

## **H5TH 04 (SCDHSC03102) — Work with Community Networks and Partnerships**

### **Overview**

This standard identifies the requirements when you work with public networks and partnerships to support the health and social wellbeing of individuals and key people. This includes identifying the potential for being involved in community networks, participating effectively as a member of community networks and providing information to inform and improve practice.

## 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.

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

## **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 23 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.

### Identify the potential for being involved in community networks

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Work with <b>individuals, key people</b> and <b>others</b> to identify the community networks that might be important to them and your organisation and practice.	
2	Investigate local community networks and partnerships to which you could contribute.	
3	Liaise with the networks and partnerships to identify how you might be involved and the contribution you could make.	
4	Investigate the costs and benefits of being involved in community networks and partnerships to you, the people for whom you are responsible and your organisation.	
5	Identify community networks that would value and welcome your contribution, experience and expertise.	
6	Work with the individual and others to agree which community networks the individual may wish to join.	

## Participate effectively as a member of community networks

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Work with the community network to clarify your role as a member.	
8	Review documents about the community network to ensure that you are fully briefed about its nature and purpose.	
9	Work with network members to identify your responsibilities and the responsibilities of others within the group.	
10	Identify with network members how the network operates and its interface and working relationships with other networks and partnerships.	
11	Ensure that you carry out your responsibilities effectively and efficiently, informing network members if problems and difficulties arise.	
12	Work within and between network meetings to promote the value of the network.	
13	Work with others to resolve conflicts within networks.	
14	Observe and challenge practices that are discriminatory.	

**Provide information to inform the practice of networks**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
15	Identify sources of information that could inform the practice of the network.	
16	Negotiate agreement with network members on strategies and responsibilities to ensure that information is accessed.	
17	Review information to clarify how it could inform the practice of the network.	
18	Share information with network members, according to confidentiality agreements with the original source.	
19	Work with others within networks and partnerships to identify how the information might inform the practice of the network.	
20	Identify information from networks and partnerships that is of value to you and your organisation.	
21	Evaluate information to enable you to identify where and how it could best be used to inform your own practice in supporting networks.	
22	Discuss your ideas with relevant people.	
23	Agree any changes needed to improve practice.	

# 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 47 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 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.	

## 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, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that 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 each person as an individual.	
12	The prime importance of the interests and wellbeing of the individual.	
13	The individual'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 individuals' dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with individuals, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	
19	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>
20	How and when to seek support in situations beyond your experience and expertise.	

### Theory

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

### Personal and professional development

23	Principles of reflective practice and why it is important.	
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### Communication

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

### Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

## Safe-guarding

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge 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>
35	How and where to access information and support that can inform your practice when working with community networks.	
36	How you can access, review and evaluate information about the community networks and their benefits and risks to individuals.	
37	The range of existing networks and partnerships and the interest groups they serve and how to access this information.	
38	Strategies that are likely to promote a stable network and how they can be sustained.	
39	The reasons for disseminating information on networks and partnerships to colleagues.	
40	What is meant by co-operation, collaboration, co-ordination and conflict, why these are important in network and partnership working and the positive and negative effects they can have on networks.	
41	Principles for working with community networks.	
42	Principles for community work and development to meet the needs of individuals and key people.	
43	Principles for team working in multi-agency and multi-disciplinary context.	
44	Principles for communicating with interest groups.	
45	Where and how to access funding and resources to develop and run community networks and the implications of the structure and type of network/ partnership on access to funding and resources.	
46	The benefits of community networks for individuals, key people and the service they receive.	

**Knowledge 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>
47	How to support individuals and group members to monitor and evaluate the effectiveness of the networks.	

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>	