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| Overview | This standard identifies the requirements when leading and managing the quality of care service provision to meet legislative, regulatory, registration and inspection requirements. It includes leading provision that complies with requirements as well as identifying and using quality indicators and measurement methods to evaluate the quality of the service provision. |

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| **Performance criteria**  You must be able to:  You must be able to:  You must be able to:  You must be able to:  You must be able to: | Manage systems, procedures and practice that comply with legislative, regulatory, registration and inspection requirements   1. ensure that workers are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities 2. ensure that workers are clear about their role, responsibility and accountabilities, legislative, regulatory and organisational requirements, the codes of practice that apply and systems, procedures and practices they must follow in their work 3. monitor the adherence of workers to the policies, procedures and practices they must follow in their work 4. take action where workers do not follow agreed policies, procedures and practices 5. ensure that arrangements are made for the induction of **new** **workers** that meets legislative, regulatory and organisational requirements 6. ensure that workers are provided with opportunities to regularly discuss practice issues and their development needs 7. ensure that workers receive regular supervision 8. gather feedback from **individuals**, **key people** and **others** on the practice of workers 9. ensure that workers have a **personal development plan** that takes account of their existing knowledge, understanding, skills and experience and learning and development needs 10. ensure that all permanent or fixed term appointments are subject to the satisfactory completion of their **probationary period** 11. keep up to date records about workers in line with legislative, regulatory and registration requirements 12. ensure that records relating to the service provision are accurate, up to date and stored in line with data protection and confidentiality requirements   **Identify indicators of the quality of the service provision and methods to measure these**   1. ensure that individuals, key people and others are supported to develop an understanding of the legislative, regulatory, registration and inspection requirements to measure the quality of the service provision 2. lead work with individuals, key people and others to identify how the quality of the service provision should be measured 3. use a range of sources to inform the development of quality indicators 4. lead work with individuals, key people and others to develop quality indicators 5. identify appropriate data collection methods for the objective measurement of the quality of the service provision 6. agree with individuals, key people and others how they will participate in measuring the quality of the service provision   Manage the implementation of systems, procedures and practice to monitor and measure the quality of the service provision   1. implement systems, procedures and practice to monitor and measure the progress of the service provision against agreed quality indicators 2. implement systems, procedures and practice to collect quantitative and qualitative information and data on the quality of the service provision 3. ensure that individuals, key people and others are supported to contribute to the monitoring and measuring of the quality of the service provision against agreed indicators 4. ensure that workers use systems, procedures and practice to monitor and measure the quality of the service provision against agreed indicators 5. ensure the continuous collection of information and data to provide a baseline against which quality can be measured and trends identified 6. identify the impact on the service provision of the functions and priorities of partner organisations 7. work with partner organisations to minimise any negative impact caused by their functions and priorities on the quality of the service provision   Critically evaluate the quality of the service provision against agreed indicators   1. critically analyse the quantitative and qualitative information and data collected from the quality monitoring 2. interpret the analysis of the data collected to report on quality indicators that have been met and areas for improvement 3. identify changes required to meet areas that need to be improved 4. identify the resources required to implement recommended changes 5. agree recommended changes with individuals, key people and others   Critically evaluate quality measurement systems, procedures and practice   1. critically analyse the effectiveness of systems, procedures and practice used to monitor and measure the quality of the service provision 2. interpret the analysis of systems, procedures and practice to make recommendations for improvement 3. critically evaluate the effectiveness of quality indicators used for performance measurement 4. lead work with individuals, key people and others to revise quality indicators for the future monitoring and measurement of the performance of the service provision |

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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 theories, methods and models of performance management, quality assurance and control 2. standards, guidance, procedures, criteria, methods and indicators relevant for the quality measurement of the service provision including regulatory, registration and inspection requirements 3. how to collect, analyse and interpret quantitative and qualitative data that contributes to quality management 4. business models and tools that support the identification of strengths, weaknesses, opportunities and threats for the service provision |

**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 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  **New** **workers** would include both permanent, temporary and agency workers  **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  **Personal development plan** is a formal record of areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor  **Probationary period** would be the period of time within which recruited workers are expected to meet the standards set out within the person specification for their role. Some organisations may use different terminology for this, in which case it would be the particular requirements and processes of the organisation that are used to confirm new workers in post  **Qualitative** subjective data that describes an individual’s or group’s thoughts and feelings about a topic, process, initiative or aspect of the service or provision. It will include descriptive accounts elicited from individuals, focus groups, interviews and consultations  **Quantitative** numerical and statistical data collected about a topic, process, initiative or aspect of the service or provision  A **range of sources** would include, legislative, regulatory, commissioning and organisational requirements; recognised performance management standards; historical performance measurement information; current research and evidence based practice |

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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 |

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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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| Suite | Leadership and Management in Care Services |
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