

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

**Elements of competence**

- LMC B2.1      Lead and manage provision that involves people in decisions about the outcomes they wish to achieve**
- LMC B2.2      Lead and manage provision that promotes people’s social, emotional, cultural, spiritual and intellectual well being**
- LMC B2.3      Lead and manage provision that promotes people’s health**

**About this Unit**

This unit is about leading and managing care services provision that promotes the well being of people. To complete this unit you need to lead and manage a care services provision that involves people in decisions about their outcomes, promotes their social, emotional, spiritual, intellectual, mental, physical well being and promotes people’s development, life options and independence.

**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 you lead and manage, and a sound rationale for not providing evidence for the remaining items.

**Advocates** could include: parents, carers, advocacy professionals, individuals nominated by person/child/young person to do so, individual appointed on behalf of the person/child/young person.

**Major life events of people** could include: loss, change, bereavement, abuse, neglect and discrimination.

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

**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.

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well  
being of people**

**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.

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

**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.**

<b>Abuse</b>	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.
<b>Advocates</b>	People who communicate the views, wishes and concerns of the adult/child/young person when they are unable to do so themselves.
<b>Citizenship</b>	Having the knowledge and skills to exercise your rights and responsibilities as members of a specific country.
<b>Culture</b>	A shared set of ideas, beliefs, values and knowledge which underpins behaviour.
<b>Emotional well being</b>	Relates to a person's feeling, sense of self and worth, their self- esteem, their sense of identity and need to be emotionally stable.
<b>Governance</b>	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance.
<b>Independent representation and advocacy</b>	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.
<b>Intellectual well being</b>	Intellectual well being covers a person's need to seek and acquire knowledge, practical skills and experiences on subjects they are interested in. For adults this includes: studying, reading, educational pursuits, intellectual endeavours and cognitive and scholarly activities. For children and young people it will include their need to be educated to the best of their ability so that they can achieve educationally, supported both at school and home and additionally where required, and the social and emotional aspects of learning.
<b>Lead</b>	To be at the front of the work of the provision and, through respect, motivate and command the loyalty and following of others within the provision.
<b>Leadership</b>	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.
<b>Management</b>	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.
<b>Organisational requirements</b>	Aspects of policy, procedure and practice that are required by the service and the provision.
<b>Partnership</b>	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes.
<b>People</b>	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.
<b>Positive, secure and healthy attachments and relationships</b>	Attachments and relationships that can make a positive contribution to a child/young person's/adult's social, emotional, cultural, spiritual and intellectual development well being.
<b>Positive outcomes</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• improved health, emotional well being and quality of life</li> <li>• staying safe and being free from discrimination and harassment</li> <li>• enjoying, achieving and making a positive contribution</li> <li>• exercising choice and control</li> <li>• achieving economic well being, dignity and respect</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>• being healthy</li> <li>• staying safe</li> <li>• enjoying and achieving</li> <li>• making a positive contribution</li> <li>• achieving economic well being</li> </ul>
<b>Provision</b>	The specific unit or part of the service for which you have leadership and management responsibilities.
<b>Relevant others</b>	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.
<b>Resources</b>	The assets of the provision: financial, human, physical and environmental.
<b>Rights</b>	<p>The rights of:</p> <ul style="list-style-type: none"> <li>• adults are those embodied in the United Nations Universal Declaration of Human Rights</li> <li>• children and young people are those embodied the United Nations Convention on the Rights of the Child</li> </ul> <p>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.</p>
<i>Role model</i>	When you demonstrate best practice through your own behaviour, attitudes, actions and practice. It allows workers, people and others to emulate your model.
<i>Service</i>	The overall organisation, agency or service within which your specific provision resides and for which you are the manager.
<b>Social well being</b>	The ability of the child/person to interact with, and in, society in appropriate ways and to feel part of the culture and the community to which they belong. Prevention of isolation and loneliness is key to the social well being of people.

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

<b>Spiritual needs</b>	Encompass hope, a quest for meaning and inner peace, a need to be valued and to receive assistance to cope with anxieties and fears.
<b>Spiritual well-being</b>	State of wholeness, when every aspect of life is in balance and the person feels confident, creative, fulfilled and integrated, both inwardly and in relation to other people. It is a process of growth and development that gives to the individual meaning, purpose, direction and value in daily life.
<b>Take informed action against discrimination</b>	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.
<b>Workers</b>	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.**

**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 an 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 detailed accounts of how you have managed and supported your workers to develop their skills and approaches to working with people which has promoted the development of positive, secure and healthy attachments and relationships. You should consider methods of managing and developing practice in care services and provide examples of these from your practice, you should also identify the effect that people’s religion, race, gender, culture, linguistic background, sexual orientation and disability has on the development of self and a positive identity.

**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

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well  
being of people**

this evidence.

**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.

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

**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.**

<b>You need to show that you know, understand and can apply in your management practice:</b>	<b>Enter Evidence Numbers</b>
<b>Values</b>	
1. Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , confidentiality and sharing of information in relation to leading and managing provision that promotes the well-being of people.	
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to <b>lead</b> and manage provision that promotes the well being of people in ways that: (a) place the people’s preferences at the centre of everything you do whilst considering their best interests (b) ensure people have access to information about themselves in a format that they can understand (c) provide opportunities for <b>independent representation and advocacy</b> (d) use a person’s preferred communication methods and language (e) provide active support for people (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 <b>take informed action against discrimination</b> when leading and managing provision that promotes the well being of people.	
4. How to support people, workers and relevant others to recognise and take informed action against discrimination when leading and managing provision that promotes the well being of people.	
5. Theories and approaches to advocacy, empowerment and people’s rights.	
<b>Legislation and Policy</b>	
6. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: (a) your provision	

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

<ul style="list-style-type: none"> <li>(b) your own roles, responsibilities and accountability</li> <li>(c) the roles, responsibilities and accountability of others in relation to leading and managing provision that promotes the well being of people</li> </ul>	
<p>7. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the <b>leadership</b> and management of provision that promotes the well being of people including:</p> <ul style="list-style-type: none"> <li>(a) the need to achieve positive outcomes for people</li> <li>(b) the need to safeguard and protect people from all forms of danger, harm and <b>abuse</b></li> <li>(c) employment practices for the provision and <b>service</b></li> <li>(d) your provision's <b>governance</b> arrangements</li> <li>(e) data protection, recording and reporting</li> <li>(f) making and dealing with comments and complaints to improve services</li> <li>(g) whistle blowing</li> <li>(h) <b>partnership</b> and other types of working</li> <li>(i) promoting your provision's services and facilities</li> </ul>	
<p>8. Organisational requirements for recording and reporting when leading and managing provision that promotes the well being of people, including:</p> <ul style="list-style-type: none"> <li>(a) how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)</li> <li>(b) how to ensure that records and reports do not contribute to labelling and stigmatisation</li> <li>(c) the security requirements for different records and reports</li> <li>(d) the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales</li> <li>(e) types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people</li> <li>(f) the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion</li> <li>(g) how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports</li> </ul>	
<p>9. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures within your provision to enable you to lead and manage provision that promotes the well being of people.</p>	
<b>Leadership and Management Theory and Practice</b>	
<p>10. How to critically evaluate and implement best practice using up-to-date knowledge of leadership and management to enable you to promote the well being of people, including</p> <ul style="list-style-type: none"> <li>(a) literature related to leadership and management of provision that promotes the well being of people</li> <li>(b) leadership and management methods, principles and approaches relevant to promoting the well being of people</li> <li>(c) government reports, inquiries and research relevant to</li> </ul>	

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

<p>leadership and management that promotes the well being of people</p> <p>(d) evidence and knowledge-based theories and models of good practice in leadership and management that promotes the well being of people</p> <p>(e) lessons learned for leadership and management that promotes the well being of people from successful interventions and serious failure of service and practice</p> <p>(f) the experiences of people within your provision about the effectiveness of policies, procedures and practice in promoting their well being</p>	
<p>11. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision's promotion of the well being of people.</p>	
<p>12. Methods of managing and developing practice in care services within your provision that promotes people's well being, about:</p> <p>(a) how you consult with people, workers and relevant others</p> <p>(b) how you promote the participation and involvement of people</p> <p>(c) how you support, supervise and develop workers</p> <p>(d) the impact of organisational behaviour on the provision group and individual processes</p> <p>(e) how power relationships can be used and abused</p>	
<p>13. How to plan and manage resources in relation to promoting the well being of people and the implications for:</p> <p>(a) the delivery of services</p> <p>(b) the achievement of targets</p> <p>(c) the achievement of positive outcomes</p>	
<p>14. Different types of change and their implications when leading and managing provision that promotes the well being of people.</p>	
<p>15. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on the well being of people.</p>	
<p>16. How and where technology should be used within your provision to promote the well being of people.</p>	
<p>17. Theories and knowledge-based practice about:</p> <p>(a) what promotes positive identity and relationships, physical, social, spiritual and emotional well being and self-esteem</p> <p>(b) different types of relationships and how they contribute to the social and emotional well being of people within the provision</p>	
<p>18. The impact of discrimination, disadvantage and exclusion on the development of people.</p>	
<p>19. How to ensure the safe and effective care and promotion of people's well being.</p>	
<p>20. How to support staff to identify and deal with signs, symptoms and impact of mental health and substance misuse issues.</p>	
<p>21. The impact that insecure attachments, trauma, distress, loss and change have upon the person's ability to cope with change, transitions and the rights and responsibilities of being a <b>citizen</b>.</p>	
<p>22. The impact that abuse, neglect, bullying, persecution and violence have on development, relationships and life opportunities.</p>	

**F36J 04 (LMC B2)      Lead and manage provision of care services that promotes the well being of people**

23. The impact that all forms of abuse, has on development.	
24. The importance of stable relationships and the impact of disruption in people's lives and development.	
25. The impact of social, economic, educational, health and environmental factors on people's well being, inclusion and life opportunities.	
26. The influence of protective factors in promoting well being.	
27. The effect that the people's religion, race, gender, <b>culture</b> , linguistic background, sexual orientation and disability has on the development of self and a positive identity.	
28. The impact that the provision's location, physical structure, environment, relationship to the community, other services and agencies has on people's well being and achievements.	
29. The impact that the provision's approach to health, learning, <b>spiritual needs</b> , leisure, independence and citizenship has on people's well being and achievements.	
30. The impact of social policy and social attitudes on people's well being within your provision.	
31. Theories, methods and approaches on: (a) effective communication and engagement with people and all other relevant agencies (b) effective approaches to the assessment of need and the planning, implementation and review of care plans approaches to building on strengths as well as identifying difficulties	
32. How to promote people's capacity to cope with change, problems and obstacles they may face in their lives.	

## LMC B2.1

## Lead and manage provision that involves people in decisions about the outcomes they wish to achieve

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You create an environment which empowers <b>people</b> and their <b>advocates</b> to: (a) make decisions about the outcomes they wish to achieve (b) identify their own and the contribution of others towards the outcomes (c) develop their capacity to cope with change, problems and obstacles they may face in their lives									
2. You support <b>workers</b> to manage and access <b>resources</b> that meet the outcomes people wish to achieve.									
3. You review policies and audit practice to ensure each person: (a) is consulted about, and contributes to identifying achievable and <b>positive outcomes</b> for themselves (b) receives individual advice, guidance and support from workers and <b>relevant others</b> outside the <b>provision</b> to help them achieve the outcomes set (c) receives appropriate resources from within and outside the provision to help them achieve the outcomes identified (d) is involved in decisions about all aspects of their lives									
4. You work with people, workers and relevant others to monitor, evaluate and recognise achievements.									
5. You ensure that workers are trained and competent to support people to: (a) identify positive outcomes that are appropriate and achievable (b) monitor and celebrate the achievement of the outcomes and any steps towards them (c) cope with and overcome problems, obstacles and barriers									
6. You ensure that records and reports on the agreement and achievement of outcomes for each person are accurate, up-to-date and regularly checked.									

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

**F36J 04 (LMC B2) Lead and manage provision of care services that promotes the well being of people**

**LMC B2.2 Lead and manage provision that promotes people’s social, emotional, cultural, spiritual and intellectual well being**

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You ensure that <b>management</b> and practice within your provision supports people’s <b>social, emotional, cultural, spiritual and intellectual well being</b> and complies with legislation, regulation, inspection and <b>organisational requirements</b> .									
2. You review policies and audit practice to ensure people are supported to achieve positive outcomes in relation to their social, emotional, cultural, spiritual and intellectual well being.									
3. You evaluate and take appropriate action where workers feel they require extra support to deal with complex needs and situations that arise when promoting people’s social, emotional, cultural, spiritual and intellectual well being.									
4. You act as a <b>role model</b> and encourage workers to do the same when promoting people’s social, emotional, cultural, spiritual and intellectual well being.									
5. You implement systems, practice and procedures to: (a) promote positive outcomes for people’s social, emotional, cultural, spiritual and intellectual well being (b) enable people to develop and maintain their individual identity.									
6. You manage and support workers to develop skills and approaches to work with people to promote the development of <b>positive, secure and healthy attachments and relationships</b> .									
7. You manage and ensure workers are trained and competent to work with the impact of mental health issues on people.									
8. You support workers to deal with: (a) impact of major life events of people (b) behaviour that may be detrimental to self and others (c) behaviour that is illegal.									

*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*

**F36J 04 (LMC B2) Lead and manage provision of care services that promotes the well being of people**

**LMC B2.3 Lead and manage provision that promotes people’s health**

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You review policies and audit practice to ensure people are supported to achieve positive outcomes in relation to their health.								
2. You implement systems, practice and procedures to promote positive outcomes for people’s health.									
3. You ensure that workers are appropriately trained, skilled and spend sufficient time interacting with and observing people to identify signs and symptoms of: (a) deterioration and/or changes in people’s physical health (b) deterioration in, or loss of, relationships that support their well being and a positive identity (c) mental health issues (d) adverse effects from medication.									
4. You ensure that: (a) regulation, inspection requirements, policies, plans and procedures for promoting healthy living and meeting the health needs of people are adhered to (b) workers carrying out health-related practices are trained and competent to do so (c) records regarding a person’s health, their medication and health interventions are correct, up-to-date and regularly monitored.									
5. You listen to and take prompt and appropriate action when feedback regarding any issues about the physical and mental health of people are raised.									
6. You ensure that people are given opportunities to discuss health issues with appropriate individuals and to access external health resources.									
7. You ensure that appropriate professionals are called to assess the physical and mental health needs of people where concerns have been raised.									
8. You take appropriate action and deal with any conflicts that may arise when a person’s health related issues are outside the competence of the provision and its									

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	workers.								

*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*

*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: .....