

## Unit F371 04 (LMC E6) Contribute to the strategic policies of care services

### Elements of competence

LMC E6.1	Evaluate the impact of strategic policies on the provision
LMC E6.2	Evaluate and implement strategic plans for the development of your provision
LMC E6.3	Provide feedback on strategic policies to influence the direction of the service

### About this Unit

This unit is for leaders and managers of care services. It is about contributing to the strategic policies and direction of the service within which your provision operates.

### 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.

**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.

**Workers** could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual.

**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.

**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.

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>Collection methods</b>	Methods of collecting qualitative (the meanings, thoughts and feeling of people) and quantitative (numerical) data and information that contribute to measuring the achievement or performance indicators and the impact on the provision. They can include statistical data, focus groups, interviews, consultation with workers and relevant others.
<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 working</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>

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	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> <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>	The rights of: <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>
<b>Service</b>	The overall organisation, agency or service within which your specific provision resides and for which you are the manager.
<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.**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<b>Simulation:</b>
<ul style="list-style-type: none"><li>• Simulation is <b>NOT</b> permitted for any part of this unit.</li></ul>
<b>The following forms of evidence ARE mandatory:</b>
<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><b>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.</b></p> <p><b>Reflective account:</b> You could prepare accounts of your work in the review and development of specific organisational policies, this may be one specific policy that you worked on or a more general review of strategic planning following the outcome of an inspection. You should describe and explain the quality instruments you used, how staff and individuals were involved and how the changes you recommend are then implemented to improve service delivery.</p>
<b>Prior to commencing the qualification you should agree a plan with your assessor regarding the types of evidence to be used.</b>
<b>In addition to the observation requirement competence and the application of knowledge must be demonstrated using a variety of types of evidence, for example:</b>
<ul style="list-style-type: none"><li>• <b>Work Products:</b> These can be any products of your work and the contributions that you have made, indicating the use and application within your practice.</li><li>• <b>Professional Discussion:</b> 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.</li><li>• <b>Candidate Reflective Accounts:</b> 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.</li><li>• <b>Case Studies:</b> These must be based on real work practice and experiences, and must not be a theoretical exercise.</li><li>• <b>Projects/ Assignments/APL:</b> 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.</li><li>• <b>Questions:</b> 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.</li><li>• <b>Witness testimony:</b> These should be from other people who can provide evidence of your performance.</li><li>• <b>Expert Witness testimony:</b> 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.</li></ul>

**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 practice 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
<b>Values</b>	
1. Legal and <b>organisational requirements</b> on equality, diversity, discrimination, <b>rights</b> , confidentiality and sharing of information in relation to the strategic policies of the service.	
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the measurement of the provision’s performance, 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 contributing to the strategic policies of the service.	
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 in relation to the strategic policies of the service	
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements	

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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>for the strategic policy development and direction within the service, 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 service</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>7. Organisational requirements for recording and reporting on strategic policies for the service, 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>8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the strategic development of the service.</p>	
<b>Leadership and management theory and practice</b>	
<p>9. How to critically evaluate and implement best practice using up-to-date knowledge of:</p> <ul style="list-style-type: none"> <li>(a) literature related to strategic policy development and review</li> <li>(b) leadership and management methods, principles and approaches relevant to contributing to the development and revision of strategic policies</li> <li>(c) government reports, inquiries and research relevant to strategic policy development and review</li> <li>(d) evidence and knowledge-based theories and models of good practice in strategic policy development and review</li> <li>(e) lessons learned for strategic policy development from successful interventions and serious failure of service and practice</li> <li>(f) the experiences of people within your provision and how they can support your contribution to strategic policy development</li> </ul>	
<p>10. Performance management and quality requirements, procedures,</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>
criteria, methods and indicators relevant to developing your provision in light of the strategic policies of the service.	
11. Methods of managing and developing practice in your provision in relation to strategic policy development and review, about: <ul style="list-style-type: none"> <li>(a) how you consult with people, workers and relevant others</li> <li>(b) how you promote the participation and involvement of people</li> <li>(c) how you support, supervise and develop staff</li> <li>(d) the impact on the provision of organisational behaviour</li> <li>(e) group and individual processes</li> <li>(f) how power relationships can be used and abused</li> </ul>	
12. How to plan and manage resources and the implications for strategic policy development, implementation and review in terms of: <ul style="list-style-type: none"> <li>(a) the delivery of services</li> <li>(b) the achievement of targets</li> <li>(c) the achievement of positive outcomes</li> </ul>	
13. Different types of change and their implications for the strategic policy development, implementation and review within your provision.	
14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on strategic policy implementation and review.	
15. How and where technology should be used when contributing to strategic policy development and review.	
16. Principles, methods and techniques relating to: <ul style="list-style-type: none"> <li>(a) the development and implementation of strategy for the provision and the service</li> <li>(b) organisational development and change for the provision and the service</li> <li>(c) the strategic planning for the business, service and provision</li> <li>(d) working with diversity and changing needs, expectations and resources</li> <li>(e) identifying and evaluating strengths and weaknesses of the provision in relation to the strategic planning</li> <li>(f) evaluating the provision's and the service's past performance</li> </ul>	
17. Methods and techniques of: <ul style="list-style-type: none"> <li>(a) giving and receiving constructive feedback within the provision and service</li> <li>(b) identifying individual and the provision's developmental needs to implement the strategy of the service</li> <li>(c) developing individuals to meet the needs of the provision's and the service's strategic plan</li> <li>(d) management that promotes an open and inclusive culture</li> </ul>	
18. How to create and maintain an organisational culture that: <ul style="list-style-type: none"> <li>(a) promotes openness, creativity and problem solving</li> <li>(b) motivates people, workers and relevant others to contribute to developing the strategy of the provision and the service</li> </ul>	

**Unit F371 04 (LMC E6) Contribute to the strategic policies of care services**

**LMC E6.1 Evaluate the impact of strategic policies on the provision**

Performance criteria	DO	RA	EW	Q	WP	WT	PD	CS	P/A/A
1. You identify and review the strategic policies for the <b>provision</b> provided by the <b>service</b> .									
2. You work with <b>people, workers</b> and <b>relevant others</b> to identify: (a) the criteria and indicators that should be used to measure the impact of the service’s strategic policies on your provision (b) the data <b>collection methods</b> that should be used to do this (c) how and when different people, workers and relevant others can and should contribute to the evaluation									
3. You work with people, workers and relevant others to evaluate the impact of the service’s strategic policies for your provision in relation to: (a) the location and environment of your provision (b) the specific needs and outcomes for the people (c) performance management targets, criteria and indicators (d) staffing and worker training and competence (e) how the provision is and needs to be marketed (f) current and future needs of the provision and the service (g) opportunities and threats to the provision									
4. You use evidence to record and report on the processes, procedures and the outcomes from the evaluation.									

*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 E6.2 Evaluate and implement strategic plans for the development of your provision**

<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>
1. You regularly contact and liaise with leaders and managers of different provision within your service.									
2. You evaluate with managers from other provisions how well strategic policies meet the needs of individual and the differing provision across the service in relation to: (a) performance management (b) the changing needs of the provision (c) achievement of <b>positive outcomes</b> for people (d) staffing issues (e) working relationships within and between provisions (f) working relationships with people, workers and relevant others (g) inter-professional, multi-disciplinary and <b>partnership working</b>									
3. You discuss, evaluate and take action to: (a) optimise the strengths and opportunities offered by the service's strategic policies (b) address the weaknesses and threats created by the service's strategic policies									
4. You identify specific and general issues relating to strategic policies of the service that may impact on your own provision.									

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EW = Expert Witness WP = Work Product WT = Witness Testimony CS = Case Study  
P/A/A = Projects/Assignment/APL*

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**LMC E6.3 Provide feedback on strategic policies to influence the direction of the service**

<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>
1. You identify areas where strategic policies: (a) work well for people, workers and relevant others (b) need to be improved and changed									
2. You provide feedback to relevant individuals in the service about the strengths and weakness of the strategic policies in meeting the needs of the provision and contributing to positive outcomes for people.									
3. You recognise the aspects of the service and of provision that have been successful in achieving positive outcomes for people.									
4. You identify areas where service policies could be adapted and changed to better support outcomes for your provision and the people within it.									
5. You make suggestions about: (a) how strategic policies could be improved so that they could better meet current and future needs of your provision (b) the direction of the service and how it could be changed to meet current and future needs and demands of your provision									
6. You use evidence to record and report on your suggestions, priorities and the changing needs of provision in terms of the strategic policies and priorities of the service.									

*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: .....