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| Overview | This standard identifies the requirements associated with leading and managing practice that supports the health and well being of individuals and the achievement of positive outcomes. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to: | **Lead and manage service provision that involves individuals in decisions about the outcomes they wish to achieve**   1. implement systems, procedures and practice that support **person centred** approaches that contribute to the identification and achievement of positive outcomes for **individuals** 2. lead practice that supports individuals to make decisions and take control over their lives 3. lead practice that ensures the **active participation**, independence and responsibility of individuals 4. lead practice that recognises and respects individuals’ **background** and preferences 5. ensure that workers have access to **development opportunities** that support them to develop the knowledge, understanding and skills needed to work with individuals to identify and achieve positive outcomes 6. ensure that workers work with individuals to establish their history, preferences, wishes and needs 7. develop a culture that empowers individuals to make decisions about the positive outcomes they wish to achieve 8. ensure that individuals are encouraged and supported to identify how they wish to achieve positive outcomes 9. ensure workers use risk management plans to support individuals to achieve positive outcomes 10. support workers to identify the resources required for individuals to achieve positive outcomes 11. manage resources so that individuals are supported to achieve positive outcomes 12. monitor the practice of workers to ensure that individuals are involved in choices about positive outcomes for themselves and decisions about all aspects of their lives 13. ensure that individuals receive advice, guidance and support from workers and **others** to assist them to achieve positive outcomes 14. ensure workers implement plans to achieve positive outcomes 15. ensure workers monitor the achievement of positive outcomes 16. employ strategies to manage conflict of interest, differences of opinion and dilemmas that may arise between individuals, workers, **key people** and others 17. lead work with individuals, key people, workers and others to evaluate the achievement of positive outcomes 18. ensure that the contribution of individuals, key people and workers to the achievement of positive outcomes is recognised and celebrated 19. ensure that accurate records and reports are kept on the identification and achievement of positive outcomes for individuals 20. **critically analyse** the use of outcome based practice on the achievement of positive outcomes for individuals 21. interpret the analysis of outcome based practice to report on areas of good practice and areas to be improved 22. identify changes required to meet areas that need to be improved 23. identify the resources required to implement recommended changes   **Lead and manage practice that promotes individuals’ social, emotional, mental, cultural, spiritual and intellectual well being**   1. implement systems, procedures and practice that support the **well being** of individuals in the context of personal, legislative, regulatory and organisational requirements 2. develop a culture where workers consider all aspects of the well being of individuals in their day to day practice 3. provide workers with development opportunities to support them to develop the knowledge, understanding and skills needed to promote individuals’ well being 4. monitor the practice of workers to ensure that they are taking account of all aspects of the well being of individuals in their day to day work 5. manage practice that supports individuals to develop **positive, secure and healthy attachments and relationships** 6. provide workers with additional support to address complex needs and situations when supporting the well being of individuals 7. ensure workers use risk management plans to promote the well being of individuals 8. critically analyse the extent to which systems, procedures and practice support the well being of individuals 9. interpret the analysis of systems, procedures and practice to report on areas of good practice and areas for improvement 10. identify the changes required to meet areas that need to be improved 11. identify the resources required to implement recommended changes   **Manage practice that supports the achievement of positive outcomes for individuals’ health**   1. implement systems, procedures and practice that support positive outcomes for individuals’ health in the context of personal, legislative, regulatory and organisational requirements 2. ensure that individuals are supported to make choices about their **health needs** 3. implement agreed practice and protocols for involving other health professionals to meet the health needs of individuals 4. ensure that there are agreed protocols where **health related tasks** are delegated from other health professionals to workers 5. ensure that workers are trained and competent to carry out any health related tasks 6. ensure that workers only carry out health related tasks that are based on assessed needs and agreed by a multi-disciplinary team 7. support workers to observe individuals to identify signs and symptoms of any changes to health needs 8. lead work with individuals and others to address changes to health needs 9. seek additional support from appropriate professionals when an individuals’ health needs are outside the competence of the service provision and its workers 10. ensure that accurate and up to date records and reports of individuals’ health needs, their medication and health interventions are maintained and monitored 11. **critically evaluate** the use of systems, procedures and practice in supporting the health needs of individuals |

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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 critically evaluate leadership and management methods, principles and approaches relevant to supporting the achievement of positive outcomes for individuals and their **well being** 2. how to critically evaluate literature, research, theories and models about outcome based practice 3. how psychological, soci-economic, cultural and environmental factors impact on the achievement of positive outcomes for individuals and their well being 4. theories and evidence based practice related to the impact of relationships on the achievement of positive outcomes for individuals and their well being 5. the effect that individuals’ religion, race, gender, linguistic background, sexual orientation and disability has on the development of self and positive identity 6. the impact that the service provision’s location, physical structure, environment, relationship to the community, other services and agencies has on the achievement of positive outcomes for individuals and their well being 7. the impact that the service provision’s approach to health, learning, spiritual needs, leisure, independence and citizenship has on the achievement of positive outcomes for individuals and their well being 8. the impact of social policy and social attitudes on the well being of individuals 9. governance and protocols for the delegation of health related tasks to workers 10. how the roles, responsibilities and accountabilities of different health professionals contribute to promoting the wellbeing of individuals |

**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.  **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.  A person’s **background** is the individual’s unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community  **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  **Development opportunities** may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions  **Health needs** would include physical, mental and sexual health needs  **Health related tasks** would be those tasks that have been prescribed and delegated by other health professionals e.g. nurse, occupational therapist  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  **Person centred** approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for the planning and delivery of care and support  **Positive, secure and healthy attachments and relationships** would be attachments and relationships that can make a positive contribution to an individual’s well being and the achievement of positive outcomes  **Well being** would include social, emotional, mental, cultural, spiritual and intellectual well being of individuals |

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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 |
| 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 | LMCB2 |
| 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 | Leading; managing provision; wellbeing; person centred; positive outcomes for individuals |