

Unit 30: Manage Group Living for Adults

Level:	5
Unit type:	Optional
Credit value:	6
Guided learning hours:	39

Unit introduction

This unit addresses issues that concern all managers and aspiring managers of group living environments in adult care. A well-managed group living environment provides a positive experience and improved outcomes for users of services. This can be achieved through a combination of suitable physical surroundings, appropriate daily living activities and positive relationships, among users of services themselves and between users of services and staff. The role of the manager is central in striking a balance between safety and freedom of choice, ensuring that legal and regulatory requirements are met. The role is essential in addressing issues arising from group dynamics and ensuring that available resources provide maximum benefit for users of services.

In this unit, you will examine theoretical approaches to group living and the impact of current legislation on the structure of physical environments in group living settings. You will work with others to implement daily living activities that meet the individual needs and preferences of users of services. You will also explore ways to promote positive outcomes for users of services in a group living environment through the effective management of relationships, staff and resources.

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	Be able to lead development of the physical group living environment in adult care	1.1 Discuss current theoretical approaches to group living provision for adults 1.2 Evaluate the impact of legal and regulatory requirements on the physical group living environment in adult care 1.3 Justify proposals for providing and maintaining high-quality decorations and furnishings for group living 1.4 Manage the balance between maintaining an environment that is safe and secure and promoting freedom, choice and wellbeing in accordance with organisational policy 1.5 Lead an inclusive approach to decision making about the physical environment in accordance with organisational policy
2	Be able to lead the implementation of daily living activities in adult care	2.1 Evaluate the impact of legislation and regulation on daily living activities in adult care 2.2 Develop systems in line with organisational requirements to ensure that users of services are central to decisions about their daily living activities 2.3 Support others to plan and implement daily living activities that meet individual needs and preferences in accordance with organisational policy 2.4 Review with team members the daily living activities of users of services in own adult care setting, suggesting improvements in line with organisational requirements

Learning outcomes		Assessment criteria
3	Be able to promote positive outcomes for users of services in a group living environment in adult care	3.1 Evaluate how group living can promote positive outcomes for users of services 3.2 Promote the achievement of individual positive outcomes in own adult care setting in accordance with organisational policy 3.3 Ensure that users of services are supported to maintain and develop positive relationships in own adult care setting 3.4 Evaluate effective approaches to resolving conflicts and tensions arising from group living in own adult care setting, in line with organisational policy
4	Be able to manage a positive group living environment in adult care	4.1 Evaluate the effects of staff working schedules and patterns on group living in own adult care setting 4.2 Justify recommended changes to staff working schedules and patterns as a result of evaluation 4.3 Produce a workforce development plan for the group living environment in own setting in line with organisational requirements, justifying the activities included 4.4 Support staff to recognise professional boundaries whilst developing and maintaining positive relationships with users of services in accordance with organisational policy 4.5 Use appropriate methods to raise staff awareness of group dynamics in a group living environment 4.6 Evaluate the effectiveness of approaches to resource management in maintaining a positive group living environment in own setting

Unit content

What needs to be learned

Learning outcome 1: Be able to lead development of the physical group living environment in adult care

Theoretical approaches to group living provision for adults

- Wolfensberger's theory of social role valorisation.
- Rogers' growth-promoting environment, person-centred approach.
- Erikson's Eight Stages of Development.
- Seligman's theory of learned helplessness.

Impact of legal and regulatory requirements on the physical group living environment

- Health and Safety at Work etc. Act 1974.
- Human Rights Act 1998.
- Safeguarding Vulnerable Groups Act 2006.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Deprivation of Liberty Safeguards 2015.
- Control of Substances Hazardous to Health Regulations 2002 (COSHH).

High-quality decorations and furnishings

- Ensuring safety of residents and team; reduction of risks, e.g. due to damaged furniture.
- Meeting legislative and regulatory requirements.
- Ensuring best value.
- Provision of 'home' environment for residents; recognition of the importance of comfort in the 'home' situation.
- Importance of aesthetics to emotional wellbeing.
- Meeting the holistic needs of users of the services; meeting cultural and religious requirements.
- Adaptations to enable mobility within the setting.

Balancing safety and security with freedom of choice

- Managed risk for individual users of services.
- Inclusion of risk assessment in individual care plans.
- Disclosure and Barring (DBS) checks for staff and volunteers.
- Involvement of users of services in planning.
- Use of security systems, including use of keypads on external doors, burglar, fire and smoke alarms.
- Signing in and out registers for staff, volunteers and external visitors.
- Use of advocacy to support informed choices about manageable risks.

What needs to be learned

Developing an inclusive approach

- Involvement of team, volunteers and users of services in discussions.
- Taking note of likes, dislikes, wants and wishes.
- Open and honest discussion regarding budgets and availability of resources.
- Designation of key workers.

Learning outcome 2: Be able to lead the implementation of daily living activities in adult care

Impact of legislation

- Shaping policies and procedures.
- Planning activities.
- Effects on delivery.
- Effects on risk assessment, including external activities.
- Promoting an anti-discriminatory approach.
- Imposition of a duty of care on all staff and visitors within settings.
- Regulation of equipment.

Systems that ensure users of services are central to decisions

- Involvement of users of services and their families in planning discussions and decisions.
- Recording of decisions to ensure consistency.
- Use of alternative methods of communication to ensure full understanding, including British Sign Language, Makaton, audio recordings, use of large print.

Support planning

- Delegation of tasks to team members.
- Mentoring of team to support development.
- In-house training.

Evaluation and review

- Use of SWOT analysis.
- Use of questionnaires and focus groups.
- Observation of activities.
- Feedback from users of services.

Learning outcome 3: Be able to promote positive outcome for users of services in a group living environment in adult care

Positive outcomes in a group living environment

- Evaluation measures:
 - promotion of self-sufficiency
 - promotion of self-autonomy and collective autonomy

What needs to be learned

- levels of physical health
- levels of mental health
- evidence of health-promoting behaviour, e.g. healthy eating, personal hygiene, self-medication, exercise
- levels of self-esteem (use of inventories, including the Coopersmith Self-Esteem Inventory, Rozenberg Self-Esteem Scale).
- Positive outcomes:
 - positive self-esteem
 - positive relationships between users of services and between team and users of services
 - evidence of anti-discriminatory practice
 - users of services are motivated to achieve personal goals, self-actualised and confident in expressing opinions and making choices
 - evidence of independence among residents
 - trusting relationships exist between users of services and key members of the staff team.

Supporting users of services to maintain and develop relationships

- Providing opportunities for group participation in activities.
- Enabling choices regarding seating arrangements for meals, activities and relaxation.
- Providing space for conversations between friends.

Conflict resolution

- Staff training in conflict resolution.
- Accessible complaints procedure.
- Modelling positive behaviour to team and users of services.
- Using behavioural techniques to diffuse aggression and prevent escalation of situations.
- Challenging inappropriate behaviour within the setting.
- Encouraging frank discussion of issues and providing time and space for this.
- Use of advocacy.
- Use of external mediators where appropriate.

Learning outcome 4: Be able to manage a positive group living environment in adult care

Effects of working patterns and schedules

- Effects on relationships of:
 - shift patterns
 - key worker absences (due to illness, etc.).

What needs to be learned

Recommending changes as a result of evaluation

- Clear lines of accountability for managing rotas and working patterns.
- Importance of regular monitoring and review.
- Implementing changes as required, e.g. where there has been disruption, disturbance or dispute within the setting.
- Monitoring resources and resource allocation to ensure that positive outcomes for users of services can be achieved and maintained.

Workforce development plan

- Team meetings to discuss necessary changes and invite views.
- Implementation of appropriate training and development for team, internal and external.
- Discussions with users of services to understand concerns and issues.
- Implementation of agreed monitoring and review of any changes to current policies and procedures.

Professional boundaries

- Professional **boundaries** include:
 - not sharing personal information with users of services
 - not sharing personal problems with users of services
 - not lending/borrowing money to/from users of services
 - not spending more time with one user of the services unnecessarily.
- Recognition of the differences between professional and personal relationships.
- Possible consequences of crossing professional boundaries:
 - negative effects on overall wellbeing of users of services
 - potential manipulation of staff by users of services
 - risk to emotional wellbeing of users of services
 - breakdown of trust between users of services and staff.

Group dynamics

- Raising staff awareness of group dynamics and the impact on the setting.
- Use of group activities to improve dynamics within residential groups.
- Use of external trainers to raise staff awareness of group dynamics.
- Theoretical approaches, including system theory, Tuckman's stages of group dynamics.

Resource management

- Audits of current resources.
- Involvement of staff in managing resources.
- Comparison of contracts when commissioning replacement/new equipment/fixtures and fittings.

What needs to be learned

- Use of cost benefit analysis to ensure that resources are managed without detriment to the group living environment and users of services.

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 1, 2, 3 and 4 (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 1, 2, 3 and 4.

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

Cooper F – *Professional Boundaries in Social Work and Social Care: A Practical Guide to Understanding, Maintaining and Managing Your Professional Boundaries*

(Jessica Kingsley Publishers, 2012) ISBN 9781849052153

Ward A – *Working in Group Care: Social work and social care in residential and day care settings, revised 2nd edition* (Policy Press, 2006) ISBN 9781861347060

Websites

www.alz.org/library/downloads/designenvironment_rl2014.pdf	A list of resources for designing environments for people with dementia
www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm	Guidance on risk assessment in care settings

Other

Community Care magazine