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LEVEL 4 CERTIFICATE IN

PRINCIPLES OF LEADERSHIP AND MANAGEMENT FOR ADULT CARE

CRITERIA FOR THE QUALIFICATION

JANUARY 2016

Context

Well defined career progression is a key element in retaining and growing a high quality workforce for adult social care in England including the leaders of the future. Progression into management roles is particularly important and must take account of different starting points to maximise potential.

Workers with excellent care and support skills may find themselves unprepared for the very different knowledge and skills required as a manager. While welcoming the *Level 4 Diploma in Adult Care* (2015) for senior practice roles, employers have continued to call for a direct route from level 3 into management. The *Level 4 Certificate in Principles of Leadership and Management for Adult Care* addresses this progression need.

Graduate entry programmes and those moving into the sector from other roles present a second audience for the qualification. This learner group must arrive at the same destination in terms of preparedness to work as a social care manager. The *Level 4 Certificate in Principles of Leadership and Management for Adult Care* therefore covers essential knowledge about adult care and support as well as management. Graduates from different disciplines and other learners with no direct experience of care and support are likely to need placements, voluntary work or internships alongside the qualification to achieve a firm grounding in service delivery for the sector.

The *Level 4 Certificate in Principles of Leadership and Management for Adult Care* maps closely to Skills for Care's Manager Induction Standards (2016) and both align with the *Level 5 Diploma in Leadership and Management of Adult Care.* As such the Certificate can also be used by managers new in post as an accredited route to the Manager Induction Standards.

It is the role of Skills for Care to define the content of this Specification, working in partnership with employers, regulators and those who use services.

Qualification criteria

The criteria below set out the minimum requirements for qualifications that develop and confirm the competence of those who manage care and support services for adults in England.

The criteria are presented in two sections:

Section A: Summary of Qualification content and accreditation requirements

Section B: Minimum content requirements for the Qualification

Supporting information

A short glossary of key terms is included at the end of this specification: terms included in the glossary are highlighted in **bold** within the criteria.

Section A: Summary of Qualification content and accreditation

Content

All qualifications for the *LEVEL 4 CERTIFICATE IN PRINCIPLES OF LEADERSHIP AND MANAGEMENT FOR ADULT CARE* will require learners to demonstrate understanding of the principles of leadership and management in adult care services in the following areas:

1. **Leadership and management**

2. **Governance and regulatory processes**

3. **Communication**

4. **Relationships and partnership working**

5. **Person centred practice for positive outcomes**

6. **Professional development, supervision and performance management**

7. **Resources**

8. **Safeguarding, protection and risk**

9. **Manage self**

10. **Decision-making**

11. **Entrepreneurial skills and innovation**

Details of required content under each of these headings are given in the following pages.

The content links with requirements for the National Occupational Standards (NOS) for Leadership and Management in Care Services. Each section of the criteria begins with a table showing links to specific NOS as well as existing QCF units.

The full suite of NOS can be found at
http://www.skillsforcareanddevelopment.org.uk/Careersincare/Leadership_and_Management_in_Care_Services_Standards.aspx

Accreditation

Qualifications developed to meet the criteria in this specification must also meet the General Conditions of Recognition set by Ofqual for fit for purpose qualifications. They should be valid, reliable, comparable, and manageable and minimise bias.

Assessment

Qualifications developed to meet the criteria in this specification must be assessed in accordance with the Assessment Principles developed by Skills for Care & Development to complement Ofqual requirements.

Units

Qualifications developed to meet the criteria in this specification must be presented as units as indicated within the specification. This is to aid consistency and understanding amongst learners and their employers, as well as allowing for funding mechanisms based on unit achievement such as the Workforce Development Fund. In this document a code number has been assigned to each area of content designated as a unit, to facilitate identification of eligible units in due course.

Recognition of prior learning

To facilitate continuing professional development it is recommended that units within this qualification be assigned a credit value, so that they can be readily used for recognition of prior learning (RPL). Alternative robust approaches to RPL may be considered.

Total Qualification Time

It is anticipated that all qualifications for the *LEVEL 4 CERTIFICATE PRINCIPLES OF LEADERSHIP AND MANAGEMENT IN ADULT CARE* will have a Total Qualification Time of at least 200 hours. This will allow for mandatory content to be covered in appropriate depth. Additional content is not expected for this qualification.

Section B

MINIMUM CONTENT REQUIREMENTS FOR THE

LEVEL 4 CERTIFICATE IN PRINCIPLES OF LEADERSHIP AND MANAGEMENT FOR ADULT CARE SERVICES

(Terms in **bold** are defined in the glossary at the end of the Specification.)

1. LEADERSHIP AND MANAGEMENT	
	The content of this section links to knowledge requirements in:
QCF	• LM1C Lead and manage a team within a health and social care or children and young people's H/602/3171 • LM 507 Understand professional management and leadership F/504/2218 • LM501 Professional practice in health and social care for adults or children and young people T/504/2197
NOS	• SCDLMCA2 Lead and manage change within care services • SCDLMCA5 Manage the allocation, progression and quality of work in care service provision Core knowledge requirements repeated throughout the Leadership & Management suite especially items K73-87 (Leading and Managing Practice)
MIS 2016	Standard 1

UNIT POLMAC 1A LEADERSHIP AND MANAGEMENT IN ADULT CARE

Understand leadership and management in adult care settings including:

the concepts of 'leadership' and 'management'

the skills needed as a leader and as a manager and why managers in social care need both skill sets

how and why leadership and management styles and skills may need to be adapted to address different situations

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UNIT POLMAC 1B TEAM LEADERSHIP IN ADULT CARE

Understand team leadership in adult care including:

the concept and distinctive features of a 'team'

what constitutes a team in an adult care setting

reasons for regarding those using the service, their families and carers, as members of the team and ways to facilitate this

key features of effective leadership and how these are applied and adapted for different teams

strategies for establishing a **values-based** culture and building commitment to a values based vision for the service

how to establish a culture of continual learning and development in the team and the importance of learning from experience

Understand team development including:

patterns and stages in team development

how a leader's personal style can influence the culture of a team

methods of establishing trust, accountability and effective relationships within the team

the importance of encouraging all team members to share skills, knowledge and ideas with each other

how a team approach to problem solving can benefit the team, the organisation and those using its services

ways to evaluate the effectiveness of team performance

ways to develop the team to address challenges that arise

strategies for maintaining wellbeing, reducing stress and building the resilience of team members

2. GOVERNANCE AND REGULATORY PROCESSES	
	The content of this section links to knowledge requirements in:
QCF	• LM501 Professional practice in health and social care for adults or children and young people T/504/2197
NOS	• SCDLMCE3 Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements
MIS 2016	Standard 2

UNIT POLMAC 2A GOVERNANCE OF ADULT CARE

Understand the legislative and policy context of adult care provision including:

legislation, supporting guidance and national policies that underpin the delivery of adult care

the impact of legislation, policy and key drivers on service provision

the meaning and importance of 'personalisation' as a key concept in adult care policy

Understand internal governance arrangements within adult care organisations including:

how governance structures relate to a service's identity as a statutory, private, voluntary or independent organisation

how **agreed ways of working** such as protocols, policies and procedures relate to governance and accountability

UNIT POLMAC 2B REGULATORY PROCESSES FOR ADULT CARE

Understand systems and requirements for the regulation of adult care services including:

reasons for the inspection system in England, key drivers and legislation linked to it

types of organisation that are subject to registration and to inspection

the fundamental standards of quality and safety

the key areas of enquiry for inspection and how these can impact on the organisation

the grading system and the implications for the organisation of each grade that can be awarded

Understand key roles, remits and responsibilities in registered services including:

the Registered Manager

the Nominated Individual (and who may be appointed to this role)

how and when the 'fit and proper person' criteria apply

Understand the inspection process including:

who needs to be aware of and/or involved in the inspection process

how to prepare for an inspection

what is involved during an inspection and the information required

ways to address the outcome and impact of an inspection

Understand the wider range of regulatory requirements that apply to the service including:

the range of regulation processes that apply to the service or aspects of it (eg in relation to health and safety)

types of information required for each

areas where different regulatory frameworks may present conflicting requirements and ways to address such conflicts

	The content of this section links to knowledge requirements in:
3. COMMUNICATION	
QCF	• SHC51 USE AND DEVELOP SYSTEMS THAT PROMOTE COMMUNICATION F/602/2335 • LM502 Develop, maintain and use records and reports A/504/2198
NOS	• SCDLMCE1 - Lead and manage effective communication systems and practice • SCDHSC 0434 – Lead practice for managing and disseminating records and reports
MIS 2016	Standard 3

UNIT POLMAC 3A COMMUNICATION AND INFORMATION MANAGEMENT IN ADULT CARE

Understand communication in managing care services including:

communication skills needed to develop effective relationships with teams, individuals, their relatives and others

the importance in communication of demonstrating
- empathy
- active listening

how communication can be adapted for different preferences, needs, contexts and situations

how communication skills can be used to resolve difficult situations

the role of effective reporting and recording systems in supporting individuals to achieve positive outcomes

Understand systems for information management including:

the features and purpose of information management systems in care services

legal requirements relating to gathering, storing and sharing information

the meaning and importance of information governance principles

how to evaluate information management systems and identify improvements or alternative approaches

Understand effective information sharing including:

legal and ethical issues that can arise in relation to confidentiality and ways to address these

processes for gaining consent to share an individual's personal information

information sharing protocols between organisations and their role in supporting continuity of care and positive outcomes for individuals

the potentially damaging consequences of failure to share information appropriately

4. RELATIONSHIPS AND PARTNERSHIP WORKING	
	The content of this section links to knowledge requirements in:
QCF	• M2C Work in partnership in health and social care or children and young people's settings A/602/3189 • LM504 Lead practice in assessing and planning for the needs of families and carers A/504/2217
NOS	• SCDLMCD1 Lead and manage work with networks, communities, other professionals and organisations for care service provision • SCDLMCB4 Lead practice that involves key people to achieve positive outcomes
MIS 2016	Standard 4

UNIT POLMAC 4A PARTNERSHIP WORKING IN ADULT CARE

Understand partnership working with other agencies and professionals including:

the range of people, organisations and community groups who can contribute to achieving positive outcomes for those using a service

how networking with other people, organisations and community groups brings benefits both for those using the service and for the organisation as a whole

the features that make partnership working effective in achieving positive outcomes for those using a service

how **integrated care** that crosses traditional boundaries achieves better outcomes for individuals and the place of **systems leadership** in this

the range of roles the manager of an adult care service may need to fulfil in the context of partnership working to achieve positive outcomes

Understand positive relationships in adult care including:

strategies for establishing positive relationships within and beyond the organisation

strategies for addressing challenges within relationships

the importance of challenging views that conflict with the values of the service and how to approach this in a way that promotes change

the meaning and benefits of **co-production** that recognises the contribution and expertise of individuals, carers and families

how systems and processes can be designed to engage individuals and those important to them in day to day practice, decision-making and review

Understand relationships and partnership work with families and carers including

the benefits of on-going dialogue with families and carers

how to promote positive relationships by supporting others to recognise the contribution that families and carers make to the wellbeing of those who use a service

sources of information about the statutory rights of carers and the importance of ensuring carers are aware of these

	5. PERSON CENTRED PRACTICE FOR POSITIVE OUTCOMES	
	The content of this section links to knowledge requirements in:	
QCF	• HSCM1 Lead person centred practice D/602/2844 • M3 Manage health and social care practice to ensure positive outcomes for individuals M/602/2850 • LM501 Professional practice in health and social care for adults or children and young people T/504/2197 • SHC 53 Champion equality, diversity and inclusion Y/602/3183	
NOS	• SCDLMCB4 Lead practice that involves key people to achieve positive outcomes • SCDLMCB2 Lead service provision that promotes the wellbeing of individuals	
MIS 2016	Standard 5	

UNIT POLMAC 5A OUTCOMES BASED PERSON CENTRED PRACTICE IN ADULT CARE

Understand **outcomes** based and **person centred practice** including:

why good practice in adult care is both outcomes based and person centred

how positive relationships underpin outcomes based and person centred practice

the features, principles and values of outcomes based practice and how outcomes based practice relates to the **wellbeing** of **individuals**

the features, principles and values of person centred practice and how person centred practice relates to choice and control

how **active participation** contributes to wellbeing and the achievement of positive outcomes

the effect that legislation and policy may have on person centred and outcomes based practice and procedures

Understand the leadership of practice to achieve positive outcomes for individuals through person centred practice including:

the range of manager responsibilities when leading a team to implement outcomes based and person centred practice

how to develop a culture that considers all aspects of individuals' **well-being** as well as their history, preferences, wishes, needs and strengths

why systems, processes and approaches for outcomes based and person centred practice need to be regularly reviewed, and how this can best be done

UNIT POLMAC 5B EQUALITY, DIVERSITY AND INCLUSION IN ADULT CARE

Understand social inclusion in the context of person centred practice and achieving positive outcomes including:

sources of information about
- the legal context of equality, diversity and inclusion
- the effects of discrimination
- the impact of inclusion
- the value of diversity

the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in adult care

the manager's role in promoting equality, diversity and inclusion

how to support others to challenge discrimination and exclusion in ways that are likely to achieve change

UNIT POLMAC 5C CONTINUOUS IMPROVEMENT IN ADULT CARE

Understand continuous improvement in practice including:

how to develop a culture that encourages all team members to take responsibility for quality, quality assurance and quality improvement

how continuous improvement relates to
- a culture of trust that values the views of all
- lessons learned from incidents, accidents, errors and 'near misses'
- responding to concerns, complaints and whistle-blowing situations

how a service can collect evidence on the quality and effectiveness of its processes, practices and protocols

how to plan for the successful implementation of improvements to the service

how to measure and evaluate the impact of changes made

6. PROFESSIONAL DEVELOPMENT, SUPERVISION AND PERFORMANCE MANAGEMENT	
	The content of this section links to knowledge requirements in:
QCF	• LM2C Develop professional supervision practice in health and social care or children and young people's work settings M/602/3187 • LM501 Professional practice in health and social care for adults or children and young people T/504/2197
NOS	• SCDLMCA1 Manage and develop yourself and your workforce within care services • SCDLMCA5 Manage the allocation, progression and quality of work in care service provision
MIS 2016	Standard 6

UNIT POLMAC 6A PROFESSIONAL DEVELOPMENT IN ADULT CARE

6A.1 Understand professional development in adult care including:

the importance of continually improving learner's own knowledge and practice and that of the team

potential challenges and constraints in relation to professional development in adult care

sources and systems of support for professional development

the importance of personal development plans

the manager's responsibility to support

- the development of the adult care workforce through a range of **mechanisms and resources that support learning and development**
- the development of individual team members using learning opportunities that meet their development objectives and reflect their personal learning styles

how to identify high quality learning that will lead to positive change in the service

how to ensure team members can apply new learning to practice and share learning with the team

ways to measure and evaluate the effectiveness of learning opportunities in improving the service

6A.2 Understand the value of literacy, numeracy and digital skills including:

the importance of literacy, numeracy and digital skills across the range of roles in adult care

sources of information and support to enable team members to

- assess their level of attainment in literacy, numeracy and digital skills

- access support for further development

UNIT POLMAC 6B SUPERVISION AND PERFORMANCE MANAGEMENT IN ADULT CARE

6B.1 Understand **supervision** in adult care including:

the principles, scope and purpose of supervision in adult care

key principles of effective supervision

how to use supervision to plan, revise and review team member objectives

factors which can result in a power imbalance in supervision and how to address them

how and why approaches to supervision might need to be adapted in the light of feedback from supervisees and others

6B.2 Understand procedures to address performance management issues including:

formal and informal processes in an organisation that can be used to address poor performance and unacceptable conduct

the manager's role in addressing poor performance and how this will relate to organisational policy and procedures

common features of disciplinary and grievance procedures and how the manager's role relates to these

7. RESOURCES	
	The content of this section links to knowledge requirements in:
QCF	• E8 Manage physical resources K/600/9711
NOS	• SCDLMCE5 Develop operational plans and manage resources to meet current and future demands on the provision of care services
MIS 2016	Standard 7

UNIT POLMAC 7A RESOURCE MANAGEMENT IN ADULT CARE

Understand resource management issues including:

    the range of resources that a manager in adult care can expect to manage

    the importance of using resources sustainably and the manager's role in facilitating this

    the importance of accurate identification of priorities for resource allocation

Understand financial management arrangements including:

    sources of funding that can be used to construct the budget in an adult care service

    how an organisation's financial management systems impact on the responsibilities and accountability of a manager

    sources of information and support for managing financial resources

Understand human resource issues including:

    the relationship between staffing structures and service outcomes

    techniques to identify the number and pattern of staffing required to provide a person-centred outcomes-based service

    strategies for managing staffing patterns and adjusting them to meet changing circumstances

Understand recruitment and retention issues including:

    how values based recruitment relates to effective resource management

    the importance of ensuring that recruitment and retention practices are free from discrimination and harassment and ways to achieve this

the manager's responsibility for induction of new workers and how to identify induction requirements

the impact on recruitment and retention of effective professional development for team members

Understand how to analyse the impact of resource management on service delivery including:

how to capture and analyse data and information from a range of sources to understand the performance of an adult care service

how collected data and information can be used to improve resource management for better service delivery

8. SAFEGUARDING, PROTECTION AND RISK	
	The content of this section links to knowledge requirements in:
QCF	• LM 503 Lead practice which supports individuals to take positive risks • H/504/2213 • M1 Develop health and safety and risk management policies procedures and practices K/602/3172 • P1 Safeguarding and protection of vulnerable adults R/602/2856 • P5 Understand safeguarding of children and young people for those working in the adult sector Y/602/2860
NOS	• SCDLMCB1 Lead and manage practice that promotes the safeguarding of individuals • SCDHSC0450, Develop risk management plans to promote independence in daily living • SCDLMCC1 Lead and manage practice for health and safety in the work setting • SCDHSC0450 Develop risk management plans to promote independence in daily living • SCDLMCB8 Lead and manage provision of care services that supports the development of positive behaviour
MIS 2016	Standard 8

UNIT POLMAC 8A SAFEGUARDING AND PROTECTION IN ADULT CARE

Understand the manager role in safeguarding of vulnerable adults including:

the current legislative framework that underpins the safeguarding of vulnerable adults

the manager's responsibilities towards individuals, their families and carers as well as team members in relation to safeguarding

sources of information and support on

- Indicators of abuse
- Measures that can be put in place to minimise the risk of abuse occurring
- Steps that must be taken in the case of suspected or alleged abuse

how protocols for participation in inter-agency safeguarding processes may affect a manager's role

potential conflicts between safeguarding and respecting confidentiality and how to address them

legal provisions in relation to whistle-blowing

Understand the responsibility to safeguard children and young people encountered in an adult care service including:

why everyone has a responsibility to act on concerns about the possible abuse of children and young people

the actions to take if

- there are concerns about the possible abuse of a child or young person
- a child or young person alleges that they are being abused

Understand **restrictive practices** including:

definitions of 'restrictive practices', 'restraint' and 'hidden restraint'

the impact on safety, dignity, relationships and wellbeing if restrictive practices are used

how person centred practice and accurate assessment can minimise the use of restrictive practices

types of situation where a restrictive practice might need to be used

why any restrictive practice must be proportionate to need, used as a last resort and carried out in a way that maintains dignity and respect

legal implications relating to restrictive practices and how organisational policies and procedures support legal requirements

UNIT POLMAC 8B HEALTH AND SAFETY IN ADULT CARE

Understand health and safety requirements including:

the legislative framework for health and safety in adult care settings

the managers role in relation to policies and procedures for health and safety in an adult care setting

methods for supporting **others** to comply with health and safety policies, procedures and practices relevant to their work

strategies for ensuring safety at work for self and team members (including lone working and online safety)

strategies that could be used to evaluate and improve health and safety policies, procedures and practices

UNIT POLMAC 8C RISK-TAKING AND RISK MANAGEMENT IN ADULT CARE

Understand positive risk-taking including:

the values, principles and standards that need to inform a policy on risk-taking

how risk-taking can contribute to the achievement of positive outcomes for individuals how the impact of a risk-averse culture on an individual's wellbeing

how to develop a culture that manages risk effectively rather than becoming risk averse

how to support team members to work in ways that balance risks, rights and duty of care

ways to evaluate the effectiveness of policies, procedures and practice relating to positive risk taking

Understand issues around mental capacity and **consent** including:

links between consent, risk management and safeguarding

key provisions of legislation regarding mental capacity and deprivation of liberty in the context of adult care services

the support available when mental capacity and the ability to give consent need to be assessed

the role of advocacy in meeting legislative requirements for mental capacity and consent

UNIT POLMAC 8D MANAGING CONCERNS AND COMPLAINTS IN ADULT CARE

Understand the management of concerns and complaints including

links between the management of concerns/complaints, risk management and safeguarding

regulatory requirements, codes of practice and guidance for managing concerns and complaints

why those using services may be reluctant to raise concerns or make complaints and ways to support them to do so

systems that help to ensure concerns and complaints are addressed effectively

the manager's role in supporting team members to deal with concerns and complaints

9. MANAGE SELF	
	The content of this section links to knowledge requirements in:
QCF	• SHC52 Engage in professional development L/602/2578 • LM501 Professional practice in health and social care for adults or children and young people T/504/2197
NOS	• SCDHSC0033 Develop your practice through reflection and learning • SCDLMCA1 Manage and develop yourself and your workforce within care services Knowledge requirements throughout especially K17 and K18 (Your practice), K47 and 48 (Continuing professional development)
MIS 2016	Standard 9

UNIT POLMAC 9A MANAGE SELF FOR LEADERSHIP IN ADULT CARE

Understand the importance of self-awareness including:

how learner's own values, belief systems and experiences affect working practice

how learner's own emotions affect own behaviour and the behaviour of others

strategies for keeping aware of own stress levels and for maintaining well-being

how to use feedback and reflective practice to increase own self-awareness

Understand how to manage own behaviour including:

How to ensure own actions reflect a high standard of personal integrity

Strategies for managing own emotions when interacting with others

Ways to adapt own communication in response to the emotional context and communication style of others

Understand how to manage own workload including:

strategies and tools for identifying work priorities

strategies and tools to reduce own stress levels, build resilience and support own wellbeing while meeting work priorities

how digital technology can be used to enhance own efficiency

how and when to delegate responsibilities appropriately to others

Understand own role to champion the vision and values of the service including:

the importance of ensuring own words and actions reinforce the vision and values of the service

ways to challenge and promote change in views, actions, systems and routines that do not match the vision and values of the service

Understand how to manage own learning and continuing professional development including:

how to evaluate own knowledge and performance and identify areas for development using

- **standards and benchmarks**
- sources and systems of support
- feedback from others
- reflection on successes and failures, mistakes and achievements

tools and strategies for developing a personal learning plan

ways to evaluate the effectiveness of own learning

10.DECISION MAKING	
	The content of this section links to knowledge requirements in:
QCF	• LM501 Professional practice in health and social care for adults or children and young people T/504/2197 • LM502 Develop, maintain and use records and reports A/504/2198 • OP 5.25: Undertake a research project within services for health and social care or children and young people J/602/3499
NOS	Knowledge requirements throughout the suite especially items K40 (continuing professional development), K71 (handling information) and K77 (leading and managing practice)
MIS 2016	Standard 10

UNIT POLMAC 10A DECISION MAKING IN ADULT CARE

Understand effective decision-making including:

the range of purposes and situations for which decisions can be required in adult care

key stages in decision-making processes whether formal and informal

the different meanings of **'data**, 'information' and 'intelligence' and how each contributes to decision-making

how to research, analyse and use data to ensure decisions are evidence based

the purposes and benefits of engaging with individuals and others and respecting their contributions during the decision-making process

how to structure ideas, information and recommendations to maximise their effectiveness in decision-making

how to review the information gathered in order to make a valid and evidence based decision

Understand communication for decision-making including:

principles for communicating with those involved in the decision-making process, including those use services and their families

the range of stakeholders to whom a decision may need to be communicated

how to present decisions, conclusions and rationales cogently to different stakeholders so that the decision wins support

Understand how to review decision-making including:

reviewing the decision-making process including learner's own research and thought processes, the contributions made by others

the importance of monitoring the effects of decisions made and identifying learning points

ways to record and disseminate learning points so that they can improve future decision-making in the service

11.ENTREPRENEURIAL SKILLS AND INNOVATION	
	The content of this section links to knowledge requirements in:
QCF	• LM505 Manage business redesign in health and social care or children or young people's services J/504/2236
NOS	SCDLMCA2 Lead and manage change within care services
MIS 2016	Standard 11

UNIT POLMAC 11A ENTRPRENEURIAL SKILLS IN ADULT CARE

Understand the wider market for adult care services including:

how own service relates to the wider market of service provision

how data, information and input from others can be used to identify innovative options for growth to meet the needs of the adult care market

the importance of **entrepreneurial skills** in ensuring that the market as a whole is able to meet future demand for adult care services

Understand entrepreneurial skills including:

how to establish a culture that supports innovation, change and growth in relation to the service provided and recognises the resource available in the expertise of those using or working in the service

how to recognise aspects of the organisation that are no longer effective in providing a person centred service

how to work with others within and beyond the organisation to identify opportunities for growth as a service and as a business

the features of a sustainable business plan and how to develop a plan for business development or re-design

UNIT POLMAC 11B INNOVATION AND CHANGE IN ADULT CARE

Understand how a vision for the service supports innovation including:

the central place of an inspiring vision for the organisation in driving quality, innovation and sustainable delivery

ways to engage with colleagues and key influencers, including people who use services and others in the organisation and the local community, to develop a vision for the future of the service

how to express the vision succinctly in a way which engages and inspires others

Understand principles of effective change management including:

the evolving nature of care provision and the role and responsibility of the manager in implementing change

theories and models of good practice for change management

how to use change management tools and techniques to support change, innovation and business development

Glossary of terms

Active participation	A way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient.
Agreed ways of working	Will include policies and procedures where these apply.
Carer	A person who provides unpaid support to a partner, family member, friend or neighbour who could not manage without this help.
Consent	Informed agreement to an action or decision; the process of establishing consent will vary according to an individual's assessed capacity to consent.
Co-production	Regarding people who use social care, their families and carers as equal partners in decision-making, recognising that people who use support services and their families have expertise that can be used to help make services better not only for themselves but for others too
Data	Includes research, reports, statistics, internal and external feedback, suggestions, complaints
Entrepreneurial skills	The skills needed to ensure that the service is able to recognise and proactively adapt to trends, gaps and improvements in the provision of care and support.
Individual	The person using the care or support service
Integrated care	Coordinated health and social care that is planned and organised around the needs and preferences of the individual, their carers and family. Integration may extend to other services, for example housing, that can offer holistic approaches to address individual circumstances
Mechanisms and resources that support learning and development	Includes qualifications, National Occupational Standards, apprenticeships, funding streams, endorsement schemes and quality marks
Others	May include: • individuals • carers, family members and friends • advocates • paid workers • other professionals
Outcome	An aim or objective that an individual would like to achieve or which needs to happen – for example, continuing to live at home, or being able to go out and about.
Partnership Working	Working effectively together with professionals, agencies and organisations to enhance well-being and support positive and

	improved outcomes.
Person-centred practice	An approach that puts the person receiving care and support at the centre, treating the individual as an equal partner and ensuring the service fits the person rather than making the person fit the service.
Policies and procedures to support safeguarding	May include policies and procedures on • Listening to vulnerable adults • Sharing concerns and recording/ reporting incidents • Dealing with allegations • Duty of care • Whistleblowing • Propriety and behaviour • Physical contact/ Intimate personal care • Off site visits • Photography and video • Timely and accurate information sharing • Partnership working
Restrictive practices	Restrictive practices may include any type of practice or intervention that limits the rights or freedom of movement of a person
Sources and systems of support	Support for professional development may include: • Formal support • Informal support • Supervision • Appraisal • Mentoring • Funding for development activities These may be • Within the organisation • Beyond the organisation
Standards and benchmarks	May include: • Codes of practice • Regulations • Minimum / essential standards • National occupational standards
Supervision	Supervision includes but is not limited to annual appraisal processes
Systems leadership	Systems leadership seeks to affect change for good across interconnecting systems eg health and social care, through leadership and collaboration that extends the usual limits of resources and responsibility
Values-based	Based on person centred values which include: • individuality • rights

	• choice • privacy • independence • dignity • respect • partnership
Wellbeing	Wellbeing is a broad concept relating to the following areas in particular: personal dignity, physical and mental health, emotional wellbeing, protection from abuse and neglect, control over day-to-day life (including control over care and support and the way it is provided), participation in work, education or training, participation in recreation, social and economic wellbeing, and domestic, family and personal relationships.