

## **H5RE 04 (SCDHSC0437) — Promote Your Organisation and Its Services to Stakeholders**

### **Overview**

This standard identifies the requirements when promoting your organisation and the services it provides to a range of stakeholders. The requirements include developing plans to promote your organisation and its services, communicating key messages to stakeholders, and evaluating the effectiveness of promotional activities.

## 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.

**Evaluation methods** may be formal and quantitative, such as monitoring changes in the level of funding or referrals from different stakeholders; formal and qualitative, such as surveys or focus groups with stakeholders to measure changes in their attitudes to the organisation and its services; informal and quantitative, such as workers' perception on changes in the level of enquiries or demand for services; informal and qualitative, such as recording ad-hoc feedback (letters, comments) from stakeholders.

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.

**Opportunities to promote your organisation and its services** may include private meetings; public meetings and events; promotional materials, such as leaflets, magazines, radio, television, Internet; direct contact by mail, telephone or e-mail.

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

**Relevant people** may include trustees and managers in your agency; people who work for your agency; partners; funders.

**Stakeholders** may include funders; commissioners; partners; people and agencies that refer users to your agency; users, their families and friends; people who work for your agency; the wider community.

## **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 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 25 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.

### Plan how to promote your organisation and its services to stakeholders

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify the range of <b>stakeholders</b> to whom you wish to promote your organisation and its services.	
2	Consult with representatives of these stakeholders to understand their actual or potential interests in your organisation and its services.	
3	Identify the key messages that you want to communicate to the different stakeholders and agree these with <b>relevant people</b> .	
4	Take account, where appropriate, of cultural and language issues.	
5	Identify <b>opportunities to promote</b> your organisation and its services to stakeholders.	
6	Select opportunities which offer the best possibility of communicating key messages within the resources available.	
7	Identify and obtain the resources required for your promotional plans.	
8	Explain your promotional plans to relevant people.	
9	Ensure those who promote your organisation and its services have the knowledge, skills and competence to be able to do so.	
10	Ensure methods of promotion you select are in line with organisational resources and requirements.	

## Plan how to promote your organisation and its services to stakeholders (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
11	Identify how the effectiveness of your promotional activities will be measured.	

## Carry out promotional activities

12	Use selected opportunities to promote your organisation and its services to stakeholders in line with your promotional plan.	
13	Seize ad hoc opportunities to promote your organisation and its services to stakeholders as they arise.	
14	Communicate key messages promptly in response to a crisis.	
15	Agree key messages and the promotional opportunities to be used with relevant people in advance.	
16	Communicate key messages to stakeholders clearly, in ways designed to help them understand the key messages and how these messages affect them.	
17	Communicate key messages in ways that respect individuals' rights and the requirements of confidentiality.	
18	Provide stakeholders with opportunities, where possible, to ask questions and seek clarification about the messages you are communicating.	
19	Seek feedback from stakeholders, where possible, to ensure that they have understood the messages.	
20	Ensure the information you communicate is accurate, up to date and in line with organisational requirements.	

## Evaluate the effectiveness of promotional activities

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Select evaluation methods that are capable of identifying whether key messages have been communicated to, and understood by, stakeholders.	
22	Select evaluation methods that are capable of identifying whether promotional activities have led to desired changes in attitudes or behaviour by stakeholders.	
23	Carry out the evaluation using the methods selected.	
24	Ensure your evaluation is sufficient to reveal the effectiveness of specific promotional activities.	
25	Take appropriate action to improve your promotional plans and activities in the light of the results of the evaluation.	

## 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 72 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 for practice

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 and 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	A working knowledge of stakeholders in your organisation and their interests.	
55	A working knowledge of your organisation, its purpose, values and the services it provides.	
56	A working knowledge of relevant people within your own and partner organisations with whom you need to agree key messages and communicate promotional plans.	
57	A working knowledge of the people available to promote your organisation and its services.	
58	A working knowledge of how to explain complex material to improve people's understanding, both orally and in writing.	
59	A working knowledge of how to communicate effectively with a variety of audiences.	
60	A working knowledge of the importance of consulting with relevant people and how to do this effectively.	
61	A working knowledge of the importance of agreeing key messages and communicating promotional plans with relevant people before releasing information.	
62	A working knowledge of the importance of giving people opportunities to ask questions and seek clarification, and how to do so.	
63	A working knowledge of the importance of feedback on the effectiveness of your communication.	
64	A working knowledge of how to improve plans and activities in the light of evaluation.	

### 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>
65	A working knowledge of the importance of establishing how the effectiveness of promotional activities will be measured, and how to do so.	
66	A working knowledge of the range of methods for evaluating the effectiveness of promotional plans and activities.	
67	A working knowledge of the importance of checking your information is accurate and up-to-date, and how to do so.	
68	The knowledge, skills and competences required to promote the organisation and its services and how to ensure people possess these.	
69	The importance of identifying key messages to communicate to different stakeholders and how to do so.	
70	The range of opportunities available to promote the organisation and its services and how to select those opportunities which offer the best possibility of communicating key messages.	
71	Your organisation's promotional plan.	
72	The resources required to carry out plans and how to identify and obtain these.	

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>	