

LMC E1 Lead and manage effective communication that promotes positive outcomes for people within care services

Elements of Competence

LMC E1.1 Manage effective communication

LMC E1.2 Ensure that management information systems support the delivery of positive outcomes for people and your provision

LMC E1.3 Manage and maintain recording and reporting systems and procedures and use them effectively

About this unit

This unit is for leaders and managers of care services. It is about leading and managing a care services provision, where communication is effective and supports positive outcomes for people

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

Additional support could include: advocacy; independent representation; interpreters; individuals who are expert in specific communication methods

Communication using: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Difficult, complex and sensitive communications are likely to be: distressing; traumatic; frightening; threatening; pose a risk to and/or have serious implications for the individuals and/or key people; communications that might be difficult to understand and assimilate; communications on sensitive issues would include issues of a personal nature

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person either through someone independently representing their wishes or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control

	<ul style="list-style-type: none"> • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Management information systems	Computer based systems that support the management of information
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated

Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual
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LMC E1.1 Manage effective communication

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures and practices for communicating within and outside your **provision** in the context of legislation, registration, regulation, inspection and **organisational requirements**
- b. you critically evaluate and identify the needs and **resources** required to support effective communication and engagement with **people, workers and relevant others**
- c. you ensure that workers have the skills, ability and time to support people to identify their communication needs, skills and abilities and where additional support is required
- d. you communicate, and ensure that workers communicate with people, other workers and relevant others in ways that:
 - demonstrate active listening
 - are appropriate to the confidentiality requirements of the communication, its message and its urgency
 - can be understood and are accessible by all who have the right to receive the communication
 - respect the **rights**, needs, skills and abilities of those receiving the communication
 - use the people's preferred method of communication and language
- e. you work with people, workers and relevant others to review existing communication systems and practice to identify those:
 - that are beneficial, promote effective communication and support the achievement of **positive outcomes**
 - that need improvement
- f. you evaluate relevant information to revise communication systems, procedures and practice to:
 - better meet the communication needs of people, workers and relevant others
 - meet the continually changing communication needs (technical and manual) of the provision
 - ensure the security and effective sharing of information
- g. you identify positive solutions to support the communication needs of people, workers, relevant others and the provision

LMC E1.2 Ensure that management information systems support the delivery of positive outcomes for people and your provision

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures and practices for managing information in the context of legislation, regulation, inspection and organisational requirements

- b. you implement and review the effectiveness of systems, procedures and practice to ensure that management information is secure, appropriately protected and only accessible to individuals and organisations that have a right to access it
- c. you ensure that workers and relevant others have the correct security clearance and have signed any disclosure documents before access to information is given
- d. you work with people, workers and relevant others to assess the effectiveness of existing **management information systems** and procedures in:
 - meeting legislation, regulation, registration, inspection and organisational requirements for information
 - meeting the information needs of the provision, people, workers and relevant others
 - providing information that contributes to the delivery of positive outcomes for people
 - providing information required for performance management indicators
 - providing information from which future plans can be developed
 - providing information about the need for resources currently and into the short, medium and longer-term future
 - identifying risks, opportunities, weaknesses and strengths for the provision and the people within it
- e. you evaluate the effectiveness of management information systems for yourself, people, workers, relevant others, identifying:
 - areas where management information systems are effective
 - making recommendations for changes and improvements

LMC E1.3 Manage and maintain recording and reporting systems and procedures and use them effectively

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures and practices for recording and reporting:
 - to ensure that workers and relevant others have the correct security clearance before they access records and reports
 - to ensure records and reports are completed accurately and within appropriate timescales
 - in the context of legislation, registration, regulation, inspection and organisational requirements
- b. you ensure that you and your workers understand, meet and follow confidentiality requirements and procedures when accessing, reviewing and storing records and reports
- c. you ensure that you and your workers are able to access and use systems to record and report accurate, up-to-date and clear information about people, including:
 - actions and tasks undertaken to support the achievement of positive outcomes for people
 - the achievement of positive outcomes and steps towards them

- changes that indicate improvement, deterioration and the need for action
 - changes that indicate increased risk of harm
- d. you analyse the training needs of workers and ensure that they are provided with appropriate training, support and **supervision** to enable them to record and report effectively
- e. you ensure that people:
- have access to records and reports on themselves in an appropriate and accessible format
 - are supported to understand and seek clarification about the content of the records and reports and any implications these may have for them
 - have the right to challenge, complain about and have recorded their concerns about any records and reports they consider do not accurately reflect their perception of the situation, event or communication
- f. you record and report, and ensure that workers record and report in ways that:
- clearly differentiate between fact and opinion
 - are accurate, verified and completed within appropriate timescales
 - can be understood by all who have the right to access the records and reports
 - identify procedures and protocols followed
 - use evidence to describe events and actions
 - use evidence to explain judgements and decisions made by yourself and others
 - identify any conflicts that occurred and how they were handled
- g. you ensure that records and reports are passed on to and received back from people and organisations who need to take action and/or provide signatures and approvals
- h. you receive, discuss and take action in response to feedback on records and reports
- i. you monitor and review:
- the accuracy and appropriateness of records and reports
 - the operation of systems, procedures and practice to ensure the security of data and information
 - the effectiveness of systems, procedures and practice for the appropriate sharing of information

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
1. Legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to leading and managing effective communication that promotes positive outcomes for people
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage communication that promotes positive outcomes for people, in ways that: <ul style="list-style-type: none">• place the people's preferences at the centre of everything you do whilst considering their best interests• ensure people have access to information about themselves in a format that they can understand• provide opportunities for independent representation and advocacy• use a person's preferred communication methods and language• provide active support for people• recognise the uniqueness of people and their circumstances• empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and take informed action against discrimination when leading and managing effective communication that promotes positive outcomes for people
4. How to support people, workers and relevant others to recognise and take informed action against discrimination
5. Methods and ways of communicating that: <ul style="list-style-type: none">• support equality and diversity• support the rights of people to communicate in their preferred way, media and language• are ethical and adhere to any codes of practice relevant to your work• respect other people's ideas, values and principles• ensure people's dignity and rights when identifying and overcoming barriers to communication
6. How to manage ethical dilemmas and conflicts for individuals, those who use services and workers/colleagues, about communication, recording and reporting

Legislation and policy

7. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
- your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of others
- in relation to leading and managing effective communication that promotes positive outcomes for people
8. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the **leadership** and **management** of communication within your provision, including:
- the need to achieve positive outcomes for people
 - the need to safeguard and protect people from all forms of danger, harm and **abuse**
 - employment practices for the provision and **service**
 - your provision's **governance** arrangements
 - data protection, recording and reporting
 - making and dealing with comments and complaints to improve services
 - whistle-blowing
 - **partnership** and other types of working
 - promoting your provision's services and facilities
9. Organisational requirements for recording and reporting on communication systems, procedures and practice, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports
10. How to implement, evaluate and influence the future development of management information systems, processes and procedures to enable effective communication that promotes positive outcomes for people

Leadership and management theory and practice

11. How to critically evaluate and implement best practice using up-to-date knowledge of:
- literature related to leadership and management of communications and information to support positive outcomes for people
 - leadership and management methods, principles and approaches relevant to managing information and communications within your provision
 - government reports, inquiries and research relevant to leadership and

<ul style="list-style-type: none"> • management of information and communication in your provision • evidence and knowledge-based theories and models of good practice in leadership and management of information and communication to promote positive outcomes for people • lessons learned for leadership and management of information and communications, from successful interventions and serious failure of service and practice • the experiences of people with the management, sharing, recording and reporting of information about themselves
12. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing communications systems, procedures and practices within the provision
13. Methods of managing and developing practice for communicating in ways that promote positive outcomes for people, about: <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop workers • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
14. How to plan and manage resources, in relation to communications systems, procedures and practices, and the implications for: <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
15. Different types of change and their implications for the leadership and management of communications to promote positive outcomes for people
16. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your leadership and management of communication and engagement within the provision
17. How and where technology can and should be used to support communications within your provision and when working with external individuals, professionals and organisations
18. Evidence and knowledge-based theories and models of good practice in: <ul style="list-style-type: none"> • communication (including verbal and non-verbal communications) • barriers to communication and how to overcome these • active listening
19. Theories about: <ul style="list-style-type: none"> • human growth and development and how this can influence and affect communication abilities • communication abilities and skills and their impact on a person's identity, self-esteem and self-image • power relationships and how these can be used and abused when communicating with children/young people and vulnerable adults
20. Multi-disciplinary, inter-professional and multi-organisational communication, systems and practice, including security clearance requirements
21. How different philosophies, principles, priorities and codes of practice can

affect inter-agency and partnership communications and working
22. Methods of supporting people to express their wishes, needs and preferences about their preferred methods of communication and language
23. How to access, resource and use specific equipment to enable people to receive and respond to information and communications
24. Communication systems, structures and practice and how to evaluate and improve these
25. Methods of working which facilitate conflict resolution when communicating with people
26. The range of skills, styles and methods that promote good communication
27. How and where to access specialist help, advice and support for people with communication differences and difficulties
28. Knowledge about deteriorating and sudden loss of communication and how this can impact on a person's social, emotional, intellectual and physical well being
29. How to support workers and people to identify signs that communication skills are deteriorating and may need to be corrected or supported by technological and other media
30. How to support people to see the benefits of technological and other aids to communication
31. How to support people, families, carers and significant others to respect the needs of those who need technological and other aids to communicate

LMC E2 Identify, implement and evaluate systems, procedures and practice within care services that measure performance within your provision

Elements of Competence

LMC E2.1 Identify indicators and methods to measure the performance of your provision

LMC E2.2 Implement systems, procedures and practice to measure performance

LMC E2.3 Evaluate performance measurement systems, procedures and practice

About this unit

This unit is for leaders and managers of care services. It is unit is about identifying indicators and developing systems to monitor and review plans, policies and procedures to manage performance

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate

that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Collection methods	Methods of collecting qualitative (the meanings, thoughts and feeling of people) and quantitative (numerical) data and information that contribute to measuring the achievement or performance indicators and the impact on the provision. They can include statistical data, focus groups, interviews, consultation with workers and relevant others
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Performance indicators	Indicators set to illustrate performance against specific targets
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as

	<p>appropriate with and for each person within the provision. They include:</p> <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
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
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager

Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non contractual

LMC E2.1 Identify indicators and methods to measure the performance of your provision

Performance Criteria

You need to show that,

- a. you work with **people, workers** and **relevant others** to enable them to understand:
 - the strategic priorities and legal, regulatory, inspection and **organisational requirements** to measure performance and impact within the **provision**
 - the reasons why **performance indicators** need to be developed
 - how the performance indicators will be developed and used to measure performance and impact within the provision
 - how people and workers can contribute to the development of performance indicators
- b. you work with people, workers and relevant others to identify how performance within the provision should be measured
- c. you identify appropriate data **collection methods** and **resources** to allow performance to be objectively measured
- d. you work with people, workers and relevant others to develop appropriate performance indicators to measure the provision's performance
- e. you agree with people, workers and relevant others how they will participate in measuring the provision's performance against the performance indicators

LMC E2.2 Implement systems, procedures and practice to measure performance

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures, practice and resources for monitoring:
 - the provision's progress against performance indicators
 - the collection, collation and analysis of **quantitative** and **qualitative** information and data
- b. you ensure that systems, procedures and practice are in place to identify any successes against performance indicators and ensure these are recognised
- c. you ensure plans are developed and implemented to address areas where performance needs to be improved
- d. you ensure that people, workers and relevant others:
 - know how they are expected to contribute to monitoring and measuring the provision's performance
 - are able to contribute positively to monitoring and measuring the provision's performance
- e. you identify the impact on the provision of the performance indicators of partner organisations

- f. you liaise with individuals from partner organisations whose priorities are impacting on the achievement of the provision's performance and agree with them ways to minimise the impact

LMC E2.3 Evaluate performance measurement systems, procedures and practice

Performance Criteria

You need to show that,

- a. you ensure the continuous collection of information and data to provide trends against which performance has been and can be measured
- b. you agree how people, workers and relevant others will contribute to the evaluation of performance
- c. you work with people, workers and relevant others to evaluate performance
- d. you collate current and, where appropriate, historical information and data to analyse trends and identify changes required to meet the future needs of the provision, identifying how these should be resourced
- e. you evaluate and suggest revisions to the performance indicators and any resource implications
- f. you record and report clearly, accurately and concisely on the details of the evaluation, its outcomes and the rationale for your decisions and actions:
 - within confidentiality agreements
 - according to legal, regulatory, inspection and organisational requirements
 - in ways and at a level that can be understood by all who need and have a right to access the records and reports

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:	
Values	
1.	Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information in relation to measuring the provision's performance
2.	Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the measurement of the provision's performance, in ways that: <ul style="list-style-type: none">• place the people's preferences at the centre of everything you do whilst considering their best interests• ensure people have access to information about themselves in a format that they can understand• provide opportunities for independent representation and advocacy• use a person's preferred communication methods and language• provide active support for people• recognise the uniqueness of people and their circumstances• empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3.	How to critically evaluate and take informed action against discrimination when measuring the provision's performance
4.	How to support people, workers and relevant others to recognise and take informed action against discrimination when measuring the provision's performance
Legislation and policy	
5.	Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: <ul style="list-style-type: none">• your provision• your own roles, responsibilities and accountability• the roles, responsibilities and accountability of others in relation to measuring the provision's performance
6.	Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the leadership and management of your provision's performance, including:

- the need to achieve **positive outcomes** for people
- the need to safeguard and protect people from all forms of danger, harm and **abuse**
- employment practices for the provision and **service**
- your provision's **governance** arrangements
- data protection, recording and reporting
- making and dealing with comments and complaints to improve services
- whistle-blowing
- **partnership** and other types of working
- promoting your provision's services and facilities
- target setting and performance management
- national strategic and service priorities for performance

7. Organisational requirements for recording and reporting on the provision's performance, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports in relation to target setting and appraisal

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the measurement of the provision's performance

9. How to respond to inspection and other requirements and recommendations regarding performance management targets for the provision and how to motivate people, workers and other relevant people to contribute

Leadership and management theory and practice

10. How to critically evaluate and implement best practice using up-to-date knowledge of:
- literature related to leadership and management for setting, analysing and achieving performance management targets
 - leadership and management methods, principles and approaches relevant to performance indicators and measurement
 - government reports, inquiries and research relevant to the leadership, management and measurement of your provision's performance
 - evidence and knowledge-based theories and models of good practice in measuring performance within your provision
 - lessons learned for the measurement of your provision's performance from successful interventions and serious failure of service and practice

<ul style="list-style-type: none"> • the experiences and perceptions of people in relation to the performance of your provision
<p>11. How to plan and manage resources for the measurement of performance, and the implications for:</p> <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
<p>12. Different types of change and their implications for the leadership, management and measurement of performance within your provision</p>
<p>13. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your leadership, management and measurement of performance</p>
<p>14. How and where technology should be used within your provision, especially in target setting and data collection for performance management</p>
<p>15. How performance management contributes to ensuring that:</p> <ul style="list-style-type: none"> • achievements are identified and recognised • agreed improvements to meet changing needs can be achieved within the provision and in partnerships with people, workers and relevant others • weaknesses in the provision are addressed • workers are supported through supervision, training and other appropriate development opportunities • managers and workers are accountable for their performance • services and provision meets governance and regulatory requirements
<p>16. How to communicate the importance and different aspects of performance management to people, workers and others including:</p> <ul style="list-style-type: none"> • its purpose, language and terminology • the different stages and processes • its role in implementing, monitoring, analysing information, reviewing and evaluating the system • how the results will be used within the provision, in relation to governance, regulation and inspection • the impact performance management and its outcomes may have on them as individuals
<p>17. How to involve people, workers, partner agencies and others in reviewing and developing performance management systems to address changing needs and weaknesses and to ensure that good practice is sustained through changes</p>
<p>18. Theories, methods and models of performance management, quality assurance and control</p>
<p>19. Procedures, criteria, methods and indicators relevant for measuring the performance of your provision, including any inspection requirements for these</p>
<p>20. Methods of managing and developing practice in performance measurement, about:</p> <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop staff

- the impact on the provision of organisational behaviour
- group and individual processes
- how power relationships can be used and abused

21. How to collect, analyse and interpret qualitative and quantitative data that contributes to performance management

22. How to identify and set up systems, procedures and practices for evaluating performance against the targets

23. How to evaluate current performance and develop deliverable but challenging targets for the provision

LMC E3 Monitor and manage the quality of the provision of care services

Elements of Competence

LMC E3.1 Implement systems, procedures and practice to meet quality standards

LMC E3.2 Develop a culture for promoting quality in which everyone participates

LMC E3.3 Implement, monitor and review quality systems, procedures and practices

About this unit

This unit is for leaders and managers of care services. It is about promoting and managing a quality care services provision

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Culture	A shared set of ideas, beliefs, values and knowledge which underpins behaviour
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution

	<ul style="list-style-type: none"> • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Supervision	A process that involves a manager meeting regularly and interacting with worker(s) to review their work. It is carried out as required by legislation, regulation, guidance, standards, inspection requirements and requirements of the provision and the service. The purpose is to monitor tasks and workload, solve problems, support workers in dealing with complex situations and moral and ethical dilemmas and to promote staff development
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non contractual

LMC E3.1 Implement systems, procedures and practice to meet quality standards

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures and practices for quality assurance and control within your **provision** ensuring that they comply with legal, registration, regulatory, inspection and **organisational requirements**
- b. you ensure that **people, workers** and **relevant others** are aware of quality assurance, control and standards for the provision
- c. you identify agreed quality standards and ensure that they are implemented, maintained, developed and achieved
- d. you identify appropriate quality assurance measures and controls for the provision
- e. you identify systems, procedures, practices and **resources** to address unprofessional, harmful or dangerous practice through:
 - **supervision**
 - training and development
 - individual coaching, mentoring and training
 - team development and training
- f. you provide accurate, accessible and understandable information about how people, workers and relevant others can and should contribute to quality assurance and control
- g. you record and report on quality assurance, control and standards within the provision in accordance with legal, regulatory, inspection and organisational requirements

LMC E3.2 Develop a culture for promoting quality in which everyone participates

Performance Criteria

You need to show that,

- a. you develop a **culture** and build appropriate relationships with people, workers and relevant others that enables them to:
 - raise issues, express their concerns, ask questions, make comments and complaints
 - have their views and comments respected and taken seriously
- b. you enable people, workers and relevant others to understand their rights and responsibilities in relation to promoting the quality of the provision
- c. you work with people, workers and relevant others to establish ground rules for participation in promoting quality within the provision
- d. you support people, workers and relevant others to negotiate their roles and responsibilities in promoting the quality of the provision
- e. you ensure that workers are able to support people's rights and responsibilities when contributing to promoting the quality of the provision

- f. you provide supervision and support to workers to use quality assurance and control standards, policies, systems and procedures to improve practice

LMC E3.3 Implement, monitor and review quality systems, procedures and practices

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures and practices for promoting quality within the provision ensuring they comply with legal, regulatory, registration, inspection and organisational requirements
- b. you ensure that people, workers and relevant others are involved in monitoring and reviewing quality systems, procedures and practices
- c. you critically evaluate feedback from people, workers and relevant others to monitor and review the effectiveness of quality systems, procedures and practice
- d. you identify:
 - where quality assurance and control is effective
 - areas that could be improved or could better meet the needs of people, workers and relevant others
- e. you disseminate the findings from your evaluation to people, workers and relevant others who have been involved in monitoring quality, for their comment
- f. you record and report on the extent and effectiveness of people's, workers' and relevant others' involvement in and contribution to promoting quality within the provision
- g. you use evidence to record and report on the evaluation of quality assurance and control systems, procedures and practices to relevant individuals in accordance with legal, regulatory, inspection and organisational requirements
- h. you take appropriate action to improve quality assurance and control within your provision ensuring that adequate resources are available to support your actions

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to monitoring and managing the quality of the provision
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to monitor and manage the quality of the provision in ways that:
 - place the people's preferences at the centre of everything you do whilst considering their best interests
 - ensure people have access to information about themselves in a format that they can understand
 - provide opportunities for **independent representation and advocacy**
 - use a person's preferred communication methods and language
 - provide active support for people
 - recognise the uniqueness of people and their circumstances
 - empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and **take informed action against discrimination** when monitoring and managing the quality of the provision
4. How to support people, workers and relevant others to recognise and take informed action against discrimination

Legislation and policy

5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
 - your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of othersin relation to monitoring and managing the quality of the provision
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the **leadership and management** of quality within your provision including:
 - the need to achieve **positive outcomes** for people

- the need to safeguard and protect people from all forms of danger, harm and **abuse**
- employment practices for the provision and **service**
- your provision's **governance** arrangements
- data protection, recording and reporting
- making and dealing with comments and complaints to improve services
- whistle-blowing
- **partnership** and other types of working
- promoting your provision's services and facilities
- quality assurance and control

7. Organisational requirements for recording and reporting on quality assurance and control, including:

- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
- how to ensure that records and reports do not contribute to labelling and stigmatisation
- the security requirements for different records and reports
- the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
- types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
- the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
- how and when to use evidence, fact and knowledge based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for quality assurance and control within your provision

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:

- literature related to leadership, management and monitoring quality within your provision
- leadership and management methods, principles and approaches relevant to quality assurance and control within your provision
- government reports, inquiries and research relevant to leadership and management of quality assurance and control within your provision
- evidence and knowledge-based theories and models of good practice in the leadership and management of quality assurance and control
- lessons learned for leadership and management of quality assurance and control, from successful interventions and serious failure of service and practice
- the experiences of people within your provision about quality

10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision

11. Methods of managing and developing practice in quality assurance and control, about:

<ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop workers • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
<p>12. How to plan and manage resources for quality assurance and control, and the implications for:</p> <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
<p>13. Different types of change and their implications for the leadership, management and monitoring of quality within your provision</p>
<p>14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your leadership, management and monitoring of quality</p>
<p>15. How and where technology should be used within your provision, especially in relation to quality assurance and control</p>
<p>16. Principles, methods and techniques for:</p> <ul style="list-style-type: none"> • establishing, implementing, monitoring and reviewing quality systems, complaints and complaints procedures • implementing and managing quality assurance and control systems • monitoring the implementation and impact of quality policies • involving and consulting with workers and others on quality programmes • communicating to all involved the results of quality reviews and plans for change • identifying and evaluating the strengths and weaknesses of the provision in relation to the quality assurance and control • monitoring and controlling resources to maintain consistency and quality in the provision
<p>17. Approaches to quality policies and complaints procedures which are enabling, make them accessible, and take account of feedback to inform and improve practice</p>
<p>18. The impact that the organisation's culture and workers' competence has on the effectiveness of quality systems</p>
<p>19. Approaches to developing a safe, positive and nurturing environment which enables people to participate in the development, monitoring and review of quality systems and practices</p>
<p>20. The impact of stress and conflict on organisational performance, safety and quality</p>
<p>21. The impact of the external environment on quality</p>
<p>22. Systems of internal and external accountability for maintaining quality</p>
<p>23. How to work effectively with external management and governance on implementing, monitoring and providing feedback on quality systems, procedures and policies</p>

LMCE4 Lead and manage provision of care services that promotes opportunities, identifies constraints and manages risk

Elements of Competence

LMC E4.1 Identify and evaluate opportunities and constraints for the future development and viability of your provision

LMC E4.2 Evaluate the nature and significance of any risks to your provision

LMC E4.3 Assess and manage risk for the continuing development and viability of your provision

About this unit

This unit is for leaders and managers of care services. It is about identifying, evaluating and pro-actively managing business risk within care services provision

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

Commissioners could include: local authorities, voluntary and private organisations and agencies

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Regulators include: government, councils responsible for regulating staff and services, inspection bodies

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Commissioners	Individuals and organisations seeking and acquiring services from your provision
External requirements	Requirements placed on the provision from external sources that are out of the control of the provision. The timescales for implementation can require rapid response and immediate action which can't always be planned for within timescales appropriate for the provision
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children

	and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	<p>Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:</p> <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Regulators	Organisations with a statutory responsibility for the standards required within your provision
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Risks	The likelihood of potential danger, harm and/or abuse
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager

Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Viability	The ability of the provision to sustain its activities in terms of financial, human, physical and environmental requirements and services in both rapidly changing and planned circumstances
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC E4.1 Identify and evaluate opportunities and constraints for the future development and viability of your provision

Performance Criteria

You need to show that,

- a. you evaluate policies, procedures and regulation for your **provision** and the **service** in terms of its current and future operation and **viability**
- b. you work with **people, workers** and **relevant others** to identify and respond to current and future needs and trends for your provision in terms of:
 - **resource** requirements
 - opportunities for expansion
 - changing internal needs and **external requirements**
 - competition and its possible effect on your provision
- c. you work with people, workers and relevant others to:
 - identify the strengths and weaknesses of your provision
 - evaluate potential new markets and resources for the provision
 - evaluate the likely impact of required outcomes, target groups and competitors for the future of your provision
- d. you develop effective relationships with **commissioners** to allow you to access up-to-date information on changes in demand, funding and resources and their likely impact on the requirements for your provision
- e. you ensure that aspects of your provision, its people and workers that have contributed positively to the provision's image are recorded, recognised and publicised
- f. you use market and other information to inform business planning and to ensure adequate resources to sustain the viability of the provision

LMC E4.2 Evaluate the nature and significance of any risks to your provision

Performance Criteria

You need to show that,

- a. you monitor and record business **risks** to identify and evaluate the effects of possible:
 - changes in supply and demand
 - changing needs of people
 - resource requirements
 - financial and economic pressures that might impact on your provision
 - requirements of **regulators** and commissioners on the continuation of your provision
- b. you ensure that business plans take account of risks arising from:
 - other organisations' and individuals' influence and control over the amount and type of provision currently offered, and that which may be offered in the short, medium and into the longer-term future
 - changes in funding, contracting and commissioning arrangements
 - changing needs of current people within the provision and the needs of people in the short, medium and longer-term future

- c. you identify the risks associated with any serious incident, event or negative inspection and their potential effect on your provision
- d. you identify and assess the impact of any current and anticipated difficulties in accessing resources, particularly recruiting, training and retaining workers

LMC E4.3 Assess and manage risk for the continuing development and viability of your provision

Performance Criteria

You need to show that,

- a. you assess risk to your provision
- b. you develop, implement and evaluate a robust business risk assessment strategy and plans to ensure the future development and viability of your provision
- c. you regularly evaluate market intelligence to identify:
 - trends in demand
 - competition
 - technology
 - changing methods of purchasing and providing services relevant to your provision's current needs and future potentialimportant to the future direction of your provision
- d. you implement systems, procedures and practice and make sure that people, workers and relevant others are aware of the need for:
 - continuous improvement to quality
 - your provision to respond to market and other demands positively to ensure its future viability and development
- e. you identify appropriate contingency **management** strategies to avoid serious incidents, events and negative inspections
- f. you ensure you obtain and act on regular feedback from people about how they would like to see the provision improved

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:

Values

1. Legal and **organisational requirements** on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to leading and managing provision that promotes opportunities, identifies constraints and manages risk
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage provision that promotes opportunities, identifies constraints and manages risk, in ways that:
 - Place the people's preferences at the centre of everything you do whilst considering their best interests
 - ensure people have access to information about themselves in a format that they can understand
 - provide opportunities for **independent representation and advocacy**
 - use a person's preferred communication methods and language
 - provide active support for people
 - recognise the uniqueness of people and their circumstances
 - empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and **take informed action against discrimination** when leading and managing a provision that promotes opportunities, identifies constraints and manages risk
4. How to support people, workers and relevant others to recognise and take informed action against discrimination

Legislation and policy

5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
 - your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of othersin relation to managing business risk
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the **leadership** and management of risk to your provision, including:

- the need to achieve **positive outcomes** for people
- the need to safeguard and protect people from all forms of danger, harm and **abuse**
- employment practices for the provision and service
- your provision's **governance** arrangements
- data protection, recording and reporting
- making and dealing with comments and complaints to improve services
- whistle-blowing
- **partnership** and other types of working
- promoting your provision's services and facilities
- assessing and managing business risk

7. Organisational requirements for recording and reporting on the management of risk to your provision, including:

- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
- how to ensure that records and reports do not contribute to labelling and stigmatisation
- the security requirements for different records and reports
- the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
- types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
- the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
- how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for business risk management

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:

- literature related to assessing and managing risk within your provision
- leadership and management methods, principles and approaches relevant to business risk assessment and management for your provision
- government reports, inquiries and research relevant to assessment and management of risk within your provision
- evidence and knowledge-based theories and models of good practice in the assessment and management of business risks for your provision
- lessons learned for leadership and management of business risk within your provision from successful interventions and serious failure of service and practice
- the experiences of people within your provision and how these can positively and negatively impact on the viability of and the risk to your provision's future

10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to your provision's future direction and

viability
<p>11. Methods of managing and developing practice to assess and manage risks to your provision, about:</p> <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop staff • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
<p>12. How to plan and manage resources to support the viability of the provision, and the implications for:</p> <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
<p>13. Different types of change and their implications for the future viability and direction of your provision and service</p>
<p>14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on the risk to the provision</p>
<p>15. How and where technology should be used within your provision, especially in relation to analysing and predicting business risk</p>
<p>16. Approaches to:</p> <ul style="list-style-type: none"> • managing resistance to change and development • risk assessment and management to secure a sound and healthy business where future trends for the provision are identified and can be achieved
<p>17. Theories, models and approaches for:</p> <ul style="list-style-type: none"> • organisational development • contingency management • human resource development • marketing relevant to development of your provision • business risk and management • management development and change
<p>18. Business models and tools that allow you to identify:</p> <ul style="list-style-type: none"> • strengths, weaknesses, opportunities and threats for the provision • social, technological and political environments which may impact on the viability and development of the provision
<p>19. How the provision's culture can affect individual, team and the development and viability of the provision</p>
<p>20. The impact of stress and conflict on the provision and individual and team performance</p>
<p>21. Approaches to developing a safe, positive and reflective environment that encourages relevant, innovative and creative practice that supports the development of the provision</p>
<p>22. Demographic and other trends and changes that might impact on your provision currently and into the short, medium and longer-term future</p>
<p>23. Human, financial and physical resource issues related to business risk and the development of your provision</p>

LMC E5 Plan operations and manage resources to meet current and future demands on the provision of care services

Elements of Competence

LMC E5.1 Develop and review operational plans for your provision

LMC E5.2 Manage time and resources to deliver positive outcomes for people

LMC E5.3 Evaluate whether and to what extent resources meet current and future demands

About this unit

This unit is for leaders and managers of care services. It is about managing the development and direction of your care services provision

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items.

Information requirements could include written policies and procedures; annual accounts; insurance certificate; business plans; risk assessments; Statement of Purpose; service delivery plans; staffing information; written statements and documents to support the operation of the provision

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate

that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Information requirements	Requirements placed on the provision from internal and external sources about information required for the provision to continue to operate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Performance indicators	Indicators set to illustrate performance against specific targets
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as

outcomes	<p>appropriate with and for each person within the provision. They include:</p> <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Viability	The ability of the provision to sustain its activities in terms of financial, human, physical and environmental requirements and services in both rapidly changing and planned circumstances
Workers	Those supporting people within the provision who are paid or

	unpaid, contractual or non-contractual
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LMC E5.1 Develop and review operational plans for the provision

Performance Criteria

You need to show that,

- a. you review the planning requirements for the development and operation of your **provision**, ensuring that they comply with legislation, regulation, inspection and **organisational requirements**
- b. you identify demographic and other trends and changes that are likely to affect your provision
- c. you work with **people, workers** and **relevant others** to develop operational plans that:
 - identify the provision's main purpose, aims and objectives
 - identify **positive outcomes** for people and set targets for how and when they should be achieved
 - set, review and meet **performance indicators** and measures set for the provision
 - meet legislation, government policies and objectives, regulation, registration, inspection, organisational and **information requirements**
 - meet changing needs and demands on the sector and provision
- d. you disseminate the plan to relevant individuals to obtain feedback, make revisions and gain approvals as required by legislation, government policies and objectives, registration, regulation, inspection and organisational requirements
- e. you ensure that the plan is disseminated in an understandable format to all who need to understand its contents
- f. you implement, regularly review and revise the plan to:
 - ensure that it continues to reflect agreed positive outcomes for people
 - ensure that it meets the present and future needs of the provision and the **service**

LMC E5.2 Manage time and resources to deliver positive outcomes for people

Performance Criteria

You need to show that,

- a. you monitor, review and update systems, procedures and practices to ensure that resources are effectively used and comply with legal, regulatory, inspection and organisational requirements
- b. you manage and allocate **resources** to ensure they support:
 - positive outcomes for people
 - the changing needs of the provision
- c. you evaluate how current resources and time are being used to:
 - achieve positive outcomes for people
 - meet the needs of the provision and service
- d. you ensure:
 - the provision's eligibility criteria are adhered to

- there are sufficient and adequate resources to meet the needs of, and agreed outcomes for people
 - the provision is adequately staffed with trained and competent workers to support people's needs and agreed outcomes
 - systems, procedures and practice are in operation that enable fair and equitable access to the services offered by the provision
 - that your provision complies with legal, registration, regulation, inspection and organisational requirements for access
- e. you manage fair and equitable access to the provision to ensure its **viability**
- f. you use evidence to record and report on issues relating to the use and allocation of resources in accordance with legal, regulatory, inspection and organisational requirements

LMC E5.3 Evaluate whether and to what extent resources meet current and future demands

Performance Criteria

You need to show that,

- a. you evaluate the provision's current and future resource needs in the context of changing environments and legislation, registration, regulation, inspection and organisational requirements
- b. you work with people, workers and relevant others to identify current and future resource needs for the provision
- c. you collect, collate and analyse information to evaluate whether current systems, procedures and practices for the allocation and use of resources will meet changing and future needs and demands on the provision
- d. you identify where:
 - new resources and funding sources might be available
 - existing resources can be reallocated or used more efficiently to meet current, changing and future resource needs and demands on the provision
- e. you use evidence to record and report:
 - current and future resource needs
 - the extent to which they are, and will be met by the resources that are currently available
 - how and where changes could be made to meet the needs of the provision currently and into the short, medium and longer-term future

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:	
Values	
1.	Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information in relation to planning operations and managing resources to meet current and future demands on the provision
2.	Knowledge and practice that underpin the holistic person-centred approach which enable you to plan operations and manage resources to meet current and future demands on the provision, in ways that: <ul style="list-style-type: none">• place the people's preferences at the centre of everything you do whilst considering their best interests• ensure people have access to information about themselves in a format that they can understand• provide opportunities for independent representation and advocacy• use a person's preferred communication methods and language• provide active support for people• recognise the uniqueness of people and their circumstances• empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3.	How to critically evaluate and take informed action against discrimination when planning operations and managing resources to meet current and future demands on the provision
4.	How to support people, workers and relevant others to recognise and take informed action against discrimination
Legislation and policy	
5.	Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: <ul style="list-style-type: none">• your provision• your own roles, responsibilities and accountability• the roles, responsibilities and accountability of others in relation to planning operations and managing resources to meet current and future demands on the provision

6. Current local, national, UK, European and International legislation, standards, guidance and organisational requirements for planning operations and managing resources to meet current and future demands on the provision, including:
- the need to achieve positive outcomes for people
 - the need to safeguard and protect people from all forms of danger, harm and **abuse**
 - employment practices for the provision and service
 - your provision's **governance** arrangements
 - data protection, recording and reporting
 - making and dealing with comments and complaints to improve services
 - whistle-blowing
 - **partnership** and other types of working
 - promoting your provision's services and facilities
 - promoting the services and facilities of your provision
 - developing and implementing operational plans for the provision

7. Organisation requirements for recording and reporting on operational planning procedures and outcomes and the use and allocation of resources to meet current and future demands on the provision, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of **management** policies, systems, processes and procedures for planning operations and managing resources to meet current and future demands on the provision

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:
- literature related to planning operations and managing resources to meet current and future demands on the provision
 - **leadership** and management methods, principles and approaches relevant to planning operations and managing resources to meet current and future demands on the provision
 - government reports, inquiries and research relevant to planning operations and managing resources to meet current and future demands on the provision

<ul style="list-style-type: none"> • evidence and knowledge-based theories and models of good practice for planning operations and managing resources to meet current and future demands on the provision • lessons learned for operational planning and the management of resources within your provision from successful interventions and serious failure of service and practice • the experiences of people within your provision and how they can contribute to operational plans and the management of resources to meet current and future demands on the provision
10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to planning operations and managing resources to meet current and future demands on the provision
11. Methods of managing and developing practice for the development and implementation of operational plans and the allocation and management of resources to meet current and future demands on the provision, about: <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop workers • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
12. How to plan and manage resources and the implications for: <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
13. Different types of change and their implications for planning operations and managing resources to meet current and future demands on the provision
14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on planning operations and managing resources to meet current and future demands on the provision
15. How to develop, implement, monitor and review operational plans for the provision
16. How and where technology should be used for planning operations and managing resources to meet current and future demands on the provision
17. How to allocate, prioritise and manage resources
18. Theories, tools and techniques related to: <ul style="list-style-type: none"> • organisational change and development • contingency management • risk assessment and management • management of resources
19. Knowledge of best practice for marketing and promoting your provision
20. Business models and tools that allow you to identify: <ul style="list-style-type: none"> • strengths, weaknesses, opportunities and threats for the provision • social, technological and political environments which may impact on the viability and development of the provision
21. How the provision's culture can affect individual and team development and performance

- | |
|--|
| 22. How to access and use market intelligence and demographic trends to inform your decisions and plans |
| 23. How stress and conflict impacts on the provision and individual and team performance |
| 24. Approaches to developing a safe, positive and reflective environment that encourages relevant, innovative and creative practice that supports the use and allocation of resources to meet the developmental needs of the provision |

LMCE6 Contribute to the strategic policies of care services

Elements of Competence

- LMC E6.1 Evaluate the impact of strategic policies on your provision**
- LMC E6.2 Evaluate and implement strategic plans for the development of your provision**
- LMC E6.3 Provide feedback on strategic policies to influence the direction of the service**

About this unit

This unit is for leaders and managers of care services. It is about contributing to the strategic policies and direction of the service within which your provision operates

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Collection methods	Methods of collecting qualitative (the meanings, thoughts and feeling of people) and quantitative (numerical) data and information that contribute to measuring the achievement or performance indicators and the impact on the provision. They can include statistical data, focus groups, interviews, consultation with workers and relevant others
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership working	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include: <ul style="list-style-type: none"> • improved health, emotional well being and quality of life

	<ul style="list-style-type: none"> • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC E6.1 Evaluate the impact of strategic policies on your provision

Performance Criteria

You need to show that,

- a. you identify and review the strategic policies for the **provision** provided by the **service**
- b. you work with **people, workers** and **relevant others** to identify:
 - the criteria and indicators that should be used to measure the impact of the service's strategic policies on your provision
 - the data **collection methods** that should be used to do this
 - how and when different people, workers and relevant others can and should contribute to the evaluation
- c. you work with people, workers and relevant others to evaluate the impact of the service's strategic policies for your provision in relation to:
 - the location and environment of your provision
 - the specific needs and outcomes for the people
 - performance management targets, criteria and indicators
 - staffing and worker training and competence
 - how the provision is and needs to be marketed
 - current and future needs of the provision and the service
 - opportunities and threats to the provision
- d. you use evidence to record and report on the processes, procedures and the outcomes from the evaluation

LMC E6.2 Evaluate and implement strategic plans for the development of your provision

Performance Criteria

You need to show that,

- a. you regularly contact and liaise with leaders and managers of different provision within your service
- b. you evaluate with managers from other provisions how well strategic policies meet the needs of individual and the differing provision across the service in relation to:
 - performance management
 - the changing needs of the provision
 - achievement of **positive outcomes** for people
 - staffing issues
 - working relationships within and between provisions
 - working relationships with people, workers and relevant others
 - inter-professional, multi-disciplinary and **partnership working**
- c. you discuss, evaluate and take action to:
 - optimise the strengths and opportunities offered by the service's strategic policies
 - address the weaknesses and threats created by the service's strategic policies

- d. you identify specific and general issues relating to strategic policies of the service that may impact on your own provision

LMC E6.3 Provide feedback on strategic policies to influence the direction of the service

Performance Criteria

You need to show that,

- a. you identify areas where strategic policies:
 - work well for people, workers and relevant others
 - need to be improved and changed
- b. you provide feedback to relevant individuals in the service about the strengths and weakness of the strategic policies in meeting the needs of the provision and contributing to positive outcomes for people
- c. you recognise the aspects of the service and of provision that have been successful in achieving positive outcomes for people
- d. you identify areas where service policies could be adapted and changed to better support outcomes for your provision and the people within it
- e. you make suggestions about:
 - how strategic policies could be improved so that they could better meet current and future needs of your provision
 - the direction of the service and how it could be changed to meet current and future needs and demands of your provision
- f. you use evidence to record and report on your suggestions, priorities and the changing needs of provision in terms of the strategic policies and priorities of the service

Knowledge Specification for the whole of this unit

Competent **leadership** and **management** 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:

Values

1. Legal and **organisational requirements** on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to the strategic policies of the service
2. Knowledge and practice that underpin the holistic person centred approach which enable you to contribute to the strategic policies of the service, in ways that:
 - place the people's preferences at the centre of everything you do whilst considering their best interests
 - ensure people have access to information about themselves in a format that they can understand
 - provide opportunities for **independent representation and advocacy**
 - use a person's preferred communication methods and language
 - provide active support for people
 - recognise the uniqueness of people and their circumstances
 - empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and **take informed action against discrimination** when contributing to the strategic policies of the service
4. How to support people, workers and relevant others to recognise and take informed action against discrimination

Legislation and policy

5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
 - your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of othersin relation to the strategic policies of the service
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the strategic policy development and direction within the service, including:
 - the need to achieve positive outcomes for people
 - the need to safeguard and protect people from all forms of danger, harm

and **abuse**

- employment practices for the provision and service
- your provision's **governance** arrangements
- data protection, recording and reporting
- making and dealing with comments and complaints to improve services
- whistle-blowing
- **partnership** and other types of working
- promoting your provision's services and facilities

7. Organisational requirements for recording and reporting on strategic policies for the service, including:

- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
- how to ensure that records and reports do not contribute to labelling and stigmatisation
- the security requirements for different records and reports
- the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
- types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
- the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
- how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the strategic development of the service

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:

- literature related to strategic policy development and review
- leadership and management methods, principles and approaches relevant to contributing to the development and revision of strategic policies
- government reports, inquiries and research relevant to strategic policy development and review
- evidence and knowledge-based theories and models of good practice in strategic policy development and review
- lessons learned for strategic policy development from successful interventions and serious failure of service and practice
- the experiences of people within your provision and how they can support your contribution to strategic policy development

10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision in light of the strategic policies of the service

11. Methods of managing and developing practice in your provision in relation to strategic policy development and review, about:

- how you consult with people, workers and relevant others
- how you promote the participation and involvement of people

<ul style="list-style-type: none"> • how you support, supervise and develop staff • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
<p>12. How to plan and manage resources and the implications for strategic policy development, implementation and review in terms of:</p> <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
<p>13. Different types of change and their implications for the strategic policy development, implementation and review within your provision</p>
<p>14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on strategic policy implementation and review</p>
<p>15. How and where technology should be used when contributing to strategic policy development and review</p>
<p>16. Principles, methods and techniques relating to:</p> <ul style="list-style-type: none"> • the development and implementation of strategy for the provision and the service • organisational development and change for the provision and the service • the strategic planning for the business, service and provision • working with diversity and changing needs, expectations and resources • identifying and evaluating strengths and weaknesses of the provision in relation to the strategic planning • evaluating the provision's and the service's past performance
<p>17. Methods and techniques of:</p> <ul style="list-style-type: none"> • giving and receiving constructive feedback within the provision and service • identifying individual and the provision's developmental needs to implement the strategy of the service • developing individuals to meet the needs of the provision's and the service's strategic plan • management that promotes an open and inclusive culture
<p>18. How to create and maintain an organisational culture that:</p> <ul style="list-style-type: none"> • promotes openness, creativity and problem solving • motivates people, workers and relevant others to contribute to developing the strategy of the provision and the service

LMCE7 Develop, implement and review business plans and planning for the provision of care services

Elements of Competence

LMC E7.1 Develop a business plan for your provision

LMC E7.2 Implement, monitor and review the business plan

LMC E7.3 Evaluate policies, procedures and practices for business planning

About this unit

This unit is for leaders and managers of care services. This unit is about developing, implementing and evaluating business plans for your provision. It also includes the need to review the business planning procedures for your provision

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Those providing governance could include: your provision's governing body; those directing statutory bodies; those directing non-statutory regulatory authorities, directors, board members, management committees, elected members, company directors, trustees

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Business plan	A document that outlines the provision's aims, objectives and purpose, setting out a plan to meet business needs of the provision into the short, medium and longer-term future
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Internal and external environments	Physical, human, technological and financial aspects within and outside the provision that might impinge on the performance and practice within the provision and that must, should and could impact on the operation of the provision in the short, medium and longer-term future
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership working	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They

	<p>include:</p> <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Viability	The ability of the provision to sustain its activities in terms of financial, human, physical and environmental requirements and services in both rapidly changing and planned circumstances
Vision	A shared view of the future of the provision that is stimulating and motivating, takes account of continually changing needs of the provision and all within and inspires all who may be involved in or associated with the provision
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC E7.1 Develop a business plan for your provision

Performance criteria

You need to show that,

- a. you liaise with those providing **governance** to identify strategic objectives and goals that are required to meet the **vision** of the **provision** and the **service**
- b. you implement and review the effectiveness of systems, procedures and practice for business planning in the context of legislation, regulation, registration, inspection and **organisational requirements**
- c. you identify aspects of the **internal and external environments** that might impact on the operation and **viability** of the provision currently and into the short, medium and longer-term future
- d. you consult with:
 - **workers, people** and **relevant others**
 - those providing governanceto identify operational and strategic priorities and issues that need to be taken account of when developing the **business plan**
- e. you identify performance indicators and targets that have been set for the provision
- f. you review, assess and balance identified business risks that need to be taken account of when developing the business plan
- g. you identify **positive outcomes** that have been set for people and how and where these need to be incorporated into the business plan
- h. you analyse, evaluate, prioritise and organise all information relevant to the development of an effective business plan that:
 - meets the current needs of the provision
 - meets needs that have been identified for the short, medium and into the longer-term future
 - is flexible and open to change
 - ensures positive outcomes for people
- i. you balance the needs and expectations of people, workers, relevant others and governance, ensuring that the business plan complies with legislation, regulation, inspection and organisational requirements
- j. you develop and disseminate the business plan to appropriate people for comment
- k. you revise the business plan in response to feedback

LMC E7.2 Implement, monitor and review the business plan

Performance criteria

You need to show that,

- a. you review systems, procedures and practice for implementing and monitoring business plans within your provision in the context of legislation, regulation, inspection and organisational requirements
- b. you ensure that the implementation and monitoring of the business plan is adequately resourced
- c. you identify measures and methods for obtaining feedback, monitoring, evaluating and revising the business plan

- d. you identify when different components of the plan should be implemented and monitored and by whom
- e. you identify your own and the roles and responsibilities of those involved in governance, workers and relevant others for the implementation and monitoring of the business plan
- f. you ensure that all involved in the implementation and monitoring understand their roles and are able, trained and competent to do so
- g. you collect data and feedback from all sources to monitor the business plan
- h. you report on outcomes from monitoring and reviewing the business plan as required by legislation, regulation, inspection and organisational requirements identifying:
 - where targets, goals and objectives are being met and areas that need improvement
 - areas of the business plan that need strengthening
 - internal, external environmental and other changes that might impact on the business plan and require its revision
 - timescales by which changes need to be made
- i. you disseminate the revised business plan to the appropriate people for comment and action

LMC E7.3 Evaluate policies, procedures and practices for business planning

Performance criteria

You need to show that,

- a. you analyse information from all sources to evaluate the effectiveness of policies, procedures and practices for business planning
- b. you identify business planning policies, procedures and practices that positively contribute to meeting:
 - the provision's performance indicators and targets
 - the provision's strategic objectives and vision
 - positive outcomes for people
- c. you work with workers and those providing governance to identify business planning policies, procedures and practices:
 - that work well
 - need changing to better meet the business planning requirements for the provision
- d. you record and report on the outcomes of the evaluation and communicate these to appropriate people, organisations and agencies
- e. you liaise with relevant individuals and gain approvals to adapt systems, procedures and practices to better meet the business planning needs of provision

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Values
1. Legal and organisational requirements on equality, diversity, discrimination, rights , confidentiality and sharing of information in relation to business planning
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the development and implementation of business plans for the provision, in ways that: <ul style="list-style-type: none">• place the people's preferences at the centre of everything you do whilst considering their best interests• ensure people have access to information about themselves in a format that they can understand• provide opportunities for independent representation and advocacy• use a person's preferred communication methods and language• provide active support for people• recognise the uniqueness of people and their circumstances• empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and take informed action against discrimination when developing, implementing and evaluating business plans
4. How to support people, workers and relevant others to recognise and take informed action against discrimination
Legislation and policy
5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to: <ul style="list-style-type: none">• your provision• your own roles, responsibilities and accountability• the roles, responsibilities and accountability of others in relation to business planning for the provision
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for business planning within your provision, including: <ul style="list-style-type: none">• the need to achieve positive outcomes for people• the need to safeguard and protect people from all forms of danger, harm and abuse• employment practices for the provision and service

- your provision's governance arrangements
- data protection, recording and reporting
- making and dealing with comments and complaints to improve services
- whistle-blowing
- **partnership** and other types of working
- promoting your provision's services and facilities

7. Organisational requirements for recording and reporting on business planning, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of **management** policies, systems, processes and procedures for business planning

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:
- literature related to business planning for your provision
 - **leadership** and management methods, principles and approaches relevant business planning for your provision
 - government reports, inquiries and research relevant to business planning for your provision
 - evidence and knowledge-based theories and models of good practice in business planning for your provision
 - lessons learned for business planning within your provision, from successful interventions and serious failure of service and practice
 - the experiences of people within your provision and how they can contribute to effective business plans and planning

10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to business planning within your provision

11. Methods of managing and developing practice in business planning for the provision, about:
- how you consult with people, workers and relevant others
 - how you promote the participation and involvement of people
 - how you support, supervise and develop staff
 - the impact on the provision of organisational behaviour
 - group and individual processes
 - how power relationships can be used and abused

12. How to plan and integrate requirements for **resources** within business plans

<p>and how to assess the impact of resources on:</p> <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
13. Different types of change and their implications for the business plans and planning
14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your leadership and management when business planning
15. How and where technology should be used when developing, implementing and evaluating business plans and planning
16. The importance of long and medium-term planning to the success of your provision
17. The principles of strategic management and business planning
18. The components of a strategic business plan
19. How to identify potential risks in relation to the achievement of objectives
20. How to develop strategic objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and how to develop controls to minimise risk
21. How to allocate roles and responsibilities and allocate resources to support a business plan
22. The importance of consulting with people, workers, relevant others and those providing governance during the development of the plan
23. How to develop measures and methods for monitoring and evaluating performance against the business plan
24. The importance of communicating the plan to people, taking account of their comments and ensuring that they understand the plan and any implications it may have for them
25. How to revise and adapt plans to meet the changing needs and circumstances of and demands on the provision

LMC E8 Manage finance for your area of responsibility (MSC E2)

About this unit

This unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor, evaluate and control performance and take action to deal with identified variances.

Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit.

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

Skills

Listed below are the main generic skills which need to be applied in managing finance for your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Decision making
- Questioning
- Consulting
- Monitoring
- Assessing
- Delegating
- Acting assertively
- Valuing and supporting others
- Negotiating
- Contingency planning
- Information management
- Problem solving
- Thinking systematically
- Leadership
- Motivating
- Planning
- Prioritising

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Performance criteria

You need to show that,

- a. you confirm your financial responsibilities, including the limits of your authority, with those to whom you report.
- b. you gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks.
- c. you identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources.
- d. you discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.
- e. you consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process.
- f. you discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area.
- g. you establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.
- h. you identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required.
- i. you propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people.
- j. you provide ongoing information on the financial performance of your area to relevant people in your organisation.
- k. you advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities.
- l. you encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation.
- m. you review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future.

Behaviours which underpin effective performance

1. You act within the limits of your authority.
2. You are vigilant for potential risks.
3. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
4. You clearly agree what is expected of others and hold them to account.
5. You respond quickly to crises and problems with a proposed course of action.
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organizational policies and professional codes.
7. You prioritise objectives and plan work to make best use of time and resources.
8. You use communication styles that are appropriate to different people and situations.
9. You take and implement difficult and/or unnecessary decisions, if necessary.

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Legislation and policy
1. Legal, regulatory and ethical requirements in the industry/sector.
2. The scope and nature of your area of responsibility including the vision, objectives and operational plans.
3. Your financial responsibilities, including the limits of your authority.
4. The people you report to in your organisation.
5. Financial information available in your organisation.
6. Activities for which budgets have been delegated.
7. The budgeting period(s) used in your organisation.
8. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
9. The agreed master budget for your area, including delegated budgets.
10. Contingency plans put in place.
11. What to do and who to contact if you suspect fraud has been committed.

12. Who needs information on the financial performance of your area, what information they need, when they need it and in what format.
Leadership and management theory and practice
13. Systems established for managing and evaluating performance against budgets.
14. Factors, processes and trends that are likely to affect financial management in your industry/sector
15. The purposes of budgetary systems.
16. The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those to whom you report.
17. Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.
18. The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
19. How to identify opportunities and delegate responsibility for budgets.
20. The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
21. How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
22. How to establish systems to monitor and evaluate performance against budgets.
23. The importance of contingency plans and the type of contingencies that may occur.
24. The main causes of variances and how to identify them.
25. What different types of corrective action could be taken to address identified variances.
26. The importance of agreeing revisions to the budget and communicating the changes.
27. The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.
28. Types of fraudulent activities and how to identify them.
29. How to encourage colleagues to think about ways of reducing expenditure and increasing income.
30. How to review the financial performance of your area against the stated objectives.

LMC E9 Manage procedures within care services for making, responding to and learning from comments and complaints

Elements of Competence

LMC E9.1 Implement and review systems, procedures and practice for the receipt of comments and complaints

LMC E9.2 Ensure that lessons are learned from comments and complaints

LMC E9.3 Evaluate the effectiveness of complaints systems, procedures and practice

About this unit

This unit is for leaders and managers of care services. It is about managing the processes and procedures for making, responding to and learning from comments and complaints within your provision.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items.

Comments and complaints may be: positive, negative, formal, informal, and can be made about the provision, its operations, yourself and your workers

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Comments and complaints	Positive and negative observations made about the provision, its operations, yourself and your workers. These can be informal and formal.
Evidence-based practice	Practice that is based on evidence drawn from people, workers, research, organisational and policy expertise
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:

	<ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC E9.1 Implement and review systems, procedures and practice for the receipt of comments and complaints

Performance Criteria

You need to show that,

- a. you review systems, procedures and practices for receiving and responding to **comments and complaints** to ensure they comply with legislation, regulation, inspection and **organisational requirements**
- b. you implement systems, procedures and practices that ensure positive and prompt response to comments and complaints about the **provision**, its workers and services
- c. you ensure systems, procedures and practices for receiving and acting on comments and complaints are implemented and reviewed according to legal, regulatory, inspection and organisational requirements
- d. you ensure effective and efficient recording and reporting procedures are in place, implemented and reviewed for the receiving and acting on comments and complaints
- e. you ensure workers are trained and competent to deal with and respond to representations, comments and complaints
- f. you respond constructively to comments and complaints, ensuring that complaints are fully and openly investigated and that the outcomes are shared appropriately
- g. you ensure that **independent representation and advocacy** support is provided to enable people to make comments and complaints
- h. you ensure that **people**, their representatives/advocates, **workers** and **relevant others**:
 - know how, and feel able to make comments and complaints
 - are confident that their concerns will be taken seriously if they are unhappy with any aspect of the **provision**, its services and the **service**

LMC E9.2 Ensure that lessons are learned from comments and complaints

Performance Criteria

You need to show that,

- a. you set in place systems, procedures and practices to ensure that lessons are learned from comments and complaints and how they were dealt with
- b. you ensure that positive comments are recognised and shared appropriately with workers and relevant others
- c. you treat every comment and complaint positively and ensure complaints are used constructively within the provision
- d. you ensure that positive and negative comments and complaints are used as positive learning experiences:
 - for your own practice
 - for the provision
 - for staff training and development
 - to inform future practice

- to set in place procedures to avoid future complaints of the same nature
- e. you identify and ensure that changes made in response to comments and complaints are evidenced, recorded and reported

LMC E9.3 Evaluate the effectiveness of comments and complaints systems, procedures and practice

Performance Criteria

You need to show that,

- a. you critically evaluate comments and complaints received and your provision's systems, procedures and practices for dealing with them, in the context of legislation, regulation, inspection and organisational requirements
- b. you identify information and advice that could inform the evaluation and development of systems, procedures and practice for comments and complaints
- c. you work with people, workers and relevant others to identify:
 - what is effective about the comments and complaints systems, procedures and practice
 - what could be improved
- d. you ensure that information from comments and complaints is collated, reviewed and analysed to identify lessons learned about the effectiveness of the systems, procedures and practice and in line with performance **management** requirements and targets
- e. you use evidence to record, report and make recommendations for improvements and changes to comments and complaints systems, procedures and practice
- f. you disseminate the recommendations to appropriate individuals for action

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to managing procedures for making, responding to and learning from comments and complaints
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to managing procedures for making, responding to and learning from comments and complaints, in ways that:
 - place the people's preferences at the centre of everything you do whilst considering their best interests
 - ensure people have access to information about themselves in a format that they can understand
 - provide opportunities for independent representation and advocacy
 - use a person's preferred communication methods and language
 - provide active support for people
 - recognise the uniqueness of people and their circumstances
 - empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and **take informed action against discrimination** when managing procedures for making, responding to and learning from comments and complaints
4. How to support people, workers and relevant others to recognise and take informed action against discrimination

Legislation and policy

5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
 - your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of othersin relation to managing procedures for making, responding to and learning from comments and complaints
6. Current local, national, UK, European and international legislation, standards,

guidance and organisational requirements for the managing procedures for making, responding to and learning from comments and complaints within your provision, including:

- the need to achieve positive outcomes for people
- the need to safeguard and protect people from all forms of danger, harm and **abuse**
- employment practices for the provision and service
- your provision's **governance** arrangements
- data protection, recording and reporting
- making and dealing with comments and complaints to improve services
- whistle-blowing
- **partnership** and other types of working
- promoting your provision's services and facilities
- policies and procedures and regulations about responding to comments and complaints

7. Organisational requirements for recording and reporting on comments and complaints and the procedures to deal with and learn from these, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures on receiving, dealing with and learning from comments and complaints

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:
- literature related to receiving, dealing with and learning from comments and complaints within your provision
 - leadership and management methods, principles and approaches relevant to dealing with comments and complaints within your provision
 - government reports, inquiries and research relevant to receiving, dealing with and learning from comments and complaints
 - evidence and knowledge-based theories and models of good practice in receiving, dealing with and learning from comments and complaints
 - lessons learned for receiving, dealing with and learning from comments and complaints from successful interventions and serious failure of service and practice

<ul style="list-style-type: none"> • the importance of experiences of people within your provision in terms of receiving, dealing with and learning lessons from comments and complaints
10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to receiving, dealing with and learning from comments and complaints
11. Methods of managing and developing practice in receiving, dealing with and learning from comments and complaint, about: <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop workers • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
12. How to plan and manage resources , for receiving, dealing with and learning from comments and complaints, and the implications for: <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
13. Different types of change and their implications for the leadership and management of your provision and service
14. How psychological, socio-economic, cultural and environmental factors of those within the provision can impact on the receipt and handling of comments and complaints
15. How and where technology should be used when receiving, dealing with and learning from comments and complaints within your provision
16. Knowledge and evidenced-based practice about: <ul style="list-style-type: none"> • the effectiveness of comments and complaints systems, procedures and practices • enabling people to use comments and complaints systems and procedures • setting up and managing systems that promote the participation of people and workers in improving the provision and practice within it • evaluating and reviewing policies and procedures for comments and complaints in ways that use the contribution of people and workers • working with people, workers and partners to use what is learnt from comments, complaints and mistakes
17. How to promote a culture which promotes learning from comments, complaints and mistakes to improve the provision and practice within it
20. How to access training and development on receiving and responding to comments and complaints for workers
21. How to use comments and complaints within performance management and to inform future practice
22. Where and when to access independent representation and advocacy support for people who wish to make comments and complaints

LMC E10 Ensure policies, procedures and practice for the conduct of workers within care services are adhered to

Elements of Competence

LMC E10.1 Ensure conduct within your provision complies with legislation, regulation, inspection and organisational requirements

LMC E10.2 Implement disciplinary and grievance procedures

LMC E10.3 Arrange, conduct and report on disciplinary hearings

About this unit

This unit is for leaders and managers of care services. It is about implementing and monitoring disciplinary and other hearings related to the conduct of workers within your provision

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage, and a sound rationale for not providing evidence for the remaining items.

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer-term future

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Evidence	Using different forms of knowledge (including research, experiences of children and young people, knowledge from best practice and knowledge gained from inspections) to support your judgements, decisions and any statements you make when communicating with others
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers, significant others, groups and communities
Positive outcomes	Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:

	<ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual

LMC E10.1 Ensure conduct within your provision complies with legislation, regulation, inspection and organisational requirements

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of policies, procedures and practices in relation to the conduct of **workers** to ensure they comply with legislation, regulation, inspection and **organisational requirements**
- b. you ensure systems, procedures and practices are in place to provide advice and up-to-date information in an easily accessible form on the conduct required from workers
- c. you ensure that the provision's policies, systems, procedures and practices for the conduct of workers are expressed in an understandable format and language and displayed where workers can easily access them
- d. you work with **people**, workers and **relevant others** to update systems, procedures and practices on workers' conduct to ensure that they meet the needs of the people, the **provision** and comply with legislation, regulation, inspection and organisational requirements
- e. you ensure that disciplinary policies and procedures within the provision:
 - comply with legal, regulatory, inspection and organisational requirements
 - are regularly reviewed and updated, in accordance with good practice and recommended improvements
- f. you ensure that as part of induction, workers are briefed on all policies and procedures including disciplinary and grievance procedures
- g. you challenge and support people, workers and relevant others to identify and challenge conduct that is not appropriate
- h. you work with, and support workers whose conduct needs to change, to identify where and how their conduct could be improved
- i. you identify sources of advice and support for workers to improve their conduct

LMC E10.2 Implement disciplinary and grievance procedures

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of disciplinary and grievance policies, procedures and practice in the context of legislation, regulation, inspection and organisational requirements
- b. you ensure that actual and potential conflicts and unsatisfactory performance are identified and dealt with promptly
- c. you review reports, complaints and other information with regard to the discipline of workers
- d. you ensure that where disciplinary and grievance procedures are to be invoked, workers are given sufficient opportunity to discuss the matter with you and/or seek advice, support and independent representation

- e. you identify and ensure that the different stages of disciplinary and grievance procedures are used appropriately and lead to effective action for:
- yourself
 - the provision
 - the workers
 - anyone else who is involved
- f. you ensure ongoing confidentiality until the matter is resolved

LMC E10.3 Arrange, conduct and report on disciplinary hearings

Performance Criteria

You need to show that,

- a. you take action promptly in response to deteriorating and unsatisfactory performance
- b. you identify the processes and requirements for disciplinary hearings
- c. you objectively and systematically review documentary and other evidence to be presented at the disciplinary hearing
- d. you ensure that you:
- follow the provision's systems, procedures and practices for disciplinary hearings ensuring that they comply with legislation, regulation, inspection and organisational requirements
 - do not do anything that may hinder the hearing or contaminate the evidence that might be presented
- e. you ensure that all workers involved in the procedure are properly briefed about what to expect and what is required
- f. you ensure that the hearing is conducted according to legal, regulation, inspection and organisational requirements and due process
- g. you use **evidence** to record and report the findings from the hearings
- h. you ensure that:
- actions are agreed with all present
 - actions and outcomes are recorded accurately and in accordance with legal, regulation, inspection and organisational requirements
 - reports are sent to appropriate individuals, organisations and agencies within agreed timescales

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to discipline and grievance procedures and the conduct of workers
2. Knowledge and practice that underpin the holistic person centred approach which enable you to implement policies, procedures and practices for the conduct of workers, in ways that:
 - place the people's preferences at the centre of everything you do whilst considering their best interests
 - ensure people have access to information about themselves in a format that they can understand
 - provide opportunities for **independent representation and advocacy**
 - use a person's preferred communication methods and language
 - provide active support for people
 - recognise the uniqueness of people and their circumstances
 - empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
 - ensure that the conduct of workers supports the holistic person-centred approach and the rights of people, workers and relevant others
3. How to critically evaluate and **take informed action against discrimination** when dealing with the discipline and grievance procedures and the conduct of workers
4. How to support people, workers and relevant others to recognise and take informed action against discrimination

Legislation and policy

5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
 - your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of othersin relation to grievance and disciplinary procedures when managing care services

6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the **leadership** and **management** conduct within your provision, including:
- the need to achieve **positive outcomes** for people
 - the need to safeguard and protect people from all forms of danger, harm and **abuse**
 - employment practices for the provision and **service**
 - your provision's **governance** arrangements
 - data protection, recording and reporting
 - making and dealing with comments and complaints to improve services
 - whistle-blowing
 - the processes for grievance and disciplinary matters
 - running and taking part in grievance and disciplinary hearings
 - **partnership** and other types of working
 - promoting your provision's services and facilities

7. Organisational requirements for recording and reporting on the conduct of workers and any grievance and disciplinary procedures, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures on the conduct of workers

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:
- literature related to leadership and management of the conduct of workers within your provision
 - leadership and management methods, principles and approaches relevant to managing the conduct and discipline of workers
 - government reports, inquiries and research relevant to the conduct of workers
 - evidence and knowledge-based theories and models of good practice in leading and managing the conduct of workers and disciplinary and grievance procedures
 - lessons learned for leadership and management from successful interventions and serious failure of service and practice in relation to the

<p>conduct and discipline of workers</p> <ul style="list-style-type: none"> • the experiences of people within your provision and their value to disciplinary and grievance procedures where the conduct of workers is being investigated
10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to the conduct of workers and grievance and disciplinary issues and hearings
11. Methods of managing and developing effective conduct and practice, about: <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop workers • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
12. How to plan and manage resources and the implications for: <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes • supporting the conduct of workers and dealing with disciplinary matters
13. Different types of change and their implications for the conduct of workers
14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your leadership and management of the conduct of workers
15. How to protect workers from allegations including false allegations
16. How and where technology should be used within your provision for dealing with the conduct of workers and running disciplinary hearings
17. Models and theories of human resource management related to dealing with complaints and disciplinary matters
18. Sources of advice and support for dealing with the conduct of workers and disciplinary matters
19. How to prepare for, convene, run and report on the outcomes from disciplinary hearings, ensuring that they meet legal requirements and comply with organisational policies and procedures
20. How to support workers through disciplinary and other hearings related to conduct

LMC E11 Manage a project (MSC F1)

About this unit

This unit is about managing a project for which you have been given responsibility. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor(s) and any key stakeholders.

Skills

Listed below are the main generic skills which need to be applied in managing a project. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Evaluating
- Delegating
- Communicating
- Setting objectives
- Decision-making
- Leadership
- Motivating
- Negotiating
- Planning
- Problem solving
- Information management
- Contingency planning
- Risk management
- Reviewing
- Consulting
- Monitoring
- Thinking systematically

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Performance criteria

You need to show that,

- a. you discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsor(s) and any key stakeholders.
- b. you identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.
- c. you develop, in consultation with relevant people, a realistic and thorough plan for undertaking the project and achieving the key objectives.
- d. you discuss and agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary.
- e. you brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information.
- f. you put processes and resources in place to manage potential risks arising from the project and deal with contingencies.
- g. you implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress.
- h. you communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis.
- i. you identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan, obtaining agreement from project sponsors and any key stakeholders where necessary.
- j. you achieve project objectives using the agreed level of resources.
- k. you confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders.
- l. you evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members.

Behaviours which underpin effective performance

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You find practical ways to overcome barriers.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You create a sense of common purpose.
5. You make best use of available resources and proactively seek new sources of support when necessary.
6. You act within the limits of your own authority.
7. You are vigilant for potential risks and hazards.
8. You take pride in delivering high quality work.
9. You take personal responsibility for making things happen.

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Legislation and policy
1. Industry/sector specific legislation, regulations, guidelines and codes of practice.
2. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken.
Leadership and management theory and practice
3. Project management tools and techniques commonly used in the industry or sector.
4. Risks and contingencies common to the industry/sector.
5. The fundamental characteristics of projects as opposed to routine management functions/activities
6. The role and key responsibilities of a project manager.
7. Key stages in the project lifecycle.
8. The importance of the relationship between the project manager and the

project sponsor(s) and any key stakeholders
9. Why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor(s) and any key stakeholders before detailed planning commences.
10. The type of information needed for effective project planning.
11. Why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.
12. Why it is important to consult with relevant people in developing a project plan and how to do effectively.
13. What should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders.
14. Why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively.
15. Ways of providing ongoing support, encouragement and information to any project team members.
16. Ways of identifying and managing potential risks in relation to the project.
17. The importance of contingency planning and how to do so effectively.
18. How to select from and apply a range of basic project management tools and techniques to monitor, control and review progress of the project.
19. Effective ways of communicating with project sponsor(s) and any key stakeholders during a project.
20. The importance of agreeing changes to the project plan with the project sponsor(s) and any key stakeholders.
21. The type of changes that might need to be made to a project plan during implementation.
22. Why it is important to confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders and how to do so effectively.
23. How to establish effective systems for evaluating the success of projects and identifying lessons for the future.
24. The importance of recognising the contributions of project team members to the success of projects and different ways of doing so.
25. Methods used for recognising the contributions of any project team members to successful projects
26. Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project.
27. Processes for confirming satisfactory completion of the project with the project sponsor(s) and any key stakeholders.
28. Processes in place for identifying and agreeing changes to the project plan and any changes which have made.
29. Processes in place for communicating information on progress of the project to the project sponsor(s), any key stakeholders and any project team members.
30. Specific project management tools and techniques used to monitor, control and review progress.

31. Type and nature of potential risks identified and contingencies encountered.
32. Processes and resources put in place to manage potential risks and deal with contingencies.
33. Methods used for briefing, supporting, encouraging and providing information to any project team members.
34. The roles and responsibilities of any project team members.
35. The agreed project plan.
36. Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.
37. Key stakeholders – the individuals or groups who have a vested interest in the success of the project and the organisation.
38. The project sponsor(s) – the individual or group for whom the project is being undertaken.
39. The agreed key objectives and scope of the proposed project and the available resources.

LMC E12 Manage a programme of complementary projects (MSC F2)

About this unit

This unit is about managing a specific programme of different projects which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim.

Skills

Listed below are the main generic skills which need to be applied in managing a programme of complementary projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Acting assertively
- Communicating
- Managing conflict
- Delegating
- Decision making
- Influencing
- Leadership
- Motivating
- Negotiating
- Planning
- Problem solving
- Questioning
- Stress management
- Time management
- Team building

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately to resolve issues and conflicts and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Performance criteria

You need to show that,

- a. you make sure everyone involved is clear about how the programme links to strategic targets.
- b. you take account of all essential needs and translate strategic targets into practical, efficient and effective actions.
- c. you make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.
- d. you monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.
- e. you provide support to allow programme team members to perform efficiently and effectively.
- f. you make recommendations which identify good practice and areas for improvement.
- g. you tell everyone involved about important issues and the results of putting the programme into practice.

Behaviours which underpin effective performance

1. You address multiple demands without losing focus or energy.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You find practical ways to overcome barriers.
4. You keep people informed of plans and developments.
5. You present information clearly, concisely, accurately and in ways that promote understanding.
6. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
7. You create a sense of common purpose.
8. You identify a range of elements in a situation and how they relate to each other.

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management 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 and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:
Legislation and policy
1. Industry/sector specific legislation, regulations, guidelines and codes of practice.
2. General organisational policies, practices and activities that may affect the programme plan.
3. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken.
4. Procedures in your organisation for managing finance.
5. Procedures in your organisation for buying products and services.
6. General legal requirements that are relevant to your organisation.
7. General quality standards and processes within your organisation.
8. General personnel policies and procedures within your organisation.
Leadership and management theory and practice
9. The difference between project and programme management.
10. The roles and key responsibilities of a programme manager.
11. Principles, processes, tools and techniques for managing programmes.

12. The basic principles, methods and techniques of total quality management.
13. How to manage, motivate, plan, monitor, and assess people.
14. How to assess and manage risk.
15. How to manage change within projects and programmes.
16. Programme and project management tools and techniques commonly used in the industry or sector.
17. Risks and contingencies common to the industry/sector.
18. The programme sponsor(s) – the individual or group for whom the programme is being undertaken.
19. Key stakeholders – the individuals or groups who have a vested interest in the success of the programme and the organisation.
20. The agreed key objectives and scope of the programme and the available resources.

LMC E13 Market, cost and contract to ensure the viability of your provision of care services

Elements of Competence

LMC E13.1 Identify potential markets and cost services

LMC E13.2 Negotiate contracts to ensure the continuing development and functioning of the provision

LMC E13.3 Monitor and evaluate marketing and contracting systems, procedures and practices for your provision

About this unit

This unit is for leaders and managers of care services.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. You need to provide evidence for the areas that are relevant to the care service that you lead and manage and a sound rationale for not providing evidence for the remaining items

Contracts could be with: individual, families, public sector providers, voluntary organisations, private providers, spot, block

Development opportunities could include using existing resources (human, physical and financial) within the provision; developing new areas of work; forming new partnerships with individuals or organisations

People include:

- adults using care services, their families, carers, groups and communities
- children and young people using care services, their parents/carers, families, carers, groups and communities

Preferred communication methods and language including: people's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non-verbal forms of communication; human and technological aids to communication; pre-verbal utterances in infants and young children

Relevant others could include: other professionals who should contribute to the activity, people from within the provision who should contribute to the activity, people from outside the provision who should contribute to the activity

Tenders could be for: contracts for work, grants, other funding or work opportunities

Those providing governance could include: your provision's governing body; those directing statutory bodies; those directing non-statutory regulatory authorities, directors, board members, management committees, elected members, company directors, trustees

Workers could include: those supporting the people within your provision who are paid, unpaid, contractual or non-contractual

Your **knowledge and understanding** for this unit relates to: legal and organisational requirements for care services; employer and employee codes of practice and conduct within care services; the depth and breadth of understanding that will enable you to lead and manage care services effectively, support workers to perform competently, ensure the well being of all within your provision, critically evaluate, assess and intervene appropriately

to resolve issues and conflicts; and the need to understand and work in collaboration with people, workers and relevant others within and outside your provision to ensure its viability into the short, medium and longer term future.

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement, relevant service standards and codes of practice for health and social care in the four UK countries. To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Abuse	Abuse is causing physical, emotional, sexual and/or financial harm to an individual and/or failing/neglecting to protect them from harm. This could be at a personal or institutional level
Costing	The calculation of unit costs for specific services that your provision offers. It will take account of the market for that particular service within your locality
Development opportunities	Opportunities to develop the provision using your existing resources (human, physical and financial) within the provision, developing new areas of work for the provision and forming new partnerships with individuals or organisations
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Individual requests	Where services are requested by individual purchasers, i.e. from individuals, families or other agencies or organisations, directly to your provision
Independent representation and advocacy	Where the views, wishes and concerns of the adult/child/young person are communicated by another person, either through someone independently representing their wishes, or someone acting as their advocate
Leadership	The ability to provide a model of best practice that is creative, innovative, motivating and flexible and supports people to follow by example and through respect
Management	The ability to lead and organise the effective running of the provision and to meet the overall service needs and those required by legislation, regulation, registration and inspection. Effective managers are able to solve problems, balance the needs of all within the provision, to manage competing demands and to cope under stress
Marketing	Methods and strategies for selling the goods, services and facilities offered by your provision
Organisational requirements	Aspects of policy, procedure and practice that are required by the service and the provision
Partnership	Working effectively together with people, professionals, agencies and organisations to enhance the well being of people and support positive and improved outcomes
People	For adults, people includes adults using care services, their advocates, their families, carers, significant others, groups and communities For children and young people, people includes the children and young people using care services, their advocates, their parents/carers, their families, teachers, college lecturers,

	significant others, groups and communities
Positive outcomes	<p>Beneficial outcomes for adults as specified in regulation and guidance for each of the countries of the UK and agreed as appropriate with and for each person within the provision. They include:</p> <ul style="list-style-type: none"> • improved health, emotional well being and quality of life • staying safe and being free from discrimination and harassment • enjoying, achieving and making a positive contribution • exercising choice and control • achieving economic well being, dignity and respect <p>Beneficial outcomes for children and young people as specified in the regulation of each of the countries of the UK and as agreed with children and young people. They include:</p> <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Proposals	Documents put together to tender for contracts
Provision	The specific unit or part of the service for which you have leadership and management responsibilities
Relevant others	Key people within and outside the provision with whom it is beneficial to work and who can influence the provision and the outcomes for the provision and people within it
Resources	The assets of the provision: financial, human, physical and environmental
Rights	<p>The rights of:</p> <ul style="list-style-type: none"> • adults are those embodied in the United Nations Universal Declaration of Human Rights • children and young people are those embodied in the United Nations Convention on the Rights of the Child <p>These include rights under the social care codes of practice that everyone should be: respected (in terms of their beliefs, culture and values); treated and valued equally, not be discriminated against; treated as an individual; treated in a dignified way; socially included; included in activities; protected from danger and harm; cared for in a way they choose; have privacy and access to information about themselves and be able to communicate using their preferred methods of communication and language</p>
Service	The overall organisation, agency or service within which your specific provision resides and for which you are the manager
Take informed action against discrimination	Actions taken about discrimination on the basis of your knowledge of good practice, legal requirements and professional codes and in relation to information received and investigated
Viability	The ability of the provision to sustain its activities in terms of financial, human, physical and environmental requirements and services in both rapidly changing and planned circumstances

Workers	Those supporting people within the provision who are paid or unpaid, contractual or non-contractual
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LMC E13.1 Identify potential markets and cost services

Performance Criteria

You need to show that,

- a. you review systems, procedures and practices for **marketing** and **costing** in the context of legislation, regulation, inspection and **organisational requirements**
- b. you research potential markets and **development opportunities** and identify any financial and support implications for yourself and the **provision**
- c. you make links and develop relationships that will enhance the marketing of your provision
- d. you identify and compare the quality and pricing of services offered by competitors against your own
- e. you identify strengths, weaknesses, opportunities and threats that exist for the services you offer, taking account of current and future needs of the provision
- f. you identify the unique aspects of the provision that have marketing potential
- g. you identify and manage risks associated with marketing and pricing your services
- h. you monitor changes and respond appropriately to market and other requirements that might affect the **viability** of your provision
- i. you establish the best places and ways to market your provision

LMC E13.2 Negotiate contracts to ensure the continuing development and functioning of the provision

Performance Criteria

You need to show that,

- a. you identify grants and contracts that are appropriate to current, short, medium and long-term needs of your provision
- b. you seek tendering opportunities appropriate to your provision
- c. you respond to **individual requests** in accordance with legal, regulatory and **organisational requirements**
- d. you evaluate tendering opportunities and individual requests appropriate for:
 - the continuing development, viability and functioning of your provision
 - achieving **positive outcomes** for **people**
 - your provision's performance indicators and targets
- e. you carry out a risk assessment and an analysis of the benefits of tendering for particular contracts to assess whether your provision:
 - has the appropriate **resources** to meet any contractual requirements for tenders and individual requests
 - may require specialist intervention and management, equipment and expertise when preparing for and carrying out the services involved in the tender or individual request for services

- is able to begin the contract, if selected
 - is able to complete any contractual requirements to time and cost
 - will contribute to the viability of your provision
- f. you follow tendering instructions and ensure that you involve those providing **governance** and **relevant others** appropriately
- g. you enter into post-contractual negotiations, where required
- h. you seek feedback when **proposals** are unsuccessful

LMC E13.3 Monitor and evaluate marketing and contracting systems, procedures and practices for your provision

Performance Criteria

You need to show that,

- a. you analyse information to evaluate the effectiveness of policies, procedures and practices for marketing and contracting to identify those that positively contribute to meeting:
- the provision's performance indicators and targets
 - the provision's strategic objectives and vision
 - positive outcomes for people
 - the continuing development, functioning and viability of the provision
- b. you consult with people, **workers** and those providing governance to identify the effectiveness of your provision's marketing and contracting
- c. you identify good practice and areas for improvement
- d. you record and report on the outcomes of the evaluation and communicate these to relevant individuals
- e. you liaise with relevant individuals and gain approvals, adapt systems, procedures and practices to better meet the marketing and contracting needs of provision

Knowledge Specification for the whole of this unit

Competent leadership and management 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 leadership and management in the performance described in this unit.

When using this specification it is important to read the knowledge requirements in relation to the expectations and requirements of your job role and the content of this unit

You need to provide evidence for ALL knowledge points listed below.

You need to show that you know, understand and can apply in your management practice:

Values

1. Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information in relation to marketing, costing and contracting to ensure the viability of your provision
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the marketing, costing and contracting of your provision in ways that:
 - place the people's preferences at the centre of everything you do whilst considering their best interests
 - ensure people have access to information about themselves in a format that they can understand
 - provide opportunities for **independent representation and advocacy**
 - use a person's preferred communication methods and language
 - provide active support for people
 - recognise the uniqueness of people and their circumstances
 - empower people to take responsibility (within any restrictions placed upon them) and communicate their decisions about their own lives, as far as they are able
3. How to critically evaluate and **take informed action against discrimination** when marketing, costing and contracting to ensure the viability of your provision
4. How to support people, workers and relevant others to recognise and take informed action against discrimination when marketing, costing and contracting to ensure the viability of your provision

Legislation and policy

5. Regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
 - your provision
 - your own roles, responsibilities and accountability
 - the roles, responsibilities and accountability of othersin relation to marketing, costing and contracting to ensure the viability of your provision

6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for **leadership** and **management** of the provision's marketing, costing and contracting, including:
- the need to achieve positive outcomes for people
 - the need to safeguard and protect people from all forms of danger, harm and **abuse**
 - employment practices for the provision and **service**
 - your provision's governance arrangements
 - data protection, recording and reporting
 - making and dealing with comments and complaints to improve services
 - whistle blowing
 - **partnership** and other types of working
 - promoting your provision's services and facilities

7. Organisational requirements for recording and reporting, in relation to marketing, costing and contracting the care services offered by your provision, including:
- how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
 - how to ensure that records and reports do not contribute to labelling and stigmatisation
 - the security requirements for different records and reports
 - the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
 - types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
 - the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
 - how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports

8. How to implement, evaluate and influence the future development of management policies, systems, processes and procedures for the provision's marketing, costing and contracting

Leadership and management theory and practice

9. How to critically evaluate and implement best practice using up-to-date knowledge of:
- Literature-related marketing, costing and contracting your provision's services and facilities
 - leadership and management methods, principles and approaches relevant to marketing, costing and contracting of the care services offered by your provision
 - relevant government reports, inquiries and research related to marketing, costing and contracting of the care services offered by your provision
 - evidence and knowledge-based theories and models of good practice marketing, costing and contracting of the care services offered by your provision
 - lessons learned for leadership and management of care services from successful interventions and serious failure of service and practice in

<p>relation to marketing, costing and contracting of the care services offered by your provision</p> <ul style="list-style-type: none"> • the experiences of people in relation to marketing, costing and contracting the care services offered by your provision
10. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to marketing, costing and contracting the care services offered by your provision
11. Methods of managing and developing practice in marketing, costing and contracting the care services offered by your provision, including: <ul style="list-style-type: none"> • how you consult with people, workers and relevant others • how you promote the participation and involvement of people • how you support, supervise and develop workers • the impact on the provision of organisational behaviour • group and individual processes • how power relationships can be used and abused
12. How to plan and manage resources and their implications for marketing, costing and contracting the care services offered by your provision including: <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
13. Different types of change and their implications for the leadership and management of your provision and service
14. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on the marketing, costing and contracting of the care services offered by your provision
15. How and where technology should be used when marketing, costing and contracting the care services offered by your provision
16. Where to access opportunities to tender for grants and contracts appropriate to your provision
17. How to identify and provide services to meet the needs of people within the provision
18. How to market and make the provision attractive to those who may wish to use the provision and its services
19. How to expand and diversify the services you provide for people
20. The importance of providing effective and efficient services that meet the needs and positive outcomes of people
21. How to deal with complaints to ensure the provision's image does not suffer
22. How to relate the benefits of your services to people who might wish to use them
23. How and where to seek tendering opportunities
24. Procedures and practices for marketing, costing and contracting the care services offered by your provision
25. How and where to build relationships and respond appropriately to individual requests to ensure the viability of your provision
26. The importance of setting clear, challenging but achievable marketing objectives
27. Principles of branding, quality and pricing

28. Ways of promoting and marketing the provision and its services
29. How to identify different markets to expand and develop the provision
30. How to identify and market the unique aspects of the provision to overcome potential competitors
31. Types of resources available and required to market and tender for work for the provision and the advantages and disadvantages of using different marketing and tendering strategies, people and resources
32. Risk assessments and management associated with marketing, pricing, tendering and contracting and the financial viability of your provision
33. The fixed and variable costs associated with marketing, pricing, tendering and contracting and the financial viability of your provision
34. The importance of managing cash flow