Unit Title:	**Support the development of community partnerships**
Sector unit number	HSC 3007
Level:	4
Credit value:	5
Guided learning hours:	33
Unit Reference Number:	M/601/9494

Unit purpose and aim

This unit is aimed at those working in a wide range of settings. It provides the learner with the knowledge and skills required to support the development of community partnerships.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	
1 Understand the role of community partnerships	1.1 Explain the concept of community partnerships 1.2 Analyse the benefits of community partnerships 1.3 Describe the range of agencies, networks, organisations and individuals who may be involved in community partnerships	
2 Be able to identify where community partnerships could inform and support practice	2.1 Work with **others** to identify needs that could be met through community partnerships 2.2 Gather and disseminate information about existing community partnerships that may meet identified needs 2.3 Contribute to evaluating information about existing community partnerships and identifying gaps 2.4 Work with others to determine how a community partnership could fill a gap in provision	**Others** may include: • Individuals • Families and friends of individuals • Colleagues within the organisation • Colleagues outside the organisation

Learning Outcomes	Assessment Criteria	Exemplification
3 Be able to bring people together to set up community partnerships	3.1 Identify individuals, agencies, organisations and networks who might wish to be involved in a partnership to fill a gap in provision 3.2 Disseminate information about the proposed partnership to those identified 3.3 Invite participation in the proposed partnership	
4 Be able to support the setting up of community partnerships	4.1 Gather information about good practice from partnerships with similar purposes 4.2 Gather information on potential costs and sources of funding for the partnership 4.3 Provide information gathered to potential members of the partnership 4.4 Work with others to agree: • membership of the partnership • aims and objectives • **roles and responsibilities** • activities and practices	**Roles and responsibilities** may include: • Contribution of resources • Commitment of time • Allocation of tasks
5 Be able to contribute to the running of community partnerships	5.1 Carry out own responsibilities to support the purpose of the partnership 5.2 Support the community partnership to **operate effectively** 5.3 Describe ways to support the partnership when a member disengages	**Operating effectively** will include: • Working inclusively • Respecting and valuing all members • Supporting members to participate • Abiding by agreements • Resolving conflicts
6 Be able to contribute to the review of community partnerships	6.1 Support members of the partnership to monitor its activities 6.2 Support members of the partnership to agree processes, participants and criteria for evaluating its effectiveness in meeting objectives	

Learning Outcomes	Assessment Criteria	Exemplification
	6.3 Contribute to evaluating the partnership 6.4 Contribute to agreeing changes to the partnership's practice	

Assessment

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles. Learning outcomes 2, 3, 4, 5 and 6 must be assessed in a real work environment.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. 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.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.