

## SCDLMCSD3

# Lead and manage inter-professional teams within care services



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### Overview

This unit is for leaders and managers of care services. It is about managing workers from a variety of different professional backgrounds.

#### Elements of Competence

- 1 Promote effective inter-professional team working
- 2 Ensure effective relationships with supervisors from other professions
- 3 Promote the effective contribution of team members

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### Performance criteria

*You must be able to:*

#### Promote effective inter-professional team working

- P1 you review systems, procedures and practices for inter-professional team working and decision making in the context of legislation, regulation, inspection and **organisational requirements**
- P2 you work with members of the inter-professional team to:
  - P2.1 identify the best way to involve **people** in the decision making processes
  - P2.2 identify, understand, recognise and respect the distinctive contributions of, and the common and shared competences of the professions involved in the team
  - P2.3 to set in place frameworks and forums to support inter-professional decision-making
- P3 you establish systems within the team to identify and support the appropriate **lead professional**, and define the relationships with other professionals working with the same person or family
- P4 you work with the team proactively to resolve professional, **ethical** and other **dilemmas**, professional boundaries issues and conflicts when working with and making decisions within inter-professional teams
- P5 you **reflect on** your own contribution to inter-professional team working to identify strengths and areas that need improvement
- P6 you monitor and review the effectiveness of inter-professional working and decision making, identifying and recognising areas that positively contribute to the **provision** and **positive outcomes** for people and any improvements that can be made

#### Ensure effective relationships with supervisors from other professions

*You must be able to:*

- P7 you work with team members to identify and make suitable arrangements for the professional **supervision** of each team member
- P8 you set clear boundaries between the team and the line manager's responsibilities for managing:
  - P8.1 **resources**
  - P8.2 workloads
  - P8.3 operational decisions
  - P8.4 operational supervision
- P9 you ensure regular and productive contact takes place between team manager and external professional supervisors
- P10 you work with the team proactively to resolve professional, ethical and other dilemmas, boundaries issues and conflicts when supervision is undertaken by another professional
- P11 you monitor and review the effectiveness of supervision by other professionals

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### Promote the effective contribution of team members

*You must be able to:*

- P12 you establish and secure commitment within the team to a clear focus on outcomes for people and maximise choice, independence, inclusion and control over their own lives
- P13 you build the capability, confidence and mutual support of the team and its members by:
  - P13.1 involving members in planning how the team will achieve its objectives
  - P13.2 ensuring members have personal work objectives and understand how these will contribute to achievement of the team's objectives
  - P13.3 providing constructive feedback
  - P13.4 steering the team successfully through difficulties and challenges, including inter-team conflict
- P14 you promote a climate of shared responsibility within the team for its workload, performance and quality
- P15 you work with team members and others to share up-to-date information and professional knowledge for professional development purposes
- P16 you work with the team proactively to resolve professional, ethical and other dilemmas, boundaries issues and conflicts
- P17 you monitor and review the effectiveness of **inter-professional** working, identifying:
  - P17.1 creativity and innovation that supports the team's aims, objective and outcomes
  - P17.2 improvements that can and need to be made
  - P17.3 other professionals that it would be useful to include
- P18 you record and report processes, procedures and evidence-based outcomes from inter-professional team working and make recommendations to inform future practice

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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 leading and managing inter-professional teams
- K2 knowledge and practice that underpin the holistic person centred approach which enable you to lead and manage inter-professional teams, 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 support the rights of people to access and use relevant information and support, to maintain appropriate links with their communities and networks
  - K2.6 provide active support for people
  - K2.7 recognise the uniqueness of people and their circumstances
  - K2.8 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 how to critically evaluate and **take informed action against discrimination** when leading and managing inter-professional teams
- K4 how to support people, **workers** and **relevant others** to recognise and take informed action against discrimination within inter-professional teams

### Legislation and policy

*You need to know and understand:*

- K5 regulation, inspection requirements, codes of practice and conduct, standards and guidance for employers and employees, relevant to:
  - K5.1 your provision
  - K5.2 your own roles, responsibilities and accountability
  - K5.3 the roles, responsibilities and accountability of others in relation to leading and managing inter-professional teams
- K6 current local, national, UK, European and international legislation, standards, guidance and organisational procedures and practices for the **leadership** and **management** of inter-professional teams, including:
  - K6.1 the need to achieve positive outcomes for people
  - K6.2 the need to safeguard and protect people from all forms of danger, harm and **abuse**

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- K6.3 employment practices for the provision and **service**
- K6.4 your provision's governance arrangements
- K6.5 data protection, recording and reporting
- K6.6 making and dealing with comments and complaints to improve services
- K6.7 whistle-blowing
- K6.8 **partnership** and other types of working
- K6.9 local and community networking
- K6.10 promoting your provision's services and facilities
- K7 organisation requirements for recording and reporting on inter-professional team working, including:
  - K7.1 how reports and records should be accessed, manually and through Information and Communication Technologies (ICT)
  - K7.2 how to ensure that records and reports do not contribute to labelling and stigmatisation
  - K7.3 the security requirements for different records and reports
  - K7.4 the requirements for producing, finalising and sharing different types of records and reports appropriately and within required timescales
  - K7.5 types of data, information and presentation methods appropriate to specific records and reports and the specific needs of people
  - K7.6 the importance of identifying whether the source is based on evidence, fact or knowledge-based opinion
  - K7.7 how and when to use evidence, fact and knowledge based opinion to support professional judgement in records and reports related to multi- disciplinary team working
- K8 how to implement, evaluate and influence the future development of management policies, systems, processes and procedures for inter-professional teams
- K9 the legislation and guidance relevant to information-sharing within inter-professional teams and with other professionals, agencies and departments

### Leadership and management theory and practice

*You need to know and understand:*

- K10 how to critically evaluate and implement best practice using up-to-date knowledge of:
  - K10.1 literature related to leadership and management of inter-professional working
  - K10.2 leadership and management methods, principles and approaches relevant to inter-professional working
  - K10.3 government reports, inquiries and research relevant to leadership and management of inter-professional teams
  - K10.4 evidence and knowledge-based theories and models of good practice in leadership and management of inter-professional

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- teams
- K10.5 lessons learned for leadership and management of inter-professional teams from successful interventions and serious failure of service and practice
- K10.6 the experiences of people within your provision
- K11 performance management and quality requirements, procedures, criteria, methods and indicators relevant to developing your provision in relation to inter-professional team working
- K12 methods of managing and developing inter-professional team working, about:
  - K12.1 how you consult with people, workers and relevant others
  - K12.2 how you promote the participation and involvement of people
  - K12.3 how you support, supervise and develop workers
  - K12.4 the impact on the provision of organisational behaviour
  - K12.5 group and individual processes
  - K12.6 how power relationships can be used and abused
- K13 how to plan and manage resources for inter-professional team working, and the implications for:
  - K13.1 the delivery of services
  - K13.2 the achievement of targets
  - K13.3 the achievement of positive outcomes
- K14 different types of change and their implications for the leadership and management of your provision and service in relation to inter-professional working
- K15 knowledge and evidence-based practice on:
  - K15.1 what supports and what undermines inter-professional working
  - K15.2 how to deal with the key issues in managing inter-professional teams
  - K15.3 leadership and role modelling in an inter-professional team
  - K15.4 the impact of professional status and power on other workers, their confidence and their work
- K16 how and where technology should be used within your provision and when managing and working within inter-professional teams
- K17 knowledge of the differing values, priorities, training and requirements for registration of those professionals working in the team
- K18 how to establish effective inter-professional assessment and decision-making forums
- K19 how to access advice and support the professional development of workers from different professions
- K20 the implications of using external professional supervision and its impact on line management supervision
- K21 how to plan, run and manage effective inter-professional team meetings
- K22 how to work with professional, moral and ethical dilemmas and boundary issues within an inter-professional team
- K23 how to involve individuals from different professional backgrounds and

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experiences in:

- K23.1 identifying what work should be recognised and how recognition should be acknowledged
- K23.2 identifying where improvements need to be made to inter-professional team working and how each individual can contribute to this

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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

**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.

#### 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.



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### 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

#### **Dilemmas**

Issues where there is divided opinion or ethical concerns about a course of action

#### **Ethical**

The professional and moral underpinning of the work being carried out. This is embodied in the codes of practice across the four countries of the UK

#### **Inter- professional**

Where team membership comprises different professions and occupational groups (with whom they normally work) and people working together as a team to make assessments and decisions

#### **Lead professional**

The person taking the lead role in an inter-professional team working with a particular person

**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

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### **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:

- 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

### **Reflect on**

Involves the continuous monitoring of own practice, where you consider (whilst carrying out and following practice activities) the evidence of what went well and what could be improved

### **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 in 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, individually and 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**

Refers to the overall organisation, agency or service within which the specific provision for which the manager is responsible resides

### **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

### **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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**Developed by** Skills for Care & Development

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**Version number** 1

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**Date approved** July 2008

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**Indicative review date** July 2010

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**Validity** Current

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**Status** Original

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**Originating organisation** Skills for Care & Development

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**Original URN** LMC D3

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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** professional, managing workers

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