

Unit 34: Manage Quality in Care Settings

Level:	5
Unit type:	Optional
Credit value:	5
Guided learning hours:	40

Unit introduction

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 the user of 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 your knowledge, understanding and skills required to manage quality assurance systems in your own work setting.

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 how to monitor quality assurance in care settings	1.1 Discuss the main legislative and regulatory frameworks that inform quality standards within own organisation 1.2 Review quality standards within own organisation and their impact on positive outcomes for users of services 1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards 1.4 Analyse how quality assurance standards relate to performance management
2 Be able to lead on the development and implementation of quality standards in own setting	2.1 Work with team members and others, in line with organisational requirements, to: • agree quality standards for the service • select indicators to measure agreed standards • identify controls to support the achievement of agreed standards 2.2 Develop systems and processes to measure achievement of quality standards 2.3 Support team members to carry out their roles in implementing quality controls in line with organisational procedures

Learning outcomes		Assessment criteria
3	Be able to review and monitor quality assurance processes in own setting	3.1 Support team members to carry out their roles in monitoring quality indicators in line with organisational procedures 3.2 Use selected indicators to evaluate the achievement of quality standards 3.3 Work with others, in line with organisational requirements, to identify: • areas of best practice • areas for improvement 3.4 Work with others, in line with organisational requirements, to develop an action plan to improve quality of service

Unit content

What needs to be learned

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

Legislation

- Health and Social Care Act 2008, including the Code of Practice on the prevention and control of infections and related guidance.
- Care Quality Commission (Registration) Regulations 2009.
- Equality Act 2010.

Regulatory frameworks

- NICE quality standards and social care guidance.
- CQC Essential standards of quality and safety.
- Adult Social Care Outcomes Framework.

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.
- Publication 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** may include:
 - users of services
 - advocates
 - family members
 - others 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.

What needs to be learned

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.

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 from other agencies.
- Complaints and concerns.
- Whistle-blowing.

Action plan

- Developing targets; SMART targets.
- Addressing inequalities in service provision.

What needs to be learned

- Response to external agencies.
- Continuous development.
- Service improvement.

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.

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 may not 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.

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.

Websites

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

Reports and articles

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

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

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