

Unit 38: Develop, Implement and Evaluate Operational Plans in Own Area of Responsibility in Adult Care

Level:	5
Unit type:	Optional
Credit value:	4
Guided learning hours:	23

Unit introduction

Working in the adult care sector requires professionals to be mindful of the importance of adapting and changing to meet current needs, and to ensure positive outcomes for users of services. Being adaptable, willing to change and prepared to devise new and innovative approaches to developing practice and provision are core skills needed in developing operational plans in adult care.

This unit gives you the essential knowledge and skills needed to develop, implement, monitor and review operational plans for your own area of responsibility. The unit is particularly useful for those wishing to progress to higher management positions.

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 how to align skills and competencies with objectives of organisation	1.1	Analyse objectives of own organisation against national objectives in adult care
		1.2	Discuss how own skills can be used to align with operational objectives in own area of responsibility
2	Be able to implement operational plans in own area of responsibility	2.1	Discuss how operational plans can be used for different functions in adult care
		2.2	Develop operational plans in own area of responsibility in line with organisational requirements
		2.3	Assess risks associated with operational plans and propose contingency arrangements
		2.4	Engage relevant stakeholders in providing support for operational plans in line with organisational requirements
		2.5	Implement operational plans in own area of responsibility in line with organisational requirements
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1	Demonstrate monitoring procedures within operational plans in line with organisational requirements
		3.2	Evaluate operational plans, identifying actions to support future development needs and to improve practice and provision

Unit content

What needs to be learned

Learning outcome 1: Understand how to align skills and competencies with objectives of organisation

National objectives

- Healthcare reforms – accountability and decision making within the NHS, e.g. development of semi-independent trusts.
- Specific care needs that change over time as a result of age and health profile of population, e.g. increasing number of older people resulting in more instances of dementia.
- Technological advances that challenge services to adapt practice and systems.
- Evidence-based programmes setting quality standards and specifying services, which have been introduced through a set of National Service Frameworks (NSFs), e.g. NHS Outcomes Framework 2016 to 2017, Care Standards, statutory requirements.

Organisational objectives and strategic goals

- Monitoring and reviewing spending; review of staffing; physical resources; use of grants; integrating services; needs of individual users of services; reviewing and adapting approaches; multi-agency and partnership working.
- Local ambitions based on compliance with wider government initiatives, e.g. NHS wider strategy.

Own objectives commensurate with work role

- Administration delivery of administrative functions to support adult care teams, e.g. organisational office practice, IT systems, record keeping, information handling; legislative frameworks and policies.
- Leading and managing teams, e.g. training, appraisals, performance of teams, championing and role modelling core adult care values, driving and upholding standards, working within legislative and regulatory frameworks.
- Resource management, e.g. overseeing effective use of human and physical resources, maintaining and improving environment.
- Supporting needs of users of services and effective working with carers and others, e.g. assessments and support services; providing choice, dignity and respect; ensuring patient safety, clinical effectiveness, patient and carer experience; NHS Outcomes Framework 2016 to 2017.

Skills required

- Understanding of legislative and compliance frameworks; implementing policies and procedures; safeguarding; multi-agency working; information handling

What needs to be learned

- Working within specific organisational legal, regulatory and ethical frameworks.
- Analytical skills, e.g. planning, data analysis, finance, funding and budgeting.
- Managing and leading teams, e.g. promoting best practice, developing positive relationships, managing and chairing meetings, report writing, empowering colleagues to take control.
- Personal skills, e.g. vision, ability to adapt to new and novel concepts, innovative, discretion, diplomacy, person-centred approach, empathy, respecting promoting diversity, equality, independence; knowing own and others' boundaries.

Learning outcome 2: Be able to implement operational plans in own area of responsibility

Purpose of planning

- Operational plans, e.g. plans detailing precise timing and mode of implementation, work plans, operational plans referring to activities of a small unit or of an individual.
- Plans aimed at services, e.g. primary care programmes, institutions (hospitals) or wider geographical area such as a district.
- Planning types:
 - activity planning – maintenance of existing situations and setting of implementation timetables that can be monitored
 - allocative planning – concerned with the possibility of change and making of decisions on how resources will be used and which activities will be undertaken.

Planning tools and techniques

- Planning methods, e.g. cost benefit analysis, budgeting, scheduling, use of Gantt load, SMART objectives, breakeven, PERT, demand and capacity management, hierarchy of needs, contingency planning.
- Challenges of planner to balance the objective, technical dimension of planning with the realities of the context within which the planning is taking place (in own setting).
- Planning approaches: the planning spiral – situational analysis (1), priority setting, option appraisal, programming, implementation and monitoring, evaluation situational analysis (2); problem solving; long-term versus shorter operational plans and narrative approaches.
- Use of appropriate planning tools and techniques.

Risk analysis and management

- Definitions of risk analysis and management of risks.
- Identifying potential risks.

What needs to be learned

- Identifying key aspects of work practice that directly flow from legislation – disruption of supplies, operations, loss of access, customer/employee confidence, procedural, financial, technical, structural.
- Forms of analysis – SWOT, Scenario Analysis, risk mapping, impact/probability grid, risk mitigation.

Stakeholders

- Stakeholder involvement, e.g. engaging with communities, inspecting bodies, managers, employees, government agencies, owners of care services, local businesses, community organisations.

Implementation

- Areas for development or change – aspects of practice, working with teams, individuals, others; finance, budgeting; improving provision.
- Existing frameworks, including legislative guidelines and restrictions impacting on plans.
- Project design, developing services, provision, improving efficiency of workforce, timing of plan (e.g. one year, two years, five years).
- Key stakeholders, identifying and prioritising needs through needs and cost benefit analysis, assessing risk factors, e.g. impact on users of services and others.
- Business plan development, resources including human and competencies, physical resources, finalising timelines.

Learning outcome 3: Be able to monitor and evaluate operational plans in own area of responsibility

Monitoring operational plans

- Strategies for monitoring and maintaining progress towards desired outcomes.
- Types of support from management and others to reach desired outcomes.
- Ways to adapt plans on an ongoing basis to reach desired outcomes.
- Ongoing monitoring using proactive and recursive process of review, adapt and evaluate.

Evaluating operational plans

- Ways to evaluate outcomes and over time, e.g. observations, feedback from users of services and others.
- Effects on practice and provision locally.
- Use of SMART targets for own professional development.

What needs to be learned

- Techniques for assessing effectiveness of operational plans for improving services and provision for users of services, strengthening workforce agendas, developing professional practice of others.

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 and 3 (competence) 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 and 3.

Assessment of learning outcome 1 (knowledge) 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

Gopee N, Galloway J – *Leadership and Management in Healthcare* (Sage, 2017)
ISBN 9781473965027

Websites

www.gov.uk/government/publications/nhs-outcomes-framework-2016-to-2017 NHS Outcomes Framework for 2016-17