



## Higher National Unit specification

### General information for centres

**Unit title:** Managing Care Principles and Quality Improvements

**Unit code:** F8VN 36

**Unit purpose:** This Unit is designed to allow candidates to demonstrate the development of their knowledge and skills in relation to leading, managing and promoting values and ethics within their service; candidates will evaluate the methods they use to critically reflect on their management practice in relation to risk management and examine how the needs of the individuals within the service are met.

On completion of this Unit candidates should be able to:

- ◆ Lead, manage and promote values and ethics in a care setting
- ◆ Critically evaluate quality improvements through performance management
- ◆ Critically evaluate how the service delivery model meets the needs of individuals

**Credit points and level:** 1 HN credit(s) at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills, both written and oral, this could be evidenced by the achievement of Higher English or a Communication Unit at SCQF level 6. It is recommended that candidates have also achieved a relevant qualification at a minimum of SCQF level 7, but preferably at SCQF level 8, coupled with at least two years experience at practitioner level in the care sector, it is preferable that they also have some experience of supervisory responsibilities. This will ensure they have the required cognitive skills and experience to work at SCQF level 9. Candidates will also have to be in a work situation that allows them to demonstrate the Evidence Requirements for this Unit through real work activities. Alternatively, candidates may still be considered through the completion of a pre-course interview, part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview in the absence of certificated learning.

**Core Skills:** There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Working with Others* at SCQF level 6 and *Information and Communication Technology* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

## General information for centres (cont)

**Unit title:** Managing Care Principles and Quality Improvements

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit forms part of the PDA in Leadership and Management for Care Services at SCQF level 9. There may be opportunities to integrate elements of the delivery and assessment within this Unit. For guidance on this please refer to the Assessment Exemplar which has been developed for this Unit.

**Assessment:** In order to achieve this Unit, candidates are required to present sufficient evidence that they have met all the knowledge and skills requirements for each Outcome. Details of these requirements are given for each Outcome. An integrative approach to assessment is encouraged.

An understanding of both theory and its relation to practice are required for all Outcomes. Hence assessment must include both the requirement to discuss various issues and the opportunity to relate these to practice. Where candidates are already working in first line management situations or above, it is asked that they write about real work situations. Only in exceptional circumstances should a centre-devised hypothetical assessment be used. Candidates are expected to produce evidence relating to undertaking first line management responsibilities or above wherever possible. It is recommended that assessment of this Unit should not total more than 2,500 words or equivalent, excluding appendices.

## **Higher National Unit specification: statement of standards**

**Unit title:** Managing Care Principles and Quality Improvements

**Unit code:** F8VN 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

### **Outcome 1**

Lead, manage and promote values and ethics in a care setting

#### **Knowledge and/or Skills**

- ◆ Values and Ethics
- ◆ Legislation in relation to rights, equality and diversity
- ◆ Principles of anti discriminatory and anti oppressive practice
- ◆ Legislation and practice in relation to confidentiality and Data Protection

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Critically analyse the importance of values, ethics and anti discriminatory practice to the leadership of their care service.
- ◆ Critically evaluate at least one policy, system or procedure which is influential in supporting rights, equality and diversity in the candidate's organisation. Demonstrate how this is informed by legislation and how it is relevant when sharing confidential information.
- ◆ Evaluate at least one current strategy which enables the application of values and ethics in the candidate's workplace.

#### **Assessment Guidelines**

Where the Unit is taught on a stand-alone basis, this Outcome could be assessed holistically with Outcomes 2 and 3 by an essay of 2,000 words, using real explanations derived from candidate's own practice.

Where the Unit forms part of the Group Award and integrated assessment is used this Outcome may be assessed by the candidate chairing a team meeting in which they demonstrate their ability to meet the Evidence Requirements. The evidence should be in the form of a critical evaluation of the meeting supported by a full minute of the discussions. A testimony of authenticity from the candidate's line manager would also be required.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Managing Care Principles and Quality Improvements

### **Outcome 2**

Critically evaluate quality improvements through performance management

#### **Knowledge and/or Skills**

- ◆ Quality improvements and how these link to recording
- ◆ Performance management procedures
- ◆ National Care Standards and SSSC codes of practice
- ◆ Conduct and capability
- ◆ Complaints and whistle blowing
- ◆ Inter-professional and partnership working

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Implement and critically evaluate the effectiveness of three performance management procedures in improving quality in their organisation against the National Care Standards which are relevant to the candidate's workplace and the SSSC codes of practice.
- ◆ Critically analyse how well employment practices in their organisation address issues of conduct and capability, both generally and with specific regard to dealing with complaints and whistle blowing.
- ◆ Identify and critically analyse the factors which affect the success of inter professional and partnership working in their professional setting.

#### **Assessment guidelines**

Where the Unit is taught on a stand-alone basis, this Outcome could be assessed holistically with Outcomes 1 and 3 by an essay of 2,000 words, using real explanations derived from candidate's own practice.

Where the Unit forms part of the Group Award and integrated assessment is used this Outcome may be assessed by the candidate chairing a team meeting in which they demonstrate their ability to meet the Evidence Requirements. The evidence should be in the form of a critical evaluation of the meeting supported by a full minute of the discussions. A testimony of authenticity from the candidate's line manager would also be required.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Managing Care Principles and Quality Improvements

### **Outcome 3**

Critically evaluate how the service delivery model meets the needs of individuals

#### **Knowledge and/or Skills**

- ◆ Reports and inquiries on service delivery
- ◆ Service user involvement in evaluation of the service
- ◆ Methods of enabling age-appropriate involvement in service evaluation

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Critically analyse their service delivery model in relation to the physical and emotional, social and educational needs of individuals.
- ◆ Critically evaluate age appropriate service user involvement in the evaluation of their service.

#### **Assessment Guidelines**

Where the Unit is taught on a stand-alone basis, this Outcome could be assessed holistically with Outcomes 1 and 2 by an essay of 2,000 words, using real explanations derived from candidate's own practice.

Where the Unit forms part of the Group Award and integrated assessment is used this Outcome may be assessed by the candidate chairing a team meeting in which they demonstrate their ability to meet the Evidence Requirements. The evidence should be in the form of a critical evaluation of the meeting supported by a full minute of the discussions. A testimony of authenticity from the candidate's line manager would also be required.

## Administrative Information

**Unit code:** F8VN 36  
**Unit title:** Managing Care Principles and Quality Improvements  
**Superclass category:** PM  
**Original date of publication:** August 2009  
**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

## **Higher National Unit specification: support notes**

### **Unit title: Managing Care Principles and Quality Improvements**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit has been developed from the generic knowledge that underpins the Leadership and Management for Care Services National Occupational Standards (NOS); therefore this Unit will provide opportunities to develop underpinning knowledge for the following units in the SVQ Leadership and Management level 4, however please note that this is not automatic and will depend on the evidence produced by the individual:

- ◆ **LMC A1** Manage and Develop Yourself and Your Workforce within Care Services
- ◆ **LMC B1** Lead and Manage Provision of Care Services that Respects, Protects and Promotes the Rights and Responsibilities of People
- ◆ **LMC C1** Develop and Maintain Systems, Procedures and Practice of Care Services to Manage Risks and Comply with Health & Safety Requirements
- ◆ **LMC E1** Lead and Manage Effective Communication that Promotes Positive Outcomes for People within Care Services.

A full mapping exercise of this Unit to the generic knowledge within the Leadership and Management for Care Services NOS has been undertaken and is available within the Arrangements Document for the PDA in Leadership and Management for Care Services.

### **Outcome 1**

In this Outcome candidates have the opportunity to identify and critically examine the issues of rights, equality and diversity and consider their own practice through identifying the ways in which these values underpin their leadership and management of their service. The difference between ethics and values should be explored and reference should be made to ethical approaches to practice (eg the work of Noddings on care ethics). At least one recent journal article in relation to ethics should be examined during delivery.

They should be encouraged to engage in ethical debate in the area of confidentiality and information sharing considering how to balance the demands of legislation and policy, the needs of the individual, the needs of the service and the needs of other key people. This will involve them in considering the legislation relating to data protection, freedom of information and the policies and procedures they have in place to ensure records and reports contain factual information in line with the requirements of the SSSC codes of practice for social services workers.

## Higher National Unit specification: support notes (cont)

### Unit title: Managing Care Principles and Quality Improvements

They should also examine methods of challenging policies, systems and procedures to ensure that these support the rights and needs of individuals and that they do not discriminate against them. In order to achieve this objective they should consider their own organisation's place in the wider world of social care, and the influence of local, national and political influences including those of key stakeholders.

Candidates should be able to share their understanding of the values and principles that underpin all care services. This Outcome encourages theoretical debate and critical evaluation and aims to encourage new ways of thinking about the candidate's own service and their role as leaders and managers.

### Reading Materials

#### <http://www.edf.org.uk/>

The EDF is a network of national organisations committed to equal opportunities, social justice, good community relations, respect for human rights and an end to discrimination based on age, disability, gender and gender identity, race, religion or belief, and sexual orientation.

#### [www.sssc.uk.com](http://www.sssc.uk.com)

The Scottish Social Services Council is responsible for raising standards in the Scottish social service workforce, their web site contains current information on qualification requirements and registration, there is also information on the conduct of social services workers.

#### [www.carecommission.com](http://www.carecommission.com)

The Scottish Commission for the Regulation of Care is responsible for monitoring standards of care this site provides access to Inspection Reports, registration information and relevant publications.

#### <http://www.equalityhumanrights.com/>

The Equality and Human Rights Commission function is to promote human rights and provide advice and guidance on the implementation of legislation and the rights of the individual.

#### <http://www.idea.gov.uk/idk/core/page.do?pageId=5145524>

This site provides information on equality and diversity legislation with links to specific pieces of legislation

Contemporary Challenges in Health and Social Care Edited by Audrey Leathard and Susan McLaren  
Policy Press University of Bristol 2007

Routledge Volume 4, (2008) Ethics and Social Welfare

Beckett, C. & Maynard, A. (2005) Values and Ethics in Social Work. Sage Publications

Meagher, G. & Parton, N. (2004). Modernising Social Work and the Ethics of Care. *Social Work and Society*, 2(1), 10 – 27.

Noddings, N., Gordon, S. & Benner, P. (2005). *Caregiving: Readings in Knowledge, Practice, Ethics and Politics*. Pennsylvania: University of Pennsylvania Press.

Stevens, I. (2006). Understanding ethics, in *Residential Child Care: Collaborative Practice*, I. Milligan and I. Stevens (Eds.). London: Sage.



## Higher National Unit specification: support notes (cont)

### Unit title: Managing Care Principles and Quality Improvements

#### Outcome 2

In this Outcome candidates should consider a wide range of policies and procedures relating to quality improvements, performance management and auditing, they should have the opportunity to evaluate those from their own service through examining them against the relevant Codes of Practice and Care Standards. They should undertake learning, reading and research for all of the areas identified within the knowledge and skills before selecting three areas to examine in more depth. These areas should include the following.

The Protection of Vulnerable Groups (Scotland) Act 2007 has established new safeguarding arrangements aimed at strengthening protection for children and vulnerable adults. The Act strengthens protection for adults through the creation (for the first time in Scotland) of a list of people who are barred from working/volunteering with protected adults, complementing the safeguards introduced through the Adult Support and Protection (Scotland) Act 2007

Candidate's should know about the Bichard Inquiry and the implications of this for recruitment selection and management of staff. Candidates should learn about joint partnership initiatives and methods of working they should be aware that one of the key challenges for all partnerships is to develop and embed continuous improvement practices that:

- ◆ focus on local needs and priorities;
- ◆ provide a helpful framework for local managers and staff; and
- ◆ meet the external requirements of the Scottish Government, and other audit, inspection and regulatory bodies

Candidates should be aware of Changing Lives and be able to critically evaluate their own service in relation to this initiative they should recognise that self evaluation is about continuous quality improvement and the importance of continually working towards better Outcomes for individuals. They should be able to describe the key principles that must underpin all governance arrangements for joint services. They should also look at Best Value Reviews and reports on joint planning initiatives.

Detailed information on these can be found through [www.socialworkscotland.org.uk](http://www.socialworkscotland.org.uk) which also contains links to other useful publications.

Candidates should be clear about the meaning of performance management in social care and why this is required to ensure that the services meet the needs of individuals and groups. They should understand that effective performance management should demonstrate that:

- ◆ you know what you are aiming for
- ◆ you know what you have to do to meet your objectives
- ◆ you know how to measure progress towards your objectives
- ◆ you can detect performance problems and remedy them.

## Higher National Unit specification: support notes (cont)

### Unit title: Managing Care Principles and Quality Improvements

They should be able to describe the key principles that must underpin all governance arrangements for joint services. They could also look at Best Value Reviews and reports on joint planning initiatives.

Candidates should understand the differences between conduct and capability ie conduct is concerned with 'behaviour' whereas capability relates to a person's 'ability' to complete a task. Recognising incapability will depend on whether poor performance is due to the employee's capability or conduct. This is often difficult. The crucial difference between incapability and misconduct is the level of control employees have over their behaviour and intent. Misconduct should be addressed under the disciplinary procedure because it is where, for example, the employee wilfully neglects or refuses to carry out management instructions or deliberately works as slowly as possible.

Candidates should be encouraged to explore their own procedures for complaints and whistle blowing they should understand the differences and know their role in responding to each of these areas. They should also consider the role of complaints and whistle blowing in the protection of vulnerable groups.

Candidates should be encouraged to engage in debate and discussion as part of their learning and should therefore engage in exploring effective Core Skills in Communication and Working with Others. Where a practice review is undertaken to meet the Evidence Requirements this is likely to develop additional evaluation skills.

Candidates should be directed to reading in their own practice area

### Reading Materials

SCIE Guide 15 Dignity in care provides good guidance on the meaning and implications of complaints and whistle blowing for care staff. The full guide can be found on <http://www.scie.org.uk/publications/guides/guide15/whistleblowing/index.asp>

Aspect, What if?: *social care professionals and the duty of care: a practical guide to staff duties and rights* 2009, Wakefield: Aspect

Skills for Care (2004) *Leadership and management: a strategy for the social care workforce*

Challis, D. Clarkson, P. Warburton, R, *Performance Indicators in Social Care for Older People* 2006 Ashgate Publishing Group

Henderson, J & Atkinson, D. *Managing Care in Context* (2003) Routledge This text provides practice examples in addition to theoretical concepts on management in care services

Dowler Jan; *A framework for performance management of children's services partnerships.*

*Journal of Care Services Management*, 3(1), December 2008, pp.64-82.

Scott, S, Kintrea, K., Keoghan, M., Pawson, H., Currie, Tate J and Fitzpatrick S. (2001); *Good Practice in Housing Management in Scotland: Review of Progress*; Edinburgh: CRU/Scottish Executive

Taylor, M. and Douglas A, (1998) *The Position of Housing in the New Local Authority Structures*; Edinburgh: Scottish Office

## Higher National Unit specification: support notes (cont)

### Unit title: Managing Care Principles and Quality Improvements

#### Outcome 3

Candidates will bring the learning from Outcomes 1 and 2 together to critically examine their own service and address the questions of how well individuals' needs are met and the extent to which they are involved in the evaluation of the service delivery.

Candidates should examine the extent to which their service offers age appropriate care and critically evaluate their service delivery model in relation to this area. In order to achieve this candidate's will be required to bring together their knowledge of psychological and sociological perspectives and to set these alongside their organisational policies, procedures and systems. They should be guided to re visit the wider picture including the influences of local, national and international legislation policy and guidelines, as well as those related to significant key groups and individuals.

Part of the learning should include study of significant and influential reports on models of service delivery in their own area of practice and analyse what changes, if any, their own service has undertaken or might undertake, as a result of the findings of these and consider the lessons learned and documented in the investigation reports. The Bichard Inquiry Report, Investigations into Scottish Borders Council and NHS Borders Services for People with Learning Disabilities: Joint Statement from the Mental Welfare Commission and the Social Work Services Inspectorate, 2004, Who Cares? Protecting Children and Improving Children's Social Care (Birmingham 2009) The Protection of Children in England: A Progress Report, Lord Lamming. Safeguarding Children, Ofsted 2008, New Horizons a shared vision for mental health (Department of Health 2009). It is recommended that candidates are guided to consider a wide range of reports and inquiries both positive and negative in order to achieve and present a balanced view.

Candidates should also consider the influence of the regulation of care and the process of inspection on the methods now used to evaluate services. They should be encouraged to critically examine the history of change and consider if it is indeed a developmental process. They should understand the implications of the changes and developments that have come through the regulation of the care sector and critically examine the effect on their own service specifically. They should understand the influence of quality measurements in particular the importance of including soft indicators and share through discussion methods and styles they have used and evaluated with those who use their service. It is anticipated that this aspect of the Outcome will help candidates to examine the extent to which their own service has achieved and is working towards the development of meaningful service user involvement, it is also expected that they will gain further insight into the importance of understanding the role and function of other professionals and key people for example family members and informal carers.

## Higher National Unit specification: support notes (cont)

**Unit title:** Managing Care Principles and Quality Improvements

### Reading Materials

Philpot, T (2008) Residential Care A Positive Future, The Residential Forum, available from The Social Care Association

This is a really useful text which looks at the developments that have come from Residential Care A Positive Choice the independent review of residential care by Dame Gillian Wagner in 1988

**<http://www.thenurseagency.com/new%20docs/AgeAppropriateCare2005.pdf>**

This document provides concise guidance on developmental stages and needs throughout the human life span.

**<http://www.specialchildrenservices.scot.nhs.uk/Documents/AgeAppropriateCare.pdf>**

This is a report on specialist children's services which looks at the provision of and issues within age appropriate care

**[http://www.cpa.org.uk/cpa/achieving\\_age\\_equality\\_in\\_health\\_and\\_social\\_care.pdf](http://www.cpa.org.uk/cpa/achieving_age_equality_in_health_and_social_care.pdf)**

This report looks at achieving age equality in Health and Social Care

**<http://www.jrf.org.uk/sites/files/jrf/185935114x.pdf>**

This report provides the views of service users on the provision of the care they received

**<http://www.serviceuser.org/suisurvey/>**

These reports provide case studies of service user experiences and involvement from across Scotland

**<http://www.capabilityintranet.org.uk/serviceuserinvolvement.aspx>**

Reports from Capability Scotland on how they have embedded service user involvement in their organisation

**<http://www.scottishrecovery.net/Audio-Downloads/making-recovery-real-service-user-movement-involvement-into-leadership.html>**

Recordings of sessions of individual's personal experiences of using services

### Guidance on the delivery and assessment of this Unit

Assessment should ideally be related to real work activities, and evidence for assessment purposes could be generated throughout the time of delivery, which is notionally 40 hours.

Where the Unit is taught within the Group Award there may be possibilities for some integration in the assessment of the Outcomes particularly Outcomes 2 and 3 as these rely heavily on evidence generated through real work practice.

While there is no automatic credit into the SVQ level 4 Health and Social Care Adults/Children and Young People, or the SVQ level 4 Leadership and Management for Care Services this Unit has been designed with aspects of the generic knowledge for these awards in mind.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Managing Care Principles and Quality Improvements

### ***Opportunities for developing Core Skills***

Assessment of this Unit will assume the development of Core Skills necessary in the performance of work tasks at this level. For example, assessments are likely to include the use of appropriate information and communication technology and the demonstration of skills required to undertake presentations written and oral which will include the use of complex information.

Candidates will have the opportunity to develop the following Core Skills:

*Communication:* Written communications will be developed through candidates producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

*Working with Others:* Will be developed as candidates will be required to work collaboratively with colleagues from their own and other services in the preparation and research for their assignments. Candidate's management practice will be assessed, which will include demonstration of their role and function in the management of others and their involvement in working with individual's using their service.

*Information and Communication Technology:* Candidates will develop their ICT skills through research and the presentation of written assignments.

### **Open learning**

This Unit is suitable for open learning, provided there is authentication of the candidate's evidence. For information on normal open learning arrangements, please refer to SQA guide to Assessment and quality assurance of open and distance learning (SQA 2002).

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## General information for candidates

### Unit title: Managing Care Principles and Quality Improvements

This Unit aims to provide an overview of the knowledge and skills used to manage care principles and quality improvements through which you lead, manage and promote social care values and ethics within your service. Through formal teaching, your own reading, research and discussion you will become more familiar with how to critically evaluate the methods you use to evaluate your own service provision. You will also have the opportunity to reflect on your management practice in relation to best practice formally identified in legislation, reviews and reports and to critically reflect on the extent to which your service meets the needs of the individuals who use it.

In Outcome 1 you will look at your role as a leader and manager in the promotion of values and ethics in your service. In order to achieve this you will spend time analysing your own values and ethics and considering these in relation to legislation on human rights, equality and diversity.

You will examine your own service area in terms of anti discriminatory and anti oppressive practices and consider your practice in the areas of confidentiality and Data Protection. This is likely to involve you in the discussion of how you ensure information recorded and stored within your organisation complies with the legal as well as organisational requirements.

In Outcome 2 you will be asked to critically evaluate the quality improvements your organisation and your own service have put in place. You will consider your organisations performance management indicators and evaluate how closely these match to the quality standards your service is inspected against. This will involve you looking at the National Care Standards and Scottish Social Services Council Codes of Practice and at any other standards relevant to your service eg those from the Social Work Inspection Agency.

Part of this evaluation will involve you in examining your management systems in relation to conduct and capability and reviewing the level of involvement those who use your service have in evaluation. You will also examine your procedures and processes for managing complaints and whistle blowing.

You will consider the extent to which your organisation and your own service works in partnership with other organisations and services and how these collaborations and partnerships have been developed and are reviewed and evaluated.

In Outcome 3 you will bring together the learning from Outcomes 1 and 2 to critically evaluate how well your service delivery model meets the needs of individual service users and groups. To achieve this you will be encouraged to look at a wide range of reports and inquires into service delivery including those which report on successes and failures. From this research you will be able to analyse ways in which you might review how you assess the level of service user involvement you have already achieved and how these methods might be further developed in ways which are age appropriate to the individuals your service supports.

Through the assessment for the Unit you will produce evidence which you may be able to transfer to some aspects of the generic knowledge found in SVQ level 4 Leadership and Management for Care Services. However, such transfer is **not automatic** and will be dependent on the evidence you produce.

If you are studying this Unit as a stand-alone Unit for the purposes of continuous professional development each of the Outcomes can be assessed individually or alternatively as a portfolio of evidence generated through your explanations from real work practice.

## General information for candidates (cont)

### Unit title: Managing Care Principles and Quality Improvements

If you are studying this Unit within the Group Award you may be asked to undertake a more holistic approach to assessment, providing evidence of your practice in managing the care principles and critically evaluating how your service is developing quality improvements.

Assessment of this Unit will assume the development of Core Skills necessary in the performance of work tasks at this level. For example your assessments are likely to include the use of appropriate information and communication technology and the demonstration of skills required to undertake presentations written and oral which will include the use of complex information.

You will have the opportunity to develop the following Core Skills:

*Communication:* Written communications will be developed through you producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

*Working with Others:* Will be developed as you will be required to work collaboratively with colleagues from your own and other services in the preparation and research for your assignments. Your management practice will be assessed, this will include demonstration of your role and function in the management of others and your involvement in working with individual's using their service.

*Information and Communication Technology:* You will develop their ICT skills through research and the presentation of written assignments.

### Reading List/Learning Materials

The following represent some useful web sites and reading materials you might find useful in undertaking this Unit.

#### Outcome 1

##### <http://www.edf.org.uk/>

The EDF is a network of national organisations committed to equal opportunities, social justice, good community relations, respect for human rights and an end to discrimination based on age, disability, gender and gender identity, race, religion or belief, and sexual orientation

##### [www.sssc.uk.com](http://www.sssc.uk.com)

The Scottish Social Services Council is responsible for raising standards in the Scottish social service workforce, their web site contains current information on qualification requirements and registration, there is also information on the conduct of social services workers.

##### [www.carecommission.com](http://www.carecommission.com)

The Scottish Commission for the Regulation of Care is responsible for monitoring standards of care this site provides access to Inspection Reports, registration information and relevant publications.

##### <http://www.equalityhumanrights.com/>

The Equality and Human Rights Commission function is to promote human rights and provide advice and guidance on the implementation of legislation and the rights of the individual

##### <http://www.idea.gov.uk/idk/core/page.do?pageId=5145524>

This site provides information on equality and diversity legislation with links to specific pieces of legislation

## General information for candidates (cont)

### Unit title: Managing Care Principles and Quality Improvements

Meagher, G. & Parton, N. (2004). Modernising Social Work and the Ethics of Care. *Social Work and Society*, 2(1), 10–27.

Noddings, N., Gordon, S. & Benner, P. (2005). *Caregiving: Readings in Knowledge, Practice, Ethics and Politics*. Pennsylvania: University of Pennsylvania Press.

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Routledge Volume 4, (2008) Ethics and Social Welfare

Beckett, C. & Maynard, A. (2005) Values and Ethics in Social Work. Sage Publications

#### Outcome 2

Dowler Jan; A framework for performance management of children's services partnerships.  
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Scott, S. Kintrea, K., Keoghan, M., Pawson, H., Currie, Tate J and Fitzpatrick S. (2001); *Good Practice in Housing Management in Scotland: Review of Progress*; Edinburgh: CRU/Scottish Executive

Taylor, M. and Douglas A, (1998) *The Position of Housing in the New Local Authority Structures*; Edinburgh: Scottish Office

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This document provides concise guidance on developmental stages and needs throughout the human life span.

**<http://www.specialchildrensservices.scot.nhs.uk/Documents/AgeAppropriateCare.pdf>**

This is a report on specialist children's services which looks at the provision of and issues within age appropriate care

**[http://www.cpa.org.uk/cpa/achieving\\_age\\_equality\\_in\\_health\\_and\\_social\\_care.pdf](http://www.cpa.org.uk/cpa/achieving_age_equality_in_health_and_social_care.pdf)**

This report looks at achieving age equality in Health and Social Care



## General information for candidates (cont)

**Unit title:** Managing Care Principles and Quality Improvements

**<http://www.jrf.org.uk/sites/files/jrf/185935114x.pdf>**

This report provides the views of service users on the provision of the care the received

**<http://www.serviceuser.org/suisurvey/>**

These reports provide case studies of service user experiences and involvement from across Scotland

**<http://www.capabilityintranet.org.uk/serviceuserinvolvement.aspx>** Reports from Capability Scotland on how they have embedded service user involvement in their organisation

**<http://www.scottishrecovery.net/Audio-Downloads/making-recovery-real-service-user-movement-involvement-into-leadership.html>**

Recordings of sessions of individual's personal experiences of using services

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