

H7LK 04 (SCDLMCE1) — Lead and Manage Effective Communication Systems and Practice

Overview

This standard identifies the requirements when leading and managing effective systems and practice for communication in settings where individuals are cared for or supported. This includes leading practice that promotes person centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practice in communication through the use of recording and reporting.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the individual including disability, disadvantage, anxiety or distress.

To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non-verbal forms of communication; human and technological aids to communication.

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice.

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making.

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions, etc). Your own opinion should be informed by practice and knowledge and should not go beyond your competence.

The **individual** is the adult, child or young person you support or care for in your work.

Key people are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

Information would include that required to meet legislation, regulation and organisational requirements, performance management indicators and information that supports positive outcomes for individuals.

Others are workers that you manage, your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Person centred/child centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support.

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Specific aids enable individuals with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice.

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice — identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation.

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths/weaknesses or advantages/disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses.

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice.

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making.

Employment practices should include recruitment, performance management, disciplinary procedures, grievance procedures.

Evidence based practice uses systems, processes and ‘practice wisdom’ that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals, key people and those involved in the delivery of care services.

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating.

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives.

Outcomes are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of wellbeing or how they see or feel about themselves.

Outputs are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes.

Personalisation can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities.

Depending on how it is used the **power and influence** of leaders and managers may have either a positive or negative effect upon relationships.

Technology could include electronic means of communication for example skype.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 48 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Lead and manage practice that promotes person centred communication systems

	Performance Criteria	Evidence Number where this criteria has been met
1	Promote a culture of active participation that enables individuals, key people and others to communicate their preferences and needs.	
2	Ensure that a person centred/child centred approach is used when you and others communicate with individuals and key people.	
3	Ensure that key people and others communicate in a way that recognises the confidentiality of the communication.	
4	Lead the review of the communication and language preferences and needs of individuals with whom you and others work.	
5	Lead the evaluation of factors which may present barriers to communication and participation.	
6	Support others to understand and overcome barriers to individuals' communication and participation.	
7	Support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for individuals.	
8	Ensure that individuals are supported to engage with maximum participation when communicating their decisions about actions and risks affecting their lives.	

Lead and manage practice that promotes person centred communication systems (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Ensure that individuals have access to records and reports on themselves in accessible formats.	
10	Ensure that individuals are supported to understand the content of records and reports on themselves.	
11	Provide opportunities for individuals to comment upon, express concerns, challenge or complain about the content of records and reports on themselves.	

Adapt your own communication in a range of situations

12	Reflect on the methods, styles and skills that you use to communicate and engage with individuals and key people.	
13	Develop and use different methods, styles and skills to communicate and engage with individuals and key people.	
14	Modify the content and structure of your own communication to take account of the purpose of the communication.	
15	Critically evaluate how environments support communication and participation.	
16	Modify the content and structure of your communication to meet the needs and concerns of individuals and key people.	
17	Change or adapt environments to improve communication and participation.	
18	Communicate in ways that respect the rights, views and concerns of individuals and key people, using the individuals' preferred methods of communication and language.	

Lead and manage the implementation of effective communication systems

	Performance Criteria	Evidence Number where this criteria has been met
19	Use a range of skills, systems and methods to promote effective communications between your team and individuals, key people and others.	
20	Ensure that your team and others communicate in ways that respect the rights, views and concerns of individuals and key people, using the individuals' preferred methods of communication and language.	
21	Lead work with others to promote effective communication through the use of specific aids or extra support according to individual preferences and needs.	
22	Support others to change or adapt environments to improve communication and participation.	
23	Lead work with individuals, key people and others to understand and address differing views and opinions.	
24	Develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing.	
25	Use supervision and learning and development opportunities to manage and support your team to develop the skills and abilities needed to communicate effectively with individuals, key people and others.	

Lead and manage improvement in the effectiveness of communication systems

	Performance Criteria	Evidence Number where this criteria has been met
26	Support the active participation of individuals in evaluating the effectiveness of communication systems.	
27	Agree the information to be collected for evaluating communication systems and when it needs to be made available.	
28	Critically evaluate the effectiveness of communication systems in supporting individuals and key people.	
29	Critically evaluate the effectiveness of communication systems in promoting integrated partnership working.	
30	Critically evaluate the effectiveness of communication systems in responding to comments and complaints.	
31	Make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities.	
32	Make recommendations for improvements to communication systems based on the evaluation information collected and other evidence .	
33	Change systems to enable more effective communication between individuals, key people and others, where the changes are within the scope of your expertise and responsibility.	
34	Seek information and advice where changes required are outside the scope of your expertise and responsibility.	

Lead and manage effective practice in the use of records and reports for communication

	Performance Criteria	Evidence Number where this criteria has been met
35	Ensure that legal, work-setting and inter-agency policies and procedures for accessing and completing records and reports are used by yourself and others.	
36	Ensure that evidence is provided by yourself and others for judgements and decisions within records and reports, including where this is based on informed opinion.	
37	Ensure that evidence which clarifies and supports judgements and decisions is recorded by yourself and others.	
38	Ensure that evidence which conflicts with judgements and decisions is recorded by yourself and others.	
39	Ensure that records and reports that encompass best practice, positive achievements and outcomes for individuals are produced by yourself and others.	
40	Ensure that records and reports are produced by yourself and others that are accurate, concise, objective, understandable and legible.	
41	Ensure that information in records and reports is accessible to individuals and in a format appropriate to their communication needs and preferences.	
42	Where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern.	
43	Ensure that records and reports are presented to others who need to make decisions or to take actions.	

Lead and manage effective practice in the use of records and reports for communication (cont)

	Performance Criteria	Evidence Number where this criteria has been met
44	Ensure that any signatures that are required are secured.	
45	Document any conflicts, disagreements, unmet needs or risks associated with recording and reporting.	
46	Encourage those who use records and reports produced by your service provision to discuss feedback with you.	
47	Take action in response to feedback from those who use records and reports produced by your service provision.	
48	Ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 108 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in developing and maintaining systems, procedures and practices which promote individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to critically evaluate and take informed action against discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	How to ensure that individuals are informed about the service they can expect to receive.	
7	Your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand.	
8	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
9	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
10	Your own background, experiences and beliefs that may have an impact on your practice.	
11	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
12	The roles, responsibilities and accountabilities of others with whom you work.	
13	How to access and work to procedures and agreed ways of working.	
14	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
15	The prime importance of the interests and wellbeing of the individual.	
16	The individual's cultural and language context.	
17	How to build trust and rapport in a relationship.	
18	How your power and influence as a leader and manager can impact on relationships.	
19	The role of independent representation and advocacy for individuals.	
20	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
21	How to work in ways that achieve positive outcomes for individuals.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
22	How to manage resources to deliver services that meet targets and achieve positive outcomes for individuals.	
23	How to distinguish between outputs and outcomes .	
24	How to work in partnership with individuals, key people and others.	
25	How to identify and manage ethical conflicts and dilemmas in your work.	
26	How to challenge and address poor practice.	
27	How to address concerns and complaints.	
28	How and when to seek support in situations beyond your experience and expertise.	
29	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
30	Theories underpinning our understanding of human development and factors that affect it.	

Personalisation and resources

31	How to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services.	
32	How to identify and promote the potential of individuals to use their personal strengths and resources to achieve change.	
33	The value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them.	

Personalisation and resources (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
34	The nature of personalisation and personalised services, including self-directed support.	
35	The range of resources available within informal networks, within the wider community, through formal service provision and through innovation.	
36	How assistive technology can be used to support the independence of individuals.	
37	How to lead, manage and support others to plan, deliver and review personalised services with individuals.	

Continuing professional development

38	Principles of reflective practice and why it is important.	
39	Your role in developing the professional knowledge and practice of others.	
40	How to promote evidence based practice .	
41	Methods of managing performance to meet targets and achieve positive outcomes.	
42	How to assess performance.	
43	How to provide constructive feedback to others on their practice and performance.	
44	How to address performance that does not meet required standards.	
45	How to use supervision to support the practice and performance of others.	
46	How to use appraisal to support the practice and performance of others.	

Continuing professional development (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
47	Systems, procedures and practices for managing workloads.	
48	Methods for delegating work.	

Communication

49	Factors that can affect communication and language skills and their development in children, young people or adults.	
50	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	
51	Factors that can affect communication within and between organisations.	
52	Methods to promote effective communication within and between organisations.	

Health and Safety

53	Legal and statutory requirements for health and safety.	
54	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	

Safe-guarding

55	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
56	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	

Safe-guarding (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
57	Indicators of potential harm or abuse.	
58	How and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties.	
59	What to do if you have reported concerns but no action is taken to address them.	
60	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	
61	How to support others who have expressed concerns about harm or abuse.	

Multi-disciplinary working

62	The purpose of working with other professionals and agencies.	
63	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	
64	Features of multi-disciplinary and interagency communication.	
65	How different philosophies, principles, priorities and codes of practice can affect partnership working.	

Handling information

66	Legal requirements, policies and procedures for the security and confidentiality of information.	
67	Legal and work setting requirements for recording information and producing reports within timescales.	
68	Principles of confidentiality and when to pass on otherwise confidential information.	

Handling information (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
69	How to support the effective sharing of information to achieve positive outcomes for individuals.	
70	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
71	How to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports.	
72	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading and managing practice

73	How to critically analyse theories about leadership and management	
74	Standards of practice, service standards and guidance relating to the work setting.	
75	National and local initiatives to promote the wellbeing of individuals.	
76	Models of practice for the use of early interventions.	
77	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
78	Methods of supporting others to work with and support individuals, key people and others.	
79	How to lead and manage practice that achieves positive outcomes for individuals.	
80	Methods of supporting others to recognise and take informed action against discrimination.	

Leading and managing practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
81	How to develop systems, practices, policies and procedures.	
82	How to implement, monitor and evaluate systems, practices, policies and procedures.	
83	How to promote the services and facilities of your work-setting.	
84	Techniques for problem solving and innovative thinking.	
85	How to motivate others.	
86	How to critically evaluate evidence and knowledge based theories and models of good practice about change management.	
87	How to use change management techniques.	

Risk management

88	How to critically evaluate principles and frameworks of risk assessment and risk management.	
89	Principles of positive risk-taking.	
90	How to lead others to develop practice that supports positive risk-taking.	

Managing people

91	Legal and work-setting requirements for employment practices.	
92	Internal and external governance arrangements for the work-setting.	
93	Factors that can lead to pressures on the service, individual and team performance.	

Managing people (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
94	How to manage time, resources and workload of self and others.	
95	How to manage team dynamics.	
96	How to create a culture that promotes openness, creativity and problem solving.	
97	How to create a culture that supports people to embrace change.	

Knowledge that is Specific to this NOS

98	How and where to access literature, information and support to inform how you lead practice for communication and communication systems.	
99	How to critically evaluate evidence and knowledge based theories and models of good practice about communication, including barriers and how to overcome them.	
100	How communication abilities and differences can affect the identity, self-esteem and self-image of individuals.	
101	How different philosophies, principles, priorities and codes of practice can affect partnership working.	
102	Methods of supporting individuals to communicate their preferences, views and feelings.	
103	The range of skills, styles and methods that promote good practice in communication.	
104	The range of specialist support and equipment that can assist the communication of individuals with specific communication needs.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
105	The benefits and risks of using technology as a means of communication with individuals and others.	
106	Communication systems, structures and practice and how to evaluate and improve them.	
107	The different types of data that can be used within reports and records and which are best for records or reports you need to access, complete, use and develop.	
108	The use of evidence, fact and knowledge-based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	