

F2H4 04 (ML E10) Take effective decisions

About this Unit

This Unit is about taking sound decisions based upon a valid analysis of the best available information. Managers at all levels need to take decisions within their area of responsibility and authority. This unit provides a structure for taking decisions that meet defined objectives and are consistent with a broader framework of values, policies and guidelines

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

Behaviours

- 1 You act within the limits of your authority.
- 2 You show integrity, fairness and consistency in decision-making.
- 3 You check the validity and reliability of information.
- 4 You push for concrete information in an ambiguous situation.
- 5 You identify patterns or meaning from events and data that are not obviously related.
- 6 You build a total and valid picture from restricted or incomplete data.
- 7 You articulate the assumptions made and risks involved in understanding a situation.
- 8 You take timely decisions that are realistic for the situation.
- 9 You take decisions in uncertain situations or based on incomplete information when necessary.
- 10 You take and implement difficult and/or unpopular decisions, if necessary.

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Skills — Listed below are the main generic ‘skills’ that need to be applied in using information to take decisions. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

- ◆ acting assertively
- ◆ analysing
- ◆ assessing
- ◆ communicating
- ◆ decision-making
- ◆ evaluating
- ◆ information management
- ◆ involving others
- ◆ prioritising
- ◆ problem-solving
- ◆ researching
- ◆ setting objectives
- ◆ time management

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. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory: ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, how you go about those who are able to contribute to the decision-making process or will be affected by the decision. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, the meaning and purpose of objectives and how you would plan to achieve these.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

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Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Identify those who may be affected by the decision and their interests.							
2	Involve, where possible, those who are able to contribute to the decision-making process or will be affected by the decision.							
3	Establish the objectives of the decision to be taken — clarify what you are really trying to achieve by taking the decision and uncover any hidden agendas.							
4	Identify the information you need to take the decision and the sources of this information.							
5	Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability.							
6	Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information.							
7	Analyse the information to identify facts, patterns and trends that may impact on your decision.							
8	Identify and evaluate the range of options open to you.							
9	Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved.							
10	Take decisions (a) in line with your objectives (b) within the scope of your authority (c) consistent with values, policies and guidelines (d) in time for necessary action to be taken							
11	Obtain help and advice if (a) you do not have adequate information (b) the decision is outside your area of responsibility or scope of authority (c) your decisions are likely to conflict with values, policies and guidelines							
12	Communicate your decision clearly to those who are affected.							

DO = Direct Observation
EW = Expert Witness
PD = Professional Discussion

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

- K1 the importance of involving those who are able to contribute or may be affected in the decision-making process, and how to do so
- K2 the importance of setting objectives for the decision, and how to make it clear what the decision must achieve and what is outside the scope of the decision
- K3 how to identify the information you need to take the decision
- K4 how to judge whether you have sufficient, accurate, reliable and relevant information to allow you to take the decision
- K5 how to identify if information is inadequate, unreliable, contradictory or ambiguous, and how to remedy this in a timely way
- K6 how to analyse information to identify relevant facts, patterns and trends
- K7 the range of options open to you and how to evaluate the options
- K8 how to justify your conclusions
- K9 the importance of ensuring your decisions are in line with your organisation's values, policies and guidelines
- K10 the importance of showing any assumptions you have made and risks that may be involved, and how to do so
- K11 the importance of taking decisions in time for necessary action to be taken
- K12 how to communicate your decision clearly and concisely

You need to know and understand:

Industry/sector specific knowledge and understanding

- K13 industry/sector requirements for using information to take decisions

You need to know and understand:

Context specific knowledge and understanding

- K14 people who are able to contribute to the decision-making process or will be affected by the decision
- K15 facts, patterns and trends that may impact on your decision
- K16 your organisation's policies, values and guidelines
- K17 the scope of your authority for taking decisions and when you need to refer to someone else
- K18 whom to go to for advice if you do not have adequate information, the decision is outside your area of responsibility, or your decisions conflict with policies, values and guidelines

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: