



**Cyngor Gofal Cymru**  
Care Council for Wales

*Hyder mewn Gofal - Confidence in Care*

# First steps in management



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# First steps in management

A resource to support your development as a new social care manager

## Introduction

The Care Council for Wales (Care Council) has produced this resource in recognition of the importance of newly-appointed social care managers having a well-managed and structured introduction into post. Becoming a manager for the first time or taking on a management role within a different service setting, can be a daunting experience as the role of a social care manager is so wide-ranging and consequently, challenging in nature.

Social care managers have a pivotal role in the delivery of high-quality social care services and the position held is one of responsibility - as a social care manager you are lead professional for your service; a role model for your staff team and above all you are the heart of your service.<sup>1</sup> Expectations of you from individuals using your service; your employer and staff team are therefore high and rightly so, as there is a strong correlation between quality leadership and management and the provision of excellent services.

Effective social care management requires a complex skill-set that includes business acumen which is aligned with person-centred values and practice and an ability to develop and translate a vision for your organisation / service into everyday reality. Whilst the role encompasses statutory duties and responsibilities which necessitate working within regulatory frameworks, this does not diminish the need for innovation and creativity to realise the very different outcomes individuals with care and support needs, want for their lives. For this reason it is vital that managers are equipped and supported to undertake this role.

The intention is that this resource will assist you as you take your first steps in a new management role. By providing a framework to structure your initial professional development and support arrangements, and by acting as a signpost to additional management development resources, it is anticipated you will have a firm foundation on which to build your developing career, as a leader in care. As your role as a manager and leader will evolve over time it is also anticipated that you will find this resource a useful reference tool on an ongoing basis.

<sup>1</sup> The Social Care Manager's Handbook National Skills Academy for Social Care 2014

## About this resource

This resource is specifically tailored to your needs as a newly appointed social care manager. It is intended to complement the [Code of Professional Practice for Social Care](#) (*the Code of Professional Practice*) and the practice guidance developed for social care managers registered with the Care Council for Wales, [The Social Care Manager](#), and is underpinned by the [National Occupational Standards for Leadership and Management of Care Services](#).

The overall purpose of this resource is to assist you:

- make a smooth transition into your new management role;
- consider your responsibilities as a leader and manager of a social care service;
- know what support you can expect from your employer; and
- knowing how you can consolidate and develop your skills and knowledge in line with expectations of the *Code of Professional Practice* and registration requirements relating to post registration training and learning.

This resource is divided into three sections which reflect the key elements of the leadership and management role. Each section offers practical advice and signposts you to additional resources, to develop further your skills and knowledge base.

The content structure is as follows:

<b>Managing yourself</b>	<ul style="list-style-type: none"><li>• Induction</li><li>• Personal and professional development</li><li>• Care of self</li></ul>
<b>Leading and managing a team</b>	<ul style="list-style-type: none"><li>• Being a 'values' driven leader and manager</li><li>• Becoming an effective manager</li><li>• Developing your team</li></ul>
<b>Leading and managing a service</b>	<ul style="list-style-type: none"><li>• Being a leader</li><li>• Ensuring quality</li><li>• Leading and managing change</li></ul>

“Manage yourself first then  
you can effectively manage  
others”

Rhett Power

## Section 1 Managing yourself

Managing yourself means being able to organise yourself to perform your own role effectively, whilst also taking account of the needs and priorities of others. A key factor in establishing yourself as an efficient manager involves developing self-management skills.

Self-management involves self-awareness – having a balanced and honest view of yourself as a person and an understanding of what strengths you bring to your role and what areas need further development. It also involves emotional intelligence and resilience; effective time management and a commitment to developing yourself both personally and professionally. This section therefore provides guidance on how you can refine your self-management skills in these areas. First and foremost however, it is important that attention is given to preparing to take on a new management role through induction.

### a. Induction

Every social care organisation whether large or small, should make provision for all new members of staff to have a period of induction into their roles. A good induction can help people settle well and become more effective in their roles sooner. It can increase employee commitment and job satisfaction and has a positive effect on reducing staff turnover.<sup>2</sup> The

importance of having a thorough and well-structured introduction to a new management role therefore cannot be underestimated.

The benefits of a good induction include:

#### For managers

- Supports effective integration into your new organisation and helps to develop key working relationships.
- Helps you to know what is expected of you and what support you can expect from others.
- Helps you to familiarise yourself with your new working environment and key information required, to do your job safely and successfully.
- Orientates you to where the organisation 'is at'; where it has come from and where it wants to be.

#### For employers

- Helps to establish an effective working relationship with a key member of your staff team.
- Facilitates a shared vision for the organisation and opportunity to agree initial work priorities.
- Ensures your manager is fully equipped with the necessary organisational knowledge to do their job and supports a smooth transition into post.
- Ensures business continuity and its development within the parameters of the organisation's statement of purpose.

<sup>2</sup> Induction Factsheet | CIPD

## Planning your induction

The effectiveness of your introduction to your new role is a joint responsibility between you and your employer. Following your appointment, an early discussion with your employer / manager regarding your induction and your specific learning and development needs for this period, will support an individually tailored approach.

Your induction can commence prior to your start date by, for example:

- familiarising yourself with relevant company/organisational information;
- meeting with the responsible individual for your service (as applicable);
- an informal meet and greet with the staff team you will manage;
- making an introductory visit to the service you will manage; and
- being given an opportunity to introduce yourself to individuals who receive care and support from your service.

Whilst such preparatory activity will provide a beneficial stepping stone into your new role, it will also serve to reduce anxieties, for yourself and others.

## Induction matrix

As a model, your induction can be structured around the following four themes.

- Understanding the organisation in which you work.
- Understanding your role in the organisation.
- Getting to know your team.
- Getting to know your stakeholders e.g. other professionals you will work with and individuals who are supported through your service.

The matrix opposite provides an outline of suggested activity which can act as an 'aide memoir' when agreeing your induction programme with your employer or manager.

### Understanding the organisation in which you work

1. Familiarisation with:
  - the organisational structure – a who's who overview;
  - the organisation's statement of purpose – its vision and strategic plan;
  - being an employee – Human Resource policies and procedures; and
  - the working environment - facilities; communication systems and work processes.
2. Meet and greet discussions with key colleagues.

### Getting to know your team

1. Arrange to meet on a one to one / small group basis with members of your staff team.
2. Familiarise yourself with staff recording systems and employee files e.g. supervision / training records.
3. Arrange to shadow staff in their duties, across all roles within your service.
4. Arrange a first staff meeting.

### Understanding your role in the organisation

1. Familiarisation with:
  - the pertinent regulatory requirements, legislative and national policy frameworks for your service area; and
  - organisational policies and procedures you have responsibility to implement e.g. managing performance; sickness management and health and safety policies.
2. Confirm:
  - your job role – duties, responsibilities and expectations of post;
  - initial priority work objectives;
  - management reporting and supervisory arrangements; and
  - role-specific training requirements.

### Getting to know your stakeholders

1. Meet with / spend time with the individuals who access your service (this may be a representative number depending on the scope of your service).
2. Meet with relevant partner representatives who support the delivery of your service e.g. social services; health and / or education services.
3. Contact / arrange to meet with relevant commissioning / contract monitoring and inspection representatives for your service area.
4. Take time to get to know your local community and the services available in the locality.

It would also be useful to keep [reflective induction log](#) , [Appendix 1](#) as it can inform discussions with your employer or manager in the early weeks in post and also act as evidence of post registration training and learning if you are a registered social care manager.

## Evaluating your induction

Your induction experience should be monitored to determine whether it is meeting your needs and modified accordingly. It is worth noting that whilst the majority of induction activity will take place in the initial few weeks in post; some aspects may take longer to achieve or may be undertaken or revisited at a later date when it is more pertinent to your work activity. It is therefore essential to review your induction in your early meetings with your employer or manager to ensure your initial identified learning needs are being met and work demands are not eroding time set aside for this period of orientation.

It is important to remember that these early weeks in post can be a time of information overload and your learning about the role will extend over a significant period – you won't be expected to know it all straightaway so be kind to yourself and structure this transitional period to make it work for you!

### Manager top tip

“ It's important you manage your expectations during these early months of being in post – it can take up to a year to establish yourself and for staff to get to know you and the way you work. ”

## b. Personal and professional development

Becoming a manager is not the climax of your career but the start of a new journey in knowledge and skill development to become proficient in your role. It is a role like many others in social care, where you will need to continually keep yourself up-to-date to ensure practice responses are evidence based; innovative and produce good outcomes.

As a social care manager you are in a position of responsibility to ensure you maintain and develop your knowledge, skills and understanding through a commitment to continuing professional development (CPD). Section 6 of the [Code of Professional Practice](#) highlights individual responsibility in ensuring ongoing fitness to practice and [The Social Care Manager](#) practice guidance emphasises the importance of keeping up-to-date and actively seeking out development opportunities that meet personal learning priorities.

At this point in time, it is therefore important you take time to consider your personal and professional development needs so that you take a structured and planned approach to developing yourself as a manager. The Care Council has published a [Continuing Professional Development Toolkit for Social Care, early years and childcare managers and workers](#) which provides a useful framework for reflecting on your learning and development needs and how they might be best met. To inform your CPD planning it will also be beneficial for you to refer to the [National Occupational Standards for Leadership and](#)

[Management of Care Services](#) as a tool to benchmark existing knowledge; understanding and skills and establish what your development needs are. The Care Council has developed a resource [National Occupational Standards, A guide for social care, early years and childcare](#) that provides detailed advice and guidance on their use.

## Post-registration training and learning requirements

For those social care managers who are required to register with the Care Council to practice, there is a requirement to complete a minimum of 90 hours or 15 days of training and learning for each three year registration period.

Essentially, your post-registration training and learning:

- is your responsibility as a registrant;
- should benefit your personal and professional development needs as part of a planned approach;
- should begin to be recorded from the point of registration and should describe how the learning activity has informed your practice; and
- should improve your ability and / or others, to provide high quality social care services.

Examples of learning and professional development activity include:

<b>Training course; conference or workshop attendance</b> e.g. maintaining currency in mandatory training requirements; attending Care Council for Wales' Registered Manager Forums	<b>Reading a relevant article or report from which learning or insight is derived</b> e.g. subscribe to a relevant practice publication or sign up for regular e-bulletins from social care related websites
<b>Attending professional forums</b> e.g. Communities of Practice	<b>Supervision, appraisal and team meetings which contribute to individual development</b>
<b>Reflecting in a structured way, on a practice situation which was new and challenging</b>	<b>Planning for, and reflecting on undertaking new or different activities</b> e.g. facilitating staff training
<b>Undertaking an accredited programme of study of relevance to role / area of practice.</b>	<b>Contributing to / facilitating service and practice development</b> e.g. developing new organisational policies and procedures based on 'best practice' approaches

## A model of good practice

Post-registration training and learning (PRTL) should be integrated into personal and professional development planning and should be discussed, agreed and reviewed with your employer or line manager on a regular basis. Employers have a role in ensuring there are sufficient, appropriate learning opportunities available to you and that work commitments are not an obstacle in you accessing them. Employers therefore share responsibility with registrants to support them to meet registration requirements.

It is good practice to record PRTL on a regular basis. You can maintain a record of your PRTL in the following ways:

1. through [MyCareCouncil](#), an online service for applicants, registrants and employers of registered workers;
2. a paper PRTL form is available on request from the Care Councils Registration Helpline;
3. other formats will be accepted if they include the details required for renewing registration.

The completion of your PRTL record is in addition to maintaining a portfolio of learning and development evidence.

In many cases, organisations will have their own arrangements in place for employees to manage their continuing professional development records e.g. CPD portfolios, and where there is an effective record system in place, registrants can use this to store and maintain evidence of PRTL.

The evidence in the portfolio should include qualification certificates; training attendance certificates and a brief reflective record of learning activities undertaken which describe the learning outcomes achieved and how such learning has informed professional practice. A template for this is available in the [CPD Toolkit for Managers and Workers](#).

It is important that new registrants establish a system and routine for managing and recording PRTL activity from registration onwards, as the Care Council will only grant an application for renewal if it is satisfied that the registrant has fulfilled PRTL requirements. It should be noted that failure to meet the criteria for registration will affect a registrant's application to renew registration and may call into question fitness to practise.

For further information on PRTL, visit the Care Council's [PRTL Questions and Answers webpage](#).

### Practice example

Once registered with the Care Council, Ceri began to record her PRTL online in her [MyCareCouncil](#) account. She was aware this was only a summary of PRTL and therefore agreed with her line-manager she would create a file which would contain her personal development plan; probation and appraisal documents; copies of her training certificates and a reflective learning log. It was decided that she would take the file along

to her one-to-one meetings with her line-manager, as this would ensure time would be set aside to discuss her professional development needs. It would allow her line-manager to be briefed on her recent learning and how it has influenced her and her team's practice. This would therefore assist him when verifying her PRTL evidence. This approach would also support Ceri in regularly updating the contents of her portfolio, in preparation for her meetings with her line-manager.

## Some suggested resources to support CPD and PRTL:

[Academi Wales](#) (leaders and managers working in public or third sector services)

[Care Council for Wales E-Bulletin](#)

[Care Council for Wales's Learning Zone](#)

[Cascade: Children's Social Care Research and Development Centre](#)

[Community Care](#)

[Health and Care Research Wales](#)

[Joseph Rowntree Foundation](#)

[Social Services and Well-being \(Wales\) Act Information and Learning Hub | Care Council for Wales](#)

[Social Services Improvement Agency \(SSIA\)](#)

[Social Care Institute for Excellence \(SCIE\)](#)

[Social Policy Research Unit](#)

[Welsh Government | Health and social care](#)

## Supervision; appraisal and professional support

Supervision and appraisal are integral to personal and professional development and it is essential that all staff working in social care, including managers, are supported and developed through a structured individual performance management process. Apart from it being good practice, regulatory frameworks specify that there must be suitable arrangements in place to ensure that people employed to carry out regulated activity are appropriately supported, in order for them to deliver services safely, and to an appropriate standard.

**Supervision** is an accountable, two-way process, which supports, motivates and enables the development of good practice. It offers opportunity to reflect on practice, receive feedback; guidance and support, as well as identify and respond to areas for personal and professional development. Supervision therefore has managerial; developmental and supportive functions.

**Appraisal** is the framework within which supervision is conducted. It allows job and individual development objectives and plans, with milestones, to be agreed for ongoing review through the supervision process.<sup>3</sup>

<sup>3</sup> [A guide to supervising well | Care Council for Wales](#)

*The Social Care Manager* practice guidance highlights the importance of making best use of the supervision and appraisal opportunities available, as part of developing yourself as a competent and confident manager. It is your responsibility as well as your employer's, to ensure you receive effective, regular supervision. Early discussions with your employer or line manager should therefore involve confirmation of your supervisory arrangements. In some circumstances it might be more appropriate that the developmental and supportive functions of supervision are provided by someone external to your organisation through professional based supervision. What is important is that your professional support is tailored to your individual working situation and meets your needs as a new manager in post.

## Coaching; mentoring and peer support

Coaching and mentoring are terms which are often used interchangeably but are different developmental methods used to enhance an individual's skills, knowledge or performance. Coaching focuses on developing specific skills or achieving specific objectives and is usually short term in nature, whilst mentoring tends to describe a professional relationship which provides a safe and supportive environment for an individual to reflect upon their work and learn from someone more experienced in their area of practice.

Mentoring has been found to contribute to enhanced morale and motivation as well as an increase in resilience. Whilst it does not take the place of formal supervision, it can be a useful additional form of support for individuals in the early months or even years, in post. Mentoring is seen to be particularly effective for managers who are new to the role due to the considerable shift in professional responsibility and accountability. The opportunity to talk through, gain advice and support from someone who's been where you are and experienced the steep learning curve involved in becoming a manager of a social care service, will be extremely beneficial.<sup>4</sup>

Being a manager can be an isolating experience, as the opportunities for advice and support can be more limited. It is therefore important that you also take the time to develop a peer support network. Peer support can be provided in a number of different ways – informally through local working relationships with other managers or more formally through organised forums; action learning sets or Communities of Practice. As part of your induction it is therefore useful to explore what support networks might already exist in your locality for example, through your regional [Social Care in Partnership](#).

<sup>4</sup> Further information can be found at: [Coaching and mentoring - Factsheet | CIPD](#)

## c. Care of self

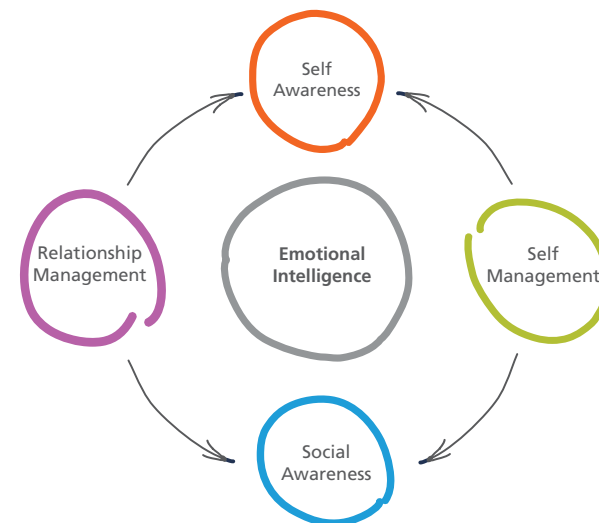
If you were to undertake an internet search on becoming a manager there are, not surprisingly, many articles referring to surviving in the role. Management can be complicated, challenging and demanding so how can you ensure you not only *survive* but *thrive* in your new post?

### Emotional intelligence and resilience

Emotional intelligence is the ability to recognise, understand and manage emotion in an appropriate way, and is central to having highly effective interpersonal relationships. It is also considered to be a central component in building resilience – that ability to bounce back in the most challenging of circumstances and retain your motivation and passion for the job. Daniel Goleman, a psychologist who has written books on emotional intelligence, explains it this way:

“Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using them to make good decisions in life. It’s being able to manage distressing moods well and control impulses. It’s being motivated and remaining hopeful and optimistic when you have setbacks....It’s empathy; knowing what the people around you are feeling and it’s a social skill – getting along well with other people, managing your emotions in relationships and being able to persuade or lead others.”<sup>5</sup>

Emotional intelligence therefore involves:



**Self-awareness** – being aware of, and understanding your emotions and recognising the impact that these can have on you and others around you.

**Self-management** – being able to manage your emotions appropriately so they do not have a negative effect on the situation to hand, or on those around you.

**Social awareness** – the ability to understand the emotions of other people around you and the impact these can have on them and on group dynamics.

**Relationship management** – the ability to handle and influence other people’s emotions through the effective use of interpersonal skills; empathy and conflict resolution.<sup>6</sup>

<sup>5</sup> John O’Neil, ‘On emotional intelligence: A conversation with Daniel Goleman’, Educational Leadership: Sept 1996

<sup>6</sup> Model developed by D Goleman; R Boyatzis & A McKee, 2002

## The importance of emotional intelligence in management practice

What do you think are the attributes of a good manager? The words composed, decisive, approachable and an active listener might possibly come to mind? You may also think of someone who takes an interest in their team's well-being and seeks to ensure a productive working environment in which individuals are encouraged and supported to achieve their full potential.

Without a doubt such qualities promote effective team working and will motivate people to work to the best of their ability to achieve organisational or service goals. The ability to effectively manage your emotions and interpret and respond to the emotions of others will therefore assist you in maximising your influence as a manager.

Emotional intelligence is not innate and it is possible to develop your skills in this area. There are a number of publications and online resources available to assist you - to start you may like to access the following web based resources:

[Emotional Intelligence - Developing strong people skills | MindTools.com](#)

[Emotional Intelligence | SkillsYouNeed](#)

## Emotional intelligence and reflective practice

The use of reflection is important in enhancing your emotional intelligence. Reflection facilitates increased self-awareness and also helps to develop a better understanding of others. The ability to critically evaluate your practice to identify actions that have supported positive outcomes, or those which have hindered them, is a vital skill for managers to have. Similarly, enabling others to engage in reflective activity is an essential element of being a learning organisation.

**“Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.”**

*Peter Drucker*

To revisit the principles and processes of being a reflective practitioner you may like to access a learning resource developed by the Institute for Research and Innovation in Social Services (IRISS) on [reflective practice](#).

In the busy and frenetic world that is management, taking time to reflect on practice can quickly become a lesser priority. However the benefits gained, through enhancing your skills and approaches to practice and improving your motivation and resilience, means it is an activity you can't afford to stop.

## Receiving feedback

Receiving regular feedback is an important part of your professional development – it will improve self-awareness and help you to grow and develop as a manager. It is therefore essential you encourage a culture of giving and receiving quality, constructive feedback in the workplace and provide opportunities for colleagues; your staff as well as your employer or manager to feed into your development in this way. An article in the Harvard Business Review considers ways in which you can do this - [How to get feedback when you're the boss](#).

Inviting feedback on your management approach and performance is not an easy thing to do as not everyone is skilled in providing constructive feedback, and realistically not all feedback will be positive in nature! A natural reaction if faced with less than favourable feedback is to become defensive; angry or anxious. In such circumstances emotional intelligence is essential. You need to be aware of your emotions and also be able to manage them, so that even if the feedback causes an emotional response, you can control it.<sup>7</sup>

Reflection is an important tool in responding to feedback and provides an opportunity to explore whether the comments made are valid; what you have learnt from them and how you will act upon them. To ensure you get the most out of feedback, honest appraisal is necessary however in doing so, it is important that you maintain perspective and reframe any negative feedback as an opportunity to improve yourself and your professional practice.

Supervision, mentoring and discussion with trusted colleagues will also offer opportunity to unpack feedback and be supported in using it in a positive way.

## Managing stress

Stress is a part of everyday life and it is not a bad thing in itself as at the right level, pressure can be stimulating and motivating. However when stress reaches a point where you feel overwhelmed and cannot cope it affects how you feel, think and behave and long term, can impact on your physical; mental and emotional well-being. It is therefore important you are alert to the levels of stress being experienced so you can take preemptive action as necessary.

<sup>7</sup> [Giving and receiving feedback | SkillsYouNeed](#)

For information on managing stress you might like to access the following web-based resources:

[How to manage stress | Mind](#)

[Stress management techniques | MindTools.com](#)

In relation to employer or manager responsibilities on work related stress, the following resources may be useful:

[Stress | ACAS](#)

[Stress in the workplace | Chartered Institute for Personnel & Development](#)

[Work related stress | Health and Safety Executive](#)

## Time management

Managing your time effectively is essential to handling stress and making better use of the time available to you. Time management is a skill which will require attention as a new manager to respond effectively to competing priorities; deadlines and day-to-day challenges. This is certainly applicable to managing a social care service where you need to balance the requirement of having a visible presence within the service whilst having sufficient time to complete office based work activity. Establishing good habits in managing your time early on in your management career, will be beneficial as it will mean you will work smarter and not harder!

The key to time management is in the planning – organising the tasks you need to accomplish according to their priority and the time required to undertake them. It is also important to give consideration to what tasks can be delegated – an important lesson to learn early on, is that you do not have to do everything yourself. Consider the skill-set of your staff team and encourage their development through the appropriate delegation of some tasks. The *Social Care Manager* practice guidance provides useful points for consideration in delegating tasks to others. An important point to remember however is that you remain responsible for all work you have delegated to other workers (*Code of Professional Practice for Social Care – Section 6*).

An internet search offers a wide range of resources to develop time management strategies for example, [Time management tools | MindTools.com](#) and [Time management techniques | Businessballs.com](#). An important consideration is to find those approaches that will work effectively for you and the service you work in.

## Section 2

# Leading and managing a team

Your staff team is your greatest asset and are key to providing high quality person-centred services. As a manager an integral part of your role is to manage, lead and support your team. This section focuses on the values, skills and knowledge which can contribute to effective team management.

### What type of manager do you want to be?

Think about your own experience of being managed – what were the qualities demonstrated by your manager that helped to develop you & your practice?

### a. Being a values driven leader and manager

Your approach to management practice should be underpinned by the values and principles inherent in the *Code of Professional Practice*. Now you are a manager, it is even more vital that all work activity stems from a commitment to deliver ethical services that are focussed on the people who use them; are responsive to their needs and the outcomes they want to achieve in their lives.

As the professional lead for your service, you are the 'standard bearer' and primary role model for your staff team - their practice will be shaped and defined through the example you set them. You will therefore want to ensure that the behaviours and practices you promote are those that uphold the rights of individuals and which enhance their well-being.

[One Welsh Public Service](#) highlights a set of core values and leadership behaviours which guide how people working in public services should behave and work together for the benefit of people of Wales. Such values and behaviours transcend organisational boundaries and are a helpful point of reference whether you work in the public; independent or third sectors.

Similarly, The National Skills Academy for Social Care publication *Leadership starts with me*<sup>8</sup> highlights some key values in making leadership in social care meaningful and genuine. These include:

**Integrity** – Leading in an open; honest and ethical manner and promoting strong professional relationships based on trust;

**Dignity** – Encouraging of mutual respect between people, individual self-respect and personal confidence;

**Compassion** – Being caring and valuing all individuals;

**Support** – Praising effort; promoting equality and celebrating success;

**Growth** – Developing people with vision and enquiring minds and being an inspiration to achievement in others.

<sup>8</sup> 'Leadership Starts With Me' – the why; what and how of leadership in adult social care The National Skills Academy for Social Care 2013

Adopting the following approaches in leadership and management practice will ensure such values are embedded in all work activity.

## Co-production

Co-production is a process whereby people who access services are involved in the design and delivery of them – it starts from the premise that everyone has skills; talents and abilities which can be utilised to ensure services are fit for purpose and are designed around what matters most to people. It moves us beyond 'consultation' and asking people how services might be improved, to enabling individuals to be active and equal participants in both service design and delivery.

On an individual level co-production involves seeing people as experts of their situations and agreeing ways in which you can work together to achieve the things important to them. This will ensure they are able to exercise real control over their lives through an approach which seeks to maximise what they can do for themselves.

Co-production requires a very different way of working and will involve a significant change in mind-set to how services have traditionally been delivered. [The Social Services and Well-being \(Wales\) Act 2014](#), which provides the statutory framework for how social care services are to be delivered in Wales, emphasises co-production as one of its core principles. This is

therefore an area which will require your attention as a manager to ensure your service is at the forefront of best practice approaches and remains one where the service fits around the individual and not vice versa!

For further information on co-production you may like to access resources available through [SCIE](#) or [My Home Life](#) (a specific resource for care home services for older people).

## Commitment to innovation and improvement

Services need to continually evolve to ensure responsiveness to changing societal requirements and expectations. Organisations are also continually being required to do 'more with less' and making resources go further requires creative thinking and a willingness to try new ways of working. Innovative leadership therefore encourages people to share ideas and cultivates a participative working environment where staff and people who access services, can contribute to service development and improvement. Such approaches require openness; a willingness to learn from others; flexibility and adaptability. These qualities are representative of a learning organisation and as such are ones you would want to nurture within your staff team.

For further information on developing innovation in social care provision you may like to access the resources available through [IRISS](#).

## Collaborative working

There is no question that a multi-agency and partnership approach to meeting the needs of our most vulnerable citizens is extremely beneficial. Strong working relationships between public; independent and third sector services help to ensure seamless, coordinated care and support is provided in the right place, at the right time and by the right person.

As a new manager in post it is essential time is invested in establishing and promoting partnership working between your service and other relevant stakeholders. Your induction period will also provide an opportunity to explore and foster links with other services or projects in your locality which can contribute to the well-being of individuals accessing your services e.g. community learning; arts or leisure services.

You may like to access the National Occupational Standards for Leadership and Management of Care Services: [Leading and managing work with networks, communities, other professionals and organisations for care service provision](#) (SCDLMCD1) which will assist you in developing your approach to collaborative working.

## Balancing risk and responsibility

*The Social Care Manager* practice guidance highlights the importance of managers encouraging a culture that promotes the rights of individuals to take risks, balanced against the likelihood of harm. Individuals should be supported to make decisions about the risks affecting them, in accordance with their age and mental capacity.

For more information on the principles of working positively with risk you may wish to access the following resources:

[A positive approach to risk and personalisation: A Framework](#)

[The right to take risks: Service users' views of risks in adult social care | JRF](#)

Additionally you may like to access the Health and Safety Executive's guidance on [sensible risk assessment in care settings](#).

## b. Becoming an effective manager

Becoming an effective manager requires skills in both leadership and management. These terms are often used interchangeably but it is worth noting they do have a different focus. Leadership involves creating a vision and plan for the development of your organisation or service and communicating it effectively so others 'sign-up' and commit to it. Managers meanwhile are responsible for ensuring that the vision is implemented successfully. To be truly effective as a manager you therefore need to be able to undertake both roles and functions.

The National Occupational Standards for Leadership and Management of Care Services states that management involves *"the ability to set the operational direction and organise the effective running of the service provision to meet overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives"*.<sup>9</sup>

Some of the qualities and skills therefore required for leading and managing a team include:



Such skills are able to be learnt and developed. At this new juncture in your career it would be useful to reflect on your skill set and those areas which you may need to develop further, to maximise your effectiveness as a manager.

You may like to access the following resource to assist you in evaluating and developing your management skills:

[How good are your management skills? | MindTools.com](https://www.mindtools.com/pages/newbystrm/skills.htm)

<sup>9</sup> NOS for Leadership and Management of Care Services: *Manage and develop yourself and your workforce within care services* ([SCDLMA1](#))

## The role of managers in effective team working

Managers have a crucial role in creating a working environment that's conducive to the provision of high-quality care and support. This includes supporting the development of professional working relationships with, and between your staff team, which are built on mutual respect and trust.

In what ways can you nurture and develop such positive working relationships?

- Treat people as individuals but be fair and equitable in your approach.
- Be accessible, an active listener and communicate regularly with your team.
- Be a role model – don't expect from others what you wouldn't do yourself.
- Find out what special interests individual staff members have and build on people's strengths.
- Be proactive – intervene early to address any issues; concerns or complaints.
- Build in time for informal get-togethers and team relationship building activities e.g. celebrate staff birthdays and other special achievements.<sup>10</sup>

An additional challenge for those managers who have been promoted from within an organisation can be in establishing a new and different working relationship with peers. A useful article in the Harvard Business Review, addresses how the transition from colleague to manager can be achieved - [How to Manage Your Former Peers](#).

<sup>10</sup> Online article by D Brown, 'How to build positive relationships among your team members', Demand Media

### Manager responsibilities in relation to the Code of Professional Practice for Social Care

Section 7 of the *Code of Professional Practice* sets out your responsibilities in embedding the Code in the conduct and practice of your staff and ensuring all work activity is based on these standards.

The Care Council has developed online resources to support you in achieving this. [Visit the Caring with Pride resource on our Learning Zone](#)

### Further resources to promote effective team management:

[Dignity for care workers | SCIE](#)  
[Team management skills | MindTools.com](#)  
[People management | SCIE](#)  
[Good practice at work | Acas](#)  
[Rights and responsibilities at work | Acas](#)  
[Employment Law Update | Acas](#)

## People management

It's surprising how policies and procedures can quickly become out of date. An important task for you to undertake early in post will be to ensure that all employee relations policies are current and that staff practices are appropriately aligned to them. Acas has developed an online tool which is designed to help organisations check that they have the right people management policies in place.

The Model Workplace will:

- help you assess the effectiveness of people management in organisation;
- give you practical guidance on setting up and maintaining good employment relations; and
- connect you to additional useful resources.



Managing people will involve at some stage being able to deal efficiently and effectively with unsatisfactory behaviour or performance. When dealing with workplace conflict or poor performance, early and informal intervention can sometimes prevent issues from becoming more problematic; however some circumstances may require a more formal response. It is therefore important you are familiar with legal and regulatory requirements and follow your organisation's policy and procedures. Above all else don't be afraid to seek advice and support if you are in doubt how best to deal with a situation. You may find the following resources helpful:

[Challenging conversations and how to manage them | Acas](#)

[Dealing with poor performance | MindTools.com](#)

[Managing conflict at work | Acas](#)

[Manage the conduct and performance of workers in care services \(SCDLMCE10\)](#)

## c. Developing your team – realising the potential

It is essential that as a manager you promote a culture of continuous improvement where staff are motivated and challenged to deliver exceptional care and support, based on best practice approaches. To bring out the best in your staff you need to be committed to developing them - if you want to provide a quality service you need to ensure you have a quality team.

### Recruitment and selection

*The Social Care Manager* practice guidance highlights the importance of having comprehensive; robust and safe recruitment processes in place. You will want to ensure you recruit individuals who will be an asset to your team by having a sound value base; good interpersonal skills and a desire to learn and develop. The National Occupational Standards for Leadership and Management of Care Services: [Actively engage in the safe selection and recruitment of workers and their retention in care services](#) (SCDLMA3); identify the requirements associated with safe recruitment and selection. It is suggested you refer to these in your review or development of recruitment and selection processes.

Additionally, [A Question of Care: a career for you?](#) a free online resource which aims to raise awareness of careers in the care sector, is designed to help people find out what work in the sector is really like, and to test whether they're potentially suited to it. You may want to utilise this resource *as part* of your recruitment and selection processes?

#### Top Tips for using A Question of Care in recruitment and selection

1. Get to know the resource and see what the site has to offer.
2. Signpost job applicants to complete the challenge as a way for them to check out their own understanding of work in the sector and initial suitability.
3. Welcome any job applicants to bring to interview their *Question of Care* personal profile as this can provide a focus for discussion during the interview.

*Or you may like to:*

4. Incorporate 'A Question of Care' directly into your selection process by requesting short-listed candidates complete the challenge before they attend for interview or make it available for them to do on the day?

*Please note the site does not store data on individual performance or on its users.*

## Induction

Induction is the first learning experience for a new member of staff and you will want to ensure you get it right. Investing in a well-structured and supportive induction will pay dividends in the longer term – it can influence the quality of practice,

employee motivation and commitment, and ultimately the decision to remain working for your organisation.

The Care Council has produced a range of resources that have been designed to support you in the delivery of a high-quality induction. The [Social Care Induction Framework](#) should be used as a basis for introducing a new social care employee into post. A [Manager's Guide to the Social Care Induction Framework](#) is available to assist those responsible for workers during an induction period, use the framework and assess against it.

## Workforce development

A key element of your role is planning for, and facilitating the on-going development of your staff team. It is important that everyone in your organisation values the importance of learning and development as it is the basis for the development of a professional, highly-skilled and competent workforce. This will ensure individuals who use services can be confident that the people providing their care and support are suitably trained and competent.

The National Occupational Standards for Leadership and Management of Care Services: [Manage and develop yourself and your workforce within care services](#) (SCDLMA1) identifies the requirements when taking responsibility for your own and others continuing professional development. They demonstrate how workforce development; performance management and service quality are intrinsically linked.

The table below highlights different elements of workforce development activity and some of the resources available, in addition to *The Social Care Manager* practice guidance, to assist you in ensuring your team and individual staff member's learning and development needs are met, to support safe and effective practice.

Workforce development activity	Resources	Best practice approach
1. Personal development planning; monitoring and recording of learning and development undertaken	<a href="#">Continuing Professional Development toolkit for social care, early years and childcare managers and workers</a>	Introducing a CPD recording system will ensure an individualised approach to learning and development and support application of learning to practice through reflective activity and discussion in supervision.
2. Supervision and appraisal	<a href="#">A guide to effective supervision</a> <a href="#">Performance management   CIPD</a> <a href="#">Performance management   ACAS</a> <a href="#">Giving feedback   MindTools.com</a>	<p>Supervision provides opportunity to reflect on practice; consider progress made against specified goals and identify further areas for development. It also offers opportunity to explore the learning staff have undertaken through informal and accredited learning routes, to ensure their understanding and application to practice.</p> <p>Supervision is a key element in individual performance management and as such should be undertaken regularly. It should link to CPD planning and appraisal processes.</p>
3. Team meetings	<a href="#">Running meetings   Businessballs.com</a> <a href="#">Planning and structuring effective meetings   SkillsYouNeed</a>	Team meetings are an important vehicle for promoting team working; communicating essential organisational information and ensuring consistency in / developing best practice approaches. To ensure their effectiveness they should be well-planned; informative and inclusive to support whole-team participation.
4. Training and Learning Needs Analysis	<a href="#">Identifying learning and development needs   CIPD</a>	Undertaking an annual Training and Learning Needs Analysis will ensure a structured approach is taken to staff development and safeguard compliance with applicable regulatory requirements. Service / business plans and individual staff appraisals should contribute to your analysis of the learning and development needs of your team and form the basis of your annual workforce development strategy.

5. Commissioning of learning providers	<a href="#">Employers toolkit for learning</a> – <i>How to identify best practice in learning and assessment: a guide for employers and managers</i>	Securing the right training and learning for your staff is critical and ensuring a quality learning experience for your staff lies with you, as employer / manager. It is important that in commissioning learning providers you clearly outline your requirements; expectations and for staff undertaking accredited training, your involvement in the learning / assessment process.
6. Delegation and succession planning	National Occupational Standards for the Leadership and Management of Care Services: <a href="#">Manage the allocation, progression and quality of work in care provision</a> (SCDLMCA5)  <a href="#">Governance Framework for the Development of the Health and Social Care Support Worker role in Adult Services</a>  <a href="#">Succession planning factsheet I CIPD</a>	<p>In the right circumstances, the delegation of specific tasks can contribute to staff development through enhancement of knowledge; skills and responsibilities. Delegating tasks to others must be properly planned for and implemented in a structured way. You must be satisfied when introducing such changes that you comply with legal, regulatory and organisational requirements.</p> <p>Delegation of tasks can also be a useful vehicle for preparing and developing an individual for progression into a more senior role as part of a talent management / succession planning approach.</p> <p>Succession planning is an essential component of workforce planning and should inform workforce development strategies. It positively contributes to the retention of more experienced, skilled members of staff and ensures that your service and the sector as a whole, has a workforce with the appropriate skill-mix to meet future requirements.</p>

USE YOUR  
WELSH!

## Developing Welsh language skills in your workforce

*More than Just Words...* the Welsh Government's strategic framework for the Welsh language in health and social care, requires care providers to make sure that they are able to actively offer Welsh language care services to the same standard as English language care services. Being able to do this depends wholly on your workforce. The Care Council has produced a resource [Welsh Language Skills in your Workforce – using them effectively](#) which can help you to make effective use of the Welsh language skills that already exist in your workforce and also help you to plan your future workforce.

## Section 3

# Leading and managing a service

This section focuses on what is involved in leading and managing a high-quality service and how quality is measured and evaluated in care services.

### a. Being a leader

Leadership is an essential element in providing exceptional services, as it sets the tone and culture of the organisation.<sup>11</sup> We established in Section 2 that leadership and management are interconnected and to be truly effective in your role you need to be both a manager and a leader. A useful summary of the differences between leadership and management is as follows:<sup>12</sup>

Manager	Leader
Manages tasks	Leads people
Has a short range view	Has a long range perspective
Plans	Inspires
Administers	Innovates
Maintains	Develops
Focuses on systems and processes	Focuses on people and emotions

The National Occupational Standards for Leadership and Management of Care Services defines leadership as *“the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating.”*<sup>13</sup>

Being a leader therefore centres on setting the direction of travel for the service or organisation and confidently articulating it, so others will commit to it and want to be a part.

#### What type of Service do you want to manage?

What is your vision for the Service you lead? What are the steps you need to take to begin to make this a reality?

Discuss and agree your approach with your employer / manager to ensure service and business plans are properly aligned.

Successful leaders continuously ‘look forward’ with a desire to excel and improve on what already exists. They are therefore innovators and seek to motivate others to achieve their and their organisation’s potential.

<sup>11</sup> Leadership starts with me, The National Skills Academy for Social Care 2013

<sup>12</sup> Model taken from [SkillsYouNeed.com](https://www.skillsyouneed.com) (adapted from the work of Warren G Bennis)

<sup>13</sup> NOS for Leadership and Management of Care Services: *Lead & manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements* - [SCDLMCE3](#)

It is worth reiterating at this point that being a leader in care requires a standard of leadership which is based on the ethical principles of trust; integrity and probity. All leadership activity involved in managing a service should therefore uphold social care values and a commitment to quality and improvement. We all have a default leadership approach and to improve our leadership skills it is important to recognise what our preferred leadership style is and then develop our ability to utilise other approaches when circumstances demand it. There are a number of resources available to help you to develop further your leadership skills and ability. You may like to start by accessing the resource below:

[Develop your leadership style | SkillsYouNeed](#)

## Leadership and accountability

Accountability and leadership work hand in hand as with authority, comes responsibility. As a leader of a care service you are not only responsible for your own decisions and actions but for also ensuring your team are doing the right things, in the right way and that their work activities conform to statutory requirements and best practice approaches. It is not acceptable, for example, in circumstances where deficient practice results in poor outcomes for individuals, to state you weren't aware of what was happening. Neither is it acceptable to ignore poor practice or behaviours which contravene the *Code of Professional Practice* on the premise that the individual concerned is not registered with the Care Council. Accountability therefore holds leaders to account for the quality of the service being delivered and the outcomes achieved.

Accountability should not be viewed negatively as it provides an opportunity to *"demonstrate the ownership necessary for achieving desired results – to see it, own it, solve it, and do it."*<sup>14</sup>

An important element of your leadership role is to develop a culture of accountability within your service so each member of your staff team takes responsibility for the part they have in delivering excellent care and support. To achieve this it is essential that staff members have a clear understanding of their role and responsibilities and how this feeds into achieving overall organisational objectives. They should receive regular constructive feedback on their progress and any issues surrounding competency addressed.

Remember that accountability is about taking ownership and your team can only do that if they know what is expected of them and are appropriately supported to do it.

### A Cautionary Tale

This is a story of four people named Everybody, Somebody, Anybody and Nobody.

There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it.

Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realised that Everybody wouldn't do it.

It ended that Everybody blamed Somebody when Nobody did what Anybody could have done.

**Unknown**

<sup>14</sup> R Connors & T Smith *The Oz Principle – Getting results from individual and organisational accountability*, 2004

## b. Ensuring quality

The starting point for developing and delivering a quality care and support service is that it enables individuals to live the lives they want, in the way they want – services which are designed around the individual rather than a ‘one size fits all’ approach. This approach focuses on what matters to individuals and the outcomes they want to achieve for their lives.

What constitutes a quality service will therefore vary from person to person according to what they consider it important, however evidence from research identifies some key quality indicators for care and support services. [Think Local, Act Personal](#) highlights that high-quality care and support exists where people who use social care:

- are enabled to live independent lives as defined by them, with informed choice and control through access to appropriate services and as much involvement in decisions about their care and support as they want to have;
- have opportunities to participate in community life, engage in activities that match their interests, skills and abilities and maintain good relationships;
- feel safe, secure and empowered because their human rights are safeguarded while they are supported to manage risks they are aware of and understand; and

- have a positive experience of care provided through relationships based on mutual respect and consideration, where care is designed around their needs; is consistent and well-planned.

The key characteristics of a high-quality service therefore include:

- Leadership which is visible and proactive; focussed on achieving good outcomes and inspires people to have high aspirations for themselves and others;
- Services which are designed and delivered in partnership with individuals who use the service, and their carers;
- A positive; open and accountable organisational culture where dignity; empathy and compassion is evident;
- A workforce which is competent, confident and continually motivated through continuing professional development activity, to support and empower individuals accessing services to have the best possible quality of life;
- Practice that is evidenced-based and built on ‘what works’ or best practice approaches; and
- Services that work collaboratively with other partner organisations to ensure individuals receive care and support which is joined-up and seamless in its approach.<sup>15</sup>

<sup>15</sup> Driving up Quality in Adult Social Care: What is Quality? Think Local, Act Personal 2013

## Making it happen

To ensure the care and support delivered through your service is of the highest quality, it is vital that you and your staff team have a shared understanding of what high-quality care looks like for your setting, and are committed to delivering it.

A key element of developing a high-quality service involves creating a participative culture in which individuals, carers and your staff team are able to contribute to service development and improvement.

There are a number of ways in which you can promote participation and engagement and the following resources may be useful:

[Employee engagement | Acas](#)

[SCIE People management: Participation](#)

[Cymru Ifanc - Young Wales](#)

[Participation Cymru](#)

It is also essential that you have effective mechanisms in place for individuals – whether recipients of services or employees – to share their views on their experience of the service.

This should also include a process through which concerns relating to poor quality care and support can be raised. Such

“The greatest danger for most of us is not that our aim is too high and we miss it but that it is too low and we reach it.”

**Michelangelo**

quality assurance procedures need to demonstrate how learning from feedback takes place and triggers an action response when things are not right.<sup>16</sup>

### Manager top tip

“As a new manager it’s important to remember there will always be things you will want to develop and improve on. The feedback you receive will help you to prioritise those areas you need to focus on first.”

As you are new in post it is an opportune time to review current organisational methods for obtaining and responding to feedback. The following resources will be helpful in this review activity:

- National Occupational Standards for Leadership and Management of Care Services: [Manage systems procedures and practice within care services for receiving, responding to and learning from compliments, concerns and complaints](#) (SCDLMCE9)
- [Co-producing evaluation – why bother involving people in evaluation? | Joint Improvement Team](#)
- [Raising concerns in the workplace | Older People’s Commissioner for Wales](#)
- [Whistleblowing: improving organisational practice | SCIE](#)
- [Public concern at work](#)
- [All Wales Child Protection Procedures](#)
- [Wales Policy and Procedure for the Protection of Vulnerable Adults from Abuse](#)

<sup>16</sup> Driving up Quality in Adult Social Care: Who is responsible? Think Local, Act Personal 2013

## Additional resources for delivering a quality service

[Quality in social care | SCIE](#) (a video which explores what is excellence in social care)

[Health and social care services | Health and Safety Executive](#) (guidance on health and safety responsibilities in social care settings)

[Safer food, better business | Food Standards Agency](#)

[The handling of medicines in social care | Royal Pharmaceutical Society of Great Britain](#)

[Information Commissioners Office](#) (guidance on legal responsibilities relating to management of information)

## Measuring and evaluating quality

Quality assurance and performance management are intrinsically linked. Managing the performance of your service is a key leadership function as it involves creating a culture, supported by business processes that ensure standards of quality are continually being met and improved on.

Over the last decade there has been a significant shift in how performance and quality is measured in social care. Traditionally performance measurements have focused on inputs and

outputs but these measures tell us little of the quality of experience or the difference the service intervention has made to a person's life or circumstances. Quality measures now also consider the outcomes and impact services have achieved as an assessment of progress and success. These can be defined as:

Term	Definition
<b>Input</b>	The resources needed to provide a service e.g. staff.
<b>Output</b>	The tangible products, services or facilities that are a result of organisational activities or the activities of those involved in the delivery of the service provision. Outputs may be used to achieve outcomes.
<b>Outcome</b>	The changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as changes in attitude; sense of well-being or how an individual sees or feels about themselves. <sup>17</sup>
<b>Impact</b>	Longer-term effects of an organisation's activities and the outcomes achieved.

<sup>17</sup> National Occupational Standards for Leadership and Management of Care Services: Lead the performance management of care service provision ([SCDLMCE2](#))

The Social Policy Research Unit (SPRU) has also identified three main categories of outcome, which their research found to be important to people using social care services:

- Quality of Life outcomes are those aspects of a person's life that they want to achieve or maintain;
- Process outcomes relate to the experience that individuals have had in accessing and using services;
- Change outcomes relate to the improvements in physical, mental or emotional well-being that individuals are seeking from any particular service intervention or support.<sup>18</sup>

Including the evaluation of outcomes in considering the effectiveness of service intervention offers an opportunity to focus on what matters most to people who use services and locates these at the centre of business planning and service delivery.<sup>19</sup> Whilst capturing such evidence can be challenging to do, it is extremely important for highlighting the difference service provision has made in individual lives. Such evidence can be used:

- in feedback to staff - to acknowledge and celebrate their contribution to achieving the outcomes that individuals value;
- in reporting to people who use services to help illustrate the impact the service has had;

- for identifying gaps in achieving outcomes which can contribute to service improvements;
- for external reporting e.g. contract monitoring or regulatory activities; and
- for commissioning and marketing purposes.<sup>20</sup>

## Regulation and inspection

The *Social Services and Well-Being (Wales) Act 2014* strengthens an outcome focussed approach to measuring the quality and performance of care and support services. The establishment of a [National Outcomes Framework](#) provides a structure for understanding outcomes important for individual well-being. The framework will also help to determine the overall impact care and support services have on people's lives and their well-being, on an all-Wales basis.

Regulation and inspection have an important role in quality assurance – ensuring safe, effective, high quality care and support is being delivered. Regulation is a process whereby services or individuals must demonstrate compliance with required quality standards. In Wales care and social services regulation is undertaken by [Care and Social Services Inspectorate Wales](#) (CSSIW) and workforce regulation is the responsibility of the [Care Council for Wales](#).

<sup>18</sup> [Measuring Personal Outcomes | IRIS - 2012](#)

<sup>19</sup> [SCIE | Performance Management](#)

<sup>20</sup> [Understanding and measuring outcomes | IRIS - a guide on the use of qualitative data 2013](#)

Establishing and maintaining a register of the services or individuals complying with the required quality standards is an essential component of the regulatory process. Inspection and investigation are tools used by regulators to check that required levels of practice and service provision are being maintained.

In relation to service regulation, CSSIW regulate social care and early-years services using [regulations and national minimum standards](#) made by Welsh Government. As part of the transforming social services agenda the [Regulation and Inspection of Social Care \(Wales\) Act 2016](#) will move regulation beyond compliance with minimum standards to one which places service quality and improvement at the heart of the regulatory process. Its focus will be to ensure that service providers, local authority commissioners and professionals can demonstrate how they have put outcomes for citizens at the heart of their work.<sup>21</sup>

As a newly appointed manager it is important you understand your responsibilities in ensuring the required quality standards for your service are met. It is therefore essential you take the time to familiarise yourself with the standards your service is inspected against and work to ensure the service is operating in line with these requirements. Similarly, you should ensure your staff have a good understanding of the relationship between quality standards; regulation and inspection and their day-to-day work.

### Managing inspections

Inspections can be stressful but here are some tips worth remembering:

- View inspections as a part of your quality assurance system – an additional source of feedback on how your service is performing.
- You are the lead professional for your service – be confident in presenting the quality of work undertaken and the actions you have taken.
- If you are aware that there are areas that require improvement be upfront and describe the plans in place to improve things.
- Be organised; ensure all the information required by inspectors is accessible and that appropriate members of staff are also able to access required information in your absence.
- And finally, do remember you and your inspector are both working towards the same goal – ensuring the highest quality care and support is being provided.

Reference: The Social Care Managers Handbook | The National Skills Academy for Social Care 2014

## Additional information:

[Our Inspections | CSSIW](#)

[What to expect from an Inspection | CSSIW](#)

National Occupational Standards for Leadership and Management of Care Services: [Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements](#) (SCDLMCE3)

<sup>21</sup> The Future of Regulation and Inspection of Care and Support in Wales 2013

## Contract monitoring

Contract monitoring is an additional quality assurance activity relating to care and support services which may be commissioned from your organisation by another agency, for example a Local Authority or Health Board. Contract monitoring aims to ensure that individuals receive a high quality service that demonstrates value for money and meets contractual standards.

Contract monitoring will therefore:

- check that the services being provided are of an acceptable quality;
- check that the service provision is achieving agreed outcomes;
- ensure services commissioned are meeting regulatory standards;
- ensure best value for money.

As manager you should be familiar with the expectations of your commissioners set out in service level agreements, contracts and service specifications, which you have a responsibility to fulfil. It will also be beneficial to gain an understanding of the contract monitoring processes employed by the commissioners of your services and acquaint yourself with the feedback of their previous evaluations or contract monitoring activity. This will assist you in determining the

priority areas for service development, in line with other sources of feedback from inspectors, staff and individuals using your services.

## Summary

Managing the performance of your service to ensure good quality outcomes are achieved, therefore involves a number of different strands:

- **Internal quality assurance systems** e.g. compliments and complaints procedures;
- **Service regulation** – Care and Social Services Inspectorate Wales (CSSIW) regulates social care, early years services and Local Authority care and support services. Regulation includes registration, inspection, responding to concerns about regulated services, compliance support and enforcement;
- **Workforce regulation** – Care Council for Wales regulates specific groups of the social care workforce e.g. domiciliary and residential care managers, and has a lead role in making sure the workforce delivering social services in Wales is working to a high standard; and
- **Contract monitoring** – undertaken by commissioners of your service e.g. Local Authorities or Health Boards.

## c. Leading and managing change

A key element of your leadership role is to be a 'change-agent'. To have a vision of where you want your service to be in the future is not enough; you need to have a plan of how you will get there and then make sure it happens. Your approach to organisational or service change must also be realistic, achievable and measurable. To assist you in planning for change you need to ask yourself the 'why, what, who and how' questions:

- Why do we need to change?
- What do we want to achieve with this change?
- Who is affected by this change, and how will they react to it?
- How will we know that the change has been achieved?
- How much of this change can we achieve ourselves, and what parts of the change do we need help with?

Change can be unsettling and therefore needs to be managed in a way to enable those individuals affected by it, to adjust. As a manager you have a key role in communicating the need for change; involving people who are affected in the planning and implementation of change and importantly being a positive; settling influence during periods of transition.<sup>22</sup>

For more information and resources on change management:

[Change management | CIPD](#)

[Change management - Learn how to manage change | MindTools.com](#)

[Managing change | Acas](#)

[Organisational change in social care | SCIE](#)

National Occupational Standards for Leadership and Management of Care Services: [Lead and manage change within care services](#) (SCDLMCA2)

## Being a learning organisation

A learning organisation is one which is committed to continuous improvement and has an enhanced capacity to learn; adapt and change. Such organisations have the right attitudes to learning embedded into its culture which includes:

- Learning is not an optional extra in day-to-day work activity;
- Learning activities should be well-planned and supported through service planning arrangements;
- Learning should be a continuous, ongoing process which encourages individual self-improvement and organisational development; and
- Learning is a shared activity and can take many different forms e.g. mentoring; discussion or shadowing.

<sup>22</sup> [Change Management | Business Balls.com](#)

Keeping up-to-date with developments in your area of practice and current best practice approaches, is also an essential element of being a learning organisation. Continuing professional development activity can contribute to practice and service development and improvement and it is therefore important that individual staff members share new learning with the wider staff group as a matter of course. For example, through having a standing agenda item on learning and development for team meetings, staff will have opportunity to discuss new learning gained through training course attendance, undertaking accredited learning programmes etc.

It is worth noting here that any change-activity should be evidence based - that which draws on research knowledge; what we know works (practice wisdom and experience) and what the views of individuals using our services are. Evidence informed practice means ensuring that our practice interventions are guided by the best research and information available and in this way approaches to practice and service improvement are well-thought-out; safe and robust.<sup>23</sup>

Further information and resources:

[Learning organisations - A self-assessment resource pack | SCIE](#)

[SCIE Knowledge review 07: Improving the use of research in social care practice](#)

[Developing evidence-enriched practice in health and social care with older people | JRF](#)

[Evidence informed practice -The Learning Exchange | IRIS](#)

[Learning library | SSIA](#)

[Research and resources | NSPCC](#)

As a manager, you have a responsibility to cultivate within your staff team a positive attitude to learning – encouraging flexibility, adaptability and a capacity for change whilst maintaining a commitment to excellence. Achieving this is no easy task but it begins with you as leader and role model for your service. As John Quincy Adams<sup>24</sup> reflected,

**“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”**

<sup>23</sup> [What does evidence-informed practice look like? | Research in Practice](#) 2014

<sup>24</sup> John Quincy Adam – 6th president of the United States of America

## Appendix 1: Induction reflective log template

Name: \_\_\_\_\_ Organisation: \_\_\_\_\_

	Activity	Summary of learning
Understanding the Organisation in which you work	1.	
	2.	
	3.	
	4.	
	5.	
Understanding your role in the Organisation	1.	
	2.	
	3.	
	4.	
	5.	
Getting to know your Team	1.	
	2.	
	3.	
	4.	
	5.	
Getting to know your Stakeholders	1.	
	2.	
	3.	
	4.	
	5.	

**Additional learning needs** *(to be discussed with Line Manager or Employer):*

Identified Learning Need	How this will be met	Indicative timescale
1.		
2.		
3.		
4.		

Signature: \_\_\_\_\_ Manager: \_\_\_\_\_ Line Manager: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix 2: Link library

A guide to effective supervision	<a href="http://www.ccwales.org.uk/edrms/129198/">www.ccwales.org.uk/edrms/129198/</a>
A Question of Care: a career for you	<a href="http://www.aquestionofcare.org.uk/">www.aquestionofcare.org.uk/</a>
Actively engage in the safe selection and recruitment of workers and their retention in care services (SCDLMCE3)	<a href="http://www.ccwales.org.uk/edrms/130637/">www.ccwales.org.uk/edrms/130637/</a>
All Wales Child Protection Procedures	<a href="http://www.childreninwales.org.uk/our-work/safeguarding/wales-child-protection-procedures-review-group/">www.childreninwales.org.uk/our-work/safeguarding/wales-child-protection-procedures-review-group/</a>
Care and Social Services Inspectorate Wales (CSSIW)	<a href="http://cssiw.org.uk/">http://cssiw.org.uk/</a>
Care Council for Wales	<a href="http://www.ccwales.org.uk/">www.ccwales.org.uk/</a>
Challenging conversations and how to manage them   Acas	<a href="http://www.acas.org.uk/index.aspx?articleid=3799">www.acas.org.uk/index.aspx?articleid=3799</a>
Change management - Learn how to manage change	<a href="http://www.mindtools.com/pages/article/newPPM_87.htm">www.mindtools.com/pages/article/newPPM_87.htm</a>
Change management   CIPD	<a href="http://www.cipd.co.uk/hr-topics/change-management.aspx">www.cipd.co.uk/hr-topics/change-management.aspx</a>
Continuing Professional Development toolkit for social care, early years and childcare managers and workers	<a href="http://www.ccwales.org.uk/continuing-professional-development/">www.ccwales.org.uk/continuing-professional-development/</a>
Co-producing evaluation - Why bother involving people in evaluation?   Joint Improvement Team	<a href="http://www.jitscotland.org.uk/resource/co-producing-evaluation-why-bother-involving-people-in-evaluation/">www.jitscotland.org.uk/resource/co-producing-evaluation-why-bother-involving-people-in-evaluation/</a>
Cymru Ifanc / Young Wales	<a href="http://www.childreninwales.org.uk/our-work/participation/young-wales/">www.childreninwales.org.uk/our-work/participation/young-wales/</a>
Dealing with poor performance	<a href="http://www.mindtools.com/pages/article/newTMM_80.htm">www.mindtools.com/pages/article/newTMM_80.htm</a>
Develop your leadership style	<a href="http://www.skillsyouneed.com/lead/develop-leadership-style.html">www.skillsyouneed.com/lead/develop-leadership-style.html</a>
Developing evidence-enriched practice in health and social care with older people   JRF	<a href="http://www.jrf.org.uk/report/developing-evidence-enriched-practice-health-and-social-care-older-people">www.jrf.org.uk/report/developing-evidence-enriched-practice-health-and-social-care-older-people</a>
Dignity for care workers   SCIE	<a href="http://www.scie.org.uk/publications/guides/guide15/careworkers/index.asp">www.scie.org.uk/publications/guides/guide15/careworkers/index.asp</a>
Emotional intelligence - Developing strong people skills   MindTools.com	<a href="http://www.mindtools.com/pages/article/newCDV_59.htm">www.mindtools.com/pages/article/newCDV_59.htm</a>
Emotional intelligence   SkillsYouNeed	<a href="http://www.skillsyouneed.com/general/emotional-intelligence.html">www.skillsyouneed.com/general/emotional-intelligence.html</a>

Employee engagement   Acas	<a href="http://www.acas.org.uk/index.aspx?articleid=2701">www.acas.org.uk/index.aspx?articleid=2701</a>
Employment Law Update   Acas	<a href="http://www.acas.org.uk/index.aspx?articleid=3909">www.acas.org.uk/index.aspx?articleid=3909</a>
Evidence informed practice -The Learning Exchange   IRISS	<a href="http://lx.iriss.org.uk/category/learning-exchange-collections/evidence-informed-practice">http://lx.iriss.org.uk/category/learning-exchange-collections/evidence-informed-practice</a>
Giving feedback   MindTools.com	<a href="http://www.mindtools.com/pages/article/newTMM_98.htm">www.mindtools.com/pages/article/newTMM_98.htm</a>
Good practice at work   Acas	<a href="http://www.acas.org.uk/index.aspx?articleid=4664">www.acas.org.uk/index.aspx?articleid=4664</a>
Governance Framework for the Development of the Health and Social Care Support Worker role in Adult Services	<a href="http://www.ccwales.org.uk/governance-framework-for-health-and-social-care-support-worker/">www.ccwales.org.uk/governance-framework-for-health-and-social-care-support-worker/</a>
Health and Safety Executive's guidance on sensible risk assessment in care settings	<a href="http://www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm">www.hse.gov.uk/healthservices/sensible-risk-assessment-care-settings.htm</a>
Health and social care services (guidance on health and safety responsibilities in social care settings)	<a href="http://www.hse.gov.uk/healthservices/index.htm">www.hse.gov.uk/healthservices/index.htm</a>
How good are your management skills?   MindTools.com	<a href="http://www.mindtools.com/pages/article/newTMM_28.htm">www.mindtools.com/pages/article/newTMM_28.htm</a>
How to get feedback when you're the boss	<a href="https://hbr.org/2012/05/how-to-get-feedback-when-youre.html">https://hbr.org/2012/05/how-to-get-feedback-when-youre.html</a>
How to manage stress   Mind	<a href="http://www.mind.org.uk/information-support/tips-for-everyday-living/stress/">www.mind.org.uk/information-support/tips-for-everyday-living/stress/</a>
Identifying learning and development needs   CIPD	<a href="http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx">www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx</a>
Information Commissioners Office	<a href="https://ico.org.uk/for-organisations/">https://ico.org.uk/for-organisations/</a>
IRISS	<a href="http://www.iriss.org.uk/category/social-care/innovation">www.iriss.org.uk/category/social-care/innovation</a>
Lead and manage change within care services (SCDLMCA2)	<a href="http://www.ccwales.org.uk/edrms/130652/">www.ccwales.org.uk/edrms/130652/</a>
Learning library   SSIA	<a href="http://www.ssiacymru.org.uk/home.php?page_id=7027">www.ssiacymru.org.uk/home.php?page_id=7027</a>
Learning organisations - A self-assessment resource pack   SCIE	<a href="http://www.scie.org.uk/publications/learningorgs/index.asp">www.scie.org.uk/publications/learningorgs/index.asp</a>
Learning resource on reflective practice developed by the IRISS	<a href="http://content.iriss.org.uk/reflectivepractice/">http://content.iriss.org.uk/reflectivepractice/</a>

Manage and develop yourself and your workforce within care services (SCDLMCA1)	<a href="http://www.ccwales.org.uk/edrms/130646/">www.ccwales.org.uk/edrms/130646/</a>
Manage the allocation, progression and quality of work in care provision (SCDLMCA5)	<a href="http://www.ccwales.org.uk/edrms/130640/">www.ccwales.org.uk/edrms/130640/</a>
Manage systems, procedures and practice within care services for receiving, responding to and learning from compliments, concerns and complaints (SCDLMCE9)	<a href="http://www.cgymru.org.uk/edrms/130645/">http://www.cgymru.org.uk/edrms/130645/</a>
Manage the conduct and performance of workers in care services (SCDLMCE10)	<a href="http://www.ccwales.org.uk/edrms/130656/">www.ccwales.org.uk/edrms/130656/</a>
Social Care Induction Framework for Wales: Manager's Guidance	<a href="http://www.ccwales.org.uk/edrms/156703/">www.ccwales.org.uk/edrms/156703/</a>
Managing change   Acas	<a href="http://www.acas.org.uk/index.aspx?articleid=4669">www.acas.org.uk/index.aspx?articleid=4669</a>
Managing conflict at work   Acas	<a href="http://www.acas.org.uk/index.aspx?articleid=1218">www.acas.org.uk/index.aspx?articleid=1218</a>
More than Just Words....	<a href="http://www.wales.nhs.uk/sites3/page.cfm?orgid=415&amp;pid=64158">www.wales.nhs.uk/sites3/page.cfm?orgid=415&amp;pid=64158</a>
My home life	<a href="http://myhomelife.org.uk/">http://myhomelife.org.uk/</a>
National Outcomes Framework	<a href="http://gov.wales/topics/health/socialcare/well-being/?lang=en">http://gov.wales/topics/health/socialcare/well-being/?lang=en</a>
One Welsh Public Service	<a href="http://www.academiwales.org.uk/Content.aspx?SitePageContentID=3227&amp;SitePageID=434&amp;Mode=Eng">www.academiwales.org.uk/Content.aspx?SitePageContentID=3227&amp;SitePageID=434&amp;Mode=Eng</a>
Organisational change in social care   SCIE	<a href="http://www.scie.org.uk/publications/elearning/organisational-change-in-social-care/index.asp">www.scie.org.uk/publications/elearning/organisational-change-in-social-care/index.asp</a>
Our Inspections   CSSIW	<a href="http://cssiw.org.uk/providingacareservice/our-inspections/?lang=en">http://cssiw.org.uk/providingacareservice/our-inspections/?lang=en</a>
Participation Cymru	<a href="http://www.participationcymru.org.uk/">www.participationcymru.org.uk/</a>
People management   SCIE	<a href="http://www.scie.org.uk/workforce/peoplemanagement/index.asp">www.scie.org.uk/workforce/peoplemanagement/index.asp</a>
Performance management   ACAS	<a href="http://www.acas.org.uk/index.aspx?articleid=4668">www.acas.org.uk/index.aspx?articleid=4668</a>
Performance management   CIPD	<a href="http://www.cipd.co.uk/hr-resources/factsheets/performance-management-overview.aspx">www.cipd.co.uk/hr-resources/factsheets/performance-management-overview.aspx</a>
Planning and structuring effective meetings   SkillsYouNeed	<a href="http://www.skillsyouneed.com/ips/meetings.html">www.skillsyouneed.com/ips/meetings.html</a>
Public concern at work	<a href="http://www.pcaw.org.uk/">www.pcaw.org.uk/</a>
Quality in social care video   SCIE	<a href="http://www.scie.org.uk/socialcaretv/video-player.asp?v=whatisexcellence">www.scie.org.uk/socialcaretv/video-player.asp?v=whatisexcellence</a>
Raising concerns in the workplace   Older People's	<a href="http://www.olderpeoplewales.com/Libraries/Uploads/RaisingConcerns.sflb.ashx">www.olderpeoplewales.com/Libraries/Uploads/RaisingConcerns.sflb.ashx</a>

<b>Regulation and Inspection of Social Care (Wales) Act 2016</b>	<a href="http://gov.wales/topics/health/socialcare/regulation/?lang=en">http://gov.wales/topics/health/socialcare/regulation/?lang=en</a>
<b>Regulations and national minimum standards</b>	<a href="http://cssiw.org.uk/providingacareservice/regs-nms/?lang=en">http://cssiw.org.uk/providingacareservice/regs-nms/?lang=en</a>
<b>Research and resources   NSPCC</b>	<a href="http://www.nspcc.org.uk/services-and-resources/research-and-resources/">www.nspcc.org.uk/services-and-resources/research-and-resources/</a>
<b>Rights and responsibilities at work   Acas</b>	<a href="http://www.acas.org.uk/index.aspx?articleid=4663">www.acas.org.uk/index.aspx?articleid=4663</a>
<b>Running meetings   Businessballs.com</b>	<a href="http://www.businessballs.com/meetings.htm">www.businessballs.com/meetings.htm</a>
<b>Safer food, better business   Food Standards Agency</b>	<a href="http://www.food.gov.uk/business-industry/sfbb">www.food.gov.uk/business-industry/sfbb</a>
<b>SCIE: Co-production in social care</b>	<a href="http://www.scie.org.uk/publications/guides/guide51/what-is-coproduction/index.asp">www.scie.org.uk/publications/guides/guide51/what-is-coproduction/index.asp</a>
<b>SCIE Knowledge review 07: Improving the use of research in social care practice</b>	<a href="http://www.scie.org.uk/publications/knowledgereviews/kr07.asp">www.scie.org.uk/publications/knowledgereviews/kr07.asp</a>
<b>SCIE People management: Participation</b>	<a href="http://www.scie.org.uk/workforce/Peoplemanagement/participation/index.asp">www.scie.org.uk/workforce/Peoplemanagement/participation/index.asp</a>
<b>Social Care in Practice partnership</b>	<a href="http://www.ccwales.org.uk/social-care-in-partnership/">www.ccwales.org.uk/social-care-in-partnership/</a>
<b>Social Care Induction Framework for Wales</b>	<a href="http://www.ccwales.org.uk/resources-for-the-social-care-induction-framework/">www.ccwales.org.uk/resources-for-the-social-care-induction-framework/</a>
<b>Social Services and Well-being (Wales) Act 2014</b>	<a href="http://www.ccwales.org.uk/the-act/">www.ccwales.org.uk/the-act/</a>
<b>Stress   Acas</b>	<a href="http://www.acas.org.uk/index.aspx?articleid=1993">www.acas.org.uk/index.aspx?articleid=1993</a>
<b>Stress in the workplace   CIPD</b>	<a href="http://www.cipd.co.uk/hr-resources/factsheets/stress-mental-health-at-work.aspx">www.cipd.co.uk/hr-resources/factsheets/stress-mental-health-at-work.aspx</a>
<b>Stress Management   MindTools</b>	<a href="http://www.mindtools.com/pages/main/newMN_TCS.htm">www.mindtools.com/pages/main/newMN_TCS.htm</a>
<b>Succession planning factsheet   CIPD</b>	<a href="http://www.cipd.co.uk/hr-resources/factsheets/succession-planning.aspx">www.cipd.co.uk/hr-resources/factsheets/succession-planning.aspx</a>
<b>Team management skills   MindTools.com</b>	<a href="http://www.mindtools.com/pages/main/newMN_TMM.htm">www.mindtools.com/pages/main/newMN_TMM.htm</a>
<b>The handling of medicines in social care   Royal Pharmaceutical Society of Great Britain</b>	<a href="http://www.rpharms.com/support-pdfs/handling-medicines-socialcare-guidance.pdf">www.rpharms.com/support-pdfs/handling-medicines-socialcare-guidance.pdf</a>
<b>Think Local, Act Personal</b>	<a href="http://www.thinklocalactpersonal.org.uk/">www.thinklocalactpersonal.org.uk/</a>
<b>Time management techniques   Businessballs.com</b>	<a href="http://www.businessballs.com/timemanagement.htm">www.businessballs.com/timemanagement.htm</a>
<b>Time management tools   MindTools.com</b>	<a href="http://www.mindtools.com/pages/main/newMN_HTE.htm">www.mindtools.com/pages/main/newMN_HTE.htm</a>

Wales Policy and Procedures for the Protection of Vulnerable Adults from Abuse	<a href="http://www.ssiacymru.org.uk/home.php?page_id=8297">www.ssiacymru.org.uk/home.php?page_id=8297</a>
Welsh language skills in your workforce – using them effectively	<a href="http://www.ccwales.org.uk/edrms/155780/">www.ccwales.org.uk/edrms/155780/</a>
What to expect from an Inspection   CSSIW	<a href="http://cssiw.org.uk/providingacareservice/our-inspections/what-to-expect-from-an-inspection/?lang=en">http://cssiw.org.uk/providingacareservice/our-inspections/what-to-expect-from-an-inspection/?lang=en</a>
Whistleblowing: improving organisational practice   SCIE	<a href="http://www.scie.org.uk/socialcaretv/video-player.asp?v=improving-organisational-practice">www.scie.org.uk/socialcaretv/video-player.asp?v=improving-organisational-practice</a>
Work related stress   Health and Safety Executive	<a href="http://www.hse.gov.uk/stress/">www.hse.gov.uk/stress/</a>

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