

Unit 309: Quality service provision in health and care

Sample scheme of learning

This sample scheme of learning covers both classroom and workshop-based learning for Unit 309. It is based on three hours per session for 12 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans.

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning
- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

Unit 309: Quality service provision in health and care

Sample scheme of learning

Course/qualification: _____

Tutor's name: _____

Number of sessions: 12 Delivery hours: 36

Venue: _____ Group: _____

By the end of this unit, learners will need to:

- understand what quality health and care service is or should be
- investigate quality measures in health and care.

To enable learners to:

- define the meaning of the terms 'quality' and 'compliance' in relation to health and care practice
- explain how legislation provides the foundation for policies and procedures which aim to ensure quality services in health and care
- describe types of tools used for measuring quality
- identify two differing local providers of health and/or care, and investigate their last inspection reports
- evaluate how the outcomes of the reports might impact on the quality of care provided
- explain the procedures that should be followed in the event they identify poor quality service, either as a care practitioner or from someone in receipt of care.

Session 1: 'Quality' and 'compliance' in relation to care practice

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand what quality health and care service is or should be

Topic 1.1 Defining 'quality' and 'compliance'

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to complete a worksheet to show their understanding of some key terms (tutor to devise).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to brainstorm 'what does quality mean for individuals in receipt of care?' Record discussion points. Continue brainstorming to consider what compliance means. Think/pair/share activity: learners to consider what quality and compliance might mean for: <ul style="list-style-type: none"> individuals receiving care family, friends and advocates the learner's own personal perspective and/or experiences. Discuss ideas with larger group and record any new ideas from other pairs. Learners to engage in group discussion – what does quality and compliance mean for managers, care practitioners and other professionals? Learners to record how to meet compliance standards and how to identify strategies where there is a compliance shortfall. <p>Challenge focus: Learners could write an account indicating circumstances where health and care providers fail to meet the standards required.</p> <p>Independent learning: Learners to read the document 'Guidance about compliance' and make notes on key points. Learners to look at information from QCS and review ways to get fined by CQC (see links in Resources column).</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Guidance on compliance: http://www.cqc.org.uk/sites/default/files/documents/guidance_about_compliance_summary.pdf QCS: http://www.ukqcs.co.uk/ Ways to get fined by CQC: http://www.ukqcs.co.uk/useful-guides/7-ways-to-get-fined-by-the-care-quality-commission/ Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Facilitate discussion about terms and support sharing of knowledge to add to glossary. Use the worksheet to establish learner knowledge of correct terminology.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will understand the main points and ideas and how they are presented in a variety of texts.

ICT: Learners will use ICT-based sources of information.

British values: Learners will be able to acquire a broad general knowledge of and respect for public institutions and services in England when considering the terms 'quality' and 'compliance'.

Employability: Where learners have knowledge and understanding of factors of quality care, they will be able to be more effective practitioners in placement.

Session 2: Legislation, policies and procedures

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand what quality health and care service is or should be; and 2 – Investigate quality measures in health and care

Topic 1.2 How legislation provides for quality service

Topic 2.1 Current quality measures in health and care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to collect one example of a policy/procedure from their workplace to share with others. Compare these in class.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Tutor to prepare a presentation on the connection and differences in legislation, policy and procedures. 2. Learners to participate in a group discussion on the differences in the policy procedure documents collected from practice. 3. Learners to write their own policy and procedure documents, share and discuss. 4. Learners to work in groups to research and identify how one piece of legislation provides the foundation for policies and procedures in health and care. Groups to consider: <ul style="list-style-type: none"> • Care Quality Commission (CQC) regulation and inspection requirements • Social Care Institute for Excellence (SCIE) • Ofsted. <p>Challenge focus: Learners could assess how policies and procedures from the legislation inform staff practice and service provision.</p> <p>Independent learning: Reports can be found on the CQC, Ofsted and SCIE websites, linked in the Resources column.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Presentation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • CQC: http://www.cqc.org.uk/content/inspection-reports • Ofsted: http://reports.ofsted.gov.uk/ • SCIE: http://www.scie.org.uk/atoz/?page=1&seriesOrder=desc&f_az_series_name=Report • Interactive WB • Computers • Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Tutor to use presentation to introduce concepts of legislation policy and procedures. • Tutor to facilitate discussion and identification of examples. • Tutor to support learners to write their own policy and procedures.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will plan, draft and organise writing and present information in a logical sequence.

ICT: Learners will use ICT-based sources of information.

British values: Learners will come to appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety.

Employability: Learners will gain an understanding of their responsibility for following laws in practice.

Session 3: Tools used to measure quality in health and care practice

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand what quality health and care service is or should be

Topic 1.3 Measuring quality

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to collect four different policies from work placement.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Group work – learners to work in identified groups to research and collect information from different types of regulatory agencies (see links in Resources column): <ul style="list-style-type: none"> Group 1 to research the CQC guide for care providers and the areas on which providers are graded. Group 2 to research the most recent Ofsted inspection grading system and what is expected of providers. Group 3 to research Social Service Care Management reviews and what is expected of providers. Each group to design a poster to indicate what a health or care provider must do to meet quality standards. Group members to present poster to others and all learners to have the opportunity to ask questions. Learners to take part in discussion of findings and ways in which these tools support the quality of provision. <p>Challenge focus: Learners could research and write a short report on how links might be made between different aspects of the quality improvement process.</p> <p>Independent learning: Using the internet, learners to research the appropriate quality report for their current work placement and write a report that summarises the key points from the document.</p>	<p>Resources:</p> <ul style="list-style-type: none"> CQC guide: http://www.cqc.org.uk/sites/default/files/20150312%20Guidance%20on%20display%20of%20ratings%20FINAL.pdf School evaluation and improvement: https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/after-inspection/proposed-changes-to-the-inspection-of-2018good-and-outstanding-schools/ SCIE guide: http://www.scie.org.uk/publications/guides/guide08/monitoring.asp Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Tutor to use the pre-learning activity to assess learners' ability to identify benefits of policies used in practice.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will make significant contributions to discussion, taking a range of roles.

ICT: Learners will use search techniques to locate and select relevant information (eg online research and search engines with advanced techniques).

British values: Learners will develop their knowledge and understanding of the importance of measuring quality in the workplace and their contribution to the process.

Employability: Learners will gain an understanding of behaviour expectations in the workplace.

Session 4: Investigate one local provision governed by CQC

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Investigate quality measures in health and care

Topic 2.1 Current quality measures in health and care

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify two different local providers that they wish to investigate who are governed by CQC or Ofsted.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to conduct independent research using ICT to investigate the latest inspection reports of two chosen local providers. 2. Learners to highlight aspects identified as best practice and identify any recommendations for improvement shown in the reports. 3. Learners to produce an information booklet detailing this information. 4. Learners to share findings about good practice and recommendations for improvement. <p>Challenge focus: Learners could write an evaluative report on their findings. Tutor to advise on structure for this.</p> <p>Independent learning: Learners to research a recent report for a provider (see link in Resources column) which demonstrates excellence from that provider, and identify the factors reported, indicating what contributed to the setting reaching the highest standard.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • CQC reports: http://www.cqc.org.uk/content/inspection-reports • Interactive WB • Computers • Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Tutor to facilitate group research and creation of information booklets.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will read and summarise, succinctly, information and ideas from different sources when conducting independent research.

ICT: Learners will bring together different types of information from reports.

British values: Learners will come to appreciate that living under the rule of law protects individual citizens and is essential for their well-being and safety.

Employability: By understanding the role of a governing body, learners will know how to behave in practice and will come to appreciate the responsibilities of providers to individuals in receipt of care.

Session 5: Complaint records and audits**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand what quality health and care service is or should be**Topic 1.3** Measuring quality

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to obtain a copy of the complaints policy from their work placement and identify what they have to do when someone makes a complaint. The local authority in whose area the placement is will also have a system to help people make complaints about care services. Learners may want to look for it on their website (it may be referred to in the placement's policy).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Tutor to prepare a presentation that gives an overview of some key issues about complaints. 2. Learners to participate in a think/pair/share activity on how complaint records and feedback contribute to the quality process in an organisation. 3. Learners to consider what specialist support might be used for an individual with sensory impairment. 4. Learners to consider news articles (such as the one linked in the Resources column) regarding complaint – this one reports a formal complaint against NHS Highland. <p>Challenge focus: Learners could discuss complaint strategies that may need to be put in place in an organisation to enable all individuals to participate equally in the quality process.</p> <p>Independent learning: Learners to read information from a report published by the Parliamentary and Health Service Ombudsman, and identify what steps were taken to resolve the complaints shown in the report.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Presentation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • News article: https://www.pressandjournal.co.uk/fp/news/highlands/933309/expectant-mum-makes-formal-complaint-to-nhs-highland-over-caithness-maternity-situation/ • Ombudsman report: http://www.ombudsman.org.uk/_data/assets/pdf_file/0018/20682/The-NHS-hospital-complaints-system.-A-case-for-urgent-treatment-report_FINAL.pdf • Interactive WB • Computers • Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Tutor to use presentation to introduce ideas about complaints in health and care provision.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will use specific techniques to clarify and confirm understanding (eg asking questions) when receiving information as part of discussions.

ICT: Learners will use ICT-based communication.

British values: Learners will understand the importance of accepting responsibility for their own behaviour, and the importance of the procedures to promote quality care provision.

Employability: Learners will gain an understanding of individual roles and responsibilities in practice.

Session 6: Procedures in the event of poor quality service

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Investigate quality measures in health and care

Topic 2.2 Reporting poor quality measures

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research those organisations that are currently placed in special measures. Do they all have something in common?</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to use the CQC guide to special measures to prepare a poster that summarises what this means for providers. Learners could also use the Ofsted guidance for schools that are subject to special measures and other similar reports, and summarise in a short written account what this means for a provider. Learners to take part in group discussion to share information on procedures used in practice. Learners to take part in think/pair/share activity to consider the channels of escalation used in practice. Both internal and external channels should be considered. <p>Challenge focus: Learners could write a reflective account showing their understanding of the importance of using correct reporting and recording procedures and the consequences of not doing so.</p> <p>Independent learning: Learners to read the NMC guide to raising and escalating concerns (see link in Resources column).</p>	<p>Resources:</p> <ul style="list-style-type: none"> CQC guide: http://www.cqc.org.uk/sites/default/files/20150211_a_guide_to_special_measures_updated_Feb_2015.pdf Ofsted guidance: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/457224/Monitoring_inspections_of_schools_that_are_subject_to_special_measures_from_September_2012.pdf NMC guide: http://www.qub.ac.uk/elearning/media/Media_259945.en.pdf Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Use activity outputs to confirm understanding of the meaning of special measures. Tutor to facilitate discussion.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will be able to give a relevant cogent response using appropriate language as part of the discussion.

ICT: Learners will use ICT-based communication.

British values: Learners will gain an understanding of the quality measures, which will help them to appreciate the contribution of reporting and recording procedures to the well-being and safety of others.

Employability: Learners will gain an understanding of behaviour expectations in the workplace.

Session 7: Whistleblowing
Suggested Teaching Time: 3 hours
Learning Outcome: 2 – Investigate quality measures in health and care

Topic 2.2 Reporting poor quality measures

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read an article about whistleblowing such as the one linked in the Resources column, and summarise the key issues.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Tutor to prepare a presentation giving information on key aspects of whistleblowing. 2. Learners to use an article such as the one from Community Care (see Resources column) and extract information which offers reasons why many social workers and care professionals are reluctant to whistleblow. Discuss findings. 3. Learners to read information concerning several actual examples of whistleblowers, and identify the key points raised for each of them (tutor to source examples). 4. Learners to summarise this information and any other actual report examples to identify some common or special features that were reported. <p>Challenge focus: Learners could write a reflective account of why a care practitioner or someone in receipt of care might not participate in a whistleblowing activity.</p> <p>Independent learning: Learners to investigate the difficulties that mean some care practitioners or persons in receipt of care might choose not to whistleblow, or might be unable to do so.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Presentation (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> • Whistleblowing article: https://sharmilachowdhury.com/2016/02/10/press-release-from-dr-raj-mattus-legal-team/ • Community Care article: http://www.communitycare.co.uk/2012/10/24/social-workers-put-off-by-high-profile-whistleblowing-cases/ • Interactive WB • Computers • Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Tutor to use presentation to introduce some key concepts about whistleblowing. • Tutor to use example case studies to instigate discussion about actual examples of whistleblowing and the actions that followed.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will adapt their contributions during group discussion to suit the audience, purpose and situation.

ICT: Learners will refer to ICT-based sources of information.

British values: Learners will come to understand the importance of identifying and combatting discrimination.

Employability: Learners will gain an understanding of behaviour expectations in the workplace.

Session 8: Own responsibility for maintaining a quality service

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Investigate quality measures in health and care

Topic 2.2 Reporting poor quality measures

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify and write an account of an activity carried out in practice that contributes to the overall quality of the service provision in their work placement.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to create a mind map of all the ways that they contribute to the overall quality of provision in their work placement. Learners to complete a worksheet showing activities that comply with CIS and contribute to quality of provision in their work placement (tutor to devise). Learners to make a presentation to members of their peer group which illustrates how they have supported an individual to make choices and identify how this contributes to quality practice. Learners to ask questions of others and make notes to record ideas of good practice. Learners to write a reflective account of two occasions when they have learned a skill by observing or working with a professional that has contributed to their own development and contribution to quality of provision. <p>Challenge focus: Learners could choose a different standard from the Care Certificate and write an account of how they have contributed to meeting quality of provision.</p> <p>Independent Learning: Learners to watch the video from the RCN about dignity (see Resources column) and evaluate the key messages illustrated.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Care Certificate Standards: http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/The-Care-Certificate-Standards.pdf Dignity video: https://www.youtube.com/watch?v=eiyVloAhbH8 Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Use the worksheet to identify how workplace activities contribute to the maintenance of a quality service for the work placement provider. Evaluate learner presentations on supporting individuals with making choices.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will adapt their contributions during the presentation activity to suit the audience, purpose and situation.

ICT: Learners will refer to ICT-based sources of information.

British values: Learners will have a better understanding of how they can contribute positively to the individuals who are in receipt of care.

Employability: Learners will develop an understanding of the regulatory bodies that govern practice, enabling them to contribute effectively in the workplace.

Session 9: Staff induction and training**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand what quality health and care service is or should be**Topic 1.3** Measuring quality

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to complete worksheet to identify the purpose of initial induction activities (tutor to devise).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to work in small groups to identify, discuss and record on a mind map what should be included in a staff training programme for health and care staff. Learners to add to this information by identifying types of specialist training that staff may be expected to participate in, giving reasons for selection. Learners to watch the video from TV series <i>A Failure to Communicate</i> (see Resources column) and draw up a training plan to ensure that staff do not repeat the mistakes. Learners to research and write an account of how a planned programme of training supports quality practice. <p>Challenge focus: Learners could watch the staff induction video for St George's University Hospitals NHS Foundation Trust (see Resources column) and evaluate how this type of induction activity is useful to new staff.</p> <p>Independent learning: Learners to read the article from Community Care (see Resources column) that considers how staff training benefits service users. Learners to write an entry for the 'CareSpace' online community on this debate.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> <i>A Failure to Communicate</i>: https://www.youtube.com/watch?v=FayQ-vwVJbc St George's staff induction video: https://www.youtube.com/watch?v=39W-P4Ep9GI Community Care article: http://www.communitycare.co.uk/2011/04/15/more-staff-training-benefits-service-users-finds-study/ Interactive WB Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Use the worksheet to consider the purpose of initial induction activities. Tutor to facilitate discussion on completion of activity.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will make significant contributions to discussion, taking a range of roles. Learners will help to move discussion about staff training forward.

ICT: Learners will bring together different types of information, and present information in a logical sequence.

British values: Training will encourage learners to accept responsibility for their behaviour and show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Employability: Learners will develop an understanding of how to behave in practice, and will come to appreciate the requirements of providers to the individuals in receipt of care.

Session 10: Staff supervision and retention

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand what quality health and care service is or should be

Topic 1.3 Measuring quality

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read the article on ‘How supervision can help care workers improve their practice’ (see Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to watch the four videos from SCTV (see Resources column) about the importance of staff supervision. Learners to identify and discuss the points raised in each of the clips in turn and record ideas. Learners to complete an example of a staff supervision record and consider its usefulness in contributing to quality practice (tutor to devise a template for this activity). Learners to discuss how staff retention is important to quality care practice and continuity of service provision. <p>Challenge focus: Learners could explore the purpose of internal audits in the maintenance of quality care.</p> <p>Independent learning: Learners to look at information from SCIE (see Resources column) on effective supervision in a variety of settings.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Template for staff supervision record (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Pre-learning article: http://www.communitycare.co.uk/2013/02/18/how-supervision-can-help-care-workers-improve-their-practice/ SCTV videos: https://www.youtube.com/watch?v=KUDR2i0yCC0&index=1&list=PLxXjtx4-ZkqInSvYDjJ9YA8mMx_VBbyqP Interactive WB SCIE information: http://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision/ Computers Internet access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Tutor to facilitate discussion from Community Care article. Use activity template to identify the use of supervision records in contributing to quality care.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will adapt their contributions during group discussion to suit the audience, purpose and situation.

ICT: Learners will use search techniques to locate and select relevant information in the investigation tasks.

British values: Learners will have a better understanding of how they can contribute positively to the individuals who are in receipt of care.

Employability: Learners will gain an understanding of behaviour expectations in the workplace.

Session 11: Responsibility and quality care

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – investigate quality measures in health and care

Topic 2.2 Reporting poor quality measures

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read information about Performance and Quality Management and investigate the job roles available.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to read information about definitions of quality. Learners to work in groups to research and prepare a presentation on the responsibilities of management in maintaining a quality service. Learners to investigate different job descriptions of quality managers (see Resources column). Learners to analyse similarities and differences in the role of quality managers in meeting quality standards. <p>Challenge focus: Learners could write a Quality Management Statement for their work placement, giving information on the systems and procedures that are in place to support quality maintenance.</p> <p>Independent learning: Learners to research two local health or care providers' quality manuals using internet resources, and assess the content covered for similarities and differences.</p>	<p>Resources:</p> <ul style="list-style-type: none"> PQM job roles: https://www.healthcareers.nhs.uk/expl-ore-roles/general-management/performance-and-quality-management Job descriptions: https://www.prospects.ac.uk/job-profiles/quality-manager Interactive WB Computers Internet Access 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> Use definitions of quality to generate a discussion about what quality means. Tutor to ask questions and facilitate discussion and feedback.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will adapt their contributions during group discussion to suit the audience, purpose and situation.

ICT: Learners will use search techniques to locate and select relevant information in the investigation tasks.

British values: Learners will have a better understanding of how they can contribute positively to the individuals who are in receipt of care.

Employability: Learners will gain an understanding of behaviour expectations in the workplace.

Session 12: Support plans and resident meetings**Suggested Teaching Time:** 3 hours**Learning Outcome:** 2 – Investigate quality measures in health and care**Topic 1.3** Measuring quality

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read the 'It's My Life Guide' to resident meetings and identify the key ideas illustrated (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to work in groups to plan a role-play of a residents' meeting. 2. Learners to carry out the role-play, making sure that records of the meeting are kept. 3. Learners to evaluate the importance of this type of meeting in contributing to quality standards in a health or care setting. 4. Learners to discuss how residents' and relatives' involvement in their care contributes to quality practice. <p>Challenge focus: Learners could write an account of how staff may support all residents to participate in resident meetings, taking into account their differing needs.</p> <p>Independent learning: Learners to investigate the role of the Relatives and Residents Association in supporting quality provision.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • It's My Life Guide: http://www.brightpart.org/documents/BHPB/Other%20Documents/Resident%20Meeting%20Guide_Web.pdf • Relatives and Residents Association: http://www.relres.org/ • Interactive WB • Computers • Suitable meeting venue 	<p>Tutor to facilitate activity of choice and check learning.</p> <ul style="list-style-type: none"> • Facilitate role-play and discussion.

Opportunities to develop maths, English, ICT and wider skills:

English: Learners will adapt their contributions during role play and group discussion to suit the audience, purpose and situation.

ICT: Learners will use search techniques to locate and select relevant information in the investigation tasks.

British values: Learners will have a better understanding of how they can contribute positively to the individuals who are in receipt of care and encourage respect for other people, which is essential in care practice.

Employability: Learners will gain an understanding of behaviour expectations in the workplace.