

Unit 23: Manage Residential Adult Care Services

Level:	5
Unit type:	Optional
Credit value:	7
Guided learning hours:	36

Unit introduction

This unit is designed for practitioners who manage the provision of residential adult care services. This is an expanding area of demand as the UK population continues to age, with the number of individuals over the age of 65 growing substantially. People are living longer and healthier lives, often with complex needs. This places additional pressures on health and social care systems.

As a manager, you need to be able to organise and respond to specific care packages within agreed timescales and financial restrictions, ensuring the provision of quality services as required by legislative and regulatory bodies. You also have a responsibility for the safe recruitment of appropriate practitioners, and to support and mentor teams of staff to promote continuous professional development that will ensure the provision of quality care.

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 factors that influence the management of residential adult care services	1.1 Evaluate how the current legislative framework, evidence-based research and organisational protocols impact on the management of residential adult care services 1.2 Explain how person-centred practice influences the management of residential adult care services 1.3 Analyse ethical dilemmas and conflicts experienced by managers and practitioners in residential adult care services
2 Be able to manage provision of residential adult care services	2.1 Select and provide suitable practitioners to support the needs of users of services in response to care requirements and organisational planning 2.2 Support practitioners to develop awareness of their duties and responsibilities in accordance with organisational standards of care 2.3 Support clear communication and information sharing with users of services and others, in line with agreed ways of working of the organisation 2.4 Manage record-keeping to meet legislative and regulatory requirements 2.5 Meet regulatory body requirements for managing residential adult care services
3 Be able to implement systems for safeguarding of users of services and staff in residential adult care services	3.1 Implement agreed ways of working that support the safety and protection of users of services and others 3.2 Support practitioners to anticipate, manage and report risks in line with organisational policies and procedures 3.3 Manage systems for risk or incident reporting, action and follow-up in accordance with legislative and regulatory guidance

Learning outcomes		Assessment criteria
4	Be able to support practitioners to promote person-centred care in residential adult care services	4.1 Support practitioners to place the needs and preferences of users of services at the centre of their practice, as required by organisational policies and procedures 4.2 Enable practitioners to be involved in contributing to person-centred care planning, supported by organisational policies 4.3 Develop opportunities for practitioners to contribute to multidisciplinary reviews in promoting a person-centred focus 4.4 Manage and review systems to monitor feedback from users of services to support organisational planning 4.5 Explain the importance of supporting practitioners to challenge systems and ways of working that do not comply with organisational policies and procedures
5	Be able to respond to day-to-day demands and emergencies in residential adult care services	5.1 Explain the challenges associated with addressing day-to-day demands and emergencies in residential adult care services 5.2 Manage day-to-day changes and emergencies in residential adult care services, in line with organisational expectations
6	Be able to manage human resources required for residential adult care services	6.1 Plan human resource requirements for residential adult care services in response to financial assessment and care requirements 6.2 Review contingency arrangements for planned or unforeseen circumstances to meet the organisation's requirements 6.3 Implement systems for regular supervision and appraisal of practitioners, in accordance with organisational policy 6.4 Plan and implement regular opportunities for staff team meetings and feedback sessions to support workforce development and cohesion

Learning outcomes	Assessment criteria
	6.5 Facilitate safe recruitment and selection processes for employment of staff, in accordance with legislation and regulatory guidance 6.6 Implement and facilitate induction training and shadowing for new staff, in line with agreed ways of working and organisational requirements 6.7 Explain the actions that should be taken when practitioners do not comply with agreed ways of working

Unit content

What needs to be learned

Learning outcome 1: Understand factors that influence the management of residential adult care services

Current legislative frameworks, evidence-based research and organisational protocols

- Care Standards Act 2000 – setting minimum standards of care.
- Data Protection Act 1998 – record keeping and confidentiality.
- Equality Act 2010 – promotes equality and diversity.
- Health and Social Care Act 2012– development of CQC, regulating care provision.
- Care Act 2014 – changes to access and funding of care.
- Evidence-based research: researching evidence and reports on care provision; self-managed personal care budgets.
- Organisational protocols: development and review of policies and procedures.

Person-centred practice

- Choice and control over decisions for own care; involvement of user of services in care planning; supporting and challenging decisions.
- The 6Cs of care.
- Outcomes-based approach.
- Inclusive practices.

Ethical dilemmas

- Principle of informed choice.
- Confidentiality versus disclosure.
- Mental Capacity Act 2005.
- Best Interests Assessment.
- Deprivation of Liberty.
- Balancing needs of family and needs of user of services.
- Person-centred approaches and risk taking; managing risks when balancing rights of user of services and own duty of care.

Learning outcome 2: Be able to manage provision of residential adult care services

Assessing needs of users of services

- Outcomes-focused approach.

What needs to be learned

- Planning agreed objectives aligned with national and local service priorities.
- Employing staff with right values and experience.

Duties and responsibilities of support staff

- To provide consistent quality care in response to needs of users of services; duty of care; confidentiality; safeguarding.
- Inclusive practice.
- Care values.

Communication and information sharing

- Effective communication; meeting different communication needs; working with others; organisation's communications policy.

Record keeping

- Safe storage of records; abiding by policy; strategies for information sharing; confidentiality; Data Protection Act 1998; organisation's communications policy.

Costing care packages

- Personal budgets.
- Government funding.
- Social care budget.
- Budget reform.

Meeting regulatory body requirements for practice

- Care Quality Commission (CQC).
- Leadership Qualities Framework.
- Manager Induction Standards.

Others could include:

- self
- workers/practitioners
- visitors to the work setting.

Learning outcome 3: Be able to implement systems for safeguarding of users of services and staff in residential adult care services

Safeguarding and protection

- Safeguarding vulnerable adults.
- Safeguarding children.
- Children Act 1989.
- Human Rights Act 1998.
- No Secrets (Adult Protection) 2000.

What needs to be learned

- Safeguarding Adults 2005.
- Impact of policy developments; serious case reviews and lessons learned; personalisation.

Risk assessment and review

- Risk assessment process; person-centred assessment; review and update.
- Accessible and clear complaints process.
- Staff training; review of policies.
- Partnership working.
- Following agreed protocols; evaluating systems and procedures.
- Challenging ineffective practice; whistle-blowing policy.

Others could include:

- self
- workers/practitioners
- visitors to the work setting.

Learning outcome 4: Be able to support practitioners to promote person-centred care in residential adult care services

Placing the needs and preferences of users of services at centre of practice

- Needs-led assessment.
- Developing positive relationships.
- Autonomy.
- Systems for training.
- Supervision and appraisal.
- Working within resource allocation.

Person-centred planning

- Care planning processes.
- Person-centred approaches.
- Individualised processes.
- Target driven with outcome focus.
- Fully contributed to by user of services and family.
- Responding to rights of user of services to be kept safe and to maintain dignity.
- Respect and equality of opportunity.

Multidisciplinary review

What needs to be learned

- Working as part of a team; recognising roles and responsibilities of partner agencies.
- Reviewing processes; measuring outcomes; evaluating progress; reflective processes.
- Sharing information.
- Leading on inclusive practice.
- Recognising and documenting changes.
- Monitoring progress of individual to meeting outcomes.

Feedback from users of services

- Feedback from users of services and family.
- Advocacy support.
- Complaints policy.
- Seeking feedback; open dialogue; communication channels.
- Care plan reviews.
- Promoting choice and dignity; respecting rights of users of services; promoting risk taking and autonomy; collective vision.
- Systems and processes.
- Safeguarding.

Supporting practitioners to challenge decisions

- Provision of mentor support; involvement in planning; developing positive culture; teamwork; use of policies and procedures; effective supervision; shared learning; CPD opportunities.

Learning outcome 5: Be able to respond to day-to-day demands and emergencies in residential adult care services

Challenges of day-to-day demands and emergency responses in residential adult care

- Balanced approach.
- Risk assessment.
- Contingency planning.
- Record keeping and communication strategies.
- Effective planning.
- Staff delegation.
- Effective training strategies.
- Management styles.
- Overcoming conflict.

What needs to be learned

- Reflecting on challenges; evaluating performance; recommendations for change.
- Partnership work.

Learning outcome 6: Be able to manage human resources required for residential adult care services

Human resources

- Staffing; employment law; contracts of employment; staff rotas; diversity of workforce.
- Responding to packages of care.
- Commissioned services.
- Liaising with agencies.

Contingency arrangements

- Staff roles and planning; emergency responses; effective rota planning; shift cover and use of bank staff.

Systems for supervision

- Scope and purpose of supervision; developmental models; performance management cycles; performance indicators; supervision policy; agreement of location and frequency of supervision; providing feedback.

Staff meetings and feedback

- Team meetings; frequency of contact; facilitating shift changes to accommodate central meeting time and venue; possibly supporting childcare; time-limited meetings; enable active participation; minuted and targeted meetings; effective skills in team communication.

Safe recruitment and selection

- Disclosure and Barring Services (DBS); suitability for role; periods of probation; equality of opportunity; consistent and fair interview processes; robust checking of references and experience.

Induction and training

- Induction policy; shadowing; training; mandatory training; planning CPD; ongoing training opportunities; funded external provision.

Agreed ways of working

- Policies and procedures; agreeing scope of role; roles and responsibilities; boundaries of role; staff meetings; staff feedback; shadowing opportunities; development of role; progression opportunities.

Actions when practitioners do not comply with agreed ways of working

What needs to be learned

- Disciplinary policy; investigation processes; monitoring performance; feedback from users of services; termination of contract; reporting of concerns.

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.

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, 3, 4, 5 and 6 (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, 3, 4, 5 and 6.

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.

Books

Calpin PJ et al – *Diploma in Leadership for Health and Social Care Level 5* (Nelson Thornes, 2012) ISBN 9781408518106

Coulter A, Collins A – *Making Shared Decision-making a Reality: No Decision about Me, without Me* (King's Fund, 2011) ISBN 9781857176247

Tilmouth T, Quallington J – *Level 5 Diploma in Leadership for Health and Social Care 2nd edition* (Hodder, 2016) ISBN 9781471867927

Government papers

Department of Health – *Modernising Social Services: Promoting Independence, Improving Protection, Raising Standards* (1998) ASIN B013RO8V7Y

Department of Health – *Putting People First: A Shared Vision and Commitment to the Transformation of Adult Social Care* (2007)

webarchive.nationalarchives.gov.uk/+/www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4081593

www.cpa.org.uk/cpa/putting_people_first.pdf

Websites

www.cqc.org.uk

Care Quality Commission

www.hse.gov.uk

Health and Safety Executive

www.nhs.uk

NHS Choices

www.scie.org.uk

Social Care Institute for Excellence

www.skillsforcare.org.uk

Skills for Care

Other

Alakeson V – *Putting Patients in Control: The Case for Extending Self-direction into the NHS* (The Social Market Foundation, 2007)

www.smf.co.uk/search/The+Case+for+Extending+Self-direction+into+the+NHS

Care Quality Commission – *Residential Adult Social Care Services Provider Handbook* (2016) PDF available online at:

www.cqc.org.uk/sites/default/files/20160422_ASC_residential_provider_handbook%20April_2016_update.pdf

Skills for Care – *A Guide to Adult Safeguarding for Social Care Service Providers* (2015)

PDF available online at:

www.skillsforcare.org.uk/Document-library/Skills/Safeguarding/a-guide-to-adult-safeguarding-for-social-care-service-providers.pdf