

F36G 04 (LMC A2) Facilitate and manage change within care services through reflective, motivating and flexible leadership

Elements of competence

- LMC A2.1** **Develop and lead the implementation of a shared vision for your provision**
LMC A2.2 **Develop a culture that is open and facilitates participation**
LMC A2.3 **Promote a positive image of your provision and its contribution to the lives of people**

About this Unit

This unit is for leaders and managers of care services. It is about providing effective leadership for care services provision in an environment which is continually changing.

Scope

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: adults using care services; their families; carers; groups and communities. 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 documents and materials include: literature; policies and vision of the service; documents and research related to evidence-based practice.

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

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 well being 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.

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. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMC B1 (F36D 04): Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people.

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Key Words and Concepts

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
Culture	A shared set of ideas, beliefs, values and knowledge which underpins behaviour
Effectively communicate	Using the most appropriate methods to support people, workers and relevant others to understand information, conveying it in 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
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
Informed action	Actions taken about poor practice on the basis of your knowledge of good practice and professional codes and in relation to information received and investigated
Lead	To guide and inspire the work of the provision, through gaining the respect and trust of people and workers
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
Networks	Groups within the locality, regionally or nationally that have a specific focus which will help to support the needs and preferences of people within the provision
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 well being of people and support positive and improved outcomes

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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: <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, 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: <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
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: <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in 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
Role model	When you demonstrate best practice through your own behaviour, attitudes, actions and practice. It allows workers, people and others to emulate your model
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
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

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Vision	A shared view of the future of the provision that is stimulating and motivating, takes account of continually changing needs of the provision and all within and inspires all who may be involved in or associated with the provision
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit – please see details overleaf.

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SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT

Simulation:

- Simulation is **NOT** permitted for any part of this unit.

The following forms of evidence ARE mandatory:

We recommend that this qualification will be assessed in a holistic manner and the majority of the evidence must be generated by the candidate from their normal work based activities.

Direct observation: Direct observation by a qualified assessor, as defined in the assessment strategy, is required as the primary source of evidence for all of the qualification.

Reflective account: You could prepare accounts reflecting upon how you managed your project through a period of significant change, identifying how you provided opportunities for individuals and workers to achieve positive outcomes.

Prior to commencing the qualification you should agree a plan with your assessor regarding the types of evidence to be used.

In addition to the observation requirement competence and the application of knowledge must be demonstrated using a variety of types of evidence, for example:

- **Work Products:** These can be any products of your work and the contributions that you have made, indicating the use and application within your practice.
- **Professional discussion:** This should take the form of a planned and structured review of your practice, based on evidence, with the outcomes captured by means of recording or written record. These are particularly useful to provide evidence that you can evaluate your knowledge and practice across the qualification.
- **Candidate Reflective Accounts:** Describe your actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that you can evaluate your knowledge and practice across the qualification.
- **Case Studies:** These must be based on real work practice and experiences, and must not be a theoretical exercise.
- **Projects/ Assignments/APL:** You may have already completed a relevant project or assignment. You could also use evidence of previous training courses or programmes you have completed showing professional development.
- **Questions:** To supplement the evidence demonstrated through observations, products and reflective accounts, oral or written questions may be used; a record must be kept of the questions and responses.
- **Witness testimony:** These should be from other people who can provide evidence of your performance.
- **Expert Witness:** This should take the form of an observation and must be from a person who is familiar with the standards and is qualified to the level identified in the assessment strategy. It can be used to supplement evidence provided by the main assessor or as the observation for an option unit where the presence of the main assessor would impinge on the service delivered to an individual. It is the role of the expert witness to complete the recording and to suggest the performance criteria to be met, however it is the responsibility of the main assessor to make the final decision on the appropriateness of this evidence.

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GENERAL GUIDANCE

- Evidence must be provided for ALL of the performance criteria, ALL of the knowledge, you must also consider the parts of the SCOPE that are relevant to your job role.
- The evidence must, at all times, reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health and Social Care Sector. This will include the National Service Standards for your areas of work and the individuals you care for.
- All evidence must relate to your own work practice.

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KNOWLEDGE SPECIFICATION FOR THIS UNIT

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.

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.

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
Values	
1. Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information in relation to leadership within your provision	
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage your provision flexibility and effectively through change in ways that: a) place the people’s preferences at the centre of everything you do whilst considering their best interests b) provide active support for people c) ensure people have access to information about themselves information that they can understand d) provide opportunities for independent representation and advocacy e) use a person’s preferred communication methods and language f) recognise the uniqueness of people and their circumstances g) 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	
3. How to critically evaluate and take informed action against discrimination when leading your provision	
4. How to support people, workers and relevant others to recognise and take informed action against discrimination within your provision	
Legislation and policy	
5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: (a) your provision (b) your own roles, responsibilities and accountability (c) the roles, responsibilities and accountability of others in relation to the leadership of your provision	
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of your provision including: (a) the need to achieve positive outcomes for people (b) the need to safeguard and protect people from all forms of danger, harm and abuse	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<ul style="list-style-type: none"> (c) employment practices for the provision and service (d) your provision's governance arrangements (e) data protection, recording and reporting (f) making and dealing with comments and complaints to improve services (g) whistle blowing (h) partnership and other types of working (i) promoting your provision's services and facilities 	
<p>7. Organisational requirements for recording and reporting, including:</p> <ul style="list-style-type: none"> (a) how reports and records should be accessed, manually and through Information and Communication Technologies (ICT) (b) how to ensure that records and reports do not contribute to labelling and stigmatisation (c) the security requirements for different records and reports (d) the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales (e) types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people (f) the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion (g) how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports 	
<p>8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures within your provision in the context of continual change</p>	
<p>9. How to communicate to workers and teams how their work contributes to achieving:</p> <ul style="list-style-type: none"> (a) the vision and objectives of the provision (b) the values and goals of the service 	
<p>10. Organisational requirements, policies, procedures and practice that can help and hinder effective leadership</p>	
Leadership and management theory and practice	
<p>11. How to critically evaluate and implement best practice using up-to date knowledge of:</p> <ul style="list-style-type: none"> (a) literature related to leadership of your provision, leadership styles and change management in care services (b) open and participatory management and how to overcome barriers to change (c) ethical leadership in the context of your provision and people (d) leadership and management methods, principles and approaches relevant to care services (e) government reports, inquiries and research relevant to leadership and management of your provision (f) evidence and knowledge-based theories and models of good practice in leadership and management of your provision (g) lessons learned for leadership and management of care services generally, and of your provision, from successful interventions 	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
and serious failure of service and practice (h) the experiences of people within your provision that can contribute to effective leadership in a context of continual change	
12. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to leading and accommodating change within your provision	
13. Methods of managing, leading and developing practice in the context of rapid, continual and expected change including: (a) how you consult with people, workers and relevant others (b) how you promote the participation and involvement of people (c) how you support, supervise and develop staff to cope with and support change (d) the impact on your provision of organisational behaviour (e) group and individual processes and how these can help and hinder change (f) how power relationships can be used and abused when leading the provision and within a changing environment	
14. How to plan, lead and manage resources within a continually changing environment and the impact any changes may have on: (a) the delivery of services (b) the achievement of targets (c) the achievement of positive outcomes	
15. Different types of change and their implications for the leadership and management of your provision	
16. How psychological, socio-economic, cultural and environmental factors of those within the provision can impact on your leadership	
17. How and where technology should be used to support leadership and change within your provision	
18. The impact of social policy and social attitudes on your provision	
19. How to create a vision that is practical, understandable and that everyone can be committed to	
20. The environmental and organisational factors which may impact on the development and agreement of a shared vision for your provision	
21. How open and participatory leadership can contribute to developing an open culture and implementing a shared vision for the provision in the context of rapid, continual and expected change	
22. How role modelling can provide a positive image for your provision	
23. Principles, methods and techniques for leading teams and groups	
24. Effective methods of delegation	
25. How to lead and manage a diverse provision and workforce	
26. Methods and techniques for: (a) evaluating your own strengths and weaknesses as a leader (b) working with external management and governance on ethical and moral dilemmas and public concerns	
27. How to manage differing perspectives, conflicts and ethical dilemmas	
28. How to create and maintain a culture that: (a) promotes openness, creativity and problem solving	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
(b) motivates people, workers and relevant others to contribute to developing the vision and culture of your provision	

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LMC A2.1 Develop and lead the implementation of a shared vision for your provision

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You review relevant information to identify its implication for the development of your provision's vision									
2. You actively consult and engage with people, workers and relevant others to: (a) develop and implement a shared vision for your provision (b) adapt the vision to meet the changing needs of your provision									
3. You effectively communicate your provision's vision to relevant individuals and organisations, illustrating how: (a) the vision of the provision links to that of the service (b) the vision can be implemented and achieved by yourself working with people, workers and relevant others									
4. You use a range of leadership styles and approaches to implement the vision that: (a) are reflective, flexible, motivating and inclusive (b) manage your provision's workers and operation effectively and openly (c) enable your provision to be organised, managed, resourced and staffed in ways that provide best quality care and support and that support the achievement of positive outcomes for people (d) facilitate timely intervention to prevent and manage crises (e) respond effectively to expected and unexpected changes (f) support beneficial innovation and change (g) prepare people, workers and relevant others for, and supports them through change									

*DO = Direct Observation RA = Reflective Account Q = Questions PD = Professional Discussion
EW = Expert Witness WP = Work Product WT = Witness Testimony CS = Case Study
P/A/A = Projects/Assignment/APL*

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LMC A2.2 Develop a culture that is open and facilitates participation

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You develop and maintain an open, safe and inclusive culture : (a) that develops and maintains good practice (b) where informed action can be taken to deal with poor practice (c) that enables people, workers and relevant others to learn from positive, neutral and negative experiences (d) that recognises and rewards innovative practice that achieves agreed performance indicators and positive outcomes for people, whilst complying with legislation, regulation, inspection and organisational requirements e) that acknowledges and values the diversity of people and workers									
2. You support workers and relevant others to understand the values and sensibilities of people within your provision and the dilemmas they may face									
3. You provide clear guidance for, and demonstrate in practice, appropriate personal and professional boundaries between yourself, people, workers and relevant others									
4. You ensure people, workers and relevant others are informed about: (a) your role (b) what they have a right to expect of you, your provision and service (c) how you and other workers can be contacted and accessed (d) their roles and responsibilities and the support they can expect (e) the policies and procedures of your provision (f) how information will be communicated (g) the reporting and recording policies, procedures and practices for your provision (h) the procedures and practices for the security, confidentiality and sharing of information (i) procedures and practices for making comments and complaints									
5. You actively communicate with, and									

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Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	listen to people, workers and relevant others to ensure you are aware of any issues that may affect your provision								
6. You ensure people are confident that any issues raised with yourself and your workers will be listened to and responded to efficiently, positively and constructively									

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LMCA2.3 Promote a positive image of your provision and its contribution to the lives of people

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You act as a positive role model for people, workers and relevant others								
2. You ensure people, workers and relevant others are aware of and are working towards the vision									
3. You present decision makers with clear, accurate, succinct and timely information about the positive outcomes from your provision and its contribution to the service									
4. You use appropriate methods and strategies to promote your provision as one that inspires confidence and achieves positive outcomes for people									
5. You identify and seek to overcome individual and organisational barriers that may hinder: a) improvements for your provision b) opportunities for people and workers within your provision c) positive outcomes and achievements for people									
6. You identify and take opportunities to link your provision to other services and networks that will support the achievement of its vision and promote positive outcomes for people									

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EW = Expert Witness WP = Work Product WT = Witness Testimony CS = Case Study
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To be completed by the Candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the Assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal Verifier Feedback

To be completed by the Internal Verifier if applicable

This section only needs to be completed if the Unit is sampled by the Internal Verifier

Internal Verifier's name:

Internal Verifier's signature:

Date: