

<b>Unit Title:</b>	<b>Facilitate change in health and social care or children and young people's settings</b>
Sector unit number	O40
Level:	5
Credit value:	6
Guided learning hours:	42
Unit Reference Number:	F/602/2612

## Unit purpose and aim

The purpose of this unit is to assess the learner's knowledge, understanding and skills to facilitate organisational change in health and social care or children and young people's settings.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the principles of change management in health and social care or children and young people's settings</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse <b>factors</b> that drive change</p> <p>1.2 Describe underpinning theories of change management</p> <p>1.3 Describe approaches, tools and techniques that support the change process</p> <p>1.4 Explain the importance of effective change management for service provision</p>	<p><b>Factors</b> may include:</p> <ul style="list-style-type: none"> <li>• Internal</li> <li>• External</li> </ul>
<p>2 Be able to facilitate a shared understanding of the need for change in health and social care or children and young people's settings</p>	<p>2.1 Promote the benefits of change</p> <p>2.2 Analyse <b>challenges</b> that may arise during the process of change</p> <p>2.3 Enable others to express views about proposed change</p> <p>2.4 Agree with <b>others</b> the changes that need to be made</p>	<p><b>Challenges</b> may include:</p> <ul style="list-style-type: none"> <li>• anxiety</li> <li>• stress</li> <li>• resistance</li> <li>• fear</li> <li>• resources</li> <li>• competence</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• practitioners</li> <li>• families and friends of individuals</li> <li>• advocates</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
		<ul style="list-style-type: none"> <li>• colleagues</li> <li>• other professionals within and beyond the organisation</li> <li>• others with an interest in the service</li> </ul>
<p>3 Be able to develop an approved change management plan in health and social care or children and young people's settings</p>	<p>3.1 Analyse the <b>impact</b> of a proposed change to the <b>service provision</b></p> <p>3.2 Produce a <b>change management plan</b> that takes account of the identified impact</p> <p>3.3 Establish criteria against which the plan can be evaluated</p> <p>3.4 Secure any approvals required for the change management plan</p>	<p><b>Impact</b> may include:</p> <ul style="list-style-type: none"> <li>• risks</li> <li>• costs</li> <li>• benefits</li> </ul> <p><b>Service provision</b> may include:</p> <ul style="list-style-type: none"> <li>• individuals</li> <li>• team members</li> <li>• practitioners</li> <li>• stakeholders</li> <li>• service delivery</li> </ul> <p><b>Change Management plan</b> may include:</p> <ul style="list-style-type: none"> <li>• a workforce development plan</li> <li>• a resources plan</li> <li>• a support plan for individuals and others affected by the change</li> <li>• a communication plan</li> <li>• contingency plans</li> </ul>
<p>4 Be able to gain support for a proposed change in health and social care or children and young people's settings</p>	<p>4.1 Ensure own actions serve as a positive role model when introducing change</p> <p>4.2 Identify others who can promote the vision for change</p> <p>4.3 Use strategies that address resistance to change</p> <p>4.4 Implement a <b>communication strategy</b> to support others to understand a proposed change</p>	<p>The <b>communication strategy</b> will reflect the needs and preferences of its audiences and may incorporate:</p> <ul style="list-style-type: none"> <li>• using a range of styles and formats</li> <li>• adjusting the pace of information-giving</li> <li>• repeating key messages over time</li> <li>• clarifying and summarising key points</li> <li>• updating information as necessary</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
5 Be able to implement approved change management plans in health and social care or children and young people's settings	5.1 Agree roles and responsibilities for implementing change management plan 5.2 Support others to carry out their agreed roles in a change management plan 5.3 Adapt a change management plan to address issues as they arise 5.4 Establish strategies for ensuring that the quality of service for <b>individuals</b> is maintained during a period of change	<b>Individuals</b> are those accessing care or services
6 Be able to evaluate the change management process in health and social care or children and young people's settings	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 individuals.	

## Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. 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.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

## Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

## Details of relationship between the unit and national occupational standards

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website [www.ocr.org.uk](http://www.ocr.org.uk).

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.