

Unit 62: Prepare for and Support Quality Audits in Care

Unit reference number: J/616/7389

Level: 4

Unit type: Optional

Credit value: 4

Guided learning hours: 17

Unit summary

This unit introduces you to the principles of quality management in care and the need to embed quality culture in an organisation. This is important for customer satisfaction as modern technology and communication methods allow us to compare customer service standards more easily.

In this unit, you will learn how to prepare for and support quality audits. You will identify where improvements could be made to processes, procedures and standards, and develop a quality improvement plan to address any issues. You will need to take part in an audit. An audit could be internal and the auditor could be your line manager or the auditor could be part of an inspection process carried out, for example, by the Care Quality Commission.

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 the principles underpinning the management of quality in care</p>	<p>1.1 Explain the principles of quality management</p> <p>1.2 Analyse the purpose and requirements of a range of quality standards</p> <p>1.3 Discuss the advantages and limitations of a range of quality techniques</p> <p>1.4 Assess how the management of quality contributes to the achievement of organisational objectives</p>
<p>2 Be able to prepare for quality audits in care settings</p>	<p>2.1 Justify the quality requirements applicable to the work being audited</p> <p>2.2 Ensure that audit documentation is complete in line with organisational procedures</p> <p>2.3 Make available information requested in advance by auditors</p>
<p>3 Be able to support quality audits in care settings</p>	<p>3.1 Describe the range of information that may be within scope for audit</p> <p>3.2 Assess an aspect of quality in own workplace, against approved benchmarks or standards</p> <p>3.3 Agree actions and timescales with auditors that will remedy non-conformance or non-compliance</p> <p>3.4 Develop a plan to promote (or improve) the quality of a care setting</p>

What needs to be learned

Learning outcome 1: Understand the principles underpinning the management of quality in care

Principles of quality management in care

- Total Quality Management principles, e.g. improving care, customer focus, leadership, involvement of people, process approach, systems approach to management, continual improvement, factual approach to decision making, mutually beneficial supplier relationships.
- Terminology, e.g. fitness for purpose, Total Quality Management (TQM), quality assurance (QA), continuous improvement (kaizen), quality indicators.
- Stakeholders:
 - external agencies, e.g. Care Quality Commission, Supporting People programme, National Institute for Health and Care Excellence, Health Service Commissioners, local authorities
 - users of services, e.g. individuals being cared for, families, carers, professionals, managers, support workers.

Quality standards

- Ensure that their products, services and systems meet required specifications and benchmarks – how they may differ depending on the type and nature of the business, e.g. CQCs Essential Standards of Quality and Safety, International Standards ISO9000 series, British Standards Institution (BSI) BS5750, Investors in People, CE marking, Royal Warrants.

Quality techniques

- Techniques, e.g. Six Sigma, TQM, quality circles, statistical process control, benchmarking.

Management of quality

- Quality, e.g. leadership and commitment, action planning on areas for improvement, setting clear organisational objectives, empowering, mentoring, counselling, delegating, responding to feedback.
- Contribution to achievement of organisational objectives by promoting a quality culture, e.g. self-managed teams and quality circles, 'interlocking teams', product innovation and quality, improved customer relationships, partnership with suppliers, external auditing.

What needs to be learned

Learning outcome 2: Be able to prepare for quality audits in care settings

Quality requirements in care

- Application of industry/sector-specific quality standards and procedures, e.g. CQC's Essential Standards of Quality and Safety.

Organisational procedures

- Ensuring records and documentation are complete and up to date/accessible to auditors.

Agreed actions

- Evidence required in advance of audit, e.g. work records/files, manuals, personnel, observation of practice.

Information requested by auditors

- Documentation required, e.g. minutes of meetings, quality reports, training notes, sampling plans, work manuals.

Learning outcome 3: Be able to support quality audits in care settings

Scope of audit

- Care audit – could be internal and the auditor could be the line manager, or the auditor could be part of an inspection process.
- Information within scope, e.g. previous audits, monitoring data, financial records; feedback, e.g. from users of services, internal staff; department/organisational actions put in place.

Processes, standards and procedures

- Processes, e.g. financial management, stakeholder engagement, leadership and commitment, action planning on areas for improvement.
- Standards, e.g. International Standards ISO9000 series, British Standards Institute (BSI) BS5750, Investors in People, CE marking, Royal Warrants.
- Procedures, e.g. monitoring, partnership agreements, setting clear organisational objectives.

Actions agreed

- SMART (Specific, Measurable, Achievable, Realistic, Time bound).

Quality improvement plan

- Scope of a quality improvement plan, e.g. purpose, i.e. to address issues identified in quality audit, responsibilities, timeframes for action and review, recording completed actions/outcomes, sharing with appropriate people in the organisation.

Information for tutors

Suggested resources

Books

Bicheno J and Holweg M – *The Lean Toolbox*, 5th edition (Picsie Books, 2016)
ISBN 9780956830753

Hoyle D – *ISO 9000 Quality Systems Handbook – updated for the ISO 9001: 2015 standard: Increasing the Quality of an Organization’s Outputs*, 7th edition
(Routledge, 2017) ISBN 9781138188648

Slack N et al – *Operations Management*, 8th edition (Pearson, 2016)
ISBN 9781292098678

Webber L and Wallace M – *Quality Control for Dummies* (John Wiley & Sons, 2012)
ASIN B00OL3ZNG8

Websites

www.cqc.org.uk	Care Quality Commission
www.efqm.org	The European Foundation for Quality Management website, which promotes the Excellence Model through forums, training, events and information assessment.
www.hqip.org.uk	Healthcare Quality Improvement Partnership – information and guidance on promoting quality in healthcare.
www.managementhelp.org	Free management library – articles on organisational performance and quality management.
www.nice.org.uk	National Institute for Health and Care Excellence
www.scie.org.uk	Social Care Institute for 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.