

## **H5TJ 04 (SCDHSC03103) — Contribute to Raising Awareness of Health Issues**

### **Overview**

This standard identifies the requirements when you contribute to raising awareness of health issues. This includes working with others to identify health issues about which awareness needs to be raised, then working as part of a team to plan, implement and evaluate awareness raising 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.

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 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 with others to identify health issues about which awareness needs to be raised

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Identify health issues, needs and risks that are relevant to <b>individuals</b> and <b>key people</b> or their representatives in your area of work.	
2	Alert those within and outside your work setting to any health issues where awareness needs to be raised.	
3	Work with <b>others</b> to identify sources of information and support that could be used to help raise awareness of health issues.	
4	Consult with others to determine the overall interest in and demand for awareness raising.	
5	Analyse the information obtained.	
6	Present the information and results to relevant people.	

**Assist in planning and implementing activities to raise awareness of health issues**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
7	Agree your role and responsibilities within the team who are planning the awareness raising.	
8	Agree the aims, objectives, outcomes and target audience.	
9	Work with those within the planning team to identify the opportunities and constraints of different forms and media that could meet the objectives for awareness raising and attract the interest of the target audiences.	
10	Recommend options that are most likely to meet the aims and objectives of the awareness raising.	
11	Work with the team to agree the most appropriate option and activities.	
12	Develop a plan that outlines how these will be put into action, monitored and evaluated.	
13	Carry out your agreed role in implementing the activities.	

## Evaluate with others the effectiveness of awareness raising activities

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
14	Encourage people to give constructive feedback about the awareness raising and your part in it.	
15	Gather data and information on the processes, outcomes and impact the awareness raising has had on the target audience.	
16	Collate data and information in accessible formats so that it can be used within evaluation.	
17	Evaluate your own contribution to the awareness raising against agreed objectives, targets and outcomes.	
18	Offer constructive feedback on the awareness raising activities and programme overall.	
19	Work with others to evaluate the programme and particular activities against agreed objectives, targets and outcomes.	
20	Identify and recommend ways in which the awareness raising activities and programme could be improved.	
21	Complete records and reports on, specific activities within the programme, the impact of the awareness raising overall and your contribution to it, within confidentiality agreements and according to legal and work setting requirements.	

## 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 45 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.	

## 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 of individuals</b> 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 in the context of this standard.	

## 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.	

## Handling information

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 on awareness raising.	
36	How to access, review and evaluate information about awareness raising generally, and for specific health issues.	
37	How to assess the need for the awareness raising of specific health issues.	
38	Theories and methods of awareness raising for different purposes and different audiences.	
39	Why the views of those who are the target of the awareness raising are important.	
40	Different options for awareness raising, their costs and benefits to the target audiences and how to select the best available options.	
41	Methods of consulting with different groups and communicating with interest groups.	
42	Methods of collecting, analysing and interpreting feedback to enable decisions to be made about the awareness raising strategies.	
43	Methods of evaluating evidence presented by interest groups to influence awareness raising.	
44	Methods of dissemination and how the awareness raising subject will affect the methods used.	
45	The purpose of effective planning for awareness raising.	

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>	