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| Overview | This standard identifies the requirements associated with leading and managing the development, delivery and evaluation of assessments, plans and reviews within care services. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to: | **Lead and manage the development, delivery and evaluation of assessments, plans and reviews in the service provision**   1. ensure that **individuals, key people**, workers and **others** are aware of the roles and responsibilities of those involved with assessment plans and reviews 2. ensure that individuals, key people, workers and others are aware of the systems and procedures and expected practice for carrying out assessments, plans and reviews 3. ensure that individuals, key people, workers and others are aware of timescales and criteria for evaluating and reporting on assessment, plans and reviews 4. ensure that all who contribute to assessments, plans and reviews with individuals take account of their rights, responsibilities, needs and preferences 5. ensure that workers understand the importance of reviewing progress towards positive outcomes 6. ensure that workers understand the importance of providing information in appropriate formats and language 7. ensure that there are adequate resources for assessments, plans and reviews 8. ensure that workers are appropriately trained and competent to carry out assessments, plans and reviews 9. ensure that the needs and preferences of individuals are reflected in assessments 10. ensure that you and workers use evidence to **record and report** on consent accessed for the collection, recording and storage of information 11. ensure that you and workers use evidence to record and report on actions and decisions taken by individuals, key people and others 12. ensure that you and workers use evidence to record and report on how the content of the assessments, plans and reviews is received and understood 13. ensure that unmet needs of individuals are recorded and reported 14. ensure that you and workers use evidence to record and report on how conflicts or issues are resolved 15. ensure that you and workers use evidence to record and report on how and by whom changes to plans will be implemented 16. ensure that you and workers use evidence to record and report on the effectiveness of the assessment, plans and reviews in identifying positive outcomes   **Lead and manage the involvement of individuals in assessments, plans and reviews**   1. implement systems, procedures and practice for involving individuals in assessments, plans and reviews in the context of legislative, regulatory and organisational requirements 2. lead work with individuals, key people, workers and others to agree roles, responsibilities and criteria for judging the quality and effectiveness of assessments, plans and reviews 3. ensure that individuals are provided with information about assessments, plans and reviews in a format and language they can understand 4. ensure that individuals are supported to participate in the development, implementation and review of assessments and plans 5. ensure that individuals understand the outcomes from assessments, plans and reviews 6. ensure that workers engage with individuals to promote their understanding of the reasons for the assessments, plans and reviews 7. ensure that workers engage with individuals to promote their understanding of who will be involved in the assessments, plans and reviews 8. ensure that workers engage with individuals to promote their understanding of the ways in which planned and agreed services will be provided 9. ensure that workers engage with individuals to promote their understanding of how they can comment on, raise concerns or make complaints about their assessments, plans or reviews 10. ensure that systems and procedures are in place to evaluate and improve the involvement of individuals in the development, delivery and evaluation of assessments, plans and reviews   **Critically evaluate systems, procedures and practice for assessments, plans and reviews**   1. **critically analyse** information collected from individuals, key people and workers on the effectiveness of assessments, plans and reviews to identify what is working well and areas for improvement 2. ensure that evaluation systems, procedures and practice promote the full participation of individuals, key people and others 3. manage consultations with individuals, key people and workers to identify timescales and agree changes that need to be made to systems, procedures and practice for assessments, plans and reviews 4. audit how effective assessments, plans and reviews, records and reports are in complying with legislative, regulatory and organisational requirements 5. **critically evaluate** how effective assessments, plans and reviews, records and reports are in achieving positive outcomes for individuals 6. use evidence to record and report on the procedures and outcomes from the evaluation of assessments, plans and reviews 7. use evidence to record and report on how proposed changes were received and understood 8. use evidence to record and report on how conflicts or issues were resolved |

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| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand:  You need to know and understand: | **Rights**   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**   1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. your own background, experiences and beliefs that may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. the roles, responsibilities and accountabilities of others with whom you work 5. how to access and work to procedures and agreed ways of working 6. the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual 7. the prime importance of the interests and well-being of the individual 8. the individual’s cultural and language context 9. how to build trust and rapport in a relationship 10. how your **power and influence** as a leader and manager can impact on relationships 11. the role of independent representation and advocacy for individuals 12. how to work in ways that promote active participation and maintain individuals’ dignity, respect, personal beliefs and preferences 13. how to work in ways that achieve positive outcomes for individuals 14. how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals 15. how to distinguish between **outputs** and **outcomes** 16. how to work in partnership with individuals, key people and others 17. how to identify and manage ethical conflicts and dilemmas in your work 18. how to challenge and address poor practice 19. how to address concerns and complaints 20. how and when to seek support in situations beyond your experience and expertise 21. the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support 22. theories underpinning our understanding of human development and factors that affect it   **Personalisation and resources**   1. how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services 2. how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change 3. the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them 4. the nature of **personalisation** and personalised services, including self directed support 5. the range of resources available within informal networks, within the wider community, through formal service provision and through innovation 6. how assistive technology can be used to support the independence of individuals 7. how to lead, manage and support others to plan, deliver and review personalised services with individuals   **Continuing professional development**   1. principles of reflective practice and why it is important 2. your role in developing the professional knowledge and practice of others 3. how to promote **evidence based practice** 4. methods of managing performance to meet targets and achieve positive outcomes 5. how to assess performance 6. how to provide constructive feedback to others on their practice and performance 7. how to address performance that does not meet required standards 8. how to use supervision to support the practice and performance of others 9. how to use appraisal to support the practice and performance of others 10. systems, procedures and practices for managing workloads 11. methods for delegating work   **Communication**   1. factors that can affect communication and language skills and their development in children, young people or adults 2. methods to promote effective communication and enable individuals to communicate their needs, views and preferences 3. factors that can affect communication within and between organisations 4. methods to promote effective communication within and between organisations   **Health and Safety**   1. legal and statutory requirements for health and safety 2. your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment   **Safe-guarding**   1. legislation and national policy relating to the safe-guarding and protection of children, young people and adults 2. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices 3. indicators of potential harm or abuse 4. how and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties 5. what to do if you have reported concerns but no action is taken to address them 6. local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse 7. how to support others who have expressed concerns about harm or abuse   Multi-disciplinary working   1. the purpose of working with other professionals and agencies 2. the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work 3. features of multi-disciplinary and interagency communication 4. how different philosophies, principles, priorities and codes of practice can affect partnership working   **Handling information**   1. legal requirements, policies and procedures for the security and confidentiality of information 2. legal and work setting requirements for recording information and producing reports within timescales 3. principles of confidentiality and when to pass on otherwise confidential information 4. how to support the effective sharing of information to achieve positive outcomes for individuals 5. how to record written information with accuracy, clarity, relevance and an appropriate level of detail 6. how to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports 7. how and where electronic communications can and should be used for communicating, recording and reporting   **Leading and managing practice**   1. how to **critically analyse** theories about **leadership** and **management** 2. standards of practice, service standards and guidance relating to the work setting 3. national and local initiatives to promote the well-being of individuals 4. models of practice for the use of early interventions 5. lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions 6. methods of supporting others to work with and support individuals, key people and others 7. how to lead and manage practice that achieves positive outcomes for individuals 8. methods of supporting others to recognise and take informed action against discrimination 9. how to develop systems, practices, policies and procedures 10. how to implement, monitor and evaluate systems, practices, policies and procedures 11. how to promote the services and facilities of your work- setting 12. techniques for problem solving and innovative thinking 13. how to motivate others 14. how to critically evaluate evidence and knowledge based theories and models of good practice about change management 15. how to use change management techniques   **Risk management**   1. how to critically evaluate principles and frameworks of risk assessment and risk management 2. principles of positive risk-taking 3. how to lead others to develop practice that supports positive risk-taking   Managing people   1. legal and work-setting requirements for **employment practices** 2. internal and external governance arrangements for the work-setting 3. factors that can lead to pressures on the service, individual and team performance 4. how to manage time, resources and workload of self and others 5. how to manage team dynamics 6. how to create a culture that promotes openness, creativity and problem solving 7. how to create a culture that supports people to embrace change   Specific to this NOS   1. how to analyse, balance and interpret individual’s needs and preferences with views of other people, evidence, knowledge and practice based information and knowledge of the individual’s conditions, to enable you to assess individual needs and preferences fairly and ethically 2. methods of supporting individuals and key people to express their wishes, needs and preferences to support them to take responsibility for their own health and **well being**, to identify how their care needs should be met and to assess and manage risks to their health and well being 3. methods of assessment, planning and review |

**Additional Information**

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| 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  **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  The **individual** is the 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 well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship  **Others** are workers that you manage, your colleagues and other professionals whose work contributes to the individual’s well-being and who enable you to carry out your role  **Record and report** this should be within the boundaries of own or workers’ role and responsibilities |

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| 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 well-being 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  **Well being** would include social, emotional, mental, cultural, spiritual and intellectual well being of individuals |

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| 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 |

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| **Developed by** | Skills for Care and Development |
| **Version number** | 1 |
| Date approved | January 2013 |
| Indicative review date | January 2016 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care and Development |
| Original URN | LMCB5 |
| Relevant occupations | Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services; |
| Suite | Leadership and Management in Care Services |
| Key words | Care services; assessments; plans; reviews; evidence; positive outcomes for individuals |