

## **H7LG 04 (SCDLMCA1) — Manage and Develop Yourself and Your Workforce Within Care Services**

### **Overview**

This standard identifies the requirements when taking responsibility for your own and others continuing professional development. It includes the use of workforce development, supervision and performance reviews to manage the improvement of individual performance and that of the service provision.

## 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.

**Critically evaluate** is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice.

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making.

**Development opportunities** may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions.

**Evidence based practice** uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services.

The **individual** is the person you support or care for in your work.

**Key people** are those who are important to an individual and can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Leadership** is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating.

**Management** is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives.

**Others** are workers that you manage, your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

**Personal beliefs** may include beliefs about values, cultural norms, religious beliefs and opinions which you hold firmly.

**Personal development plan** is a formal record of your areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor.

**Support** may include formal and informal supervision, mentoring, peer support, tutor support, assessor support.

## **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 statement required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard. In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice.**

**Critically analyse** is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice — identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation.

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths/weaknesses or advantages/disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses.

**Critically evaluate** is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice.

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making.

**Employment practices** should include recruitment, performance management, disciplinary procedures, grievance procedures.

**Evidence based practice** uses systems, processes and ‘practice wisdom’ that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services.

**Factors that may affect the health, wellbeing and development** may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; 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.

**Leadership** is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating.

**Management** is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives.

**Outcomes** are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of wellbeing or how they see or feel about themselves.

**Outputs** are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes.

**Personalisation** can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities.

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships.

## 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

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 64 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.

### Take responsibility for your continuing professional development in a leadership and management role

	Performance Criteria	Evidence Number where this criteria has been met
1	Evaluate the knowledge, understanding and skills required to carry out your job role.	
2	<b>Critically evaluate</b> how well your knowledge, understanding and skills match those required.	
3	Critically evaluate own <b>leadership</b> and <b>management</b> style.	
4	With <b>support</b> , reflect on your leadership and management style, knowledge, understanding and skills.	
5	With support, reflect upon how your life experiences and <b>personal beliefs</b> may affect your work.	
6	Use current literature, theory, research, enquiries and reports to inform own practice and learning and development needs.	
7	Seek feedback from individuals, key people and others about your leadership and management style, knowledge and practice.	
8	Reflect upon own practice to identify actions that have supported positive outcomes and actions that have hindered the achievement of positive outcomes.	

**Take responsibility for your continuing professional development in a leadership and management role (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Analyse feedback from <b>individuals, key people</b> and <b>others</b> and reflections upon own practice to identify strengths and learning and development needs.	
10	Draw up a personal and professional development plan to address your learning and development needs.	
11	Source <b>development opportunities</b> that will meet your own identified learning and development priorities.	
12	Implement your <b>personal development plan</b> through accessing development opportunities.	
13	Use support to continuously develop leadership and management practice.	
14	Reflect on how well development activities have met your personal and professional learning needs.	
15	Critically evaluate with individuals, key people and others how your leadership and management style, knowledge and practice has been affected by development activities.	
16	Keep up to date records of your personal and professional development in line with legal and work setting requirements.	

**Lead and manage the continuing professional development of workers through supervision and performance reviews**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
17	Implement systems, procedures and practices for supervision and performance reviews in the context of legislative, regulatory and organisational requirements.	
18	Ensure that written agreements for supervision and performance reviews are in place for all workers	
19	Ensure that workers are clear about their roles, responsibilities and accountabilities.	
20	Ensure that workers are clear about how their work contributes to the achievement of positive outcomes.	
21	Ensure that records from supervision and performance reviews are accurate and completed within agreed timescales.	
22	Gather information from individuals, key people and others about the practice of workers.	
23	Use observations of workers to assess their knowledge, understanding and practice.	
24	Use evidence from observations and information gathered to assess workers against their defined roles and responsibilities.	
25	Create a positive environment that supports exchange of information and constructive feedback within supervision and performance reviews.	
26	Provide constructive feedback to workers on their knowledge, understanding and practice.	
27	Use supervision and performance reviews to support workers to reflect on their knowledge, understanding and practice.	

**Lead and manage the continuing professional development of workers through supervision and performance reviews (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
28	Use supervision and performance reviews to agree actions, timescales and targets with workers.	
29	Use supervision and performance reviews to monitor and evaluate the achievement of targets and actions with workers.	
30	Use supervision and performance reviews to support workers to identify areas for their learning and development.	
31	Draw up a personal and professional development plan with workers to meet their learning and development needs.	
32	Support workers to reflect on how well development activities have met their personal and professional learning needs.	
33	Lead practice that encourages workers to take personal responsibility for their own continuing professional development.	
34	Support workers to review and manage their workloads.	
35	Support workers to adapt to change.	
36	Support workers to access specialist supervision, support or advice where needed.	
37	Reflect on own practice in supervising and reviewing the performance of workers.	

## Lead and manage continuous improvement in the service provision

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
38	Review the effectiveness of systems, procedures and practices for continuous improvement in the service provision.	
39	Identify the changes and resources required to improve systems, procedures and practices for continuous improvement in service provision.	
40	Use current literature, theory, research, enquiries and reports to support the improvement of service provision.	
41	Assess how the practice of workers contributes to the improvement of service provision.	
42	Use constructive feedback to improve the practice of workers.	
43	Ensure that the positive contribution of workers to the improvement of service provision is recognised and valued.	
44	Develop a culture that supports innovation, creativity and change.	
45	Act as a positive role model for innovation, creativity and change.	
46	Access resources to support the continuing professional development of workers.	
47	Use delegation of specific tasks to support the development of workers.	
48	Critically evaluate how continuing professional development activities have contributed to the improvement of the service provision.	
49	Share information about continuing professional development activities that have contributed to the improvement of service provision.	

**Lead and manage the enhancement of the quality and safety of your service provision through workforce development**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
50	Analyse the knowledge, understanding and skills of the current workforce.	
51	Plan the development of the workforce to meet identified gaps in knowledge, understanding and skills and future needs.	
52	Provide development opportunities to support the safe and effective practice of workers.	
53	Provide development opportunities to support workers to prepare for new roles and responsibilities.	
54	Provide access to additional support to workers who do not feel able to carry out any aspect of their work.	
55	Critically evaluate situations that may lead to conflicts, increased pressures or crises.	
56	Intervene to prevent escalation of situations that may lead to conflicts, increased pressures or crises.	
57	Reflect upon the effects of stress on self and others' practice.	
58	Challenge poor practice in ways that promote the use of <b>evidence based practice</b> to safeguard individuals and enhance their wellbeing.	
59	Assess workers' use of anti-discriminatory practice.	
60	Ensure that individuals, key people and others understand the code of practice that applies and how it is used to support best practice in care services.	

**Lead and manage the enhancement of the quality and safety of your service provision through workforce development (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
61	Ensure that individuals, key people and others know how to challenge and report poor or unsafe practice.	
62	Critically evaluate systems, processes and practices that support the quality and safety of the service provision through workforce development.	
63	Prioritise own and others' workloads to meet present and future needs of the service provision.	
64	Manage the allocation of resources to meet the present and future needs of the service provision.	

## 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 101 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.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in developing and maintaining systems, procedures and practices which promote individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to <b>critically evaluate</b> and take informed action against discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	How to ensure that individuals are informed about the service they can expect to receive.	
7	Your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand.	
8	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
9	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
10	Your own background, experiences and beliefs that may have an impact on your practice.	
11	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
12	The roles, responsibilities and accountabilities of others with whom you work.	
13	How to access and work to procedures and agreed ways of working.	
14	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to build trust and rapport in a relationship.	
18	How your <b>power and influence</b> as a leader and manager can impact on relationships.	
19	The role of independent representation and advocacy for individuals.	
20	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
21	How to work in ways that achieve positive outcomes for individuals.	

## Your practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
22	How to manage resources to deliver services that meet targets and achieve positive outcomes for individuals.	
23	How to distinguish between <b>outputs</b> and <b>outcomes</b> .	
24	How to work in partnership with individuals, key people and others.	
25	How to identify and manage ethical conflicts and dilemmas in your work.	
26	How to challenge and address poor practice.	
27	How to address concerns and complaints.	
28	How and when to seek support in situations beyond your experience and expertise.	
29	The nature and impact of <b>factors that may affect the health, wellbeing and development of individuals</b> you care for or support.	
30	Theories underpinning our understanding of human development and factors that affect it.	

## Personalisation and resources

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
31	How to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services.	
32	How to identify and promote the potential of individuals to use their personal strengths and resources to achieve change.	
33	The value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them.	
34	The nature of <b>personalisation</b> and personalised services, including self-directed support.	
35	The range of resources available within informal networks, within the wider community, through formal service provision and through innovation.	
36	How assistive technology can be used to support the independence of individuals.	
37	How to lead, manage and support others to plan, deliver and review personalised services with individuals.	

## Continuing professional development

38	Principles of reflective practice and why it is important.	
39	Your role in developing the professional knowledge and practice of others.	
40	How to promote <b>evidence based practice</b> .	
41	Methods of managing performance to meet targets and achieve positive outcomes.	
42	How to assess performance.	

### Continuing professional development (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
43	How to provide constructive feedback to others on their practice and performance.	
44	How to address performance that does not meet required standards.	
45	How to use supervision to support the practice and performance of others.	
46	How to use appraisal to support the practice and performance of others.	
47	Systems, procedures and practices for managing workloads.	
48	Methods for delegating work.	

### Communication

49	Factors that can affect communication and language skills and their development in children, young people or adults.	
50	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	
51	Factors that can affect communication within and between organisations.	
52	Methods to promote effective communication within and between organisations.	

### Health and Safety

53	Legal and statutory requirements for health and safety.	
54	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
55	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
56	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
57	Indicators of potential harm or abuse.	
58	How and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties.	
59	What to do if you have reported concerns but no action is taken to address them.	
60	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	
61	How to support others who have expressed concerns about harm or abuse.	

## Multi-disciplinary working

62	The purpose of working with other professionals and agencies.	
63	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	
64	Features of multi-disciplinary and interagency communication.	
65	How different philosophies, principles, priorities and codes of practice can affect partnership working.	

## Handling information

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
66	Legal requirements, policies and procedures for the security and confidentiality of information.	
67	Legal and work setting requirements for recording information and producing reports within timescales.	
68	Principles of confidentiality and when to pass on otherwise confidential information.	
69	How to support the effective sharing of information to achieve positive outcomes for individuals.	
70	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
71	How to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports.	
72	How and where electronic communications can and should be used for communicating, recording and reporting.	

## Leading and managing practice

73	How to <b>critically analyse</b> theories about <b>leadership</b> and <b>management</b> .	
74	Standards of practice, service standards and guidance relating to the work setting.	
75	National and local initiatives to promote the wellbeing of individuals.	
76	Models of practice for the use of early interventions.	
77	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	

### Leading and managing practice (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
78	Methods of supporting others to work with and support individuals, key people and others.	
79	How to lead and manage practice that achieves positive outcomes for individuals.	
80	Methods of supporting others to recognise and take informed action against discrimination.	
81	How to develop systems, practices, policies and procedures.	
82	How to implement, monitor and evaluate systems, practices, policies and procedures.	
83	How to promote the services and facilities of your work-setting.	
84	Techniques for problem solving and innovative thinking.	
85	How to motivate others.	
86	How to critically evaluate evidence and knowledge based theories and models of good practice about change management.	
87	How to use change management techniques.	

### Risk management

88	How to critically evaluate principles and frameworks of risk assessment and risk management.	
89	Principles of positive risk-taking.	
90	How to lead others to develop practice that supports positive risk-taking.	

## Managing people

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
91	Legal and work-setting requirements for <b>employment practices.</b>	
92	Internal and external governance arrangements for the work-setting.	
93	Factors that can lead to pressures on the service, individual and team performance.	
94	How to manage time, resources and workload of self and others.	
95	How to manage team dynamics.	
96	How to create a culture that promotes openness, creativity and problem solving.	
97	How to create a culture that supports people to embrace change.	

## Knowledge that is Specific to this NOS

98	Different learning styles and how they impact on your own and others' ability to learn.	
99	How and where to access information, resources and support for your own and others' learning and development.	
100	Continuing professional development requirements for you as a manager and your workers.	
101	Theories and approaches for supervision, performance management and workforce development.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	