

LMC A1 Manage and develop yourself and your workforce within care services

Elements of Competence

LMC A1.1 Manage and develop self in management and leadership roles

LMC A1.2 Manage and develop workers through supervision and performance reviews

LMC A1.3 Lead and manage continuous improvement in the provision

LMC A1.4 Enhance the quality and safety of your provision through workforce development

About this unit

This unit is for leaders and managers of care services. It is about managing and developing yourself and your workers. It involves the need to supervise and conduct performance reviews/appraisals of workers and to lead and manage in ways that continuously improve the provision. Finally, it covers the enhancement of the provision through workforce development

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

Continual change could include: change that is rapid and has an immediate impact on the provision; change that is expected and can be planned for; change to the needs and circumstances of people; change to the services within the provision; change to employment patterns and practices; change in 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

Performance reviews could include: appraisals, evaluation of people's performance in relation to workplans and targets; they can be formal and informal

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

Specialist supervision could include: supervision by peers; therapeutic supervision; clinical supervision

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
Delegate	The appropriate allocation of specific areas of work and responsibility to others where it is appropriate to the needs of the provision. It includes the allocation of work: from your own workload where you retain overall responsibility; to enable the development of individual workers and teams and where workers have specialist expertise and skills
Duty of care	A duty owned by one to another to take reasonable care not to cause physical, emotional or economic damage Duty of Care in Employment: both employer and employee have a common law duty of care to each other, to other employees and to those who may be affected by their activities. This includes exercising reasonable care in order to protect others from the risks of injury, death or health problems, or economic loss or harm
Evidence-based practice	Practice that is based on evidence drawn from people, workers, research, organisational and policy expertise
Feedback	Information given in response to an enquiry or request; it can be in a variety of communication formats
Governance	The way in which the provision is governed and directed as required by legislation, regulation, standards and guidance
Group learning	Formal and informal learning with others within or outside the provision, e.g. workers development programmes, training courses or special interest groups
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 that 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 reviews	Formal meetings where workers' performance is discussed, reviewed and appraised. They are carried out in accordance with legal, regulation, inspection, service and provision requirements. The purpose is to appraise how the worker has demonstrated competence in their job role and against agreed work objectives and to identify personal learning and development needs and career progression
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 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: <ul style="list-style-type: none"> • being healthy • staying safe • enjoying and achieving • making a positive contribution • achieving economic well being
Positive supervision and review environment	A positive environment for supervision and review promotes effective communication, exchange of information and feedback that supports the supervision and review process. They will be welcoming, spacious, private, confidential and free of interruptions
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>
Role model	When you demonstrate best practice through your own behaviour, attitudes, actions and practice. It allows workers, people and others to emulate your model
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
Specialist supervision	Can include peer, therapeutic or clinical supervision
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 A1.1 Manage and develop self in management and leadership roles

Performance Criteria

You need to show that,

- a. you critically evaluate and reflect on your:
 - **management** and **leadership** style and practices to identify strengths and areas for development
 - actions when things go wrong, review whether you could have acted differently and use the experience to inform how you should act in the future
- b. you seek and include **feedback** from **people**, **workers** and **relevant others** when reviewing how effectively you manage your priorities, time, workload and workflow
- c. you identify how your management of priorities, time, workload and workflow could be improved
- d. you update your knowledge and practice to support the efficient, effective and safe management and leadership of your **provision**
- e. you use your experiences with, and your observations of, other leaders and managers to improve your practice
- f. you actively seek and access **supervision**, mentoring, peer **group learning**, support, advice and **resources** to develop your leadership and management practice
- g. you use information communication technology effectively to enhance your own performance
- h. you review how effectively you **delegate** work

LMC A1.2 Manage and develop workers through supervision and performance reviews

Performance Criteria

You need to show that,

- a. you implement systems, procedures and practices for supervision and **performance reviews** in the context of legislation, regulation, inspection and **organisational requirements**, performance management, workforce development policies and **duty of care**
- b. you develop, implement and review written agreements for supervision and performance reviews
- c. you ensure workers are clear about their roles, responsibilities and accountabilities generally and specifically for achieving **positive outcomes**
- d. you ensure records and agreed decisions and actions from supervision and performance reviews are accurate, completed within agreed timescales and communicated appropriately
- e. you support workers to:
 - reflect on issues and processes raised in supervision and performance reviews

- act on supervision and review outcomes
 - identify areas of learning and integrate them into their development plans
 - access **specialist supervision**, support, advice or consultation, where required
 - review and manage workloads effectively
 - review their performance to ensure compliance with standards and codes of practice
 - identify and overcome barriers to performance
 - understand the emotional impact of their work and seek specialist support, where required
 - give and receive constructive feedback on the supervisory relationship, supervision and the review of practice
- f. you create a **positive supervision and review environment** where:
- diversity and difference is valued
 - confidentiality requirements are adhered to
 - clear boundaries, accountabilities and expectations are set for workers
- g. you audit and develop your knowledge and skills for supervising and reviewing the performance of your own and, where required, the performance of workers from other disciplines

LMC A1.3 Lead and manage continuous improvement in the provision

Performance Criteria

You need to show that,

- a. you implement and review the effectiveness of systems, procedures, practices and resources for improving performance and ensuring the competence of workers in the context of continual change
- b. you review current literature, theory, research, enquiries and reports appropriate to the provision and communicate relevant information to workers
- c. you use appropriate methods and media to seek, acquire and implement the views of people
- d. you work with people, workers and relevant others to:
 - collect information about performance, safe practice and the competence of workers
 - identify and recognise success for the provision and in the achievement of outcomes for people
 - identify changes and improvement that are required by individual workers, teams and the provision as a whole
- e. you act as a **role model** to illustrate the need and benefits of using current research and **evidence-based practice** to improve performance
- f. you ensure that workers' good practice is recognised and they understand how they have contributed to its achievement

- g. you identify issues that can be addressed within the provision and those that require collaboration and agreement from other organisations
- h. you provide positive solutions to ensure that the provision is sufficiently resourced to support workers' training, development and competence
- i. you delegate specific tasks to support the development of workers

LMC A1.4 Enhance the quality and safety of your provision through workforce development

Performance Criteria

You need to show that,

- a. you ensure that you prioritise, balance and allocate your time to enable you to, effectively:
 - work with people, workers and relevant others
 - run the provision
- b. you plan, allocate, review and prioritise workloads and resources to meet present needs and plan for the future needs of the provision
- c. you critically evaluate and take appropriate action in situations that might lead to conflicts, increased pressures or crises
- d. you identify the skills and expertise of the current workforce, where these need to be developed, how gaps should be filled and resourced
- e. you monitor and plan the development of the workforce to meet present and future needs for multi-disciplinary, integrated and collaborative working
- f. you provide induction, training and development opportunities, including appropriate delegation, to:
 - support the safe and effective practice of workers
 - prepare them for new and changing roles and responsibilities
- g. you listen and respond appropriately to workers who:
 - do not feel able or adequately prepared to carry out their work
 - have raised issues and highlighted tensions, dilemmas and concerns that need addressing or timely intervention to prevent escalation
- h. you work with people, workers and relevant others to ensure that they:
 - are aware of, understand, can take appropriate action to challenge and can record and report on poor, unsafe and mal-practice
 - understand and can demonstrate anti-discriminatory practice
- i. you observe, assess and review performance, challenge poor, unsafe and malpractice and ensure improvements in standards
- j. you evaluate, record and report on the effectiveness of policies, procedures and practices to eliminate poor, unsafe and malpractice

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 managing and developing yourself and your workforce
2. Knowledge and practice that underpin the holistic person-centred approach which enable you to manage and develop yourself and your workforce 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 managing and developing yourself and your workforce
4. How to support people, workers and relevant others to recognise and take informed action against discrimination when managing and developing yourself and your workforce
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 managing and developing yourself and your workforce
6. Current local, national, UK, European and international legislation, standards, guidance and organisational requirements for the management and development of yourself and your workforce 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
- supervision, practice and performance
- supervision in multi-disciplinary and integrated services
- performance reviews and appraisal

7. Organisational requirements for recording and reporting, in relation to your own and the development, supervision and appraisal of your workers 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 your own and the development of your workforce development and for supervision, appraisal and performance review

9. The legal, regulatory and service frameworks relating to the employer's duty of care

10. Systems, procedures and practices for managing workloads and their allocation

11. Impact of work pressures on the service, provision and individual and team performance

12. Factors that may lead managers and workers to take undue risks

13. The use of supervision to promote safe working practices and mutual support

Leadership and management theory and practice

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

- literature related to the personal, workforce and organisational development including continuous professional development, supervision, appraisal and performance review
- leadership and management methods, principles and approaches relevant

<p>to your own development and the development of your workforce and the provision</p> <ul style="list-style-type: none"> • government reports, inquiries and research relevant to your own development and the development of your workforce and the provision • evidence and knowledge-based theories and models of good practice for your own development and the development of your workforce and the provision • lessons learned for leadership and management of care services from successful interventions and serious failure of service and practice related to workforce development, the need for continuous professional development, supervision and appraisal • the experiences of people in relation to your own development and the development of your workforce and the provision
15. Performance management and quality requirements, procedures, criteria, methods and indicators relevant to your own development and the development of your workforce and the provision
16. Methods of managing and developing yourself, your workers and the provision for 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
17. How to plan and manage resources and the implications for the development of yourself and your workers in terms of: <ul style="list-style-type: none"> • the delivery of services • the achievement of targets • the achievement of positive outcomes
18. Different types of change and their implications for the leadership and management of your provision and service
19. How psychological, socio-economic, cultural and environmental factors of those within the provision impact on your own and the development, supervision and appraisal of your workers
20. How and where technology should be used for your own development, the development, supervision and appraisal of your workers and the development of the provision
21. Theory, techniques and practice related to reflective practice
22. Different learning styles and how they can and do impact on your own and your workers' ability to learn
23. How to organise time and resources to maximise your efficiency and effectiveness as a manager of the provision and as part of the service
24. How and where to access information, resources and support for your learning and development
25. How best to collect and use qualitative and quantitative information to identify and evaluate your strengths and weaknesses as a leader and manager

26. Continuous professional development requirements for you as a manager, and for your workers
27. Theories and approaches for: <ul style="list-style-type: none"> • individual, group and multi-disciplinary supervision • developing and using supervision agreements • mediation and negotiation • assessing performance • giving and receiving feedback • developing reflective practice • motivating workers • managing and valuing diversity • workload and time management • contingency and crisis management
28. Approaches to supporting workforce development, continuing professional development and lifelong learning
29. Workforce planning, underpinned by an understanding of: <ul style="list-style-type: none"> • setting and meeting training targets • induction and continuous professional development • regulation, inspection, service and requirements for the provision
30. Ways to create a learning culture within your provision