

Unit 61: Manage Quality in Care Settings

Unit reference number: Y/616/7431

Level: 5

Unit type: Optional

Credit value: 5

Guided learning hours: 40

Unit summary

High-quality care is the expected standard for all service provision in care settings. Maintaining quality provision and measuring achievements in quality standards will promote care that meets the needs of users of the services and is responsive to changing needs. Quality is central to the care provided, to the ethos and culture of the organisation, to innovation in practice and to the application of evidence-based practices. As a leader in an organisation, it is important to have skills and qualities that will energise the organisation to strive for high standards. The ability to monitor and review service development is also important.

This unit will develop the knowledge, understanding and skills you need to manage quality-assurance systems in your own work setting.

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
<p>1 Understand how to monitor quality assurance in care settings</p>	<p>1.1 Discuss the main legislative and regulatory frameworks that inform quality standards within own organisation</p> <p>1.2 Review quality standards within own organisation and their impact on positive outcomes for users of services</p> <p>1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards</p> <p>1.4 Analyse how quality assurance standards relate to performance management</p>
<p>2 Be able to lead on the development and implementation of quality standards in own setting</p>	<p>2.1 Work with team members and others, in line with organisational requirements, to:</p> <ul style="list-style-type: none"> • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards <p>2.2 Develop systems and processes to measure achievement of quality standards</p> <p>2.3 Support team members to carry out their roles in implementing quality controls in line with organisational procedures</p>

Learning outcomes	Assessment criteria
<p>3 Be able to review and monitor quality assurance processes in own setting</p>	<p>3.1 Support team members to carry out their roles in monitoring quality indicators in line with organisational procedures</p> <p>3.2 Use selected indicators to evaluate the achievement of quality standards</p> <p>3.3 Work with others, in line with organisational requirements, to identify:</p> <ul style="list-style-type: none"> • areas of best practice • areas for improvement <p>3.4 Work with others, in line with organisational requirements, to develop an action plan to improve quality of service</p>

What needs to be learned

Learning outcome 1: Understand how to monitor quality assurance in care settings

Legislation

- Care Quality Commission (Registration) Regulations 2009.
- Health and Social Care Act 2008: code of practice for health and adult social care on the prevention and control of infections and related guidance.
- Equality Act 2010.

Regulatory frameworks

- Adult Social Care Outcomes Framework.
- Care Quality Commission (CQC) Essential standards of quality and safety.
- National Institute for Health and Care Excellence (NICE) quality standards and social care guidance.

Quality standards

- Involvement and information.
- Personalised care, treatment and support.
- Safeguarding and safety.
- Suitability of staffing.
- Quality and management.
- Suitability of management.

Quality measures

- Quality of life/user of services experience.
- Admissions to hospital.
- Satisfaction of carers.
- Person-centred approaches.
- Outcomes-based practice.

Quality assurance and staff performance

- Performance assessment and management.
- Incentivising quality improvement.
- Publications to inform the public and support patient choice.
- Benchmarking against peers for feedback.
- Learning to support quality improvement.
- Academic research.

What needs to be learned

Learning outcome 2: Be able to lead on the development and implementation of quality standards in own setting

Working with others to agree quality standards

- Others, e.g. users of services, advocates, family members, others who are important to the wellbeing of the user of services.
- Multidisciplinary approaches.
- Safety of user of services.
- Experiences of user of services.
- Effectiveness of care.
- Communication.
- Positive outcomes.

Systems and processes for measuring achievement

- Record keeping.
- Feedback and review.
- Accident audit.
- CQC inspection reports.
- Staff feedback.
- Feedback from family and others.

Quality controls

- Person-centred approach to care and support for each user of services.
- Involving users of services and staff in the auditing process.
- Internal quality monitoring visits.
- Themed audits for each service.
- Identifying commendations for good practice and achievements.
- Policies, procedures and guidelines, detailing how agreed levels of service are to be achieved.
- Auditing of systems to ensure high-quality standards are maintained.
- Areas for continuous improvement.

Learning outcome 3: Be able to review and monitor quality assurance processes in own setting

Quality indicators

- Data sets.
- Managing information.
- Regulatory requirements.
- Mortality.
- Infections.
- Hospital admissions.
- Accidents.
- Complaints and concerns.
- Safeguarding referrals.

What needs to be learned

Best practice

- Data collection.
- Record keeping.
- User of services and family involvement.
- Themed audits.
- CQC responses.
- Staff development.
- Care planning.
- Positive outcomes.

Areas for improvement

- Communication.
- Safety.
- Identifying safety issues.
- Staff turnover.
- Staff development.
- CQC reports and raised issues.
- Concerns voiced by other agencies.
- Complaints and concerns.
- Whistleblowing.

Action plan

- Developing targets; SMART targets.
- Addressing inequalities in service provision.
- Response to external agencies.
- Continuous development.
- Service improvement.

Information for tutors

Suggested resources

Reports and articles

Care Quality Commission – *The Adult Social Care Market and the Quality of Services – Technical Report* (5 November 2010)

Care Quality Commission – *Essential Standards of Quality and Safety* (26 March 2010)

Raleigh V, Foot C – *Getting the Measure of Quality: Opportunities and Challenges* (King's Fund, 2010) ISBN 9781857175905

Websites

www.cqc.org.uk	Care Quality Commission
www.nice.org.uk	National Institute for Health and Care Excellence
www.scie.org.uk	Social Care Institute of Excellence
www.skillsforcare.org.uk	Skills for Care

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 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 cannot 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.