# H5TK 04 (SCDHSC03104) — Support the Development of Networks to Achieve Planned Outcomes

## Overview

This standard identifies the requirements when you support the development of networks that will help achieve planned outcomes for individuals, families, carers, groups and communities. This includes examining together the support networks which can be accessed and developed, working together to initiate and sustain networks and contributing to their development 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

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

**Networks** may be formal, which are often linked to national, regional and local organisations and agencies; or informal, that is, where more loosely knit networks are established within families, neighbourhoods or communities of shared interest to provide for particular support needs.

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

**Outcomes** are planned outcomes designed to meet people's assessed needs.

**People** may include individuals, families, carers, groups and communities.

**Resources** may include organisational resources: direct payments; organisations controlled by individuals using the services.

**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 21 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.

**Work in partnership with people to examine support networks which can usefully be accessed and developed**

| | **Performance Criteria** | **Evidence Number where this criteria has been met** |
|---|---|---|
| 1 | Identify current gaps in provision that can help **people** achieve planned **outcomes**, the consequences that might arise from these gaps and the potential for using **network**s to address them. | |
| 2 | Collate information on networks that could be accessed locally, regionally and nationally to achieve planned outcomes and information that could enable new networks to be developed where necessary. | |
| 3 | Provide to people the collated information on existing and potential new networks. | |
| 4 | Discuss the information to agree whether and how existing networks could be accessed or new ones formed to fill identified gaps and achieve outcomes. | |

**Work in partnership with people to develop support networks**

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|---|---|
| 5 | Work with people and organisations to identify best practice in running support networks. | |
| 6 | Identify the types of support that people need in order to organise and develop new and existing support networks. | |
| 7 | Work with people and **others** to secure the **resources** needed to support new and existing networks. | |
| 8 | Agree the ways in which you, your organisation and others can contribute to initiating and sustaining support networks. | |
| 9 | Agree the ways in which you, your organisation and others can support leadership within a network and promote the involvement of its members. | |
| 10 | Agree the ways in which you, your organisation and others can support the network to establish how it will maintain and renew its membership and accommodate change. | |
| 11 | Ensure that all agreements on developing the support network are implemented or re-negotiated. | |
| 12 | Support the network to recognise current and anticipated stages of its own development. | |
| 13 | Support the network to make changes in the light of its own development. | |
| 14 | Provide support that will enable individuals within the network to increase or reduce their contributions or to disengage when they wish. | |
| 15 | Provide agreed support to the network to enhance its leadership. | |

**Contribute to the review of support networks**

| | Performance Criteria | Evidence Number where this criteria has been met |
|---|---|---|
| 16 | Continuously monitor the support network for signs of strength and vulnerability. | |
| 17 | Agree criteria and processes for evaluating the effectiveness of the support network in achieving planned outcomes. | |
| 18 | Carry out your role in supporting the evaluation of the support network, promoting the **active participation** of all involved. | |
| 19 | Review the value of your own and your organisation's contribution to the network. | |
| 20 | Agree criteria and processes for deciding at which point your involvement with the network should end. | |
| 21 | Use appropriate theories, methods and approaches to plan how you will disengage from the network at the end of your involvement. | |

## 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 58 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**

| | **Knowledge and Understanding** <br> *You need to know and understand:* | **Evidence Number where this knowledge point has been met** |
|---|---|---|
| 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**

| | Knowledge and Understanding<br>*You need to know and understand:* | Evidence Number where this knowledge point has been met |
|---|---|---|
| 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)

| | **Knowledge and Understanding**<br>*You need to know and understand:* | **Evidence Number where this knowledge point has been met** |
|---|---|---|
| 20 | How and when to seek support in situations beyond your experience and expertise. | |

## Theory

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

## Personal and professional development

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|---|---|---|
| 23 | Principles of reflective practice and why it is important. | |

## Communication

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|---|---|---|
| 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

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|---|---|---|
| 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 in the context of this standard. | |

## Safe-guarding

| | Knowledge and Understanding<br>*You need to know and understand:* | Evidence Number where this knowledge point has been met |
|---|---|---|
| 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. | |

## Handling information

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|---|---|---|
| 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**

|  | Knowledge and Understanding<br>*You need to know and understand:* | Evidence Number where this knowledge point has been met |
|---|---|---|
| 35 | How to enable group members to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about how the group should be developed and run. | |
| 36 | Methods that are effective in supporting networks to be inclusive, respect the diversity of group members and deal with and challenge discrimination appropriately. | |
| 37 | How stereotypical assumptions can affect the development and running of support networks and the ways in which you can minimise your own stereotypical assumptions and challenge the assumptions of others | |
| 38 | Policies, practices and procedures of other organisations and workers which affect the opportunities and boundaries for setting up and maintaining support networks. | |
| 39 | How and where to access information and support that can inform your practice when contributing to the setting up and running of support networks. | |
| 40 | How you can access, review and evaluate information about support networks and their benefits and risks to individuals. | |
| 41 | The range of existing support networks and the interest groups they serve and how to access this information. | |
| 42 | How to access and use information and communications technology and other electronic systems that may help in the development and support of networks. | |
| 43 | The support, maintenance and developmental needs of networks at different stages of their development. | |

**Knowledge specific to this NOS (cont)**

|  | **Knowledge and Understanding**<br>*You need to know and understand:* | **Evidence Number where this knowledge point has been met** |
|---|---|---|
| 44 | The variety of specialist skills and resources available within communities generally, and specifically in the area where you work. | |
| 45 | Strategies that are likely to promote a stable network and how they can be sustained. | |
| 46 | The different types of information which individuals may require before committing themselves to be involved. | |
| 47 | The reasons for disseminating information on support networks to colleagues. | |
| 48 | How to support individuals and group members to monitor and evaluate the effectiveness of the support networks. | |
| 49 | The role of support networks in promoting the wellbeing of the individuals with whom you work. | |
| 50 | 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 support networks. | |
| 51 | Principles for developing and running support networks. | |
| 52 | Principles for community work and development to meet the needs of individuals and key people. | |
| 53 | Principles for team working in multi-agency and multi-disciplinary context. | |
| 54 | Principles for communicating with interest groups. | |
| 55 | Principles for managing change for individuals and key people. | |

**Knowledge specific to this NOS (cont)**

|  | **Knowledge and Understanding**<br>*You need to know and understand:* | **Evidence Number where this knowledge point has been met** |
|---|---|---|
| 56 | Where and how to access funding and resources to develop and run support networks and the implications of the structure and type of support networks on access to funding and resources. |  |
| 57 | The benefits of support networks for individuals, key people and the service they receive. |  |
| 58 | Methods of engaging with and disengaging from networks. |  |

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

**Unit assessed as being complete**

| | |
|---|---|
| **Candidate's name** | |
| **Candidate's signature** | |
| **Date submitted to Assessor as complete** | |

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| **Assessor's name** | |
| **Assessor's signature** | |
| **Date assessed complete** | |

## Internal Verification

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

| Evidence for this Unit was sampled on the following date/s | Internal verifier's signature | Internal verifier's name |
|---|---|---|
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This Unit has been subject to an admin check in keeping with the centre's IV strategy.

| Date of admin check | Internal verifier's signature | Internal verifier's name |
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**Unit completion confirmed**

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| **Internal verifier's name** | |
| **Internal verifier's signature** | |
| **Date completed** | |