SCDLMCE3

Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

Overview

This standard identifies the requirements when leading and managing the quality of care service provision to meet legislative, regulatory, registration and inspection requirements. It includes leading provision that complies with requirements as well as identifying and using quality indicators and measurement methods to evaluate the quality of the service provision.

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

Performance criteria

Manage systems, procedures and practice that comply with legislative, regulatory, registration and inspection requirements

You must be able to:

P1 ensure that workers are provided with a written job description and person specification that outlines their role, responsibilities and accountabilities

P2 ensure that workers are clear about their role, responsibility and accountabilities, legislative, regulatory and organisational requirements, the codes of practice that apply and systems, procedures and practices they must follow in their work

P3 monitor the adherence of workers to the policies, procedures and practices they must follow in their work

P4 take action where workers do not follow agreed policies, procedures and practices

P5 ensure that arrangements are made for the induction of **new workers** that meets legislative, regulatory and organisational requirements

P6 ensure that workers are provided with opportunities to regularly discuss practice issues and their development needs

P7 ensure that workers receive regular supervision

P8 gather feedback from **individuals**, **key people** and **others** on the practice of workers

P9 ensure that workers have a **personal development plan** that takes account of their existing knowledge, understanding, skills and experience and learning and development needs

P10 ensure that all permanent or fixed term appointments are subject to the satisfactory completion of their **probationary period**

P11 keep up to date records about workers in line with legislative, regulatory and registration requirements

P12 ensure that records relating to the service provision are accurate, up to date and stored in line with data protection and confidentiality requirements

Identify indicators of the quality of the service provision and methods to measure these

You must be able to:

P13 ensure that individuals, key people and others are supported to develop an understanding of the legislative, regulatory, registration and inspection requirements to measure the quality of the service

provision

P14 lead work with individuals, key people and others to identify how the quality of the service provision should be measured

P15 use a **range of sources** to inform the development of quality indicators

P16 lead work with individuals, key people and others to develop quality indicators

P17 identify appropriate data collection methods for the objective measurement of the quality of the service provision

P18 agree with individuals, key people and others how they will participate in measuring the quality of the service provision

Manage the implementation of systems, procedures and practice to monitor and measure the quality of the service provision

You must be able to:

P19 implement systems, procedures and practice to monitor and measure the progress of the service provision against agreed quality indicators

P20 implement systems, procedures and practice to collect **quantitative** and **qualitative** information and data on the quality of the service provision

P21 ensure that individuals, key people and others are supported to contribute to the monitoring and measuring of the quality of the service provision against agreed indicators

P22 ensure that workers use systems, procedures and practice to monitor and measure the quality of the service provision against agreed indicators

P23 ensure the continuous collection of information and data to provide a baseline against which quality can be measured and trends identified

P24 identify the impact on the service provision of the functions and priorities of partner organisations

P25 work with partner organisations to minimise any negative impact caused by their functions and priorities on the quality of the service provision

Critically evaluate the quality of the service provision against agreed indicators

You must be able to:

P26 **critically analyse** the quantitative and qualitative information and data collected from the quality monitoring

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

P27   interpret the analysis of the data collected to report on quality indicators that have been met and areas for improvement

P28   identify changes required to meet areas that need to be improved

P29   identify the resources required to implement recommended changes

P30   agree recommended changes with individuals, key people and others

Critically evaluate quality measurement systems, procedures and practice

You must be able to:

P31   critically analyse the effectiveness of systems, procedures and practice used to monitor and measure the quality of the service provision

P32   interpret the analysis of systems, procedures and practice to make recommendations for improvement

P33   **critically evaluate** the effectiveness of quality indicators used for performance measurement

P34   lead work with individuals, key people and others to revise quality indicators for the future monitoring and measurement of the performance of the service provision

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

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

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

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

You need to know and understand:

	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

You need to know and understand:

	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

You need to know and understand:

	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

SCDLMCE3
Lead and manage the quality of care service provision to meet
legislative, regulatory, registration and inspection requirements

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 to critically evaluate theories, methods and models of
performance management, quality assurance and control

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

K99   standards, guidance, procedures, criteria, methods and indicators relevant for the quality measurement of the service provision including regulatory, registration and inspection requirements

K100   how to collect, analyse and interpret quantitative and qualitative data that contributes to quality management

K101   business models and tools that support the identification of strengths, weaknesses, opportunities and threats for the service provision

Additional Information

Scope/range related to performance criteria

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

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

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

Key people are those who are important to an individual and 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

New workers would include both permanent, temporary and agency workers

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

Personal development plan is a formal record of areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor

Probationary period would be the period of time within which recruited workers are expected to meet the standards set out within the person

specification for their role. Some organisations may use different terminology for this, in which case it would be the particular requirements and processes of the organisation that are used to confirm new workers in post

Qualitative subjective data that describes an individual's or group's thoughts and feelings about a topic, process, initiative or aspect of the service or provision. It will include descriptive accounts elicited from individuals, focus groups, interviews and consultations

Quantitative numerical and statistical data collected about a topic, process, initiative or aspect of the service or provision

A **range of sources** would include, legislative, regulatory, commissioning and organisational requirements; recognised performance management standards; historical performance measurement information; current research and evidence based practice

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

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

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

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

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

SCDLMCE3
Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements

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	LMCE3
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	Quality; care services; indicators; measures; performance management; positive outcomes for individuals