SCDLMCB7
Lead and manage group living provision within care services

Overview   This standard identifies the requirements associated with leading and managing group living provision, it includes developing the physical environment, daily living activities and group activities in such a way as they support the achievement of positive outcomes for individuals.

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Lead on the development of the physical environment to support the achievement of positive outcomes for individuals

You must be able to:

P1   lead practice that recognises and respects individuals' background and preferences

P2   optimise the use of the physical environment to meet the purpose of the service provision and support the achievement of positive outcomes for individuals

P3   lead the development of an environment that reflects the **backgrounds**, preferences and needs of **individuals**

P4   lead the development of an environment that supports the well-being of individuals

P5   ensure that the environment makes provision for the privacy of individuals

P6   ensure that the physical environment is decorated, furnished and maintained to a high standard

P7   ensure that individuals are able to personalise their private space and keep their possessions safe and secure

P8   manage an environment that facilitates the free movement of individuals whilst taking account of any restrictions that are placed upon them

P9   manage a safe environment that protects individuals from harm

P10   ensure that the environment supports the **active participation** of individuals

P11   ensure that the physical environment meets legislative, regulatory and organisational requirements

Lead and manage the planning, implementation and evaluation of daily living activities

You must be able to:

P12   ensure that the planning and implementation of daily living activities reflects the backgrounds, preferences, needs and wishes of individuals

P13   ensure that individuals are supported to actively engage in daily living activities

P14   ensure that individuals are supported to manage the balance between free, leisure and structured time

P15   develop systems and processes that ensure that individuals are central to decisions about daily living activities

P16   secure resources for a range of daily living activities

P17   develop systems and processes that monitor and evaluate daily living activities

P18   ensure that daily living activities are evaluated regularly with individuals and **others**

P19   ensure that daily living activities are adapted in order to respond to changing preferences and needs

P20   ensure that records are kept for daily living activities according to legislative, regulatory and organisational requirements

Lead and manage the planning, implementation and evaluation of group activities

You must be able to:

P21   ensure that the planning and implementation of group activities reflects the backgrounds, needs and preferences of individuals

P22   ensure the planning and implementation of group activities that support the achievement of positive outcomes for individuals

P23   develop systems and processes that ensure that individuals are central to decisions about group activities

P24   secure resources for a range of group living activities

P25   develop systems and processes that monitor and evaluate group activities

P26   ensure that group activities are evaluated regularly with individuals and others

P27   ensure that group activities are adapted in order to respond to changing preferences and needs

P28   ensure that records are kept for group activities according to legislative, regulatory and organisational requirements

Lead a service provision that promotes group living as a positive option

You must be able to:

P29   lead practice that facilitates the active participation of individuals in group living

P30   gather feedback from individuals, **key people** and **others** on the effectiveness of the service provision, working schedules and patterns

P31   **critically evaluate** how well the service provision, working schedules and patterns meet the preferences, needs and wishes of individuals

P32   use evaluation to recommend changes to the service provision, working schedules and patterns to meet the preferences and needs of individuals

P33   develop systems, processes and practice that supports visits from key people whilst taking account of any restrictions placed upon them and the preferences, needs and wishes of individuals

P34   use **development opportunities** to improve workers knowledge, understanding and skills of working constructively with group

              dynamics

P35   support workers to recognise professional boundaries whilst developing and maintaining positive relationships with individuals

P36   develop a culture in which group living experiences are positively valued

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Knowledge and understanding

Rights

You need to know and understand:

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your role in developing and maintaining systems, procedures and practices which promote individuals' rights, choices, wellbeing and active participation

K3   your duty to report any acts or omissions that could infringe the rights of individuals

K4   how to **critically evaluate** and take informed action against discrimination

K5   the rights that individuals have to make complaints and be supported to do so

K6   how to ensure that individuals are informed about the service they can expect to receive

K7   your role in developing and maintaining systems, procedures and practices which ensure that individuals have access to information about themselves in a format they can understand

K8   conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

K9   legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard

K10   your own background, experiences and beliefs that may have an impact on your practice

K11   your own roles, responsibilities and accountabilities with their limits and boundaries

K12   the roles, responsibilities and accountabilities of others with whom you work

K13   how to access and work to procedures and agreed ways of working

K14   the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual

K15   the prime importance of the interests and well-being of the individual

K16   the individual's cultural and language context

K17   how to build trust and rapport in a relationship

K18   how your **power and influence** as a leader and manager can impact on relationships

K19   the role of independent representation and advocacy for individuals

K20	how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
K21	how to work in ways that achieve positive outcomes for individuals
K22	how to manage resources to deliver services that meet targets and achieve positive outcomes for individuals
K23	how to distinguish between **outputs** and **outcomes**
K24	how to work in partnership with individuals, key people and others
K25	how to identify and manage ethical conflicts and dilemmas in your work
K26	how to challenge and address poor practice
K27	how to address concerns and complaints
K28	how and when to seek support in situations beyond your experience and expertise
K29	the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
K30	theories underpinning our understanding of human development and factors that affect it

Personalisation and resources

You need to know and understand:

K31	how to critically evaluate evidence and knowledge based theories and models of good practice about empowerment and citizen directed services
K32	how to identify and promote the potential of individuals to use their personal strengths and resources to achieve change
K33	the value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them
K34	the nature of **personalisation** and personalised services, including self directed support
K35	the range of resources available within informal networks, within the wider community, through formal service provision and through innovation
K36	how assistive technology can be used to support the independence of individuals
K37	how to lead, manage and support others to plan, deliver and review personalised services with individuals

Continuing professional development

You need to know and understand:

K38	principles of reflective practice and why it is important
K39	your role in developing the professional knowledge and practice of others
K40	how to promote **evidence based practice**

	K41	methods of managing performance to meet targets and achieve positive outcomes
	K42	how to assess performance
	K43	how to provide constructive feedback to others on their practice and performance
	K44	how to address performance that does not meet required standards
	K45	how to use supervision to support the practice and performance of others
	K46	how to use appraisal to support the practice and performance of others
	K47	systems, procedures and practices for managing workloads
	K48	methods for delegating work

Communication

You need to know and understand:

	K49	factors that can affect communication and language skills and their development in children, young people or adults
	K50	methods to promote effective communication and enable individuals to communicate their needs, views and preferences
	K51	factors that can affect communication within and between organisations
	K52	methods to promote effective communication within and between organisations

Health and Safety

You need to know and understand:

	K53	legal and statutory requirements for health and safety
	K54	your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment

Safe-guarding

You need to know and understand:

	K55	legislation and national policy relating to the safe-guarding and protection of children, young people and adults
	K56	the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
	K57	indicators of potential harm or abuse
	K58	how and when to report any concerns about harm or abuse, poor or discriminatory practice, resources or operational difficulties
	K59	what to do if you have reported concerns but no action is taken to address them
	K60	local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse
	K61	how to support others who have expressed concerns about harm or

abuse

Multi-disciplinary working

K62	the purpose of working with other professionals and agencies
K63	the remit and responsibilities of other professionals and agencies involved in multi-disciplinary work
K64	features of multi-disciplinary and interagency communication
K65	how different philosophies, principles, priorities and codes of practice can affect partnership working

Handling information

K66	legal requirements, policies and procedures for the security and confidentiality of information
K67	legal and work setting requirements for recording information and producing reports within timescales
K68	principles of confidentiality and when to pass on otherwise confidential information
K69	how to support the effective sharing of information to achieve positive outcomes for individuals
K70	how to record written information with accuracy, clarity, relevance and an appropriate level of detail
K71	how to use evidence, fact and knowledge-based opinion to support professional judgements in records and reports
K72	how and where electronic communications can and should be used for communicating, recording and reporting

Leading and managing practice

K73	how to **critically analyse** theories about **leadership** and **management**
K74	standards of practice, service standards and guidance relating to the work setting
K75	national and local initiatives to promote the well-being of individuals
K76	models of practice for the use of early interventions
K77	lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions
K78	methods of supporting others to work with and support individuals, key people and others
K79	how to lead and manage practice that achieves positive outcomes for individuals
K80	methods of supporting others to recognise and take informed action

against discrimination

K81 how to develop systems, practices, policies and procedures
K82 how to implement, monitor and evaluate systems, practices, policies and procedures
K83 how to promote the services and facilities of your work- setting
K84 techniques for problem solving and innovative thinking
K85 how to motivate others
K86 how to critically evaluate evidence and knowledge based theories and models of good practice about change management
K87 how to use change management techniques

Risk management

You need to know and understand:

K88 how to critically evaluate principles and frameworks of risk assessment and risk management
K89 principles of positive risk-taking
K90 how to lead others to develop practice that supports positive risk-taking

Managing people

You need to know and understand:

K91 legal and work-setting requirements for **employment practices**
K92 internal and external governance arrangements for the work-setting
K93 factors that can lead to pressures on the service, individual and team performance
K94 how to manage time, resources and workload of self and others
K95 how to manage team dynamics
K96 how to create a culture that promotes openness, creativity and problem solving
K97 how to create a culture that supports people to embrace change

Specific to this NOS

You need to know and understand:

K98 current theoretical approaches to group living provision
K99 the impact of social policy and social attitudes about group living on key people and individuals living within the provision
K100 the impact that activities for daily living have on behaviour and positive outcomes for individuals
K101 the impact that the wider care system, including group processes, group living and substitute care has on the development of identity, self-esteem and personal development
K102 the impact of positive and negative group care and group living on behaviour and development

K103   how to ensure the **active participation** and engagement of individuals in group living provision

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Additional Information

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

A person's **background** is the individual's unique mix of personal experiences, history, culture, beliefs, preferences, family relationships, informal networks and community

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Development opportunities may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, supervision, guided reading, research, action learning sets, peer group discussions

The **individual** is the person you support or care for in your work

Key people are those who are important to an individual and who can make a difference to his or her well-being. Key people may include family, friends, carers and others with whom the individual has a supportive relationship

Others are the workers that you manage, your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your leadership and management practice

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

Critically analyse is to examine something closely such as a policy, procedure, theory, complex situation, problem or an approach to practice – identifying the parts or issues that contribute to the whole product, situation or idea and determining how these different parts affect the quality of the whole product or how the individual issues affect the overall situation

Critical analysis involves a weighing-up of the factors concerned, for their contribution of strengths / weaknesses or advantages / disadvantages of a product or in a situation. Critical analysis is part of the process of understanding issues and developing original and creative responses

Critically evaluate is to weigh arguments for and against something, assessing all evidence, this could relate to factors such as models of care service delivery, policy development, theories, approaches to practice

Critical evaluation requires a weighing up and making judgements on factors such as currency, relevance, validity, outcomes, cost, sustainability, risk, and fitness-for-purpose of a product or a service against other products, services or ideas, using relevant criteria to frame the evaluation and inform decision-making

Employment practices should include recruitment, performance management, disciplinary procedures, grievance procedures

Evidence based practice uses systems, processes and 'practice wisdom' that has been proved to be effective in supporting the achievement of positive outcomes. Evidence may have been drawn from a variety of sources: research, both formal and informal, and the views and opinions of individuals,

key people and those involved in the delivery of care services

Factors that may affect the health, wellbeing and development may include adverse circumstances or trauma before or during birth; autistic spectrum disorder; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating

Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives

Outcomes are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone's attitude, sense of well-being or how they see or feel about themselves

Outputs are the tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes

Personalisation can be defined as 'changing the power balance so that each person really does have choice and control over the care services that they want. From being a recipient of services, individuals become involved in selecting and shaping the services they use'. Personalisation is a social care approach that encompasses citizen-directed support; self-directed support; the use of direct payments or personal budgets; the provision of accessible information and advice on care and support and the promotion of independence and self-reliance amongst individuals and communities

Depending on how it is used the **power and influence** of leaders and

managers may have either a positive or negative effect upon relationships

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Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual
To be treated equally and not be discriminated against
To be respected
To have privacy
To be treated in a dignified way
To be protected from danger and harm
To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
To communicate using their preferred methods of communication and language
To access information about themselves

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Developed by	Skills for Care and Development
Version number	1
Date approved	January 2013
Indicative review date	January 2016
Validity	Current
Status	Original
Originating organisation	Skills for Care and Development
Original URN	LMCB7
Relevant occupations	Health and Social Care; Managers and Senior Officials; Health and Social Services Officers; Childcare and Related Personal Services;
Suite	Leadership and Management in Care Services
Key words	Leading; managing provision; group living; positive outcomes for individuals