



National Association of Link Workers

# **EDUCATION STANDARDS**

## **FOR SOCIAL PRESCRIBING**

### **LINK WORKERS**



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## INTRODUCTION

National Association of Link Workers (NALW) is the professional body for Social Prescribing Link Workers in the UK. We are committed to upholding the confidence and integrity of the profession by ensuring patients, clients, service users, and communities receive high-quality social prescribing services.

The key aims of this commitment are to have appropriately qualified and skilled professionals trained to robust standards and working within a clear scope of practice. Therefore, it is our priority to develop and define educational standards to support the development of highly qualified link workers equipped to achieve their potential and contribute to the health of the communities they work.

As part of this commitment and in response to requests for guidance from NALW produced the **Code of Practice for Link Workers and employers of Link Workers in 2019**. These describe the core standards expected of high-quality social prescribing practice. The Code of Practice is non-model-specific, aiming to increase consistency in professional practice, ensure professional competence and inspire public confidence. For more information about NALW, please see Appendix A.

### PURPOSE

The COVID19 pandemic has shone a light on the crucial role Link Workers play in improving lives of individuals and communities. **Many Patients and service users are enthusiastic and supportive of the role of Social Prescribing Link Workers.**

With national governments committing to recruiting more link workers to meet the needs of the population, we anticipate the number of link workers to grow significantly in the next few years.

Individuals arrive in their roles through a variety of routes and may also practice their role to different levels. The Education Standards aims to identify the minimum level of knowledge and skills we expect link workers to practice confidently and independently that all training programmes for Link Workers should aim to deliver and which providers should embed in their curriculums.

We also hope that the standards will be a useful reference for LWs and their line managers in identifying development for existing and future staff in these roles, and provide practical support for employers about knowledge and skills they may wish to set out in job documentation like job descriptions and person specifications.

Through the establishment of the education standards, we aim to address some the the challenges the profession is having, in doing so, increase quality, sustainability, and safety for link workers. In addition, a shared understanding of education standards will establish standardisation of the role and consistency of the service, which is essential for public safety. This will allow LW to excel and provide the level of care required by the communities they work.



## RATIONALE

The education standards document results from our publicly available research, inquiries, and intelligence from roadshow events and forums. Further, we have engaged with patient groups, employers, and key stakeholders. Before this, anecdotal evidence suggested that many Link Workers (LWs) felt unsupported, which affected their ability to deliver high-quality care. As a result, NALW conducted research to investigate the level and types of support LWs receive to examine this. This research found that **1 in 3 had considered resignation due to a lack of support** and supervision, resulting in the sense of isolation. Across this and **other research** work, gaps in **training and support**, supervision, and reflective practice have consistently been identified as three key areas for improvement.

**Kings Fund research** into additional roles in healthcare found that a lack of understanding of the LWs role and unclear role boundaries posed significant barriers to the profession. These barriers could be professional difficulties such as inappropriate referrals/duties, lack of access to IT systems/patient notes, or exclusion from meetings and training due to not being regarded or understood as part of the team. Another challenge of the role being poorly **understood is sustainability, with non-standardised pay, lack of clear career opportunities, and career progression undermining recruitment and retention.**

Furthermore, there is a need to increase access to the profession. There is an opportunity to reduce inequalities and social injustice through employability programmes. We hope this standard serves as an enabling tool for social mobility.

## CONTEXT

The Social Prescribing Link Worker model complements the medical model of care to deliver holistic service to people. It contributes to transforming health care by preventing ill-health, improving population health, reducing inequalities in access and outcomes, and enabling community integration.

The Link Worker (LW) is a frontline non-clinical healthcare professional who improves individuals' and communities' health and wellbeing through holistic, and person-centered approaches and understanding of the wider (social, economic, and environmental) determinants of health and the role of communities in health and wellbeing. They facilitate access to the right support, including supporting to remove access barriers.

### » HOW LINK WORKERS WORK

Link Workers are employed directly or via a host employer and are part of the Multidisciplinary Team. The Education Standards identifies the right level of knowledge and skills we expect link workers to practice confidently and independently regardless of employer type.

LWs are frontline non-clinical healthcare professionals working at an individual and community level. They are part of the Multi-Disciplinary Team (MDT). As a community centered role embedded in the NHS, they serve as a key link between the NHS and the community.



They recognise that the context of people's lives determines their health. Operating holistically and proactively, LWs identify socio-economic and environmental factors impacting health, especially those resulting from injustice and inequality. The LW model is underpinned by an inclusive approach that ensures equitable access to healthcare services and support for underserved groups, communities, and individuals. As adaptable individuals working closely with their respective communities, the LW can empower people to tackle some determinants of health that usual health service providers cannot traditionally reach.

They not only advocate for their patients, service users and communities but support them to enact positive changes at an individual and community level. The LW works using a strengths-based approach, increasing people's confidence to take control of their health and wellbeing and contributes to reducing inequalities. They partner with people, aiming to understand what matters to them from a holistic perspective, cocreating action plans and goals to meet their needs.

The LW helps people understand how they can support themselves better and support them embed in their community. How integrated the person feels in their community and whether they have support to sustain behaviour change is vital to the role.

Their success lies in their knowledge and affinity to the communities they serve and their collaborative approach. Working embedded within a community, the longitudinal approach of the LW confers a unique understanding that facilitates ground-up solutions and the development of pre-existing community strengths and assets. To fulfill their role, they work with various professionals, local agencies, and partners such as local authorities, emergency services, welfare providers, primary and secondary care, and voluntary/community groups to identify people and areas of need.



### » MAIN ROLES

The Link Worker will:

- Support the promotion of individuals and carers' holistic wellbeing, rights, and interests.
- Contribute to the reduction of injustice and inequality and champion the rights of others.
- Help build and maintain the trust and confidence of people who use services and carers.
- Promote the independence of people who use services while protecting them, as far as possible, from danger and harm.
- Work to standards set out in the code of practice.
- Be accountable for the quality of work and take responsibility for maintaining and improving knowledge and skills.



## ENTRY ROUTES

Our intelligence suggests two entry routes:



Either route should demonstrate that the LW has gained adequate knowledge, skills and experience to practice confidently and independently as per this education standards. The education standards aim to provide a benchmark for either route. Experienced and developed LWs will be likely to deploy all of these competencies.

Social Prescribing apprenticeships or related apprenticeships could be an option to enable people to gain qualifications and experience and are available at multiple levels. From school leavers, people upskilling in their careers and complete career changes.

**The level 3 Community Health and Wellbeing Worker (L3-CHWW) apprenticeship** may be a suitable step for some wanting to become LWs.

## WHO IS THIS DOCUMENT FOR?

### » COMMISSIONERS OF EDUCATION AND TRAINING, WORKFORCE PLANNERS

This document can be used to develop a future workforce with the skills, knowledge and experience needed by employers to transform services. In addition, the educational standards are designed to enhance the confidence of the workforce in translating knowledge into action.

### » EDUCATIONAL INSTITUTIONS

This document provides a blueprint for learning objectives and outcomes for link workers. This framework can be used to design and accredit an effective training program for LW.



### » LINK WORKERS

This document gives guidance on the level of knowledge and skills required to practice confidently and independently as a Link Worker. It can guide personal and professional development and conform with the **NALW Code of Practice for Link Workers**.

- Support the promotion of individuals and carers' holistic wellbeing, rights, and interests.
- Contribute to the reduction of injustice and inequality and champion the rights of others.
- Help build and maintain the trust and confidence of people who use services and carers.
- Promote the independence of people who use services while protecting them, as far as possible, from danger and harm.
- Act with integrity and uphold public trust and confidence in the social prescribing link worker profession.
- Be accountable for the quality of your work and will take responsibility for maintaining and improving knowledge and skills.

### » EMPLOYERS

To support employers to develop and use suitable recruitment and selection processes and documentation, helping to encourage consistency in Link Worker roles and levels of practice.

They can use this document to refer to and conform to the **NALW Code of Practice for Employers of LWs**.

- To use good practice recruitment processes to ensure that only suitable and competent people with personal attributes, experience, values, and the potential to gain the necessary knowledge and skills, are recruited for your local social prescribing model.
- Ensure that they have the correct infrastructure and systems to support LW in their workplace.
- Can provide appropriate learning and development opportunities for LW to enhance their skills, knowledge and build resilience.



# CURRICULUM

## INTRODUCTION

Individuals arrive in their roles through a variety of routes and may also practice their role to different levels. The Education Standards aims to identify the minimum level of knowledge and skills we expect link workers to practice confidently and independently that all training programmes for Link Workers should aim to deliver and which providers should embed in their curriculums.

In this section, we will review the core skills and knowledge of the LW, which are also in line with **NALW's Code of Practice for LW**.

The learning outcomes, which will be discussed in depth in the section below, have been purposefully aligned with **Level 5 of the Framework for Higher Education Qualifications (FHEQ)**. This does not mean that all candidates for the LW job need to have completed a qualification at this level; instead, this level has been used to demonstrate the expected knowledge and skills required to practice confidently and independently as an LW able to achieve the desired outcomes.

This level is the appropriate reference point for developing educational programmes and training for LW based on the job responsibility and sample job description of those performing the role. Therefore, learning outcomes have been based at this level to ensure a competent and skilled workforce capable of carrying out the role and upholding public confidence.

At this level, the individual will have developed a critical understanding of the profession's principles and will have learned to apply underlying concepts and principles. They will have learned the ability to critically evaluate the appropriateness of different approaches to solving problems in the field of work. They will possess the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making, such as health and social care roles within or allied to the NHS.

We wish to highlight that the standards are a minimum requirement. Further learning needs will be dependent on the local social prescribing model and statutory guidance.

## THE CURRICULUM IS LAID OUT IN 5 SECTIONS

- 01** Promotion and understanding of population and community health and wellbeing, contributing to addressing wider and social determinants of health to reduce inequalities.
- 02** Linking and connecting with others.
- 03** Community development and integration.
- 04** Conduct safe and effective practice.
- 05** Upholding professional standards and maintaining professional integrity.

Each section is discussed in detail below.





## » SECTION 1: PROMOTION AND UNDERSTANDING OF POPULATION AND COMMUNITY HEALTH AND WELLBEING, CONTRIBUTING TO ADDRESSING SOCIAL AND WIDER DETERMINANTS OF HEALTH TO REDUCE INEQUALITIES

The nature of the interaction between the individual and the LW focuses not only on the physical aspects of their illness but on the individuals' view of their health and wellbeing and wider & social determinants of health. By looking at the wider context and exploring it in greater depth, the LW can uncover additional contributing factors to ill health and understand the individual context in which illness occurs. This is important in the prevention of ill health and in allowing the LW to support people to access the appropriate health and social care.

### LEARNING OUTCOMES:

- Demonstrates a comprehensive understanding of health improvement/promotion and can apply this knowledge in the field to support and improve health and wellbeing at the individual, group, and community levels.
- Shows critical understanding of the social model of health with an awareness of how inequalities and injustices manifests in relation to health and wellbeing outcomes.
- Demonstrates understanding and ability to interpret public health messages and convey this information to others using appropriate communication skills and techniques.
- Effectively deploys skills, knowledge, and understanding of local services and projects and demonstrates the ability to give informed information about them to others.
- Demonstrates the ability to facilitate health promotion and support individuals in taking steps to increase their resilience.
- Supports and builds constructive relationships with people and groups, especially seldom heard or unengaged groups or communities, to uncover their health and wellbeing concerns and what is important to them.
- Deploys critical thinking to proactively identify and overcome barriers to care, supporting others to access appropriate interventions and support.
- Demonstrates the ability to collaborate with communities, individuals, and groups, empowering them to tackle social determinants of health, informing and influencing inequalities strategies.
- Identifies and implements appropriate strategies and policies that improve health outcomes and address inequalities.
- Demonstrates understanding of local and national statutory and voluntary organisations and agencies that deliver the services in their area. Applies this understanding in their work through effective collaboration with these organisations.
- Applies knowledge, skills, and understanding to encourage individuals within their communities, promoting independence to achieve their health and wellbeing goals and continue independently without long-term engagement with support.



- Critically understands the wider social context of the individual and additional contributing factors to their health status.
- Identifies the impact of the environment on health, home circumstances, education, occupation, employment, and social and family situation; and offers the appropriate support to address these factors.

## » SECTION 2: LINKING AND CONNECTING WITH OTHERS

A vital role of the LW is to facilitate the individual to take control of their health and wellbeing. This involves linking and connecting with others using various approaches and interviewing techniques to uncover factors responsible for health in the individual, their motivations and incentives, and co-production of a personalised care plan based on what matters to the individual. This also involves cultivating the ability to draw on any helpful personal attributes to connect with those they work with and for.

LWs should demonstrate the ability to use information gathered through the relationship to enable and support individuals to connect with their community for health and wellbeing by setting goals and exploring options to meet goals. Through this approach, the LW supports the individual in their behaviour change over time.

An essential part of the LW approach is the development of verbal and non-verbal communication skills (including active listening) and the personal values the LW holds and applies to their interactions.

### LEARNING OUTCOMES:

- Understand and applies the principles of coproduction in their field of work.
- Understands and applies principles and theories relating to behavioural science in the field of work.
- Critically understands the physical, mental, emotional, and social components of health, wellbeing, and resilience.
- Understands and applies the holistic and personalised care approach in their field of work to address the causes of poor health and wellbeing and empower people.
- Uses knowledge and understanding to deliver evidence-based interventions that meet the needs of different communities and considers how cultural and faith-based differences can impact the implementation.
- Effectively deploys evidence-based methods to inform and improve strategies, policies, and interventions that impact health and wellbeing outcomes and reduce inequalities.
- Uses a strength or asset-based community development approach to identify gaps in services and barriers to access, including how services are promoted or communicated.



- Understands and effectively deploys knowledge of working in partnership with people, groups, and communities so that they can recognise their needs and priorities, overcome barriers, and solve problems independently.
- Uses knowledge, skills, and understanding of preventative approaches to promote the health and wellbeing of individuals, groups, and communities, contribute to addressing the wider determinants of health and reducing inequalities.
- Demonstrates knowledge of a broad range of communication/interviewing styles/skills appropriate for individuals with differing levels of health literacy and accessibility needs.
- Applies knowledge, skills, and understanding of nuanced communication with the ability to modify approach according to complex individual needs and preferences.

### » SECTION 3: COMMUNITY DEVELOPMENT AND INTEGRATION

Effective social prescribing link worker practice relies on a range of activities and support to refer people to in the community and how embedded people feel in their community. Empowering communities is a sustainable way to achieve better overall health outcomes on a large scale. LW play a vital role in supporting people to advocate for themselves, highlighting social injustice and inequalities in their specific local and social context.

The LW has a unique understanding of their community that facilitates ground-up solutions that develop pre-existing strengths and assets. This allows them to identify the right services and support that the community needs, gaps in provision, or barriers to access. This intelligence can develop an evidence base and influence strategy and policy locally and nationally. The following learning outcomes relate to the LW's role in community development, including identifying and supporting the development of community resources.

#### LEARNING OUTCOMES:

- Demonstrates the ability to work with local commissioners and voluntary sector partners to identify gaps in community support, finding creative ways to nurture local community assets together.
- Able to identify and proactively reach communities, groups, people at risk of marginalisation
- Applies community-centered approaches to integrate people into their community.
- Demonstrates effective collaboration with local voluntary, community, and social enterprise organisations and other local partners to maximize impact on local community assets.
- Demonstrates the ability to work with all local partners, including local authorities, police, fire service, job centers, primary care, secondary care, and others, to recognise people who would most benefit from social prescribing.
- Understands and map local services and community activities, how they can be accessed, and use this understanding to inform referral practices.



- Applies knowledge to capitalise on local assets and effective partnerships in collaboration with communities, recognising the suitability, potential competition or conflicts, and risks of different non-statutory community and voluntary groups and services escalating any concerns.
- Demonstrates knowledge and understanding of how to access a range of voluntary and public sector services that meet the needs of local communities and promote the best use of services to manage demand, including services that are accessible digitally or online

#### » SECTION 4: CONDUCT SAFE AND EFFECTIVE PRACTICE

LWs work with individuals who may have complex health or care needs. It is essential that LWs can practice safely and using evidence-based interventions and that they record outcomes from their work. This includes LWs working to standards set in the NHS and working within approved models and frameworks to ensure both the LW and the individuals they are working with remain safe and working together in a professional relationship.

#### LEARNING OUTCOMES:

- Successfully negotiates and manages a caseload of referrals from a range of agencies and professionals and through self-referral if applicable and escalates according to local guidance within their organisation or service.
- Demonstrates understanding of and complies with information governance principles and protocols, maintaining clear, accurate, secure, and up-to-date records in line with professional procedures.
- Demonstrates understanding of the concept of consent and capacity with the ability to apply this knowledge to complex and nuanced cases.
- Demonstrates ability to work within boundaries of the role when supporting people or communities
- Demonstrates an understanding of working in people's interests while managing expectations when engaging with service providers regarding service scope, availability, and access.
- Demonstrates the importance of requesting assistance if any scenario falls outside of skill, comfort, or responsibility levels.
- Demonstrates ability to work as part of the multidisciplinary team, in partnership with workers from other professions, including volunteers, carers, and community groups, recognising and respecting the roles and expertise of organisations and community groups.
- Demonstrates knowledge and understanding of best practice guidelines when working with volunteers whilst recognising the boundaries of their roles.
- Uses a self-directed learning approach to professional development through mandatory and statutory training to improve knowledge and skills.



- Demonstrates engagement with ongoing, effective, formal, and regular supervision and actively participates in appraisals, ongoing review, and continuing professional development.
- Understands and responds to professional demands while demonstrating the ability to address personal needs, achieving a balance that meets professional obligations and preserves emotional resilience and health.
- Demonstrates understanding of a response, record, and report model for safeguarding.
- Identifies and responds to risk promptly, including when someone is in distress or crisis, providing the appropriate support, and independently recognises when to escalate.
- Understand the importance of keeping oneself and others safe from violent and abusive behaviour at work, including lone and offsite work.
- Demonstrates knowledge, skill, and ability to record impact, choosing the appropriate recognised tools to monitor and measure health and wellbeing outcomes at individual and community levels and identifying priority areas.
- Demonstrates the ability to use data and information to evaluate the impact and effectiveness of services and interventions, using types of evaluation.

## » SECTION V: UPHOLDING PROFESSIONAL STANDARDS, ETHICS, AND MAINTAINING PROFESSIONAL INTEGRITY:

Building relationships with individuals, stakeholders and other professionals is foundational to the LW's work; therefore, transparency, ethics, trust, and integrity are vital. LWs are expected to develop and maintain appropriate professional values, and practices outlined in NALW's code of practice. This includes having insight into when their performance, practice conduct, or health, or that of others, might put others at risk and taking action to protect vulnerable individuals. Employers must also share this responsibility with LW with infrastructures and systems to support link workers to meet and maintain integrity, professional standards, and ethical commitments as specified in the Code of Practice.

### LEARNING OUTCOMES:

- Takes personal responsibility for honesty, integrity, and inclusivity with people and communities when implementing organisational policy, protocol, and procedures for data management and safeguarding and compliance with legislation.
- Critically understands ethical principles and the ethical dilemmas related to social prescribing practice and applies this understanding in their field of work.
- Demonstrates and maintains up-to-date knowledge of guidance and frameworks to assist with decision-making.
- Demonstrates knowledge and understanding of legal and ethical frameworks related to promoting and improving health and wellbeing and reducing inequalities.



## ASSESSMENT STRATEGY

### PRINCIPLES OF TRAINING AND DEVELOPMENT

Training providers and employers decide the training and development strategy. The NALW Code of Practice for employers includes using good practice recruitment processes to ensure that only suitable and competent people with personal attributes, experience, values, and the potential to gain the necessary knowledge and skills, are recruited for your local social prescribing model.

This education standards sets out the minimum level of knowledge and skills we expect Link Workers to practice confidently and independently that all training programmes for Link Workers should aim to deliver and which providers should embed in their curriculums.

### OUTCOME DRIVEN APPROACH

To meet the diverse and ever-changing workforce needs, we recommend an outcome-driven approach to training, using the curriculum as a foundation for consistency and rigour. Therefore, the focus must be on the learning outcomes being met at the required level.

### THREE IMPORTANT ELEMENTS

The development of health and care professionals to enable them to practice is based on three important elements within the workplace. These are broadly in line with the three key areas identified for improvement as referred to in the introduction of this document:



Local adaptation of this guidance is vital to ensure workforce recruitment and development are matched to local population needs and considers neurodiversity; however, the curriculum is deliberately stated to support a shared understanding and expectation of this level of practice and facilitate the development of our workforce. Education and training can be achieved in multiple ways, dependent upon the sector, profession, setting, role, and service needs. This is a non-model-specific guidance.



# APPENDICES

## APPENDIX A

### ABOUT THE NATIONAL ASSOCIATION OF LINK WORKERS

Founded in 2018, the National Association of Link Workers is the only professional body for Social Prescribing Link Workers in the UK. NALW supports its members centrally and through Branches in devolved nations Scotland, Northern Ireland, Wales, and England regions to ensure appropriate support and representation. Our mission is to promote the role and value of Social Prescribing Link Workers, support and develop them to improve quality of life for themselves, their clients/patients, and communities. As an organisation, we are committed to working in partnership working with the NHS, existing professional and regulatory bodies and relevant stakeholders.

A **summary of our 2021 activities and impact** may be viewed online.

### THE AIMS OF THE NALW ARE TO:

- 01** Promote link worker professional standards and practice.
- 02** Unite the voices of link workers.
- 03** Increase link worker connectedness.
- 04** Build link worker capability and resilience.

### GOVERNANCE AND COMMITTEES

The NALW has governance structures and committees to ensure agility and innovation, focusing on meeting aims, mission, values, and vision as a professional body.

### ADVISORY BOARD

Our advisory board works together quarterly to advise on in-depth strategies for the National Association of Link workers. They propel our association as a whole in the right direction to reach our objectives, specifically in terms of our cause, social missions, vision, and values. The board also acts as a nomination committee.

### NALW COUNCIL

The NALW council is the representative arm of the association.



## THE PROFESSIONAL PRACTICE AND DEVELOPMENT COMMITTEE.

The Professional Practices and Development (PPD) committee is a standing committee of the NALW whose purpose is to support, develop, inform and monitor our approach to professional development, ethics, and education standards, as well as guide the strategic objectives of the organisation concerning CPD, accreditation, broadening career progression routes and professionalism.

## THE RESEARCH COMMITTEE

The Research Committee (RC) is a standing committee of the NALW whose purpose is to develop, inform and monitor our research strategy, set our research priorities, oversee our research procedures, policies, and plans, and approve and review research projects in keeping with the strategic aims of the NALW.



## APPENDIX B

### SAMPLE JOB DESCRIPTION

#### Main Roles

Support the promotion of individuals and carers' holistic wellbeing, rights, and interests.

- Build excellent relationships with others, provide regular updates, share knowledge of local VCSE organisations, and work in partnership to develop the service.
- Support partnerships with local VCSE organisations, community groups, and statutory services to make safe and effective onward referrals.
- Work in a holistic and person-centred approach that helps people focus on what matters to them.
- Create action plans and goals with clients to meet their needs from a holistic perspective.
- Support the rights of people who use services to take control of their lives and make informed choices about their services.





**Contribute to the reduction of injustice and inequality and champion the rights of others.**

- Understands how injustices and inequalities manifests in relation to health and wellbeing outcome.
- Work in a way that places equality, diversity, and inclusion at the forefront for others, colleagues, and clients.
- Act as a champion of social prescribing, increasing awareness and promoting its benefits to various audiences.
- Advocate for underserved and underprivileged groups to empower them to advocate for themselves.
- Develop a strong sense of understanding of the role communities play in reducing inequality and injustice.
- Work closely with the community to identify and understand areas of injustice and inequality and collaborate to overcome them.

**Help build and maintain the trust and confidence of people who use services and carers.**

- Create and maintain a safe, supportive, and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected—reporting any instances of inappropriate behaviour or discrimination.
- Lead by example by demonstrating excellent customer service, delivery skills, organisation, and professionalism.
- Work with confidential information and ICT systems and communicate confidentiality to people who use the service.
- Be professional, reliable, flexible, and trustworthy in your approach, ensuring that personal views do not influence your practice.
- Work within established referral pathways and refer to good quality community organisations and groups based on people's preferences.

**Promote the independence of people who use services while protecting them, as far as possible, from danger and harm**

- Develop relationships with individuals/groups/communities, giving them time to focus on their strengths and providing them with personalised support to take control of their health and wellbeing, live independently, and better understand the impacts of their lifestyle choices.
- Work in partnership with people to identify their needs, signpost, and refer people to support that helps meet them.
- Undertake needs assessments for individuals/groups/communities.
- Following an agreed period of case management, refer clients to local community support services or practitioners where appropriate.



- Make recommendations to key stakeholders on where a non-clinical approach might support the person better or complement existing clinical interventions and improve outcomes.
- Safeguarding children and vulnerable adults where appropriate, following safeguarding procedures, and ensuring that the employer is informed of any safeguarding concerns.

### **Act with integrity and work to standards set out in the code of practice**

- Undertake any tasks consistent with the level of the post and the scope of the role, ensuring that work is delivered in a timely and effective manner.
- Actively engage in learning events, including employer, multi agencies, and multi professionals.
- Be proactive in maintaining personal and professional learning and development and identify your own training needs as they arise.
- Ensure compliance with the law, including all relevant policies and procedures about health and safety, equality, diversity and inclusion, safeguarding, lone working, data protection, and confidentiality.
- Undertake supervision and participate in performance appraisal.

### **Be accountable for the quality of work and take responsibility for maintaining and improving knowledge and skills.**

- Manage own caseload to ensure clients receive appropriate levels of support and expectations are met.
- Develop a strong awareness and understanding of when it is appropriate or necessary to escalate care when the person's needs are beyond the scope of the link worker role.
- Regularly review their caseload to accommodate urgent referrals for support as required, referring out to community support services as soon as possible.
- Work as part of the team to seek feedback, continually improve the service, and contribute to business planning.
- Gather client feedback to evaluate the service quality and inform service changes and developments.
- With support from the employer, maintain a comprehensive knowledge of the range of services available in the voluntary and community sector.
- Collect and record the outcome, monitoring and impact data using required systems, contributing to the evaluation of the service.
- Identify how the service could be developed and improved and, drawing upon knowledge of service delivery, make suggestions about how social prescribing could be embedded to a greater extent.
- Keep up to date with key changes in social prescribing, health, and social care sector to shape and develop the service, including those relating to good practice and policy.




**National Association of Link Workers**



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