

## SCDHSC3103

### Contribute to raising awareness of health issues



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#### 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.

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### Performance criteria

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

*You must be able to:*

- P1 identify health issues, needs and risks that are relevant to **individuals** and **key people** or their representatives in your area of work
- P2 alert those within and outside your work setting to any health issues where awareness needs to be raised
- P3 work with **others** to identify sources of information and support that could be used to help raise awareness of health issues
- P4 consult with others to determine the overall interest in and demand for awareness raising
- P5 analyse the information obtained
- P6 present the information and results to relevant people

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

*You must be able to:*

- P7 agree your role and responsibilities within the team who are planning the awareness raising
- P8 agree the aims, objectives, outcomes and target audience
- P9 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
- P10 recommend options that are most likely to meet the aims and objectives of the awareness raising
- P11 work with the team to agree the most appropriate option and activities
- P12 develop a plan that outlines how these will be put into action, monitored and evaluated
- P13 carry out your agreed role in implementing the activities

#### Evaluate with others the effectiveness of awareness raising activities

*You must be able to:*

- P14 encourage people to give constructive feedback about the awareness raising and your part in it
- P15 gather data and information on the processes, outcomes and impact the awareness raising has had on the target audience
- P16 collate data and information in accessible formats so that it can be used within evaluation

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- P17 evaluate your own contribution to the awareness raising against agreed objectives, targets and outcomes
- P18 offer constructive feedback on the awareness raising activities and programme overall
- P19 work with others to evaluate the programme and particular activities against agreed objectives, targets and outcomes
- P20 identify and recommend ways in which the awareness raising activities and programme could be improved
- P21 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

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

*You need to know and understand:*

#### Your practice

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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*You need to know and understand:*

### Theory

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

*You need to know and understand:*

### Personal and professional development

- K23 principles of reflective practice and why it is important

*You need to know and understand:*

### Communication

- K24 factors that can affect communication and language skills and their development in children, young people adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

*You need to know and understand:*

### Health and Safety

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

*You need to know and understand:*

### Safe-guarding

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

*You need to know and understand:*

### Handling information

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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*You need to know and understand:*

### Specific to this NOS

- K35 how and where to access information and support that can inform your practice on awareness raising
- K36 how to access, review and evaluate information about awareness raising generally, and for specific health issues
- K37 how to assess the need for the awareness raising of specific health issues
- K38 theories and methods of awareness raising for different purposes and different audiences
- K39 why the views of those who are the target of the awareness raising are important
- K40 different options for awareness raising, their costs and benefits to the target audiences and how to select the best available options
- K41 methods of consulting with different groups and communicating with interest groups
- K42 methods of collecting, analysing and interpreting feedback to enable decisions to be made about the awareness raising strategies
- K43 methods of evaluating evidence presented by interest groups to influence awareness raising
- K44 methods of dissemination and how the awareness raising subject will affect the methods used
- K45 the purpose of effective planning for awareness raising

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### 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 well-being. 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 well-being and who enable you to carry out your role

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### 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



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