Unit 32: Support Community Partnerships in Health and Social Care

Unit reference number: L/616/7409

Level: 4

Unit type: Optional

Credit value: 5

Guided learning hours: 42

Unit summary

This unit is for practitioners who work in a wide range of health and social care settings. Community partnership working is high on the government agenda to bring about and facilitate change, and to address health and social care needs within local communities. The practitioner role can involve supporting and managing those partnerships.

This unit will give you the knowledge, understanding and skills you need to work as a manager in health and social care. Working as a manager includes organising the setting up, running and evaluation of local community partnerships to benefit users of services, meeting your responsibilities in working collaboratively with other involved organisations and individuals, and supervising the working practice and supporting the development of other community development practitioners.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the role of community partnership working	1.1 Explain the concepts, processes and values relating to community partnerships
	1.2 Discuss relevant legislation, codes of practice, and organisational policies and procedures that may apply to community partnerships
	1.3 Analyse the benefits of different types of community partnerships including agencies, networks, organisations and individuals
2 Be able to engage with community partnerships to inform and support practice	2.1 Engage with selected individuals from diverse communities to establish a community partnership
	2.2 Conduct community research using collective methods in line with organisational requirements
	2.3 Contribute to disseminating information to members of a community partnership to support practice
	2.4 Support a community partnership to identify their own needs in line with organisational requirements
3 Be able to support the setting up of a community partnership	3.1 Build inclusive relationships that support the development of a community partnership
	3.2 Invite participation by members using collective methods in line with organisational requirements
	3.3 Support the setting up of a community partnership
	3.4 Carry out collaborative working across a range of sectors in line with organisational requirements

Learning outcomes	Assessment criteria
4 Be able to contribute to running a community partnership	4.1 Carry out own responsibilities to support members of a community partnership to meet their agreed roles
	4.2 Support a community partnership to operate effectively to achieve its aims
	4.3 Evaluate ways to support a community partnership if a member disengages
5 Be able to contribute to reviewing community partnerships	5.1 Support members of a community partnership to monitor activities in line with organisational requirements
	5.2 Support a community partnership to set criteria to measure achievement of aims and objectives, evaluating effectiveness
	5.3 Contribute to the evaluation of a community partnership's practice, supporting members to agree changes in response to measuring effectiveness
6 Be able to supervise and support the development of other community development practitioners	6.1 Carry out supervising the work of other community development practitioners in line with organisational requirements
	6.2 Contribute to supporting the development of other community development practitioners in line with organisational requirements

Content

What needs to be learned
Learning outcome 1: Understand the role of community partnership working

Concepts

- Diversity of the different types of communities:
  - geographical
  - interest
  - identity
  - specific themes
  - policy initiatives.

Processes

- Working practices and approaches:
  - relevant theories and models that underpin the specific area of community development practice relevant to the health and/or social care sector as appropriate:
    - structural determinants, e.g. social, political, socio-economic
    - health determinants, e.g. psychosocial, physical/environmental, physiological, behavioural factors
    - social determinants, e.g. age, gender, education, employment/unemployment, antisocial behaviour
    - needs-based, goal-orientated, asset-based
    - models, e.g. community action model
  - bringing people together and participation
  - overcoming barriers to partnership working
  - reviewing and evaluating partnerships.

Values

- Ways to support community engagement:
  - inclusivity and fairness
  - anti-discrimination
  - empowerment
  - collective action
  - working and learning together.

Legislation, organisational policies, procedures and codes of practice

- Current UK legislation and relevant codes of practice, to meet legal requirements and ethical obligations relevant to the health and/or social care sector and service user group as appropriate:
  - legislation, regulations and approved codes of practice relevant to health and/or social care practice and specific groups of users of services
  - codes of practice of professional and other practitioners

What needs to be learned

- o relevant standards and guidance on contributing to the development and running of community networks and partnerships
- o data protection and information sharing
- o health and safety
- o risk assessment and management
- o safeguarding issues.
- Organisational policies and procedures:
  - o policies and procedures of involved organisations and workers affecting opportunities and boundaries for setting up and maintaining community networks and partnerships.

Benefits of different types of community partnerships

- Active citizens through working within community partnerships.
- Shaping and changing respective communities.
- Promoting empowerment of disadvantaged and vulnerable communities.
- Inclusion of diverse and marginalised communities.

Learning outcome 2: Be able to engage with community partnerships to inform and support practice

Engagement with selected individuals from diverse communities

- Contact with different types of communities.
- Informal networks to increase number and quality of contacts.
- Nature, composition, power relationships impacting on communities.
- Different methods and styles of engaging with individuals (e.g. promoting empowerment) and communities (e.g. participation and influence); building relationships, trust and respect (e.g. positive action, promoting inclusion, equal opportunities and anti-discrimination).

Community research

- Using diverse research methodology (e.g. quantitative and qualitative methods) and participatory strategies (e.g. equal value of knowledge and experience, ability to identify own problems/solutions) to facilitate the community research process to conform to professional and ethical standards.
- Community members aware of principles of safe community research (e.g. legislation, sensitive diversity issues, confidentiality).
- Contributions of community members to proposals for community research.
- Disseminating information using inclusive and participatory methods to overcome barriers.

Disseminating information

- Reviewing the quality and quantity of information, supporting the contributions of marginalised communities.
- Using data and information that is valid, accurate, reliable and sufficient for its intended purpose.

What needs to be learned

- Communities given sufficient information to make informed decisions about engagement with other organisations (e.g. groups, communities, statutory bodies).
- Identification of community priorities and concerns through participatory approaches; requirement to express needs, interests and concerns of different communities.

Support for a community partnership to identify own needs

- Membership of the partnership.
- Aims, objectives and outcomes.
- Roles and responsibilities, to include contribution of resources, commitment of time and allocation of tasks.
- Areas for development, i.e. capacity building.
- Activities and practices.
- Potential costs and sources of funding for the partnership.

Learning outcome 3: Be able to support the setting up of a community partnership

Inclusive relationships

- Acknowledging community perspectives and lived experience.
- Including marginalised communities.
- Keeping up to date with changes in the local population.
- Considering how best to respond to newly identified need.

Inviting participation

- Motivating people.
- Facilitating coming together and community engagement.
- Recognising the rights of communities to engage.
- Overcoming barriers to involvement.

Supporting a community partnership

- Providing active support.
- Supporting communities where appropriate to positively challenge local and national policy.
- Maintaining and practising up-to-date knowledge relating to community development partnership working.
- Using community development approaches to challenge inequalities, social injustice and discrimination.

Collaborative working

- Working with partnerships to enable them to examine potential for collaboration with other groups or different organisations, i.e. other communities and groups, statutory bodies, voluntary groups, other organisations (e.g. private).
- Encouraging partnership and collaborative working within and between sectors that are members of community partnerships.
- Working with communities promoting the exchange of views with other partnership organisations.

What needs to be learned
Learning outcome 4: Be able to contribute to running a community partnership
Supporting members of community partnerships to meet agreed role • Developing members' confidence, skills and knowledge. • Promoting opportunities for development and learning. • Facilitating community learning to bring about change. **Supporting community partnerships to operate effectively** • Operating effectively will include working inclusively, respecting and valuing all members, supporting members to participate, abiding by agreements and resolving conflicts. • Promoting inclusiveness and empowering ways of working to ensure all contributions made within the partnership are valued and respected. • Working with community partnerships to support an individual member, community group or sector organisation if they disengage. • Working with others to seek and acquire resources to enable the partnership to meet its aims, objectives and outcomes. **Supporting community partnerships when a member disengages** • Supporting inclusive and effective ways of working. • Liaising equally with all involved members of the community partnership. • Listening to and negotiating with all members to resolve issues.
Learning outcome 5: Be able to contribute to reviewing community partnerships
Monitoring activities and evaluating effectiveness • Monitoring and evaluating activities. • Evaluating external support and incurred costs. • Ensuring community partnership activities are working within legal and regulatory requirements. **Criteria to measure aims and objectives** • Criteria appropriate to measure aims and objectives. • Criteria can measure aims and objectives accurately. • Criteria are applied consistently so measurements are reliable. **Evaluating the partnership and agreeing changes to practice** • Identifying strengths and weaknesses. • Potential areas for development, i.e. capacity building of members. • Activities of partnership. • Assisting change to structures and practices to increase effectiveness.

What needs to be learned
Learning outcome 6: Be able to supervise and support the development of other community development practitioners
Supervising the work of other community development practitioners • Using Community Development National Occupational Standards in practice situations. • Implementing systems for supervision, appraisal and reporting within organisational requirements. • Facilitating teamworking and peer-support mechanisms within the organisation. **Supporting the development of other community development practitioners** • Supporting other community development practitioners to analyse and reflect on their practice. • Promoting and guiding professional development of other community development practitioners. • Implementing systems for individual development plans and identifying areas for improvement. • Facilitating the ability of practitioners to achieve and meet targets identified in their individual development plans.

Information for tutors

Suggested resources

Websites

www.bma.org.uk	British Medical Association
www.communitycare.co.uk	Community Care
www.dh.gov.uk	Department of Health
www.england.nhs.uk	NHS England
www.fcdl.org.uk/learning- qualifications/community-development-national-occupational-standards/	Federation for Community Development Learning
www.health.org.uk	The Health Foundation
www.nationalvoices.org.uk	National Voices: Coalition of Health and Social Care Charities in England
www.onlinelibrary.wiley.com	Wiley Online Library
www.skillsforcare.org.uk	Skills for Care
www.skillsforcareanddevelopment.org.uk	Skills for Care and Development
www.skillsforhealth.org.uk	Skills for Health

Other

British Journal of Community Nursing

Community Development National Occupational Standard JETSCD00 (2015)

Health and Social Care in the Community Journal

Journal of Public Health

Nursing Standard

Nursing Times

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3, 4, 5 and 6 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3, 4, 5 and 6.

Assessment of learning outcome 1 (knowledge) may take place in or outside of a real work environment.