

H7LW 04 (SCDLMCB6) — Lead and Manage the Provision of Care Services that Supports the Development of Children and Young People

Overview

This standard identifies the requirements associated with leading and managing the provision of care services that supports the development of children and young people. It includes leading and managing child centred practice that puts the child at the centre of the service delivery.

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.

Active participation is a way of working that regards children and young people as active partners in their own care or support rather than passive recipients. Active participation recognises each child or young person's right to participate in the activities and relationships of everyday life as independently as possible.

A child's **background** is their unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community.

Child centred practice is practice that fully recognises the uniqueness of the child or young person and establishes this as the basis for planning and delivery of care and support.

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.

Development would include the physical; sexual; behavioural; linguistic; emotional and cognitive development of the child or young person and the ability to form and maintain positive relationships.

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.

Healthy lifestyle would include nutrition, exercise and health needs that are met.

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

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.

Positive, secure and healthy attachments and relationships would be attachments and relationships that can make a positive contribution to an individual's wellbeing and the achievement of positive outcomes.

Rights are those embodied in the United Nations Convention of the Rights of the Child and those included in the Code of Practice.

Specialist intervention would be interventions when the developmental norm of the child or young person differs from agreed norms and where specialist expertise is required. This may be in terms of delayed development, where early intervention is required or for advanced development in children and young people.

Specific development opportunities would include development opportunities related to assessment; attachment; child development; communication; emotional intelligence; emotional wellbeing; partnership working; positive behaviour support; promoting resilience; relationships; rights; separation and loss; sexuality; solution focused approaches; transitions.

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.

Norms of development may include physical; social; sexual; behavioural; linguistic; emotional and cognitive norms.

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.

Wellbeing would include social, emotional, mental, cultural, spiritual and intellectual wellbeing of children and young people.

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 49 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.

Lead and manage service provision that supports the development of children and young people through child centred practice

	Performance Criteria	Evidence Number where this criteria has been met
1	Implement systems, procedures and practice that support the development of children and young people through child centred practice .	
2	Lead practice that recognises the rights of children and young people.	
3	Lead practice that meets children and young people's needs for continuity, and the development of positive, secure and healthy attachments and relationships .	
4	Lead practice that provides opportunities for children and young people to engage in a range of leisure activities and experiences which take account of their background , preferences and abilities.	
5	Lead practice that supports children and young people to make decisions and take control over their lives.	
6	Lead practice that ensures the active participation , independence and responsibility of children and young people.	
7	Lead practice that recognises and respects children and young people's background and preferences.	

Lead and manage service provision that supports the development of children and young people through child centred practice (cont)

	Performance Criteria	Evidence Number where this criteria has been met
8	Ensure that workers have access to development opportunities that support them to develop the knowledge, understanding and skills needed to deliver child centred practice.	
9	Develop a child centred culture within the service provision that supports positive relationships and the participation of children and young people.	
10	Ensure that you and others engage with children and young people and key people in ways that support all aspects of their development.	
11	Ensure that children and young people are supported to participate in the identification of outcomes and how these will be achieved and evaluated.	
12	Ensure that risk management plans are used to support children and young people to achieve positive outcomes.	
13	Lead on the management of multi-agency working to ensure that positive outcomes are achieved and the development needs of children and young people are met.	

Manage the implementation of systems, procedures and practice that support the development of children and young people

	Performance Criteria	Evidence Number where this criteria has been met
14	Implement systems, procedures and practice that support the development of children and young people in the context of legislative, regulatory and organisational requirements.	
15	Ensure that workers comply with systems, procedures and practice guidance that support the development of children and young people.	
16	Manage practice that supports children and young people to develop positive, secure and healthy attachments and relationships.	
17	Ensure that workers role model positive behaviour to children and young people.	
18	Manage practice that provides opportunities for participation and provides a range of experiences for children and young people.	
19	Manage practice to ensure that children and young people are supported to have a healthy lifestyle .	
20	Manage practice that ensures that children and young people are able to balance their free and structured time.	
21	Manage practice that ensures that children and young people are provided with opportunities to engage in activities that support their social and community inclusion.	
22	Ensure that there are sufficient resources available to support the development of children and young people.	
23	Ensure that workers have access to specific development opportunities to support them to develop the knowledge, understanding and skills required that assist children and young people to achieve positive outcomes.	

Manage the implementation of systems, procedures and practice that support the development of children and young people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
24	Manage practice for the regular observation, assessment and review of children and young people's development.	
25	Ensure that assessments of children and young people are child centred, valid and draw on a range of different information sources.	
26	Ensure that workers engage with children and young people and others to assess the developmental needs of children and young people.	
27	Ensure the active participation of children and young people in assessments of their development needs.	
28	Ensure that workers consider the impact of the life experiences, culture and history of children and young people on their development.	
29	Ensure that workers are able to identify when the development of a child or young person is different from agreed norms.	
30	Support workers to access additional support or specialist intervention to address the development needs of children and young people.	
31	Ensure that workers support children and young people to make positive and appropriate decisions about their lives.	
32	Ensure that workers compile plans to meet the development needs of children and young people in partnership with the child or young person, key people and others.	
33	Ensure that plans are child centred and have clear and measureable targets and outcomes.	

Manage the implementation of systems, procedures and practice that support the development of children and young people (cont)

	Performance Criteria	Evidence Number where this criteria has been met
34	Ensure that there are sufficient resources available to implement plans.	
35	Support workers to make creative use of resources to meet the development needs of children and young people.	
36	Ensure that assessments and plans are accurately recorded and maintained in line with legislative, regulatory and organisational requirements.	
37	Ensure that workers monitor and record the progress of children and young people towards the achievement of positive outcomes.	
38	Ensure that achievement of positive outcomes are recognised and celebrated.	
39	Ensure that plans to support the development of children and young people are adapted to meet changing needs.	
40	Ensure that accurate records and reports of children and young people's development are maintained in line with legislative, regulatory and organisational requirements.	

Critically evaluate systems, procedures and practice that support the development of children and young people

	Performance Criteria	Evidence Number where this criteria has been met
41	Lead the evaluation of systems, procedures and practice that support the development of children and young people.	
42	Critically evaluate practice to ensure that it places the child or young person at the centre of everything.	
43	Monitor the relationships between workers and children and young people.	
44	Ensure workers reflect on the quality of their relationships with children and young people.	
45	Gather feedback from children and young people and key people on the quality of their relationships with workers and the support provided to assist the achievement of positive outcomes.	
46	Critically analyse the extent to which systems, procedures and practice support the development of children and young people.	
47	Interpret the analysis of systems, procedures and practice to report on areas of good practice and areas for improvement.	
48	Identify the changes required to meet areas that need to be improved.	
49	Identify the resources required to implement recommended changes.	

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 111 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 critically evaluate 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

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 power and influence 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)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
22	How to manage resources to deliver services that meet targets and achieve positive outcomes for individuals.	
23	How to distinguish between outputs and outcomes .	
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 factors that may affect the health, wellbeing and development of individuals you care for or support.	
30	Theories underpinning our understanding of human development and factors that affect it.	

Personalisation and resources

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.	

Personalisation and resources (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
34	The nature of personalisation 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 evidence based practice .	
41	Methods of managing performance to meet targets and achieve positive outcomes.	
42	How to assess performance.	
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.	

Continuing professional development (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

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.	

Safe-guarding (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

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.	

Handling information (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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 critically analyse theories about leadership and management	
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.	
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.	

Leading and managing practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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

91	Legal and work-setting requirements for employment practices .	
92	Internal and external governance arrangements for the work-setting.	
93	Factors that can lead to pressures on the service, individual and team performance.	

Managing people (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
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	How to critically evaluate leadership and management methods, principles and approaches relevant to supporting the development of children and young people.	
99	How to critically evaluate literature, research, theories and models about child development.	
100	How individual children and young people may differ from agreed norms of development .	
101	How psychological, socio-economic, cultural and environmental factors impact on the development of children and young people.	
102	The impact of poverty, abuse, neglect and deprivation on the development of children and young people.	
103	How to critically analyse theories and evidence based practice related to the impact of relationships on the development of children and young people.	
104	How workers can develop positive, secure and caring, safe relationships with children and young people.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
105	The importance of stability and continuity in the lives of children and young people on their development.	
106	The impact of disruption in the lives of children and young people on their development.	
107	The impact that the service provision's location, physical structure, environment, relationship to the community, other services and agencies has on the achievement of positive outcomes for children and young people.	
108	How to manage and organise environments for children and young people that facilitate emotionally secure attachments and encourage emotional wellbeing and emotional intelligence.	
109	The impact that the service provision's approach to health, learning, spiritual needs, leisure, independence and citizenship has on the achievement of positive outcomes for children and young people.	
110	How to promote healthy lifestyles for children and young people such as healthy eating, exercise and sexual health in accordance with national guidelines.	
111	The impact of social policy and social attitudes on the wellbeing of children and young people.	

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	