Unit 59:   Facilitate Change in Care Settings

Unit reference number: **D/616/7429**

Level: **5**

Unit type: **Optional**

Credit value: **5**

Guided learning hours: **45**

Unit summary

The purpose of this unit is to develop the learner's knowledge, understanding and skills to facilitate organisational change in care settings.

As a manager, it is necessary that you understand the principles of change management in care settings. Challenges that may arise during the process of change will need to be analysed and you will be required to promote the benefits of change. You will need to create an approved change management plan and develop strategies to ensure that the quality of service for users is maintained during a period of change.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the principles of change management in care settings	1.1 Analyse factors that drive change 1.2 Describe underpinning theories of change management 1.3 Explain approaches, tools and techniques that support the change process 1.4 Discuss the importance of effective change management for service provision
2 Be able to facilitate a shared understanding of the need for change in a care setting	2.1 Promote the benefits of change 2.2 Analyse challenges that may arise during the process of change 2.3 Enable others to express views about proposed change 2.4 Agree with others the changes that need to be made in accordance with organisational requirements
3 Be able to develop an approved change management plan in a care setting	3.1 Analyse the impact of a proposed change to the service provision 3.2 Produce a change management plan that takes account of the identified impact 3.3 Establish criteria against which the plan can be evaluated in accordance with organisational requirements 3.4 Secure approvals required for the change management plan in line with organisational procedures

Learning outcomes	Assessment criteria
4 Be able to gain support for a proposed change in a care setting	4.1 Ensure own actions serve as a positive role model when introducing change 4.2 Discuss how to support others to promote the vision for change 4.3 Use strategies to address resistance to change 4.4 Implement a communication strategy to support others to understand a proposed change
5 Be able to implement an approved change management plan in a care setting	5.1 Agree roles and responsibilities for implementing a change management plan 5.2 Support others to carry out their agreed roles in a change management plan 5.3 Adapt the change management plan to address issues as they arise 5.4 Establish strategies to ensure that the quality of service for users is maintained during a period of change
6 Be able to evaluate the change management process in a care setting	6.1 Agree systems to monitor the effectiveness of the change management plan 6.2 Work with others to review the change management plan against identified criteria 6.3 Evaluate outcomes of the change for users of services

Content

What needs to be learned
Learning outcome 1: Understand the principles of change management in care settings

Factors that drive change
• Factors may include:
   o internal, e.g. changes in staff, resources, care plans
   o external, e.g. changes in legislation, policies, funding.
Underpinning theories of change management
• Kotter's 8-Step Change Model.
• Lewin's 3-Stage Model of Change.
• The Change Curve.
Approaches, tools and techniques that support the change process
• Managing transition.
• Communicating and involving staff and volunteers in change.
• Understanding and managing resistance to change.
• Involving stakeholders in change.
The importance of effective change management for service provision
• Minimal disruption to provision.

Learning outcome 2: Be able to facilitate a shared understanding of the need for change in a care setting

Benefits of change
• Improved provision.
• Increased participation for users of services.
• Gives a sense of ownership to users of services.
Challenges that may arise during the process of change
• Emotional responses, e.g. anxiety, stress, fear.
• Resistance.
• Insufficient resources.
• Insufficient level of competence.
Enabling others to express views about proposed change
• Gathering feedback.
• Involving those who will be affected by the change.
Agreeing changes with others
• Others may include:
   o users of services
   o practitioners
   o families and friends of users of services
   o advocates
   o colleagues
   o other professionals within and beyond the organisation
   o others with an interest in the service.

What needs to be learned

Learning outcome 3: Be able to develop an approved change management plan in a care setting

The impact of a proposed change to the service provision

- Impact may include:
    - risks
    - costs
    - benefits.

Criteria against which the plan can be evaluated

- Positive feedback.

Approvals required for the change management plan

- Approval from:
    - stakeholders
    - users of services
    - care givers/family
    - staff involved.

Learning outcome 4: Be able to gain support for a proposed change in a care setting

Own actions as a positive role model

- Self-reflection.

- Peer review.

- Appraisal.

Supporting others to promote the vision for change

- Others may include:
    - users of services
    - practitioners
    - families and friends of users of services
    - advocates
    - colleagues
    - other professionals within and beyond the organisation
    - others with an interest in the service.

Strategies that address resistance to change

- Strategies include:
    - addressing any resistance formally
    - identifying the root causes of resistance.

Communication strategy to support others to understand a proposed change

- Others may include:
    - users of services
    - practitioners
    - families and friends of users of services
    - advocates
    - colleagues
    - other professionals within and beyond the organisation
    - others with an interest in the service.

What needs to be learned

• The communication strategy needs to reflect the needs and preferences of its audiences, and may incorporate:
   o using a range of styles and formats
   o adjusting the pace of information-giving
   o repeating key messages over time
   o clarifying and summarising key points
   o updating information as necessary.

Learning outcome 5: Be able to implement an approved change management plan in a care setting

Strategies for ensuring that the quality of service for users is maintained during a period of change
 	
• Strategies could include:
   o briefings
   o handover procedures
   o record keeping, including any changes to the health and wellbeing of a user of services.

Learning outcome 6: Be able to evaluate the change management process in a care setting

Systems to monitor the effectiveness of the change management plan
 	
• Change management plan may include:
   o a workforce development plan
   o a resource plan
   o a support plan for users of services and others affected by the change
   o a communication plan
   o a contingency plan for any unexpected or unplanned events during the period of change
   o regular review of the change process to monitor effects, both expected and unexpected
   o review meetings to share information gathered during the change process.

Information for tutors

Suggested resources

Book

Parkin P – *Managing Change in Healthcare: Using Action Research*
(Sage Publications, 2009) ISBN 9781412922593

Other

NHS Service Delivery & Organisation – *Managing Change in the NHS* (2001)

Tata Consultancy Services Ltd (TCS) – *Change Management Theories and Methodologies* (2013)

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 2, 3, 4, 5 and 6 must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for learning outcomes 2, 3, 4, 5 and 6.

Assessment of learning outcome 1 may take place in or outside of a real work environment.