

Elements of competence

- LMC D3.1 Promote effective inter-professional team working**
LMC D3.2 Ensure effective relationships with supervisors from other professions
LMC D3.3 Promote effective team working

About this Unit

This unit is for leaders and managers of care services. It is about managing workers from a variety of different professional backgrounds.

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 others could include: other professionals who should 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.

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.

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.
Dilemmas	Issues where there is divided opinion or ethical concerns about a course of action.
Ethical	The professional and moral underpinning of the work being carried out. This is embodied in the codes of practice across the four countries of the UK.
Inter-professional	Where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions.
Lead professional	The person taking the lead role in an inter-professional team working with a particular person.
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.
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision.
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

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Provision	The specific unit or part of the service for which you have leadership and management responsibilities.
Reflect on	Involves the continuous monitoring of own practice, where you consider (whilst carrying out and following practice activities) the evidence of what went well and what could be improved.
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	<p>The rights of:</p> <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 <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, individually and 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>
Service	Refers to the overall organisation, agency or service within which the specific provision for which the manager is responsible resides.
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development.
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.
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.

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
<p>Simulation:</p> <ul style="list-style-type: none"> Simulation is NOT permitted for any part of this unit.
<p>The following forms of evidence ARE mandatory:</p> <p>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.</p> <p>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.</p> <p>Reflective account: You could prepare detailed and referenced accounts of how you involve your team members in planning and decision making. You should explain how you monitor and review the effectiveness of inter-professional working and decision making, identifying and recognising areas that positively contribute to the provision and positive outcomes for people and any improvements that can be made. You should make reference to methods and models of working and give examples of the performance management measures, quality requirements, and indicators you used which were relevant to developing your provision in relation to inter-professional team working.</p>
<p>Prior to commencing the qualification you should agree a plan with your assessor regarding the types of evidence to be used.</p> <p>In addition to the observation requirement competence and the application of knowledge must be demonstrated using a variety of types of evidence, for example:</p> <ul style="list-style-type: none"> 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.

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.

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 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 leading and managing inter-professional teams.	
2. Knowledge and practice that underpin the holistic person centred approach which enable you to lead and manage inter-professional teams, 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 independent representation and advocacy (d) use a person’s preferred communication methods and language (e) support the rights of people to access and use relevant information and support, to maintain appropriate links with their communities and networks (f) provide active support for people (g) recognise the uniqueness of people and their circumstances (h) 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 and managing inter-professional teams.	
4. How to support people, workers and relevant others to recognise and take informed action against discrimination within inter-professional teams.	
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 leading and managing inter-professional teams	
6. Current local, national, UK, European and international	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<p>legislation, standards, guidance and organisational procedures and practices for the leadership and management of inter-professional teams, including:</p> <ul style="list-style-type: none"> (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 (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) local and community networking (j) promoting your provision’s services and facilities 	
<p>7. Organisation requirements for recording and reporting on inter-professional team working, 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 related to multi- disciplinary team working 	
<p>8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for inter-professional teams.</p>	
<p>9. The legislation and guidance relevant to information-sharing within inter- professional teams and with other professionals, agencies and departments.</p>	
Leadership and management theory and practice	
<p>10. 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 and management of inter-professional working (b) leadership and management methods, principles and approaches relevant to inter-professional working (c) government reports, inquiries and research relevant to leadership and management of inter-professional teams (d) evidence and knowledge-based theories and models of good practice in leadership and management of inter-professional teams (e) lessons learned for leadership and management of inter- 	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
<p>professional teams from successful interventions and serious failure of service and practice</p> <p>(f) the experiences of people within your provision</p>	
<p>11. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision in relation to inter-professional team working.</p>	
<p>12. Methods of managing and developing inter-professional team working, 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 on the provision of organisational behaviour</p> <p>(e) group and individual processes</p> <p>(f) how power relationships can be used and abused</p>	
<p>13. How to plan and manage resources for inter-professional team working, 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 for the leadership and management of your provision and service in relation to inter-professional working.</p>	
<p>15. Knowledge and evidence-based practice on:</p> <p>(a) what supports and what undermines inter-professional working</p> <p>(b) how to deal with the key issues in managing inter-professional teams</p> <p>(c) leadership and role modelling in an inter-professional team</p> <p>(d) the impact of professional status and power on other workers, their confidence and their work</p>	
<p>16. How and where technology should be used within your provision and when managing and working within inter-professional teams.</p>	
<p>17. Knowledge of the differing values, priorities, training and requirements for registration of those professionals working in the team.</p>	
<p>18. How to establish effective inter-professional assessment and decision-making forums.</p>	
<p>19. How to access advice and support the professional development of workers from different professions.</p>	
<p>20. The implications of using external professional supervision and its impact on line management supervision.</p>	
<p>21. How to plan, run and manage effective inter-professional team meetings.</p>	
<p>22. How to work with professional, moral and ethical dilemmas and boundary issues within an inter-professional team.</p>	
<p>23. How to involve individuals from different professional</p>	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
backgrounds and experiences in: (a) identifying what work should be recognised and how recognition should be acknowledged (b) identifying where improvements need to be made to inter-professional team working and how each individual can contribute to this	

LMC D3.1 Promote effective inter-professional team working

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You review systems, procedures and practices for inter-professional team working and decision making in the context of legislation, regulation, inspection and organisational requirements .								
2. You work with members of the inter-professional team to: (a) identify the best way to involve people in the decision making processes (b) identify, understand, recognise and respect the distinctive contributions of, and the common and shared competences of the professions involved in the team (c) to set in place frameworks and forums to support inter-professional decision-making									
3. You establish systems within the team to identify and support the appropriate lead professional , and define the relationships with other professionals working with the same person or family.									
4. You work with the team proactively to resolve professional, ethical and other dilemmas , professional boundaries issues and conflicts when working with and making decisions within inter-professional teams.									
5. You reflect on your own contribution to inter-professional team working to identify strengths and areas that need improvement.									
6. You monitor and review the effectiveness of inter-professional working and decision making, identifying and recognising areas that positively contribute to the provision and positive outcomes for people and any improvements that can be made.									

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

LMC D3.2 Ensure effective relationships with supervisors from other professions

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You work with team members to identify and make suitable arrangements for the professional supervision of each team member.								
2. You set clear boundaries between the team and the line manager's responsibilities for managing: (a) resources (b) workloads (c) operational decisions (d) operational supervision									
3. You ensure regular and productive contact takes place between team manager and external professional supervisors.									
4. You work with the team proactively to resolve professional, ethical and other dilemmas, boundaries issues and conflicts when supervision is undertaken by another professional.									
5. You monitor and review the effectiveness of supervision by other professionals.									

*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*

LMC D3.3 Promote effective team working

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You establish and secure commitment within the team to a clear focus on outcomes for people and maximise choice, independence, inclusion and control over their own lives.								
2. You build the capability, confidence and mutual support of the team and its members by: (a) involving members in planning how the team will achieve its objectives (b) ensuring members have personal work objectives and understand how these will contribute to achievement of the team's objectives (c) providing constructive feedback (d) steering the team successfully through difficulties and challenges, including inter-team conflict									
3. You promote a climate of shared responsibility within the team for its workload, performance and quality.									
4. You work with team members and others to share up-to-date information and professional knowledge for professional development purposes.									
5. You work with the team proactively to resolve professional, ethical and other dilemmas, boundaries issues and conflicts.									
6. You monitor and review the effectiveness of inter-professional working, identifying: (a) creativity and innovation that supports the team's aims, objective and outcomes (b) improvements that can and need to be made (c) other professionals that it would be useful to include									
7. You record and report processes, procedures and evidence-based outcomes from inter-professional team working and make recommendations to inform future practice.									

*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: