

## SCDLMCSB5

Manage and evaluate systems, procedures and practices for assessments, plans and reviews within care services



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### Overview

This unit is for leaders and managers of care services. It is about managing and maintaining systems and processes for evaluating the effectiveness of assessments, plans and reviews within care services provision

#### Elements of Competence

- 1 Ensure that workers are competent to carry out assessments, plans and reviews
- 2 Manage the involvement of people in evaluating the effectiveness of assessments, plans and reviews
- 3 Evaluate systems, procedures and practices for reviewing the effectiveness of assessments, plans and reviews

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#### Performance criteria

#### Ensure that workers are competent to carry out assessments, plans and reviews

*You must be able to:*

- P1 you ensure that **workers** and **relevant others** are aware of, and provided with appropriate, timely and up-to-date information about:
  - P1.1 the outcomes, procedures, timescales and criteria for evaluating and reporting on assessments, **plans** and reviews
  - P1.2 the roles and responsibilities of those involved with evaluating and reporting on assessments, plans and reviews
- P2 you ensure that all who contribute to assessments, plans and reviews with **people** take account of the person's **rights**, responsibilities and preferences
- P3 you ensure that workers understand the importance of:
  - P3.1 reviewing progress towards **positive outcomes**
  - P3.2 providing information in appropriate formats and language
- P4 you ensure that adequate **resources** are available for assessments, plans and reviews and that workers are appropriately trained and competent to carry out them out
- P5 you ensure that you and your workers use evidence to record and report on:
  - P5.1 consents accessed for the collection, recording and storage of information
  - P5.2 actions and decisions taken by people, workers and relevant others
  - P5.3 how the content of the assessments, plans and reviews was received and understood
  - P5.4 whether and how any conflicts and issues were resolved
  - P5.5 how and by whom any agreed changes would be implemented
  - P5.6 the effectiveness of the assessments, plans and reviews in identifying and supporting positive outcomes

#### Manage the involvement of people in evaluating the effectiveness of assessments, plans and reviews

*You must be able to:*

- P6 you implement and review the effectiveness of systems, procedures and practices for involving people in assessments, plans, reviews and reports in the context of legislation, regulation, inspection and **organisational requirements**
- P7 you work with people, workers and relevant others to identify and agree the roles, responsibilities and criteria for judging the quality and effectiveness of assessments, plans and reviews
- P8 you work with people to ensure that they:
  - P8.1 are provided with information about assessments, plans and reviews in a format and language they can understand

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- P8.2 participate in, and are supported to make their views known and have them taken account of in the development, implementation and review of assessments and care plans
- P8.3 understand the outcomes from the assessments, plans and reviews
- P9 you ensure that you and your workers actively engage with people to promote their understanding of:
  - P9.1 the reasons for the assessments, plans and reviews
  - P9.2 who will be involved in the assessments, plans and reviews
  - P9.3 the ways in which planned and agreed services will be provided
  - P9.4 how they can make comment and complain about their assessments, plans and reviews
- P10 you ensure systems and procedures are in place to audit and improve the involvement of people in the development, delivery and evaluation of assessments, plans and reviews

#### **Evaluate systems, procedures and practices for reviewing the effectiveness of assessments, plans and reviews**

##### *You must be able to:*

- P11 you collect, analyse and collate information from people, workers and relevant others on the effectiveness of assessments, plans and reviews to identify what is working well and areas for improvement
- P12 you ensure that evaluation systems, procedures and practices promote the full participation of people, workers and relevant others
- P13 you manage consultations with people, workers and relevant others to identify timescales and agree changes that need to be made to systems, procedures and practices for assessments, plans and reviews
- P14 you manage the revision process within agreed timescales
- P15 you ensure that people, workers and relevant others understand any changes made to the systems, procedures and practices
- P16 you audit how effective assessments, plans, reviews, records and reports are in:
  - P16.1 complying with legal, regulation, inspection and organisational
  - P16.2 achieving positive outcomes for people
- P17 you use evidence to record and report on:
  - P17.1 the procedures and outcomes from the evaluation of assessments, plans and reviews
  - P17.2 how proposed changes were received and understood
  - P17.3 whether and how any conflicts and issues were resolved

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### Knowledge and understanding

*You need to know and understand:*

#### Values

- K1 legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information in relation to managing and evaluating systems, procedures and practices for assessments, plans and reviews
- K2 knowledge and practice that underpin the holistic person-centred approach which enable you to lead and manage the systems, procedures and practices for assessments, plans and reviews, in ways that:
  - K2.1 place the people's preferences at the centre of everything you do whilst considering their best interests
  - K2.2 ensure people have access to information about themselves in a format that they can understand
  - K2.3 provide opportunities for **independent representation and advocacy**
  - K2.4 use a person's preferred communication methods and language
  - K2.5 provide active support for people
  - K2.6 recognise the uniqueness of people and their circumstances
  - K2.7 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
- K3 the rights of people to be involved in the development, implementation and evaluation of assessments, plans and reviews
- K4 how to critically evaluate and **take informed action against discrimination** when managing and evaluating assessments, plans and reviews
- K5 how to support people, workers and relevant others to recognise and take informed action against discrimination when managing and evaluating of assessments, plans and reviews
- K6 theories and approaches to advocacy, empowerment and people's rights

#### Legislation and Policy

- K7 regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
  - K7.1 your **provision**
  - K7.2 your own roles, responsibilities and accountability
  - K7.3 the roles, responsibilities and accountability of others in relation to managing and evaluating assessments, plans and reviews
- K8 current local, national, UK, European and international legislation, standards, guidance and organisational requirements when managing and evaluating assessments, plans and reviews, including:
  - K8.1 the need to achieve positive outcomes for people
  - K8.2 the need to safeguard and protect people from all forms of

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- danger, harm and **abuse**
- K8.3 employment practices for the provision and service
- K8.4 your provision's governance arrangements
- K8.5 data protection, recording and reporting
- K8.6 making and dealing with comments and complaints to improve services
- K8.7 whistle-blowing
- K8.8 **partnership** and other types of working
- K8.9 promoting your provision's services and facilities
- K9 organisational requirements for recording and reporting on the **management** and evaluation of assessments, plans and reviews, including:
  - K9.1 how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
  - K9.2 how to ensure that records and reports do not contribute to labelling and stigmatisation
  - K9.3 the security requirements for different records and reports
  - K9.4 the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
  - K9.5 types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
  - K9.6 the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
  - K9.7 how and when to use evidence, fact and knowledge-based opinion to support professional judgement in records and reports
- K10 how to implement, evaluate and influence the future development of policies, systems, processes and procedures for managing and evaluating of assessments, plans and reviews

#### **Leadership and management theory and practice**

- K11 how to critically evaluate and implement best practice using up-to-date knowledge of:
  - K11.1 literature related to **leadership** and management of assessments, plans and reviews
  - K11.2 leadership and management methods, principles and approaches relevant to managing and evaluating of assessments, plans and reviews
  - K11.3 government reports, inquiries and research relevant to leadership and management of assessments, plans and reviews
  - K11.4 evidence and knowledge-based theories and models of good practice in leadership and management of assessments, plans and reviews
  - K11.5 lessons learned for leadership and management of assessments, plans and reviews from successful interventions and serious

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- failure of service and practice
- K11.6 the experiences of people within your provision in the development, implementation and evaluation of assessments, plans and reviews
- K12 performance management and quality requirements, procedures, criteria, methods and indicators relevant to managing and evaluating assessments, plans and reviews
- K13 methods of managing and developing practice for the development, implementation and evaluation of assessments, plans and reviews, about:
  - K13.1 how you consult with people, workers and relevant others
  - K13.2 how you promote the participation and involvement of people
  - K13.3 how you support, supervise and develop workers
  - K13.4 the impact of organisational behaviour on the provision
  - K13.5 group and individual processes
  - K13.6 how power relationships can be used and abused
- K14 how to plan and manage resources for assessments, plans and reviews and the implications for:
  - K14.1 the delivery of services
  - K14.2 the achievement of targets
  - K14.3 the achievement of positive outcomes
- K15 different types of change and their implications for the leadership and management of assessments, plans and reviews
- K16 how psychological, socio-economic, cultural and environmental factors of those within the provision may impact on the management and evaluation of assessments, plans and reviews
- K17 how and where technology should be used when managing and evaluating assessments, plans and reviews
- K18 theories, methods and approaches for:
  - K18.1 effective communication and engagement with people and other relevant agencies
  - K18.2 the assessment of need and planning, implementation and evaluation review of care plans
  - K18.3 building on strengths as well as identifying difficulties
- K19 guidance and principles which underpin assessment frameworks
- K20 systems and approaches to the management of:
  - K20.1 assessment
  - K20.2 the implementation of plans
  - K20.3 monitoring and review of plans
  - K20.4 auditing of the quality of practice for assessments, plans and reviews
- K21 the effective management of meetings
- K22 research on family patterns and their potential impact on people, including the range and diversity of social, family and community structures and partnerships in the UK

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K23 how to promote people's capacity to cope with change, problems and obstacles they may face in their lives

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### Additional Information

#### Scope/range

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:

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

**Plans** would include: care plans; health plans; contact plans; plans for meeting spiritual and cultural needs; transition plans; leisure and recreation plans. In addition **children and young people** would have educational plans

**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.

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.



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### Values

**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.

### Glossary

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

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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

**Plans** Documents on the outcomes that have been agreed for a person that identifies who will take responsibility for action or their implementation and the provision of resources

### **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:

- 1 improved health, emotional well being and quality of life
- 2 staying safe and being free from discrimination and harassment
- 3 enjoying, achieving and making a positive contribution
- 4 exercising choice and control
- 5 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:

- 1 being healthy
- 2 staying safe
- 3 enjoying and achieving
- 4 making a positive contribution
- 5 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

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### **Rights**

The rights of:

- 1 adults are those embodied in the United Nations Universal Declaration of Human Rights
- 2 children and young people are those embodied the United Nations Convention on the Rights of the Child

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

### **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

### **Links to other NOS**

To achieve this unit you must demonstrate that you have applied the principles required for the management of care services outlined in LMCB1

### **External Links**

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

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**Relevant occupations** Health and Social Care; Health and Social Care; Managers and Senior Officials; Managers and Senior Officials; Health and Social Services Officers; Health and Social Services Officers; Childcare and Related Personal Services; Childcare and Related Personal Services

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**Suite** Leadership and Management for Care Services

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**Key words** manage, maintain, systems, processes, plans, reviews,