H7LY 04 (SCDLMCD1) — Lead and Manage Work with Networks, Communities, Other Professionals and Organisations for Care Service Provision

Overview

This standard identifies the requirements associated with leading and managing work with networks, communities, other professionals and organisations that supports the service provision to achieve its vision and purpose and positive outcomes for individuals.

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

Ethical the professional and moral underpinning of the work being carried out. This is embodied in the codes of practice.

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

Key people are those who are important to an individual and who 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.

Local strategies are plans and agreements between statutory, voluntary and private organisations to collaborate to achieve improved outcomes for a specific group of people, such as young people or older people in the community.

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.

Protocols may include: access to information; confidentiality; data protection; choice and rights of individuals; safeguarding; safe exchange and storage.

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.

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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.

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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 39 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 effective working relationships with networks and communities

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Review systems, procedures and practice for working with networks and communities to ensure that they support the achievement of positive outcomes for **individuals.**	
2	Implement systems, procedures and practice for working with networks and communities in the context of legislative, regulatory and organisational requirements.	
3	Build relationships with networks and communities to support the vision and purpose of the service provision.	
4	Provide workers with access to **development opportunities** that support them to develop the knowledge, understanding and skills needed to work effectively with networks and communities to achieve positive outcomes for individuals.	
5	Ensure that workers engage with individuals and key people to identify networks and communities that could contribute to the achievement of positive outcomes.	
6	Establish **protocols** with individuals and **others** for sharing information with networks and communities.	

Lead and manage effective working relationships with networks and communities (cont)

	Performance Criteria	Evidence Number where this criteria has been met
7	Ensure that workers support individuals to access networks and communities that could contribute to the achievement of positive outcomes.	
8	Monitor engagement between individuals and networks and communities.	
9	Support workers to address **ethical** and other dilemmas or conflicts that arise when working with networks and communities.	
10	Gather feedback from individuals, **key people** and others on the effectiveness of relationships with communities and networks.	
11	Analyse the effectiveness of relationships with communities and networks to identify how well they have supported the achievement of positive outcomes for individuals.	
12	Interpret analysis of the effectiveness of relationships with communities and networks to make recommendations for improvements to systems, procedures and practice.	
13	Implement changes to address areas to be improved.	

Lead and manage effective working relationships and partnerships between the service provision and other professionals and organisations

	Performance Criteria	Evidence Number where this criteria has been met
14	Implement systems, procedures and practice for working relationships and partnerships with other professionals and organisations in the context of legislative, regulatory and organisational requirements.	
15	Establish the aims and purpose of working in partnership with other professionals and organisations.	
16	Ensure that arrangements for partnership working with other professionals and organisations comply with legislative, regulatory and organisational requirements.	
17	Agree expected outcomes from partnership working.	
18	Clarify roles, responsibilities and accountabilities for all those involved in partnership working.	
19	Ensure that you and others recognise the values, ethos and purpose of other organisations.	
20	Ensure that you and others recognise the professional codes of practice and professional standards that apply to other professionals.	
21	Ensure that you and others respect the different skills and expertise of other professionals.	
22	Establish protocols with individuals and others for sharing information with other professional and organisations.	
23	Manage the sharing of information with other professionals and organisations.	
24	Ensure that protocols for sharing information are implemented by all those involved in partnership working.	

Lead and manage effective working relationships and partnerships between the service provision and other professionals and organisations (cont)

	Performance Criteria	Evidence Number where this criteria has been met
25	Work with others to monitor and review the achievement of outcomes.	
26	Take action to resolve difficulties in achieving outcomes.	
27	Manage conflicts of interest and disagreements in ways that support positive outcomes.	
28	Evaluate the effectiveness of partnership working against expected outcomes.	
29	Implement changes to address situations where expected outcomes have not been achieved.	

Contribute to the development of local strategies and services that impact upon positive outcomes for individuals

30	Review information on **local strategies** and services.	
31	Work with others to identify how local strategies and services can support the service provision to achieve its' vision and purpose.	
32	Work with others to identify how the service provision can benefit from contributing to local strategies and services.	
33	Work with others to identify gaps in services to meet the needs of individuals within the service provision.	
34	**Critically evaluate** risks, costs and benefits of contributing to the development of local strategies and services to inform decision making about participation.	
35	Lead the management of systems, procedures and practice to participate in the development of local strategies and services.	

Contribute to the development of local strategies and services that impact upon positive outcomes for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
36	Ensure that you and others contribute effectively to the development of local strategies and services relevant to the needs and outcomes of the service provision.	
37	Address dilemmas and conflicts that arise when contributing to the development of local strategies and services.	
38	**Critically analyse** the effectiveness of contributing to the development of local strategies and services to identify the impact on the achievement of positive outcomes.	
39	Interpret the analysis of the effectiveness of contributing to local strategies and services to make recommendations for future work.	

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 107 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 *You need to know and understand:*	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 *You need to know and understand:*	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 *You need to know and understand:*	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 *You need to know and understand:*	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 *You need to know and understand:*	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 *You need to know and understand:*	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 *You need to know and understand:*	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 *You need to know and understand:*	**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 *You need to know and understand:*	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 involvement with networks, communities, other professionals and organisations.	
99	How to critically evaluate literature, research, theories and models about partnership working.	
100	Theories and evidence based practice related to the impact of networks and communities on the achievement of positive outcomes for individuals and their wellbeing.	
101	Theories, methods and approaches on the impact of the diversity of social and community structures on work with networks and communities.	
102	The difference between communities of interest and local geographical communities.	
103	The impact that the service provision's location, physical structure, environment, relationship to the community, other services and agencies has on the social inclusion of individuals.	
104	The impact of social policy and social attitudes on networks and communities.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
105	Theory, methods and approaches to effective communication and engagement with networks and communities.	
106	Methods of motivating multi-disciplinary or multi agency teams to work together imaginatively and effectively.	
107	How the roles, responsibilities and accountabilities of other professionals may affect their involvement with networks, communities and organisations.	

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	