </ul>   |
| <b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>   |
| <ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge.</li> <li>◆ <b>Questioning/professional discussion:</b> May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice.</li> <li>◆ <b>Expert Witness:</b> A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier.</li> <li>◆ <b>Prior Learning:</b> You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit.</li> <li>◆ <b>Simulation:</b> There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.</li> </ul> |
| <b>GENERAL GUIDANCE</b>   |
| <ul style="list-style-type: none"> <li>◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>  |

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### KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

**You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.**

| You need to show that you know, understand and can apply in practice:  | Enter Evidence Numbers |
|--|------------------------|
| <b>Values</b>  |                        |
| 1 Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information.  |                        |
| 2 How to ensure that you protect the rights and the interests of individuals, taking account of any limitations on the individual's rights.  |                        |
| 3 Dilemmas between:<br>(a) the individual's rights and their responsibilities for their own care, support and protection<br>(b) the individual's wishes, preferences and needs and how these can and are being met<br>(c) your own values and those of the individual and key people<br>(d) your values and those of others within and outside your organisation<br>(e) the individual's rights and the rights of key people |                        |
| 4 Methods that are effective:<br>(a) in promoting equality and diversity<br>(b) when dealing with and challenging discrimination   |                        |
| <b>Legislation and organisational policy and procedures</b>  |                        |
| 5 How to challenge discriminatory practice with the team.  |                        |
| 6 Regulation, codes of practice and conduct that apply to you and others for whom you are responsible.   |                        |
| 7 Legislation on:<br>(a) data protection<br>(b) access to personal information<br>(c) disclosure of information<br>(d) dealing with complaints<br>(e) health and safety<br>(f) protection of individuals from danger, harm and abuse<br>(g) recording, reporting, storage, security and sharing of information   |                        |
| 8 Standards and guidance relevant to the areas of work for which you are responsible.  |                        |
| 9 Your own role, responsibilities, accountability and duties for team working and development.   |                        |
| 10 The roles and responsibilities of others with whom you work from within and outside your organisation relating to team  |                        |

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| You need to show that you know, understand and can apply in practice:   | Enter Evidence Numbers |
|---|------------------------|
| working and development.  |                        |
| 11 Your organisation's policies, procedures and guidance on contributing to promoting the effectiveness of teams.   |                        |
| <b>Theory and practice</b>  |                        |
| 12 How and where to access information and support that can inform your practice about team working.  |                        |
| 13 Government reports, inquiries and research on multi disciplinary and multi agency team working.  |                        |
| 14 Theories relevant to the individuals with whom you work, about:<br>(a) underpinning effective team working and management<br>(b) leadership and effective leadership styles for team working within health, social or care setting<br>(c) communication techniques that are effective in promoting effective team working and management<br>(d) power and how it can be used and abused within teams |                        |
| 15 The types of team working that is used in health, social or care and how the teams differ in structure, purpose and constitution.  |                        |
| 16 Conditions and issues you are likely to face in your work within teams.  |                        |
| 17 How to motivate team members to work effectively as a team.  |                        |
| 18 The best ways to provide constructive information, feedback and advice that focus on the work of team members.   |                        |
| 19 How to give constructive feedback to the team and the contribution of this to learning and development within the team and its members.  |                        |
| 20 How to work with, and resolve conflicts that you are likely to meet when working in teams.   |                        |
| 21 The range of interactive styles that individuals have and how these may affect ongoing work within the team.   |                        |
| 22 Your role in relation to others in the work team and how it may grow and develop and the potential obstacles to personal development.  |                        |
| 23 The purpose of agreeing changes in team working with the team as a whole and the reason for individuals taking responsibility for team decision.   |                        |
| 24 The reason you should take responsibility for your own development and effectively review your own performance progress in team membership and management.   |                        |
| 25 The effects which work priorities have on team members and how to offer help and support to team members in busy and stressful times.  |                        |
| 26 Different problems that can emerge when working within a team and the actions to take in such situations.  |                        |
| 27 How to select, structure and provide clear written information and advice in a form which is suitable for team members.  |                        |

## DK4F 04 (HSC 3121) Contribute to promoting the effectiveness of teams

### Element DK4F04a Contribute to developing effective team practice

| Performance Criteria  | DO  | RA | EW | Q | P | WT | PD |
|---|---|----|----|---|---|----|----|
|   | 1 Acknowledge and take account of team member's views and opinions. |    |    |   |   |    |    |
| 2 Communicate constructively, fairly and inclusively with team members.   |   |    |    |   |   |    |    |
| 3 Give accurate information to team members.  |   |    |    |   |   |    |    |
| 4 Ensure that other team members are aware of your activities, providing sufficient information to enable other team members to take over from you. |   |    |    |   |   |    |    |
| 5 Identify and encourage good team practice.  |   |    |    |   |   |    |    |
| 6 Support effective group dynamics, handling team issues and conflicts constructively.  |   |    |    |   |   |    |    |
| 7 Report issues that you cannot resolve to the appropriate people.  |   |    |    |   |   |    |    |
| 8 Ensure that working practices are carried out as agreed by the team.  |   |    |    |   |   |    |    |
| 9 Record and implement changes to working practices agreed by the team.   |   |    |    |   |   |    |    |

*DO = Direct Observation*

*RA = Reflective Account*

*Q = Questions*

*EW = Expert Witness*

*P = Product (Work)*

*WT = Witness Testimony*

*PD = Professional Discussion*

## DK4F 04 (HSC 3121) Contribute to promoting the effectiveness of teams

### Element DK4F04b Support team members to contribute to and fully participate in the team activities

| Performance Criteria |   | DO | RA   | EW | Q | P | WT | PD |
|----------------------|---|----|--|----|---|---|----|----|
|                      |   | 1  | Praise team members when they have undertaken team activities effectively. |    |   |   |    |    |
| 2                    | Identify and help team members that need support.   |    |  |    |   |   |    |    |
| 3                    | Challenge abusive, aggressive and discriminatory actions and remarks, explaining to team members the problems they may cause.                                       |    |  |    |   |   |    |    |
| 4                    | Ensure that any interventions with team members are handled appropriately and sensitively.  |    |  |    |   |   |    |    |
| 5                    | Offer appropriate support and encouragement to team members who are undertaking new and difficult tasks.  |    |  |    |   |   |    |    |
| 6                    | Offer sensitive and constructive advice and help to team members.   |    |  |    |   |   |    |    |
| 7                    | Offer information and advice to people in a more senior position, in a manner that is consistent with your role, and recognises the sensitivities of the situation. |    |  |    |   |   |    |    |
| 8                    | Share information which would be of benefit to others, within confidentiality agreements and according to legal and organisational requirements.                    |    |  |    |   |   |    |    |

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## DK4F 04 (HSC 3121) Contribute to promoting the effectiveness of teams

### Element DK4F04c Work within the team to promote its effectiveness

| Performance Criteria |  | DO | RA  | EW | Q | P | WT | PD |
|----------------------|--|----|---|----|---|---|----|----|
|                      |  | 1  | Identify your own development needs for team working. |    |   |   |    |    |
| 2                    | Identify with team members:<br>(a) your own roles and responsibilities<br>(b) the roles and responsibilities of other team members<br>(c) activities to be carried out by yourself and others<br>(d) how the activities of all members will contribute to meeting the aims, objectives, outcomes and purpose of the team |    |   |    |   |   |    |    |
| 3                    | Organise and carry out your agreed activities effectively.   |    |   |    |   |   |    |    |
| 4                    | Take into account the needs of the team, the service and the provision when considering your personal development needs.   |    |   |    |   |   |    |    |
| 5                    | Evaluate your contribution to the team and accept constructive criticism, positively.  |    |   |    |   |   |    |    |
| 6                    | Reflect on how effectively you deal with conflicts, seeking support where conflicts are not within your competence and responsibility to deal with.  |    |   |    |   |   |    |    |
| 7                    | Keep effective, accurate and up-to-date records within confidentiality agreements and according to legal and organisational requirements.  |    |   |    |   |   |    |    |
| 8                    | Contribute to developing a team culture in which people can trust and rely on you.   |    |   |    |   |   |    |    |

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**DK4F 04 (HSC 3121) Contribute to promoting the effectiveness of teams**

*To be completed by the candidate*

**I SUBMIT THIS AS A COMPLETE UNIT**

Candidate's name: .....

Candidate's signature: .....

Date: .....

*To be completed by the assessor*

*It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.*

**I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.**

Assessor's name: .....

Assessor's signature: .....

Date: .....

**Assessor/Internal verifier feedback**

*To be completed by the internal verifier if applicable*

***This section only needs to be completed if the Unit is sampled by the internal verifier***

Internal verifier's name: .....

Internal verifier's signature: .....

Date: .....