

H5XC 04 (SCDLMCS B3) — Manage Provision of Care Services that Deals Effectively with Transitions and Significant Life Events

Overview

This Unit is for leaders and managers of care services. It is about managing and maintaining care services provision that supports people to deal effectively with transitions and significant life events.

Elements of competence

- 1 Implement systems, procedures and practice to support people through transitions and significant life events.
- 2 Lead and manage provision that supports people to deal effectively with transitions and significant life events.
- 3 Implement and review systems, procedures and practice for sharing information on transitions and significant life events.

Additional Information

The scope is here to give you guidance on possible areas to be covered in this Unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items.

People include:

- 1 adults using care services, their families, carers, groups and communities.
- 2 children and young people using care services, their parents/carers, families, carers, groups and communities.

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children.

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity.

Transitions could include: people moving into and out of your provision to another service, moving into independent living, births, deaths and marriages, employment, redundancy, retirement or for **children and young people** (in addition to the preceding transitions) they could include: transferring between years in the same school or college; transferring between schools, eg from primary to secondary; from school to college or university; transferring from one school to another; transitional experiences such as physical changes, eg the onset of puberty, moving into adulthood; emotional experiences such as bereavement.

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual.

Your **knowledge and understanding** for this Unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the wellbeing of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future.

Competent leadership and management practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent leadership and management in the performance described in this Unit.

Values

Values underpinning the whole of the Unit. The values underpinning this Unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries.

Glossary

This section provides explanations and definitions of the key words and concepts used in this Unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse

Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level.

Behaviour

Behaviour includes the ways people act and react to situations. It includes a person's verbal, non-verbal, physical, cognitive and intellectual actions (or lack of them) and reactions.

Dilemmas

Issues where there is divided opinion or ethical concerns about a course of action.

Governance

The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance.

Independent representation and advocacy

Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate.

Leadership

The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect.

Management

The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress.

Organisational requirements

Aspects of policy, procedure and practice that are required by the service and the provision.

Partnership

Working effectively together with people, professionals, agencies and organisations to enhance the wellbeing of people and support positive and improved outcomes.

People

For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities. For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities.

Positive outcomes

Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:

- 1 improved health, emotional wellbeing and quality of life.
- 2 staying safe and being free from discrimination and harassment.
- 3 enjoying, achieving and making a positive contribution.
- 4 exercising choice and control.
- 5 achieving economic wellbeing, dignity and respect.

Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:

- 1 being healthy.
- 2 staying safe.
- 3 enjoying and achieving.
- 4 making a positive contribution.
- 5 achieving economic wellbeing.

Provision. The specific Unit or part of the service for which you have leadership and management responsibilities.

Relevant others

Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it.

Resources

The assets of the provision: financial, human, physical and environmental.

Rights

The rights of:

- 1 adults are those embodied in the United Nations Universal Declaration of Human Rights.
- 2 children and young people are those embodied the United Nations Convention on the Rights of the Child.

These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language.

Service

The overall organisation, agency or service within which your specific provision resides and for which you are the manager.

Significant life events

Important changes (as perceived by the individual) in a person's life. They can be positive or they can be negative. For people with some conditions they may be changes and disruption to their routines (eg with Autistic spectrum disorders); for others they may be the onset of a deteriorating condition (eg sensory loss, dementia); for others they may be a sudden change to their lives (eg stroke, accidents, loss and bereavement); and for others it may be a crisis or crises effecting them.

Take informed action against discrimination

Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated.

Transitions. Daily and intermittent changes in a person's life that may affect their wellbeing, the way they behave and develop and their ability to continue to learn and cope with other changes. There are two major types of transitions: the first includes transitions within daily life, for example with adults moving from and to home/the provision to a day centre; and for children going from and to home/the provision to school. They also involve changing activities and routines within the day where there are differing expectations and requirements from the child, young person or adult.

The second is intermittent and involves a significant change for the person. These transitions can be divided into three categories. First, those that are common to most people, for example, when people move from one form of accommodation and living environment to another. Second, those that are shared by a significant number of peers, such as families separating. Third, those that are personal and may not be shared or understood by others.

For children and young people, the first will include transferring between years in the same school, or college or transferring from one school to another. It could also include transitional experiences such as physical changes, eg the onset of puberty. The second may be their parents divorcing. The third being in foster or residential care, having a parent or carer who abuses drugs or alcohol, or being a young carer.

Workers

Those supporting people within the provision who are paid or unpaid, contractual or non-contractual.

Links to other NOS

To achieve this Unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1.

External Links

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this Unit.

Performance Criteria — What you do in your job

You must provide evidence to meet all the 23 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.

Implement systems, procedures and practice to support people through transitions and significant life events

	Performance Criteria	Evidence Number where this criteria has been met
1	You implement and review the effectiveness of systems, procedures and practice to support People through transitions and significant life events in the context of legislation, regulation, inspection and organisational requirements.	
2	You ensure administrative arrangements for any legal and financial requirements are in place to support people through transitions and significant life events.	
3	You ensure that staffing and skill levels are sufficient to identify and respond to the changing needs of people through transitions and significant life events.	
4	You provide all Workers with learning opportunities to support them to respond sensitively and appropriately to the individual needs of people experiencing transitions and significant life events.	
5	You ensure that workers are able to request and access specialist resources when supporting people through transitions and significant life events.	
6	You ensure that the emotional impact and stress on people and workers when experiencing and supporting people through transitions and significant life events is monitored and addressed through supervision and support.	

Implement systems, procedures and practice to support people through transitions and significant life events (cont)

	Performance Criteria	Evidence Number where this criteria has been met
7	You ensure that the physical environment and routines are adapted in response to temporary or longer-term requirements of people going through transitions and significant life events.	

Lead and manage provision that supports people to deal effectively with transitions and significant life events

8	You ensure that people, workers and relevant others are aware of the emotional, physical and psychological impact of transitions and significant life events on people.	
9	You work with people, workers and relevant others to: <ul style="list-style-type: none"> 9.1 identify the impact different types of transitions and significant life events may have on provision and people. 9.2 ensure appropriate and agreed interventions are set in place to support people through transitions and significant life events. 	
10	You lead and manage provision that supports people's rights and encourages and empowers them to participate in discussions about their feelings, wishes and preferences in relation to transitions and significant life events.	
11	You ensure people and workers have access to advice and support to prepare people for and support them through transitions and significant life events.	
12	You ensure that you, together with people, workers and relevant others, are able to respond appropriately to the needs of people preparing for and going through transitions and significant life events.	

Lead and manage provision that supports people to deal effectively with transitions and significant life events (cont)

	Performance Criteria	Evidence Number where this criteria has been met
13	You ensure that workers have sufficient time to support people through transitions and significant life events.	
14	<p>You ensure that you and workers are able to:</p> <p>14.1 communicate with and prepare people for transitions and life events.</p> <p>14.2 observe, listen to and take note of the behaviour of people to identify any concerns about their physical or mental health.</p> <p>14.3 identify aspects of your own or their behaviour that might have an adverse effect on the people undergoing transitions and life events.</p> <p>14.4 seek advice from colleagues and specialists where this is required.</p>	
15	You ensure that you and your workers use daily life transitions and other events and experiences to prepare people for future significant changes in their lives.	
16	You ensure that records and reports on the support of people through transitions and significant life events are accurate, up-to-date and regularly checked.	

Implement and review systems, procedures and practice for sharing information on transitions and significant life events

	Performance Criteria	Evidence Number where this criteria has been met
17	You implement and review the effectiveness of systems, procedures and practice for sharing information and maintaining records on people who are going through transitions and significant life events in the context of legislation, regulation, inspection and organisational requirements.	
18	You ensure that workers are aware of information about transitions and significant life events, that: <ul style="list-style-type: none"> 18.1 is confidential and should not be shared. 18.2 requires consent before it can be shared. 18.3 should and can be shared with other individuals, organisations and agencies. 18.4 will support people to adjust to new circumstances. 	
19	You ensure that systems and procedures are in place to respond to any dilemmas that arise from transitions and significant life events.	
20	You ensure that support is available to people and workers to discuss issues, tensions and the impact of transitions and significant life events on them.	
21	You ensure that reporting and recording systems safeguard people, workers and other professionals.	
22	You ensure records and reports on people's transitions and significant life events: <ul style="list-style-type: none"> 22.1 are securely kept. 22.2 are regularly updated. 22.3 are accurate and evidenced based. 	

Implement and review systems, procedures and practice for sharing information on transitions and significant life events (cont)

	Performance Criteria	Evidence Number where this criteria has been met
	<p>22.4 are accessible only to those who have the right and need to see them.</p> <p>22.5 clearly differentiate between judgement, fact and opinion.</p> <p>22.6 are transferred to relevant partner organisations only with appropriate agreements and consents.</p> <p>22.7 comply with legal, regulatory, inspection and organisational requirements.</p>	
23	You ensure that where people are moving from your provision that their records are promptly and securely passed on to the recipient organisation.	

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 25 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.

Values

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to managing provision that deals effectively with transitions and significant life events.	
2	Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage provision that deals effectively with transitions and significant life events in ways that: <ul style="list-style-type: none"> 2.1 place the individual's preferences and best interests at the centre of everything you do. 2.2 provide active support for people. 2.3 ensure people have access to information about themselves in a format that they can understand. 2.4 provide opportunities for independent representation and advocacy. 2.5 use a person's preferred communication methods and language. 2.6 recognise the uniqueness of people and their circumstances. 2.7 empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able. 	

Values (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
3	How to critically evaluate and take informed action against discrimination when managing provision that deals effectively with transitions and significant life events.	
4	How to support people, workers and relevant others to recognise and take informed action against discrimination when managing provision that deals effectively with transitions and significant life events.	
5	Theories and approaches to advocacy, empowerment and people's rights.	

Legislation and Policy

6	<p>Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:</p> <p>6.1 your provision.</p> <p>6.2 your own roles, responsibilities and accountability.</p> <p>6.3 the roles, responsibilities and accountability of others in relation to managing provision that deals effectively with transitions and significant life events.</p>	
7	<p>Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of provision that deals effectively with transitions and significant life events, including:</p> <p>7.1 the need to achieve positive outcomes for people.</p> <p>7.2 the need to safeguard and protect people from all forms of danger, harm and abuse.</p>	

Legislation and Policy (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
	<p>7.3 employment practices for the provision and service.</p> <p>7.4 your provision's governance arrangements.</p> <p>7.5 data protection, recording and reporting.</p> <p>7.6 making and dealing with comments and complaints to improve services.</p> <p>7.7 whistle blowing.</p> <p>7.8 partnership and other types of working.</p> <p>7.9 promoting your provision's services and facilities.</p>	
8	<p>Organisational requirements for recording and reporting on transitions and significant life events, including:</p> <p>8.1 how reports and records should be accessed, manually and through Information and Communication Technologies (ICT).</p> <p>8.2 how to ensure that records and reports do not contribute to labelling and stigmatisation.</p> <p>8.3 the security requirements for different records and reports.</p> <p>8.4 the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales.</p> <p>8.5 types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people.</p>	

Legislation and Policy (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
8	8.6 the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion.	
	8.7 how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports.	
9	How to implement, evaluate and influence the future development of management policies, systems, processes and procedures in relation to dealing effectively with transitions and significant life events.	

Leadership and management theory and practice

10	<p>How to critically evaluate and implement best practice using up-to-date knowledge of the effective management of transitions and significant life events, including:</p> <p>10.1 literature related to leadership and management of transitions and significant life events.</p> <p>10.2 leadership and management methods, principles and approaches relevant to transitions and significant life events.</p> <p>10.3 government reports, inquiries and research relevant to leadership and management of transitions and significant life events.</p> <p>10.4 evidence and knowledge-based theories and models of good practice in leadership and management of transitions and significant life events.</p>	
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Leadership and management theory and practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
	<p>10.5 lessons learned for leadership and management of transitions and significant life events from successful interventions and serious failure of service and practice.</p> <p>10.6 the experiences of people within your provision of the management, procedures and practices of dealing with transitions and significant life events.</p>	
11	Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision's management of transitions and significant life events.	
12	<p>Methods of managing and developing practice in care services in relation to transitions and significant life events, about:</p> <p>12.1 how you consult with people, workers and relevant others.</p> <p>12.2 how you promote the participation and involvement of people.</p> <p>12.3 how you support, supervise and develop workers.</p> <p>12.4 the impact of organisational behaviour on the provision.</p> <p>12.5 group and individual processes.</p> <p>12.6 how power relationships can be used and abused.</p>	

Leadership and management theory and practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
13	How to plan and manage resources, and the implications for: 13.1 the delivery of services. 13.2 the achievement of targets. 13.3 the achievement of positive outcomes.	
14	Different types of change and their implications for the leadership and management of your provision and service .	
15	How psychological, socio-economic, cultural and environmental factors of those within the provision impact on how you manage workers to deal with transitions and life events.	
16	How and where technology can and should be used within your provision when managing and dealing with transitions and significant life events.	
17	How to manage the support for people when they are experiencing transitions and other life events: 17.1 at different points in their lives. 17.2 that disrupt stable relationships and support networks. 17.3 when there are negative social attitudes. 17.4 when they have a history of insecure attachments. 17.5 when people have experienced different forms of abuse, neglect, bullying, persecution and violence.	

Leadership and management theory and practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
18	<p>How to manage provision and support that promotes protective factors such as:</p> <p>18.1 the promotion of a positive identity, wellbeing and self-esteem.</p> <p>18.2 stable relationships and social network.</p> <p>18.3 access to specialist support and expertise.</p> <p>18.4 the development and maintenance of support through new networks.</p> <p>18.5 actively working to reduce discrimination, disadvantage and exclusion.</p>	
19	<p>The contribution your provision can make to assisting people to make positive transitions through:</p> <p>19.1 its approach to health, learning, spiritual needs, leisure, independence and citizenship.</p> <p>19.2 accessing support available through government initiatives.</p> <p>19.3 the provision's location, physical structure, environment, relationship to the community, other services and agencies.</p>	
20	<p>Accurate and up-to-date knowledge of agencies who can provide support for people going through transitions and significant life events.</p>	
21	<p>The importance of stability in the lives of people and how transitions and significant life events can impact on that stability.</p>	

Leadership and management theory and practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
22	<p>The impact:</p> <p>22.1 that the provision's location, physical structure, environment, relationship to the community, other services and agencies has on people.</p> <p>22.2 of social policy and social attitudes on people required to go through transitions.</p> <p>22.3 of change on people, their parents/carers and significant others.</p>	
23	Theory and research on family patterns and their potential impact on people going through transitions and significant life events, including the range and diversity of social, family and community structures and partnerships in the UK.	
24	<p>Theories, methods and approaches to:</p> <p>24.1 effective communication and engagement with people, parents, families, carers and significant others.</p> <p>24.2 building on strengths as well as identifying difficulties.</p> <p>24.3 individual, family, group behaviour and group dynamics.</p>	
25	How to promote people's capacity to cope with change, problems and obstacles they may face in their lives.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	