

## **F36X 04 Unit (LMC E3) Monitor and manage the quality of the provision of care services**

### **Elements of competence**

- LMC E3.1            Implement systems, procedures and practice to meet quality standards**
- LMC E3.2            Develop a culture for promoting quality in which everyone participates**
- LMC E3.3            Implement, monitor and review quality systems, procedures and practices**

### **About this Unit**

This unit is for leaders and managers of care services. It is about promoting and managing a quality care services provision.

### **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.**

<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>Culture</b>	A shared set of ideas, beliefs, values and knowledge which underpins behaviour.
<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>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 outcomes</b>	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"> <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> 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"> <li>• being healthy</li> <li>• staying safe</li> <li>• enjoying and achieving</li> <li>• making a positive contribution</li> </ul>

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	<ul style="list-style-type: none"> <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 in 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>Service</i>	The overall organisation, agency or service within which your specific provision resides and for which you are the manager.
<b>Supervision</b>	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.
<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 and referenced accounts of methods you chose to ensure that your measurement of your organisations quality systems included consultation with all relevant people, including individuals, staff, key stakeholders, and regulators. You should include a description of the quality system and evaluate this using leadership and management theory to support the methods you have selected.

**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 testimony:** 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 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 practice 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
<b>Values</b>	
1. Legal and organisational requirements on equality, diversity, discrimination, <b>rights</b> , confidentiality and sharing of information in relation to monitoring and managing the quality of the provision.	
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to monitor and manage the quality of the provision 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 monitoring and managing the quality of the provision.	
4. How to support people, workers and relevant others to recognise and take informed action against discrimination	
<b>Legislation and Policy</b>	
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 (d) in relation to monitoring and managing the quality of the provision	
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the <b>leadership and management</b> of quality within your	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
provision including: <ul style="list-style-type: none"> <li>(a) the need to achieve <b>positive outcomes</b> 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> <li>(j) quality assurance and control</li> </ul>	
7. Organisational requirements for recording and reporting on quality assurance and control, including: <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>	
8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for quality assurance and control within your provision.	
<b>Leadership and management theory and practice</b>	
9. How to critically evaluate and implement best practice using up-to-date knowledge of: <ul style="list-style-type: none"> <li>(a) literature related to leadership, management and monitoring quality within your provision</li> <li>(b) leadership and management methods, principles and approaches relevant to quality assurance and control within your provision</li> <li>(c) government reports, inquiries and research relevant to leadership and management of quality assurance and control within your provision</li> <li>(d) evidence and knowledge-based theories and models of good practice in the leadership and management of quality assurance and control</li> <li>(e) lessons learned for leadership and management of quality</li> </ul>	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
<p>assurance and control, from successful interventions and serious failure of service and practice (f) the experiences of people within your provision about quality</p>	
<p>10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision.</p>	
<p>11. Methods of managing and developing practice in quality assurance and control, about: (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 workers (d) the impact on the provision of organisational behaviour (e) group and individual processes (f) how power relationships can be used and abused</p>	
<p>12. How to plan and manage resources for quality assurance and control, and the implications for: (a) the delivery of services (b) the achievement of targets (c) the achievement of positive outcomes</p>	
<p>13. Different types of change and their implications for the leadership, management and monitoring of quality within your provision.</p>	
<p>14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your leadership, management and monitoring of quality.</p>	
<p>15. How and where technology should be used within your provision, especially in relation to quality assurance and control.</p>	
<p>16. Principles, methods and techniques for: (a) establishing, implementing, monitoring and reviewing quality systems, complaints and complaints procedures (b) implementing and managing quality assurance and control systems (c) monitoring the implementation and impact of quality policies (d) involving and consulting with workers and others on quality programmes (e) communicating to all involved the results of quality reviews and plans for change (f) identifying and evaluating the strengths and weaknesses of the provision in relation to the quality assurance and control (g) monitoring and controlling resources to maintain consistency and quality in the provision</p>	
<p>17. Approaches to quality policies and complaints procedures which are enabling, make them accessible, and take account of feedback to inform and improve practice.</p>	
<p>18. The impact that the organisation's culture and workers' competence has on the effectiveness of quality systems.</p>	
<p>19. Approaches to developing a safe, positive and nurturing environment which enables people to participate in the development, monitoring and review of quality systems and practices.</p>	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
20.The impact of stress and conflict on organisational performance, safety and quality.	
21.The impact of the external environment on quality.	
22.Systems of internal and external accountability for maintaining quality.	
23.How to work effectively with external management and governance on implementing, monitoring and providing feedback on quality systems, procedures and policies.	

**LMC E3.1 Implement systems, procedures and practice to meet quality standards**

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You implement and review the effectiveness of systems, procedures and practices for quality assurance and control within your <b>provision</b> ensuring that they comply with legal, registration, regulatory, inspection and <b>organisational requirements</b> .								
2. You ensure that <b>people, workers and relevant others</b> are aware of quality assurance, control and standards for the provision.									
3. You identify agreed quality standards and ensure that they are implemented, maintained, developed and achieved.									
4. You identify appropriate quality assurance measures and controls for the provision.									
5. You identify systems, procedures, practices and <b>resources</b> to address unprofessional, harmful or dangerous practice through: (a) supervision (b) training and development (c) individual coaching, mentoring and training (d) team development and training									
6. You provide accurate, accessible and understandable information about how people, workers and relevant others can and should contribute to quality assurance and control.									
7. You record and report on quality assurance, control and standards within the provision in accordance with legal, regulatory, inspection and organisational requirements.									

*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 E3.2 Develop a culture for promoting quality in which everyone participates**

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You develop a <b>culture</b> and build appropriate relationships with people, workers and relevant others that enables them to: (a) raise issues, express their concerns, ask questions, make comments and complaints (b) have their views and comments respected and taken seriously								
2. You enable people, workers and relevant others to understand their rights and responsibilities in relation to promoting the quality of the provision.									
3. You work with people, workers and relevant others to establish ground rules for participation in promoting quality within the provision.									
4. You support people, workers and relevant others to negotiate their roles and responsibilities in promoting the quality of the provision.									
5. You ensure that workers are able to support people's rights and responsibilities when contributing to promoting the quality of the provision.									
6. You provide supervision and support to workers to use quality assurance and control standards, policies, systems and procedures to improve 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*

**LMC E3.3 Implement, monitor and review quality systems, procedures and practices**

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
	1. You implement and review the effectiveness of systems, procedures and practices for promoting quality within the provision ensuring they comply with legal, regulatory, registration, inspection and organisational requirements.								
2. You ensure that people, workers and relevant others are involved in monitoring and reviewing quality systems, procedures and practices.									

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<b>Performance criteria</b>	<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>WP</b>	<b>WT</b>	<b>PD</b>	<b>CS</b>	<b>P/A/A</b>
	3. You critically evaluate feedback from people, workers and relevant others to monitor and review the effectiveness of quality systems, procedures and practice.								
4. You identify: (a) where quality assurance and control is effective (b) areas that could be improved or could better meet the needs of people, workers and relevant others									
5. You disseminate the findings from your evaluation to people, workers and relevant others who have been involved in monitoring quality, for their comment.									
6. You record and report on the extent and effectiveness of people's, workers' and relevant others' involvement in and contribution to promoting quality within the provision.									
7. You use evidence to record and report on the evaluation of quality assurance and control systems, procedures and practices to relevant individuals in accordance with legal, regulatory, inspection and organisational requirements.									
8. You take appropriate action to improve quality assurance and control within your provision ensuring that adequate resources are available to support your actions.									

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 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: .....