FR06 04 (M&L D6)   Allocate and monitor the progress and quality of work in your area of responsibility

About this Unit

This Unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

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.

Skills — Listed below are the main generic 'skills' that need to be applied in allocating and monitoring the progress and quality of work in your area of responsibility. These skills are explicit/implicit in the detailed content of the Unit and are listed here as additional information.

♦ communicating
♦ consulting
♦ decision-making
♦ delegating
♦ information management
♦ leadership
♦ managing conflict
♦ monitoring
♦ motivating
♦ planning
♦ problem-solving
♦ providing feedback
♦ prioritising
♦ reviewing
♦ setting objectives
♦ stress management
♦ valuing and supporting others

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.**

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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:
♦   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 motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion
♦   **Professional discussion:** Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. **For example**, How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
♦   **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
♦   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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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**.

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
General knowledge and understanding	
1 How to select and successfully apply different methods for communicating with people across an area of responsibility.	
2 The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.	
3 How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.	
4 How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.	
5 How to identify sustainable resources and ensure their effective use when planning the work for your area of responsibility.	
6 The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.	
7 The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.	
8 Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively.	
9 Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.	
10 The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.	
11 Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.	
12 Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.	

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You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
13 How to provide prompt and constructive feedback to individuals and/or teams.	
14 Why it is important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.	
15 How to take account of diversity and inclusion issues when supporting and encouraging individuals and/or teams to complete the work they have been allocated.	
16 Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them.	
17 The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.	
18 The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.	
19 How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated and improve their performance, and for recognising their achievements.	
20 How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.	
21 The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and how to clearly communicate the changes to those affected.	
Industry/sector specific knowledge and understanding	
1 Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.	
2 Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.	
Context specific knowledge and understanding	
1 The individuals and/or teams in your area of responsibility.	
2 The vision and objectives for your area of responsibility.	
3 The vision and objectives of the overall organisation.	
4 The work required in your area of responsibility.	
5 The available resources for undertaking the required work.	
6 The plan of work for your area of responsibility.	
7 The organisation's written health and safety policy statement and associated information and requirements.	
8 Your organisation's policy and procedures in terms of personal development.	
9 Organisational standards or level of expected performance.	
10 Organisational policies and procedures for dealing with poor performance.	
11 Organisational grievance and disciplinary policies and procedures.	
12 Organisational performance appraisal systems.	

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
1 Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.							
2 Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.							
3 Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.							
4 Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance.							
5 Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.							
6 Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work.							
7 Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.							
8 Support individuals and/or teams in identifying and dealing with problems and unforeseen events.							
9 Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.							
10 Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
11 Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams.							
12 Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.							
13 Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.							
14 Review and update plans of work for your area, clearly communicating any changes to those affected.							
Behaviours							
1 You recognise changes in circumstances promptly and adjust plans and activities accordingly.							
2 You prioritise objectives and plan work to make best use of time and resources.							
3 You make time available to support others.							
4 You take personal responsibility for making things happen.							
5 You show an awareness of your own values, motivations and emotions.							
6 You show integrity, fairness and consistency in decision making.							
7 You clearly agree what is expected of others and hold them to account.							
8 You seek to understand people's needs and motivations.							
9 You take pride in delivering high quality work.							
10 You are vigilant for possible risks and hazards.							
11 You encourage and support others to make the best use of their abilities.							
12 You use a range of leadership styles appropriate to different people and situations.							

DO = Direct Observation   *RA = Reflective Account*   *Q = Questions*
EW = Expert Witness   *P = Product (Work)*   *WT = Witness Testimony*
PD = Professional Discussion

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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: …………………………………….…………………………..