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Please note: this book is currently under review and content is subject to change.

How to use this book

This textbook covers all fifteen mandatory units for the City & Guilds Level 3 Diploma in Adult Care. The book refers to Lead Adult Care Workers, and Lead Personal Assistants – this is meant to include those who are not currently in this role, but are working to become leaders. It is therefore for leaders and potential leaders.

Key features of the book

Learning outcomes

Learn about what you are going to cover in each unit.

Research it

Enhance your understanding of topics with research-led activities encouraging you to explore an area in more detail.

LO1 Learning outcomes

AC 1.1 Assessment criteria

Learning outcomes and assessment criteria are clearly stated and fully mapped to the specification.

Evidence opportunity

Test your understanding of the assessment criteria, apply your knowledge and generate evidence.

Getting started

Short activity or discussion to introduce you to the topic.

Dos and don'ts

Do	Useful advice and tips for best practice.
Don't	Advice on what to avoid in specific situations.

Key term

Understand important terms and concepts.

6Cs

Understand how each of the 6Cs (care, compassion, competence, communication, courage and commitment) can be applied in each unit.

Reflect on it

Learn to reflect on your own experiences, skills and practice, and develop the skills necessary to become a reflective practitioner.

Case study

Learn about real-life scenarios and think about issues you may face in the workplace.

Reflective exemplar

Explore examples of reflective accounts tailored to the content of the unit and understand how you can write your own accounts.

Legislation

Act/Regulation	Key points
The Care Act 2014	There are ten different types of abuse that individuals may experience. It also defines safeguarding as individuals living safely, free from harm and abuse.
The Equality Act 2010	A person must not be treated unfairly or discriminated against in relation to their protected characteristics. These are defined by the Equality Act as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex or sexual orientation.

Summaries of legislation relevant to the study of each unit. Legislation is frequently updated so it is important to ensure you keep up to date with the most recent version of legislation and regulations by doing your own research as well.

SAMPLE

300

Responsibilities and ways of working in adult care settings/services



About this unit

Credit value: 2
Guided learning hours: 18

The best teamwork happens in **care settings** when there are good working relationships between individuals, their families, friends, advocates, team members, colleagues and other professionals, when everyone **works in ways agreed** with the employer and together in partnership as one big team.

In this unit, you will learn about what makes an effective working relationship, including the key differences between a working relationship and a personal relationship. You will also learn about what your employer expects of you, including the reasons why it is important to work in agreed ways

with your employer and promote ways of working which contribute to efficient use of resources. In addition, you will be able to explore opportunities to contribute and make sure the experience for the individuals you care for is a positive one.

Finally, you will learn about the benefits of working in partnership with others, the different skills and approaches needed for resolving conflicts and the range of sources of support available to you about partnership working and resolving conflicts that may arise.

Learning outcomes

By the end of this unit you will:

LO1: Understand working relationships in care settings/services

LO2: Understand agreed ways of working

LO3: Be able to work in ways that are agreed with the employer

LO4: Be able to work in partnership with others

Key terms

Adult care settings include residential homes, nursing homes, domiciliary care, day centres, an individual's own home or some clinical healthcare settings. (See Unit 301, AC1.2, pages 38–39 for the definitions of these.)

Agreed ways of working are your employer's policies and procedures that are set out to guide you in relation to your work activities, and must be adhered to.

Research it

1.1 Maslow's hierarchy of needs

Research Abraham Maslow's hierarchy of needs and produce a poster that outlines his five-tier model of human needs (often depicted as a pyramid). Think about how this relates to relationships in terms of what we give and receive from different relationships.

You will find the following link useful:

<https://simplypsychology.org/maslow.html>

LO1 Understand working relationships in care settings/services

Getting started

Think about the different people you work with. What different types of working relationships do you have? How does your role vary with each person you work with? Are there some people that you work more often or more closely with than others? Why is this?

AC 1.1 Explain how a working relationship is different from a personal relationship

Relationships feature in all our lives and develop throughout childhood and into adulthood. According to the psychologist Abraham Maslow, some of the basic human needs we must all fulfil are love and belonging. Maslow defines these as including:

- friendship, for example a best friend who has known you since school
- intimacy, for example a partner who knows you in a romantic and/or sexual way
- trust, for example a colleague at work who you can confide in and rely on
- acceptance, for example your sibling who accepts you for who you are
- receiving and giving affection and love, such as the relationship you have with your parents
- affiliating, in other words being part of a group, for example friends, family, colleagues at work.

These are the key ingredients of relationships and the reasons why relationships exist. They are the basis of our communications and interactions with others, they help us to get to know each other and

form close bonds and they are the source of support through which the sharing of ideas takes place.

Relationships also play a crucial role in our overall wellbeing and how we see ourselves. For example, in times when we are not at our best, the relationships that we have can be a source of great emotional support, they can lift us up when we are not feeling at our most confident and can improve our self-esteem. Have you ever felt down, and upset and had a reassuring conversation with a friend who has cheered you up? Does the feeling of being around people make you happier? As people, we like to feel included and part of a bigger group and meaningful relationships are a key part of that, both in and outside of work.

Relationships can also vary according to the people involved and the context in which they are created in terms of whether they are personal relationships or work relationships.

Key features of personal relationships

Personal relationships can be formed with family, friends and partners. Figure 0.0 on page 00 identifies some examples of who these types of relationships can involve.

Family

Personal relationships with family can mean different things to different people and can depend on who you trusted and relied on as you grew up. Family may be the people that you feel most comfortable with and with whom you feel you belong. You may grow closer over time, or you may find that you are less close as time goes by. A family may be related to you:

- by birth, for example you may have parents, siblings, aunts, uncles, grandparents

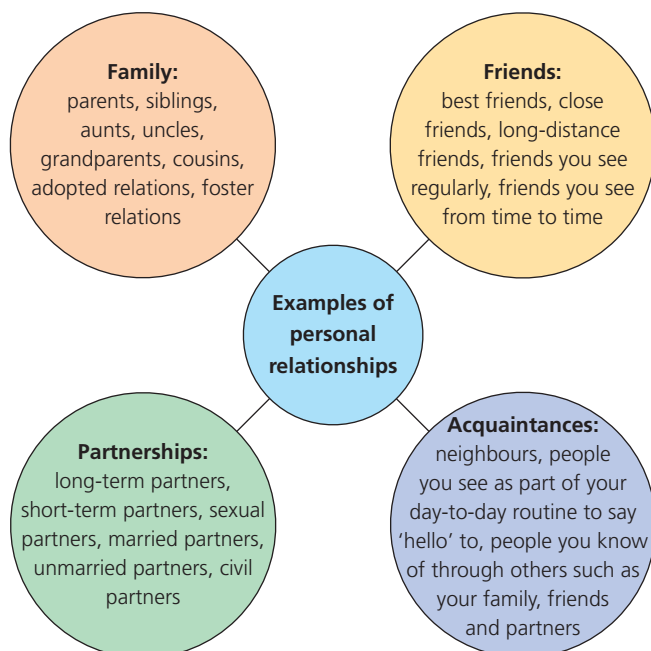


Figure 0.0 Personal relationships

- by marriage, for example your spouse or partner
- by adoption, for example your parents or guardian.

The meaning of family can also differ as there are various structures. Family does not just refer to 'the nuclear family' consisting of a mother, father and children. Some families may be one parent families, or there may be stepfamilies where one person may play the role of step-parent for example. There are also extended families that include grandparents, uncles and aunts who may also live alongside parents and children. You will find that you will work with a variety of family structures, so it is important that you understand the different relationships that exist.

6Cs

Care

Care involves putting others' interests before your own. This is because caring for someone involves being kind, thoughtful and approachable. A good carer does not just provide high-quality care as a one off – but consistently, over and over again. You can show that you care by doing something kind for someone else, that shows you have thought about their needs and want to make a difference to their situation. It is an important quality required in both personal and professional relationships and especially important if you want to build positive relationships.

Reflect on it

1.1 Your relationships with family members

Think about what family means to you. Who do you consider to be your family? Why? Think about what all your relationships with family have in common.

Friend

This refers to a personal relationship with someone with whom you have a close connection or bond. If you think about who your friends are, they are usually people who you like, have things in common with and perhaps you have shared similar experiences. For example, you may have a best friend who has known you since primary school and who you shared the same lessons at school with, went to each other's birthdays and other family celebrations, spent time with during the holidays and socialised together after work. Some friendships can last a long time, others come and go, but it is usually our close friends that have most impact on our general wellbeing. Making a connection with others can be a skill (which will come naturally to some people but not to others) and it is often a skill that we have learned through making the friends we have already. It is a skill will need to draw upon in the care setting where you work.

Partnership

This refers to a personal relationship with a partner who you know intimately in a romantic and/or sexual way. Partnerships are therefore different to relationships with family and friends because they usually develop out of romantic affection and physical closeness.

Acquaintances

These are personal relationships, which may be frequent but not develop into anything more than an acknowledgement. Your next-door neighbour may be someone who you see every morning and say hello to but apart from that (and perhaps seeing them out in the area where you live) you have no other contact with them. Some relationships with acquaintances can develop over time into friendships and even partnerships. For example, you may previously have only seen someone in the local shop every now and again

Key terms

CQC inspectors monitor and check the quality of care settings. They check whether care settings are safe, providing effective care, treating individuals with dignity and respect and meeting individuals' needs.

Professional refers to carrying out your job in a skilful and knowledgeable way, showing behaviour that is moral and acceptable for the role that you are in.

Boundaries are the limits that you must work within when carrying out your job role.

but you may get to know them a lot better over time and find that you share the same interests. Similarly, you may only ever 'see' someone you went to school with on social media, but a message may lead you to getting back in touch and this may develop into a friendship beyond social media.

Key features of work relationships

Work relationships, as the term suggests, are formed with the people you interact with as part of your day-to-day work tasks. In care settings, work relationships are formed between those who work there and others, as Figure 0.0 shows. How many of the work relationships identified in the diagram have you formed in the care setting where you work? Are there any others not featured in the diagram?

Why are good working relationships important?

Having good working relationships is essential for:

- **providing good quality care** and support because it means everyone works together to ensure individuals' needs are met
- **enjoying your work** and job satisfaction (there is nothing better than waking up in the morning and looking forward to going to work). In addition, others who you work with will feel your positivity and commitment to the job and you will therefore be contributing towards a nice atmosphere

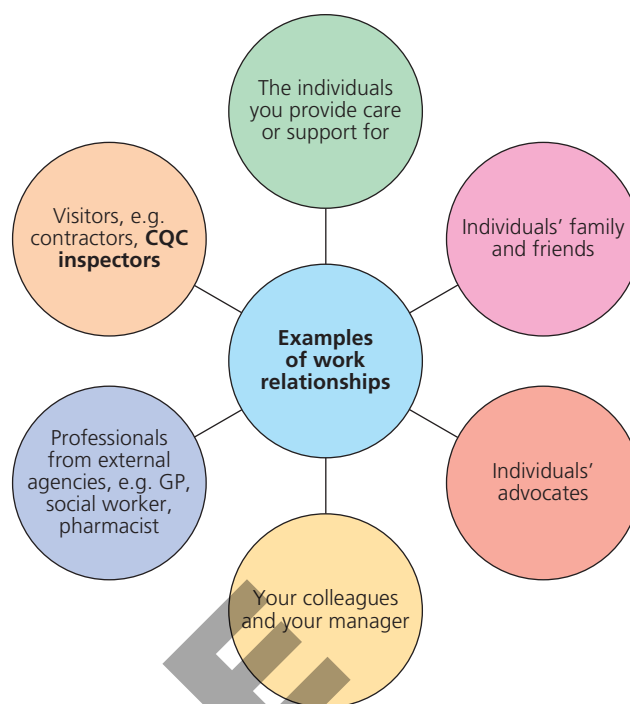


Figure 0.0 Work relationships

- **encouraging mutual trust and respect** – working together as one team will encourage you and your team members over time to build trusting working relationships with each other and learn to respect each other's ideas and contributions. You will also learn how to support one other.

Companies tend to focus on improving relations between team members, and may even organise team-building days in order to encourage positive relationships between staff. This is because they recognise the importance of effective working and how it can lead to a happier, productive workforce and (in a care setting) how it can improve the quality of service and support that we provide to individuals.

How do work relationships differ from personal relationships?

There are some important differences between relationships at work and personal relationships. You need to be aware of these so that you can carry out your role in a **professional** way. Table 0.0 outlines the main differences between personal and professional working relationships.

Table 0.0 The differences between a work and a personal relationship

A working relationship	A personal relationship
Working relationships are planned. In your care setting, you work with individuals and within a team in order to provide individuals with care or support; you do not choose the people you work with. You will work with those that you need to in order to fulfil the requirements of your job and provide the best care possible.	Personal relationships by contrast, such as those with friends, develop naturally and you choose who you want to be friends with.
Working relationships are structured. In your care setting, you and the team will have rotas and plans for how work activities are to be carried out, including specific objectives and associated timescales for their completion. These are agreed before carrying out any work activities such as the support you provide to individuals in the mornings for their personal hygiene routines or during the day for eating and drinking, for example.	Personal relationships by contrast are not necessarily structured. The time you spend with family and friends will depend on your and their availability, it does not necessarily have to be planned. For example, you can be spontaneous and decide that you are going to give your friend a visit or decide during an evening visit to your family that you are going to stay overnight. You do not have to decide on a schedule or agenda for your meeting or how long the meeting will last.
<p>Working relationships have clear boundaries in place. Your care setting will have guidelines (often written guidelines) that explain what is, and what is not acceptable as part of your job role. This includes what is and what is not acceptable behaviour in the care setting where you work.</p> <p>You will be expected to demonstrate professionalism, work to a high standard to provide the best-quality support and fulfil your duty of care (see Unit 303 Understanding duty of care). You will also have to ensure that you adhere to the codes of conduct in your setting. (See Agreed ways of working on pages 18–23).</p> <p>You will be expected to turn up on time for work, it will not be acceptable for you to always be late; you will be expected to be polite to individuals' families when they visit, it will not be acceptable for you to be rude to them.</p>	Personal relationships, by contrast (although there are unwritten rules of what is acceptable behaviour), do not have the same boundaries , i.e. ones that are written down that you must comply with. For example, you should not tell others anything that a friend has told you in confidence – but there is no contract to say that this is not allowed.
<p>Working relationships are bound by agreed ways of working. In your care setting, you will have requirements set out by your employer including policies and procedures as well as codes of conduct which you must follow in relation to how you must behave when at work.</p> <ul style="list-style-type: none"> • The care setting where you work may have a gifts policy in place that prevents you from accepting gifts of any kind from the individuals that you provide care or support to and their families. This is because others may think the reason you are being given a gift is because you somehow favoured these individuals and their families over others when providing them with care or support and as a result they have given you a gift. • The data protection policy and procedures in your care setting may prevent you from sharing personal information about the individuals that you work with outside of the care setting. 	By contrast, in personal relationships you are not bound by any rules and can give a gift to anyone. This can be any type or monetary value of your choice, in other words it can be as expensive or as inexpensive as you like. You can also share personal information about your families and friends with other family and friends, if you choose to do so – you are not bound by any confidentiality rules, only by your own conscience.



Table 0.0 The differences between a work and a personal relationship *continued*

A working relationship	A personal relationship
Working relationships include unequal balances of power. In your care setting, you will know personal information about the individuals you provide care or support to, such as their date of birth, their likes and dislikes and their family background, however, they will not necessarily know any personal information about you. Individuals depend on you to have their care or support needs met, but you do not depend on them to have your needs met.	Personal relationships, by contrast, are more equal. Those involved in the relationship share personal information about themselves; this is one of the ways in which close bonds are built.

Dos and don'ts for maintaining professional relationships with the people you provide care and support to	
Do	Try to keep things as professional as possible. Of course, it is good practice to be friendly, but you may be caring for a wide range of individuals, not just one so making sure that you remain professional means that you will be able to provide equal care and support for all, and not seen as favouring some over others. This can be a tricky task because it may be that while working together you feel rather close to the individual. However, remember that you are also a professional.
Do	Share information so that you are friendly and personable but do not overshare. It is important to share things with the individual that you care for, but being professional means that you do not go into too much detail. This oversteps the boundaries and means that you may be seen to favour some over others. Also, oversharing means that the relationship can become personal and there is a risk that it could be misinterpreted.
Don't	Accept gifts, money or anything in case it looks like you have favoured particular individuals. An individual may want to give you a gift as a thank you but it is important that you try not to accept these. An appropriate response may be 'Thank you very much, that is a lovely thought, but I really cannot accept. I'm sorry.' You could even say that you are not allowed to accept gifts and that you would be breaking the rules by doing so. Remember that providing the best possible care to some of the most vulnerable people is your top priority. You are there to provide care for them. Do not expect gifts or support in return for your work.
Don't	Tell the individual about your worries and problems. It is your responsibility to listen to them and help them with any issues they may have. Just because they tell you about their worries, do not use it as an opportunity to share your concerns. This is all part of maintaining a professional relationship.

Case study

1.1, 2.1, 3.2 Relationships at work

Aamna has worked as a senior support worker with five older individuals with learning disabilities in a residential care setting for ten years. Aamna has got to know every individual so well over the years that they always turn to her when they need support or advice; this even includes on her days off. This makes Aamna feel good about herself and gives her tremendous job satisfaction. Over the last few years Aamna has taken it upon herself to come in on one of her days off every two weeks to arrange outings with individuals to different places of interest including to the garden centre, cinema and bowling club. Aamna's manager is very impressed with Aamna's commitment to her job and sees her as a valued member of the team.

This week Aamna requested a meeting with her manager to inform her that, due to her husband being diagnosed with a serious illness, she will be resigning from her senior support worker role to care for her husband at home. Aamna's manager is shocked by her news and wonders how she is going to manage without her expertise. The individuals for whom Aamna provides support are very upset that she is leaving and do not want her to go – particularly because they liked her arranging their outings. One of the individuals is so upset that he has asked to meet with his social worker as he wishes to leave the care setting if he is no longer going to receive support from Aamna.



Discuss:

1 Have the boundaries between Aamna's working relationships become confused? If so, why have they become confused?

2 The individuals and colleagues in the setting have not taken the news of Aamna's departure well. Could this have been avoided? Suggest some different ways that the news could have been announced.

Evidence opportunity**1.1 Personal and working relationships**

Identify two people that you have a personal relationship with and two people you have a working relationship with.

For each person you identify write down:

- how well you know them
- when you see them, how often and the reasons why
- what you do together when you see them, how often and the reasons why
- what you know about them
- what they know about you.

Read through your comments to the above points. Explain the differences between the working relationships and personal relationships you have with these people. Provide a written account.

AC 1.2 Describe different working relationships in care settings/services

Working together with others is part of your day-to-day role as a care worker. You will work with a variety of people from colleagues and individuals that you care for, to their families, their advocates, GPs and other people and organisations outside the setting. For example, in a typical day, you may work with a colleague to provide support to an individual with an activity or communicate with an individual's advocate about arranging to meet with them, or you may work alongside an individual's social worker and GP to protect the individual from harm. Every one of the working relationships you have in the care setting where you work will be different. See Table 0.0.

Table 0.0 Examples of working relationships and aspects of what will be involved

Working relationships	Aspects of what is involved
An individual who you support in your care setting	<p>Providing support with daily tasks such as with personal hygiene, eating and drinking, moving and handling, cooking and shopping.</p> <p>Supporting the individual to understand information in relation to their home, daily activities, finances.</p> <p>Enabling the individual to be part of their community, for example by supporting them to visit family and friends, encouraging them to socialise with others, supporting them to access local facilities such as the gym, leisure centre or shops.</p>
An individual's mother who visits their relative on a weekly basis	<p>Supporting the individual's mother to ask their relative about their week and activities.</p> <p>Providing the individual's mother with information about the care setting in relation to the services it provides, how many individuals live at the setting, how many staff are on each shift.</p> <p>Enabling the individual's mother to participate in some of the activities being organised at the care setting, such as a summer fete open to all or a coffee morning open to individuals' relatives.</p>
An individual's advocate	<p>Discussing with the individual's advocate how an individual's communication needs have changed.</p> <p>Asking the individual's advocate for their advice on how to support an individual at a meeting about their care needs.</p> <p>Receiving information from the individual's advocate about the communication aids that the advocate uses to support the individual to communicate.</p>

Table 0.0 Examples of working relationships and aspects of what will be involved *continued*

Working relationships	Aspects of what is involved
A volunteer from within the organisation you work for	<p>Discussing with the volunteer how they can support the outdoor activity planned with an individual.</p> <p>Providing the volunteer with information about the individual, their needs and the plan for the outdoor activity, including its purpose.</p> <p>Agreeing with the volunteer how to work together as a team to encourage the individual to participate in the planned outdoor activity.</p>
A colleague who works the same shifts as you in your care setting	<p>Sharing with your colleague how you developed a successful group craft activity.</p> <p>Supporting your colleague who is having difficulties making themselves understood when communicating with an individual who has hearing loss.</p> <p>Agreeing with your colleague how to work together as a team to move an individual from a sitting to standing position.</p>
Your manager	<p>Discussing with your manager whether you can book some additional annual leave.</p> <p>Discussing with your manager your achievements at work and the areas you would like to improve on.</p> <p>Seeking guidance from your manager when you have witnessed a visitor speaking to an individual inappropriately.</p>
An individual's GP	<p>Telephoning the individual's GP to make an appointment.</p> <p>Providing the individual's GP with information about the individual's symptoms when they are feeling unwell.</p> <p>Finding out what support is available from the GP surgery for an individual who wants to stop smoking.</p>
A contractor who has come to repair the sink in the staff room	<p>Checking with the contractor before allowing them access to the premises – such as the purpose of their visit and their identity.</p> <p>Accompanying the contractor to the staff room to repair the sink in the staff room.</p> <p>Providing the contractor with all the necessary information in relation to the repair needed to the sink, i.e. where it is leaking, the length of time it has been leaking.</p>
A volunteer from another organisation, such as a local charity	<p>Finding out from the volunteer how they and their organisation can support a music session with a group of individuals.</p> <p>Asking the volunteer about the resources that will be required to facilitate the music session.</p> <p>Agreeing with the volunteer how to work together as a team to meet the needs of each individual in the group during the music session.</p>

Team building and good working relationships

You cannot expect to understand how your colleagues work and how you can all work well together on day one. There will be times when you are able to all work successfully to meet an objective but there will also be times when you disagree with one another. This is

all part of being in a team. In order to ensure that you work well with others, you should try and remember that good working relationships have key features, some of which you will explore in the other mandatory units, such as good communication (see Unit 304), good values (Unit 313), good understanding and good support (Unit 300).

Dos and don'ts for supporting colleagues

Do	Support one another if a colleague is struggling with a task. Maybe they are struggling with a moving and handling procedure. If so, help them. If you don't know how, then find someone who can help them.
Do	Share best practice. If something has worked well in practice, then share this with colleagues so that they can also learn from you. Likewise, if you have undertaken some training and found this helpful, share what you learned and encourage them to go on the course. Support one another to be better care workers.
Don't	Undermine or belittle a colleague. If you feel that they have done something incorrectly, it is useful to give helpful constructive advice. It is important that colleagues feel that they are part of a team and you cannot be part of a team if you constantly seek faults in others. Remember, however, that you must always tell your manager if you observe a colleague carrying out unsafe working practices.
Don't	Underestimate the importance of your colleagues just because you are busy. Value them! If someone is not well, or feels overwhelmed about something at work (or outside work), then be there for them. You could ask if they want to talk about the problem. Everyone is busy at work, but if you make time for one another, it will lead to more positive and supportive working relationships and a better working environment.

6Cs

C

Communication

Communication in a working relationship is essential for ensuring that you all work together as a team towards ensuring positive outcomes for individuals. Without good communication, misunderstandings may arise that may lead to an individual's care or support needs being unmet.

You can show good communication in your working relationships by:

- only writing down accurate information in your daily reports about the care you have provided to individuals
- remembering that if you have agreed with a colleague to do a task, then communicate this to your colleague when you have completed it
- effectively communicating to support colleagues by being friendly and polite in your communications and by using encouraging and supportive language, such as 'I thought you handled the situation with Jones really well. I know it must have been hard for you especially because you have been really busy with other individuals, but you did really well.'



Figure 0.0 How can you tell if your working relationships are effective?

Evidence opportunity

1.2 Different working relationships

Building on your work from Evidence opportunity 1.1, develop an information handout about the different working relationships you have in the care setting. For each working relationship, provide some details about why it is important and what makes it effective.

AC 1.3 Explain own role in the quality assurance processes to promote positive experiences for individuals receiving care

What is quality in care?

Good-quality care means that:

- an individual's experience will be positive, caring and enabling
- an individual's experience will meet their expectations as well as those of their family, friends or advocates
- care services will be safe
- care services will be effective.

What is quality assurance in care and how can you contribute to it?

Quality assurance means to ensure a high quality of care in the setting. It is about offering the best care and service possible and meeting the needs and requirements of those who use the services. We cover some of the different aspects involved in quality assurance in the following text.

Fact finding

This involves finding out about the care individuals receive, and will include the aspects of care that are working well for an individual and the aspects that require further development. Finding out this information means you can further improve the areas that are not working so well to ensure that individuals receive the highest quality of care. For example, an individual may express that they are pleased that they can request their care worker to arrive a little earlier or later in the mornings depending on what their plans are for the day. This works well during the week but they may find that this does not work as well at the weekends because sometimes the care workers may arrive quite late in the mornings.

You have a very important role to play in contributing to the quality assurance process and your practices will be observed. It is through quality assurance that you too can be part of an individual's positive experience of care. The following are some tips for how you can do this.

- **Focus** – start by deciding what you want to find out – and the reason why. Think about whether there are a few specific aspects of individuals' care needing improvement or whether there is just one aspect. For example:

- care provided with eating (one aspect)
- care provided overnight or over weekends (multiple aspects).

Think about whether these aspects of care are specific to one individual or whether they apply to more than one individual. For example:

- providing support when communicating with a communication aid (one individual)
- risk assessment processes that are followed when supporting individuals on activities out in their local communities (more than one individual).
- **Work with others** – next, you need to decide who to involve in quality assurance processes and the reasons why. For example, if you are trying to find out why the new activities room in the care setting where you work is not being used as much as you thought it would be, you may want to involve the individuals who use the activities room because the activities room has been provided as a result of their request. You may also want to involve the care workers and Activities Co-ordinator who support the individuals to participate in the activities because they may also be able to share with you their observations about what individuals like or don't like about the activities rooms as well as what difficulties there may be such as not enough lighting, too much noise, or not enough space for individuals who use wheelchairs. You may be aware that from time to time some of the individuals' relatives will also provide support during activities; you may identify who these are and ask them too for their views.
- **Take action** – you need to consider the methods available and which ones you think will be most suitable to use to find out the information you want to know. For example, you will need to consider whether you want to have a discussion with individuals in pairs, in small groups, or on a one-to-one basis. You may opt to use questionnaires that can be completed over email or sent out in the post to relatives and others. Again, you will need to think about what kind of information you want to collate; for example, if you would like to hear the opinions and suggestions of the individuals then a discussion may be better, whereas if it is factual information you need, questionnaires that contain specific questions may be more suitable.

Contributing to quality assurance processes to promote positive experiences for individuals receiving care means having open discussions where there is an honest exchange of information and ideas, obtaining feedback from all those involved and reflecting on this. It also involves a high level of commitment from you to ensure that quality assurance processes continue to be maintained and are effective.

6Cs



Commitment

Commitment to quality assurance is necessary to ensure that you and others promote a positive experience for the individuals who receive your care. This means not being afraid to find out how effective the care or support you provide is and then make the improvements that are necessary to meet individuals' and others' expectations. You can do this by showing that you are genuinely interested in finding out about the experiences, the views and opinions from everybody involved and by taking on board all the feedback you receive. You can regularly review and monitor the care or support you provide to all individuals.

Taking action

This involves listening to what is being said or observing what is happening, using this information as the basis for making improvements to the care provided, discussing it with colleagues and putting this into action. For example, an individual's family may tell you that they have noticed that when their relative has their afternoon coffee in their room it often arrives lukewarm but that this never happens if the resident has their afternoon coffee in the lounge. You decide to take action by informing your manager as well as the chef in the kitchen. As a result, new coffee pots are bought so that when the coffee is served to residents in their rooms it retains its heat. It is also agreed for a team member to check 15 minutes or so after the coffee has been taken to the resident's room that it is to the individual's liking.

Monitoring

This involves assessing how well a service is running including how well the care being provided to individuals is working. For example,

in the situation described above about the individual having a hot drink in their room, it will be important to check that the measures that have been put in place to resolve the situation are still working. For example, you may want to check with the individual and their family by asking them at regular monthly intervals directly about their experiences. You could speak with the chef and the care workers to find out their views about how the new coffee pots are working. You could also take on board any other suggestions shared with you for further improving the situation.

Monitoring whether the CQC's fundamental standards are being met is a responsibility of all services that provide individuals with care. It is important that services are regularly checking on the quality of the care or support being provided, i.e. is it tailored to individuals' needs and preferences? Are individuals' rights to dignity and privacy being upheld? The safety of the care or support being provided also needs to be checked regularly. Does it promote individuals' health and wellbeing, and safeguard them from abuse – for example, by ensuring that risk assessments are completed, and that staff are trained, qualified and competent to provide care and support?

Quality assurance is not:

- **one size:** all individuals receiving care are different with their own values, beliefs, views and experiences.
- For example, when finding out about individuals' experiences of care you may ask one individual directly by discussing this with them but you may have to make arrangements for another individual who has communication needs to have their advocate present so that they can ensure that the individual's views and preferences are expressed.
- **a one-off:** promoting positive experiences for individuals receiving care does not just happen once a year or one occasion; instead it is an ongoing process.
- For example, ensuring that the activities provided in the care setting where you work are safe is an ongoing process as it involves daily, weekly and monthly checks. You can't stop checking that they are safe or only assess activities for any risks they present once, it has to be done every time the activity is

provided to ensure it does not place yourself, individuals and others in danger or at risk of harm. This is part of your duty of care.

- **an exercise:** promoting positive experiences for individuals receiving care is not about filling in questionnaires and about ticking boxes on forms; quality assurance is a process.

Following your employer's agreed ways of working is an integral aspect of your job role. For example, you don't assess how well you do this by answering a short questionnaire about your own working practices; you do this by discussing this with your manager in supervision meetings and by seeking feedback from your colleagues, the individuals you provide care to and their families, friends and advocates.

Case study 1.3 will help you consider the different factors you need to take into account when contributing to the quality assurance processes in the care setting where you work.

Reflect on it

1.3 Why is quality assurance important?

Think about the reasons why quality assurance is important for the care setting where you work. What are your expectations for providing quality care in your job role and care setting? Why do you think this is important?

Research it

1.3 Quality assurance processes in your setting

Carry out some research in the care setting where you work about the quality assurance processes that are in place for promoting positive experiences for individuals receiving care. Produce an information handout with your findings.

You will find it useful to speak with your manager and access the quality assurance policy and procedures that are in place in your work setting.

Case study



1.3 Contributing to quality assurance processes

Michael is a senior day care centre worker. As part of his role, he works in a team of four to support the activities provided for young adults with learning disabilities by encouraging and enabling the individuals to participate. The team met last week to discuss the activities being provided because they do not seem to be as well attended as before and the team are unsure as to the reasons why.

The team has agreed to involve all the members who attend the activities as well as those who used to attend but have stopped doing so. This also includes involving individuals' relatives who from time to time support the activities and also the activities worker who leads on the outdoor activities at the weekend.

Michael and his colleague will be interviewing the individuals who attend and have decided that due to their range of needs, they will interview them one by one. Michael has developed a set of questions that he plans to use with individuals; he has also adapted these to include photographs and signs as some individuals are unable to read and others prefer to communicate through signs. Michael's colleague has also arranged for an individual's advocate to be present during the interview as the individual feels less anxious in a one-to-one situation when someone he knows well and trusts is present.

Discuss

- 1 Why is it important for the team to find out the reasons why individuals are not attending the activities?
- 2 Why did Michael and his colleague take into account individuals' needs when making arrangements for interviews?
- 3 What other methods could be used by the team for obtaining feedback from all those involved?
- 4 How could Michael and the team continue to monitor how the activities are working?

Evidence opportunity

1.3 Quality assurance processes and positive experiences for individuals

Think about an individual you work with – how could quality assurance ensure their care is of the highest quality? Demonstrate to your assessor how you have put into practice with an individual receiving care, showing how you contributed to quality assurance processes and how this influenced positive experiences for them.

Write an account about how your role in the quality assurance processes influenced and promoted a positive experience for this individual.

AC 1.4 Explain why it is important to work in partnership with others

Your job role in adult social care will involve working alongside a wide range of different people and organisations that have different roles and responsibilities. This may include the individuals you provide care or support to, their families, friends, advocates or others who are important to them, your colleagues, other team members such as your manager and professionals from other organisations, such as social workers, mental health nurses, dieticians, dementia care nurses, GPs.

Working in partnership with others is more than just working alongside them. It involves becoming 'a team'. This can only happen when you are all committed to:

- sharing a common set of values – to support individuals' independence, to safeguard individuals from harm, to respect individuals' unique differences
- agreeing goals – to enable positive outcomes for individuals (which may be agreed over both short and long periods of time)
- communicating effectively – communications must be open and honest, timely and regular both with individuals and others, including both verbal and written communications. (You may find it useful to refer to Unit 304 Effective communication in adult care settings/services and Unit 305 Handling information in adult care settings.)

Working in partnership brings many benefits for you, the individuals who require care, as well as others both inside and outside the organisation.

Evidence opportunity

1.4 The importance of working in partnership

Think about three case studies when you were required to work in partnership with a range of professionals. Develop a PowerPoint presentation that outlines who you worked with, what organisations they were from, how good this partnership working was and why partnership working was important. Ensure your reasons are specific to the people and organisations you identified.

Most importantly in a setting, working effectively as a team and in partnership means that you all have the shared goal of providing the best support possible for individuals.

Working in partnership and working effectively together can have the following benefits.

- You all improve and develop your understanding of different ways of working, share knowledge and best practice. For example, a colleague may show you a more effective way of communicating with an individual who has hearing loss.
- A stronger team creates a better working environment where you all feel supported. For example (similar to what we mentioned above), working in partnership with others involves sharing skills, knowledge and getting to know each other. This enables team members to learn from each other and share good ideas.
- Understanding one another's roles and responsibilities will avoid duplicating one another's work so that staff make better use of their time. You may also share resources, such as meeting venues, which can reduce costs and encourages everyone to meet together.
- You all work together to provide person-centred care. Individuals receive care that is coordinated and meets all of their individual needs (they will receive better services).

AC 1.5 Describe different skills and approaches used when working in partnership with others

Working in partnership in care settings with different people and organisations can at times be challenging. Although everyone is working towards agreed goals, disagreements may result over how to achieve these goals due to people's different ideas about how to deal with situations.

If conflicts are not managed effectively then this can be very damaging to how the team works together, communication can break down causing resentment and people may stop sharing information, which in turn may lead to the care and support not meeting individuals' needs.

Research it

1.5 Conflicts

Carry out some research in the care setting where you work. Speak with your colleagues about some of the conflicts that have arisen in the team and how these have been resolved. Find out what happened for two of these conflicts. Why did they arise? Who was involved? How did they make everyone feel?

Discuss your findings with your manager. Reflect on how you felt doing this activity. Did you feel uncomfortable or awkward about asking these questions? Why might you feel awkward?

Reflect on it

1.5 Consequences of not resolving conflicts

Reflect on the two conflicts you researched earlier that arose and were resolved in the care setting where you work. Reflect on the consequences should these not have been resolved. Why would these have impacted negatively on the team working together, and the care and support provided to individuals?

Therefore, it is important that you are aware of the main skills and approaches needed when working in partnership with others. The main skill that you need to work in partnership with others is good communication. If someone disagrees with you, or if you disagree with them, the best way to resolve the issue is to have an open and honest discussion where you can both talk over your differences in a calm way.

You should openly state what the issue, conflict or disagreement is. Each of you should listen to what the other person (or people) have to say and put forward your thoughts and opinions. You may need to involve others who have more experience in the area that is the cause of the dispute.

You can then try to find a way to resolve the conflict. This should not be an argument or a debate. It should be a discussion where the best interests of the individual, the setting or best practice are at the heart of the matter. Good communication is essential.

Table 0.0 on page 00 includes some examples of the main skills and approaches needed for working in partnership with others.

Evidence opportunity

1.5 Skills and approaches used when working in partnership with others

Think of a time when conflict arose in the care setting where you work. Write down the skills that would need to be shown, and the working approaches that could be taken, in order to resolve this conflict and work in partnership with others.

Key terms

Empathy is the ability to understand how someone else may be feeling, or understand another person's way of thinking.

Negotiation means reaching an agreement through discussion.

Table 0.0 Skills and approaches needed for working in partnership with others

Skills used when working in partnership with others	Approaches used when working in partnership with others
<p>Empathy: Show that you are able to put yourself in someone else's shoes. This can help you gain a better understanding of others' views and feelings and it also encourages mutual respect as the other person knows that you are taking their view into account.</p> <p>Assertiveness: Show that you are confident and able to make clear your views and the reasons why. This will inspire confidence, as it will show that you are capable of making reasoned judgements and know what you are talking about. This also encourages mutual trust.</p> <p>Honesty: Be honest when sharing information and communicating with others. This will show that you have a genuine interest in individuals' wellbeing and promoting positive outcomes. This also encourages others to approach you and encourages open communications.</p> <p>Enthusiasm: Show your willingness to work in partnership with others. This can help with team building and will show that you genuinely care about working with them and not simply because it is part of your job.</p> <p>Negotiation: Show your ability to communicate with others to reach a mutual agreement or compromise. This can help with putting ideas for improvement into practice. This also encourages mutual trust, respect and open communications.</p>	<p>Use effective communication: For example, it is important to show that you are genuinely interested in what others are saying; you can do this by using positive body language such as nodding, smiling and maintaining eye contact, by actively listening and trying to understand others' views. This also encourages a willingness to work together.</p> <p>Be positive: It is important to show that you are being constructive and taking into account others' views and beliefs. You can do this by acknowledging what others are saying by repeating their views back (to show that you have understood) and by using respectful language. This encourages mutual respect.</p> <p>Make the conflict the difficulty rather than the individual or a member of the team. Focus on the conflict rather than on a person. This avoids making it personal and stops anyone feeling like they are to blame. (You can do this by not using negative language or making negative comments about specific individuals or members of the team.) This encourages positive teamwork as everyone knows that while you may disagree, you are still a team working together to resolve an issue.</p>

AC 1.6 Outline how and when to access support and advice about a) partnership working b) resolving conflicts in relationships and partnerships

Your practices will be observed for this assessment criterion.

- As partnership working and resolving conflicts involves working with many different people and organisations there may be times when you need to seek support or advice. This may be when:
- an individual's family wants you to disclose personal information about their relative that they do not have a need to know – this might mean that the individual's family is frustrated with you that you are not disclosing this information as they may feel they have a right to

know as they are related to the individual and you are not

- you have been asked to complete a work activity that you do not feel competent to carry out – this means that you may feel anxious that if you don't carry it out this may result in your employer thinking that you are not skilled enough for the job role you have been employed to carry out – but on the other hand you know that you also have a duty of care
- you have been asked to support an individual with an aspect of their care that is not agreed as part of the individual's care plan – this may cause tensions between you and the individual – at the same time you know that you have to work within the agreed scope of your job role.

Being able to recognise the different types of situation and when you must ask for support and advice is just as important as knowing how to do so.

There will be procedures in the care setting where you work for how to do this and you must ensure that you comply with these agreed ways of working when seeking support and advice about partnership working and resolving conflicts. If you have tried to resolve the issues with the people concerned or feel unable to approach those involved directly then there are other options available to you.

Sources of support and advice available within your work setting can include an experienced colleague who you trust, your manager or someone else in a senior position. These colleagues, due to their experience may have come across a similar difficulty or conflict before and will also have the skills and expertise to be able to assess the best ways to resolve the situation quickly and satisfactorily.

It is important not to delay seeking support and advice because doing so may lead to these difficulties becoming worse, tensions increasing and the quality of care and support provided to individuals being affected negatively.

If you are unable to access the support you need or are dissatisfied with the advice offered by your manager then you must contact the next level of management within the care setting where you work. For example, this may be a more senior manager or the owner.

If you are still dissatisfied with the response you receive from senior management, then you may need to seek advice from independent external sources. Sources of support fall into two categories: those relevant to the care being given to an individual, and those that relate to employment issues. CQC is the regulatory body for care and would be able to assist with care-related issues; the Advisory, Conciliation and Arbitration Service (ACAS) would be able to assist with employment-related issues.

The reflective exemplar that follows will help to draw your attention to the importance of always taking action when there are difficulties with partnership working or resolving conflicts.

Key term

ACAS is an independent organisation that provides impartial and confidential advice to employees for resolving difficulties and conflicts at work.

Research it

1.6 Policies and procedures in your setting

Research the procedures that are in place in the care setting where you work for seeking support and advice about partnership working and resolving conflicts. Develop a poster with your main findings.



Figure 0.0 What support does your manager provide for resolving conflicts?

Reflective exemplar	
Introduction	I work as a Lead Personal Assistant to Gemma, a young woman who has cerebral palsy and episodes of depression. My duties involve supporting Gemma with personal care tasks such as showering, dressing, eating and drinking.
What happened?	Yesterday morning I arrived as usual to support Gemma with her personal hygiene and saw that she was smoking cannabis in bed. I asked Gemma what she thought she was doing smoking cannabis, an illegal drug, and she told me that she had been doing this for a while as it helped her physical body spasms and reduced the pain she was in.



Reflective exemplar	
	<p>I explained to Gemma politely that I didn't think this was appropriate as it wasn't good for her health and wellbeing. Gemma told me that it was her home and she could do what she liked and that as she employed me as her personal assistant I would have to continue with assisting her with her personal hygiene routine.</p> <p>I explained to Gemma politely that I didn't agree and left immediately without telling anyone so as not to cause any more conflict.</p> <p>The next day I found out from the office that after I had left Gemma, she telephoned her advocate and her parents to tell them that she was very unhappy with me as her personal assistant because I did not treat her as an adult and did not respect her beliefs. I was also informed that Gemma had requested a different personal assistant.</p>
What worked well?	I was polite and I communicated calmly with Gemma in this difficult situation.
What did not go as well?	<p>I should not have left without telling anyone. I should have sought advice straight away and communicated that I was doing so to Gemma.</p> <p>Also, I should have explained clearly to Gemma my duty of care towards her and showed more compassion in understanding her situation i.e. that she was in pain. Perhaps I could have suggested alternative remedies that are available to help Gemma.</p>
What could I do to improve?	<p>I think I will need to familiarise myself again with the procedures to follow if I experience this type of situation again.</p> <p>In addition, I plan to discuss this situation with my line manager and request some further training in how I can be more confident and assertive when dealing with conflicts at work.</p>
Links to unit assessment criteria	ACs: 1.4, 1.5, 1.6

Evidence opportunity

1.6 How and when to access support and advice about partnership working and resolving conflicts

Write a reflective account of how and when you would seek support and advice in relation to a conflict or a difficulty with partnership working at work.

Ensure that you are able to show how you identified the most appropriate source of support and advice, what you reported and recorded, the reasons why as well as a positive outcome.