

Unit 36: Facilitate Change in Care Settings

Level:	5
Unit type:	Optional
Credit value:	5
Guided learning hours:	45

Unit introduction

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, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required 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

Unit 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:
 - internal, e.g. changes in staff, resources, care plans
 - 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:

What needs to be learned

- 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.

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

What needs to be learned

- 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.
- The communication strategy needs to reflect the needs and preferences of its audiences and may incorporate:
 - using a range of styles and formats
 - adjusting the pace of information-giving
 - repeating key messages over time
 - clarifying and summarising key points
 - 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:
 - briefings
 - handover procedures
 - 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 could include:
 - a workforce development plan
 - a resource plan
 - a support plan for users of services and others affected by the change

What needs to be learned

- a communication plan
- a contingency plan for any unexpected or unplanned events during the period of change
- regular review of the change process to monitor effects, both expected and unexpected
- review meetings to share information gathered during the change process.

Essential information for tutors and assessors

Essential resources

There are no special resources needed for this unit.

Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

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 may not 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.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.

Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

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)