# Sample progress log

**Induction Framework for Social Care Managers – Section 11: Lead and manage care and support for individuals living in care home settings**

| **Summary notes** | **Examples of evidence** | **Signature, role and date** |
| --- | --- | --- |
| Evidence needs to be cross-referenced with professional practice section | * Supervision notes 20/03/20, 06/05/20, 30/06/20, 01/08/20, 29/09/20 * Audit 2/07/20 * Probationary review 29/09/20 * GP protocols 22/05/20 * Personal plans – various * Welcome pack 25/08/20 * EOL policy 29/09/20 * Training attended – EOL Aug 2020 | *Mary Jones*  Mary Jones Regional Manager  3 Oct 2020 |

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| --- | --- | --- | --- |
| **Induction standards** | **How I have met this standard** | **Comments from the person signing to confirm the standard has been met** | **Date and signatures** |
| **You have knowledge and understanding of and are able to lead and manage:** | | | |
| Practice which complies to specific legislative and regulatory requirements, national policy guidance and standards for care home settings | I completed audit of home against the regs and statutory guidance for care homes. I picked out the main areas for improvement and have worked on an action plan with the staff team. There are a lot of improvements to be made but I have focused on the priority areas and linked this in to training for the team on the Senses framework. All personal plans are being reviewed.  I have developed a Welcome pack – as well as being a requirement set by the OPC, it is really important than new residents and their families know what they can expect from us. | See professional practice section, Julie has completed audit against regs and statutory guidance. Staff are now being supported to make a range of changes including approach to personal planning, identification of meaningful activities for residents. Staff asked to explore with individuals / families / friends activities which are important to them – stressed importance of focusing on future ambitions and not just the here and now.  Senses framework used for staff and residents to support relationship based care as opposed to task based care.  Welcome pack developed based on OPC requirements. | 23/09/20  *Julie James*  Julie James  *Hayley Evans* Hayley Evans (mentor) |
| Design and delivery of the service in a manner which supports person-centred practice and the well-being of individuals | See above, review of personal plans for all residents. | See above – audit and revised approach to personal planning. | 23/09/20  *Julie James*  Julie James  *Hayley Evans* Hayley Evans (mentor) |
| Practice which supports individuals and families to cope with change and transitions | Welcome pack developed to help and personal planning improved to include ‘what matters’ to the residents and input from families. | See above – Welcome pack. Now available as paper and digital copies. Pilot of allocation of key worker to residents underway – will support personal planning, health checks and family relationships. | 23/09/20  *Julie James*  Julie James  *Hayley Evans* Hayley Evans (mentor) |
| Practice which promotes the health and well-being of individuals | See notes re dietician and GP in professional practice section. I have also arranged update on supporting use of medication as a number of errors picked up in audit. | See professional practice section  Audit against RISCA completed. Building up relationships with other professionals (continence nurse, dietician, GP, practice nurse).  Medication update training arranged for all staff as medication errors identified. | 01/08/20  *Julie James*  Julie James  *Mary Jones*  Mary Jones |
| Support for Welsh language in the care home setting | No Welsh speaking residents at the moment but two Welsh speaking staff, I have asked them to champion Welsh language and they have introduced ‘Welsh word of the day’ for staff and residents. | Completed as part of audit and appointed Welsh Champions. | 23/09/20  *Julie James*  Julie James  *Hayley Evans* Hayley Evans (mentor) |
| Practice for palliative and end of life care in the care home setting | I attended a course with the Paul Satori foundation in August. They have given me a resource so I can cascade to the team.  Policy reviewed and revised with more clarity about advance planning and advance directives. | Attended refresher course on palliative and end of life care, has reviewed policy as a result and planned training to cascade to staff. | 29/09/20  *Julie James*  Julie James  *Mary Jones*  Mary Jones |

The content of qualification unit **531 Lead and manage care and support for individuals living in care home settings** has been used to develop these induction standards. The standards broadly align to the learning outcomes in the unit but some of the language has been adapted to help with a better flow for the Induction Framework.

You can use the detail in the unit under each learning outcome (**you understand** or **you are able to work in ways that**) as a steer for the type of evidence you would need to demonstrate. Please note, the Induction Framework is **not** a qualification in itself and would not be assessed in the same way.

## Learning outcome:

1. **Lead and manage practice that complies to specific legislative and regulatory requirements, national policy guidance and standards for care home settings**

## You understand:

1.1 **Specific requirements** for care home settings

1.2 The role of the Older People’s Commissioner in setting requirements for care home settings

1.3 The role, responsibilities and accountabilities of those involved in care home settings

1.4 **Research and theoretical frameworks** that influence the requirements for care home settings and support evidence-based practice

## You are able to work in ways that:

1.5 Implement systems, procedures and practicethat comply to specific requirements for care home settings

1.6 Use research and theoretical frameworks to inform and develop practice

**Specific requirements** would include:Regulation and Inspection of Social Care (Wales) Act 2016, The Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017 and the associated Statutory Guidance for Service Providers and Responsible Individuals on Meeting Service Standard Regulations for: Care Home Settings, Domiciliary Support Services, Secure Accommodation Services and Residential Family Care Services, national policy guidance and standards, requirements set by the Older People’s Commissioner for Wales.

**Research and theoretical frameworks –** on rights-based approaches, the importance of relationships for older people and relationship-based care, intergenerational relationships, participation and community connections, the impact of isolation and loneliness on the well-being of older people, transitions, separation and loss, the importance of valued roles and engagement in meaningful activities, the physical and psychological consequences for individuals if left for long periods without movement or stimulation, learned helplessness, the Senses Framework.

## Learning outcome:

2**. Lead the design and delivery of the service in a manner that supports person centred practice and the well-being of individuals**

## You understand:

2.1 The impact of **service design and delivery** on:

* Person centred practice
* Social inclusion
* Support for individuals to achieve positive outcomes
* Support for individuals to have full and valued lives

2.2 The importance of personal plans reflecting the future ambitions of individuals as well as their current care and support needs

2.3 The importance of the **physical environment** in supporting well-being

2.4 How routine and order can help individuals predict events and feel safe and in control but can also act against choice and control if rigid and inflexible

2.5 Legislation and policy guidance on the use of restrictive practices and restrictive interventions

2.6 The importance of ensuring that there are strategies in place to monitor, review and reduce restrictive practices and restrictive interventions

2.7 The importance of adopting positive approaches to reduce the use of restrictive practices and restrictive interventions

## You are able to work in ways that:

2.8 Embed a culture of dignity and respect within the home

2.9 Lead the development of a **physical environment** that supports the well-being of individuals

2.10 Ensure that personal plans reflect the future ambitions of individuals as well as current care and support needs

2.11 Monitor, review and evaluate the impact of the design and delivery of the service on person centred practice, inclusion and the way that individuals are supported to achieve positive outcomes

2.12 Lead the continual review and development of the service design and delivery to improve practice and support for the achievement of positive outcomes

2.13 Ensure that the use of all restrictive practices and restrictive interventions meet legislative requirements and policy guidance

2.14 Monitor, review and evaluate the use of restrictive practices and restrictive interventions and implement strategies to reduce these

**Service design and delivery** would include:staffing, routines, level of flexibility, structure, environment, physical location (proximity to community facilities), community connections.

**Physical environment** would include:indoor and outdoor environment, reflects the backgrounds, preferences and needs of individuals, enables individuals to personalise their private space and keep their possessions safe and secure, supports individuals to retain a sense of security, continuity and belonging, is stimulating and encourages engagement, social inclusion and active participation in meaningful activities, provides quiet spaces, facilitates the movement of individuals whilst keeping them safe, supports mobility and navigation, reduces the risk of falls, is welcoming, is decorated, furnished and maintained to a high standard, supports a positive dining experience, supports the inclusion of families.

## Learning outcome:

**3**. **Lead and manage practice that supports individuals and families to cope with change and transitions**

## You understand:

3.1 The purpose and contents of a welcome pack for individuals and their families

3.2 How to support smooth transitions for individuals moving into the care home setting

3.3 Strategies for managing transitions within the home and/or between the home and **other places**

## You are able to work in ways that:

3.4 Lead the use and development of strategies to support individuals and their families to cope with change and transitions

**Other places** would includehospital, both admission and discharge.

## Learning outcome:

**4**. **Lead and manage practice that promotes the health and well-being of individuals**

## You understand:

4.1 The range of health checks that individuals need and how to access support for these

4.2 How to ensure that workers are supported to develop the knowledge, understanding and skills needed to:

* support individuals with their **health and well-being needs**
* recognise when it is necessary to report concerns about individual’s health and wellbeing needs

4.3 How to implement strategies that support individuals to **manage their continence**

4.4 **Roles and responsibilities** for supporting individuals with pressure area care

4.5 Legislative and regulatory requirements, national policy and standards on the use of medication in care home settings

4.6 Systems and processes for the safe, ethical use of medication

4.7 The use of anti-psychotic medication and psychosocial interventions to reduce its use

4.8 The importance of ensuring regular reviews of medication and who needs to be involved in these

4.9 Responsibilities for reporting and investigating errors and safety issues related to the use of medication

4.10 The importance of having clear governance and agreed protocols for the delegation of health care tasks and activities

## You are able to work in ways that:

4.11 Implement systems, procedures and practice that ensure that individuals are supported

with their **health and well-being needs**

**Health and well-being needs** would include foot care, mouth care, management of continence, pressure

area care, the use of medication, nutrition and hydration, falls prevention, mobility, managing

pain and discomfort, health conditions commonly associated with aging, specific health

conditions individuals may have.

**Manage their continence** would includecontinence assessment, factors that can impact on continence,

interventions to improve continence, equipment and resources for continence management.

**Roles and responsibilities** would includeown responsibilities and those of other professionals including

assessment, safeguarding, monitoring and reporting on trends.

## Learning outcome

**5. Lead and manage support for the Welsh language in the care home setting**

## You understand:

5.1 Legislative and regulatory requirements, national policy and guidance for the Welsh language and the ‘Active Offer’ in the care home setting

5.2 The characteristics of services that provide an Active Offer

5.3 How to provide information bilingually

5.4 Practical ways of developing and promoting Welsh in the workplace

## You are able to work in ways that:

5.5 Implement systems, processes and practicethat support the ‘Active Offer’ and the development of Welsh in the workplace

## Learning outcome

**6. Lead and manage practice for palliative and end of life care in the care home setting**

## You understand:

6.1 Legislative and regulatory requirements, national policies and guidance for palliative and end of life care for individuals

## You are able to work in ways that:

6.2 Implement systems, processes and practicethat promote support for palliative and end of life care for individuals