SCDLMCE1
Lead and manage effective communication systems and practice

Overview   This standard identifies the requirements when leading and managing effective systems and practice for communication in settings where individuals are cared for or supported. This includes leading practice that promotes person centred communication systems, adapting your own communication in a range of situations and leading the implementation and improvement of systems that promote effective communication. The standard also identifies how to maintain effective practice in communication through the use of recording and reporting.

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Performance criteria

Lead and manage practice that promotes person centred communication systems

You must be able to:

P1   promote a culture of **active participation** that enables **individuals**, **key people** and **others** to **communicate** their preferences and needs

P2   ensure that a **person centred/child centred** approach is used when you and others communicate with individuals and key people

P3   ensure that key people and others communicate in a way that recognises the confidentiality of the communication

P4   lead the review of the communication and language preferences and needs of individuals with whom you and others work

P5   lead the evaluation of factors which may present **barriers to communication** and participation

P6   support others to understand and overcome barriers to individuals' communication and participation

P7   support others to understand the potential impact of communication styles and methods on short, medium and long-term goals for individuals

P8   ensure that individuals are supported to engage with maximum participation when communicating their decisions about actions and risks affecting their lives

P9   ensure that individuals have access to records and reports on themselves in accessible formats

P10   ensure that individuals are supported to understand the content of records and reports on themselves

P11   provide opportunities for individuals to comment upon, express concerns, challenge or complain about the content of records and reports on themselves

Adapt your own communication in a range of situations

You must be able to:

P12   reflect on the methods, styles and skills that you use to communicate and engage with individuals and key people

P13   develop and use different methods, styles and skills to communicate and engage with individuals and key people

P14   modify the content and structure of your own communication to take account of the purpose of the communication

P15   critically evaluate how environments support communication and participation

P16   modify the content and structure of your communication to meet the needs and concerns of individuals and key people

P17   change or adapt environments to improve communication and participation

P18   communicate in ways that respect the rights, views and concerns of individuals and key people, using the individuals' preferred methods of communication and language

Lead and manage the implementation of effective communication systems

You must be able to:

P19   use a range of skills, systems and methods to promote effective communications between your team and individuals, key people and others

P20   ensure that your team and others communicate in ways that respect the rights, views and concerns of individuals and key people, using the individuals' preferred methods of communication and language

P21   lead work with others to promote effective communication through the use of **specific aids** or extra support according to individual preferences and needs

P22   support others to change or adapt environments to improve communication and participation

P23   lead work with individuals, key people and others to understand and address differing views and opinions

P24   develop an environment in which others are able to discuss their progress and share any concerns or challenges they are facing

P25   use supervision and learning and development opportunities to manage and support your team to develop the skills and abilities needed to communicate effectively with individuals, key people and others

Lead and manage improvement in the effectiveness of communication systems

You must be able to:

P26   support the active participation of individuals in evaluating the effectiveness of communication systems

P27   agree the **information** to be collected for evaluating communication systems and when it needs to be made available

P28   **critically evaluate** the effectiveness of communication systems in supporting individuals and key people

P29   critically evaluate the effectiveness of communication systems in promoting integrated partnership working

P30   critically evaluate the effectiveness of communication systems in responding to comments and complaints

P31   make evaluation information available in accessible forms and at appropriate times for it to inform decision-making activities

P32   make recommendations for improvements to communication systems based on the evaluation information collected and other **evidence**

P33   change systems to enable more effective communication between

individuals, key people and others, where the changes are within the scope of your expertise and responsibility

P34   seek information and advice where changes required are outside the scope of your expertise and responsibility

Lead and manage effective practice in the use of records and reports for communication

You must be able to:

P35   ensure that legal, work-setting and inter-agency **policies and procedures** for accessing and completing records and reports are used by yourself and others

P36   ensure that evidence is provided by yourself and others for judgements and decisions within records and reports, including where this is based on informed opinion

P37   ensure that evidence which clarifies and supports judgements and decisions is recorded by yourself and others

P38   ensure that evidence which conflicts with judgements and decisions is recorded by yourself and others

P39   ensure that records and reports that encompass best practice, positive achievements and outcomes for individuals are produced by yourself and others

P40   ensure that records and reports are produced by yourself and others that are accurate, concise, objective, understandable and legible

P41   ensure that information in records and reports is accessible to individuals and in a format appropriate to their communication needs and preferences

P42   where records and reports are to be used for decision-making, confirm their accuracy and the accuracy of accompanying evidence with all those they concern

P43   ensure that records and reports are presented to others who need to make decisions or to take actions

P44   ensure that any signatures that are required are secured

P45   document any conflicts, disagreements, unmet needs or risks associated with recording and reporting

P46   encourage those who use records and reports produced by your service provision to discuss feedback with you

P47   take action in response to feedback from those who use records and reports produced by your service provision

P48   ensure records and reports are stored and shared within confidentiality agreements and according to legal, work-setting and inter-agency agreements and requirements

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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

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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   how and where to access literature, information and support to inform how you lead practice for communication and communication systems
K99   how to critically evaluate evidence and knowledge based theories and models of good practice about communication, including barriers and how to overcome them
K100 how communication abilities and differences can affect the identity, self-esteem and self-image of individuals
K101 how different philosophies, principles, priorities and codes of practice can affect partnership working
K102 methods of supporting individuals to communicate their preferences, views and feelings
K103 the range of skills, styles and methods that promote good practice in communication
K104 the range of specialist support and equipment that can assist the

communication of individuals with specific communication needs

K105 the benefits and risks of using **technology** as a means of communication with individuals and others

K106 communication systems, structures and practice and how to evaluate and improve them

K107 the different types of data that can be used within reports and records and which are best for records or reports you need to access, complete, use and develop

K108 the use of evidence, fact and knowledge-based opinion in records and reports and why it is important to differentiate between these and make clear the source of evidence

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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

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services

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

Barriers to communication may include those relating to the physical environment; to interpersonal relationships and the emotional environment; to working practices; to the availability of resources including human or other aids or assistance; to the limitations of your own or other people's communication skills or attentiveness; to cultural contexts; to the specific circumstances of the individual including disability, disadvantage, anxiety or distress

To **communicate** may include using the individual's preferred spoken language; the use of signs; the use of symbols or pictures, writing, objects of reference, communication passports; the use of touch; other non verbal forms of communication; human and technological aids to communication

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

Evidence may be based on research; knowledge; quantitative data; qualitative data; facts (times, dates, age, information about conditions etc). Your own

opinion should be informed by practice and knowledge and should not go beyond your competence

The **individual** is the adult, child or young 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

Information would include that required to meet legislation, regulation and organisational requirements, performance management indicators and information that supports positive outcomes for individuals

Others are 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

Person centred/child centred approaches are those that fully recognise the uniqueness of the individual and establish this as the basis for planning and delivery of care and support

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working

Specific aids enable individuals with speaking, sight or hearing difficulties, additional needs or learning disabilities to receive and respond to information

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Scope/range related to knowledge and understanding

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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

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

Technology could include electronic means of communication for example skype

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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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