# Sample progress log

**Induction Framework for Social Care Managers – Section 4: Professional Practice**

| **Summary notes** | **Examples of evidence**  | **Signature, role and date** |
| --- | --- | --- |
| Julie completed her Level 4 Step up to Management and then her Level 5 QCF qualification three years ago. She has experience as a deputy manager. We have completed the Induction Framework with this in mind, focusing on how she applies her knowledge and experience to her practice in her new role. | * 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
* Records and reports
* Qualification (QCF L5)
 | *Mary Jones* Mary Jones Regional Manager3 Oct 2020 |

| **Induction standards** | **How I have met this standard** | **Comments from the person signing to confirm the standard has been met** | **Date and signatures**  |
| --- | --- | --- | --- |
| **You understand:** |
| The role, responsibilities and accountabilities of health and social care managers | I have reflected on my role with my mentor and in my supervision sessions. We used my job description and person specification to focus on my responsibilities. There have been a number of areas where I have needed additional advice and support, generally I have been able to get this through talking things through with Hayley my mentor and through a local network of managers I have joined. There have been some issues related to the complex healthcare and nutrition needs of one resident – I had support from the lead dietician for these. | Supervision – Julie has demonstrated understanding of role and responsibilities against job description and person specification.Discussed areas of work where unsure how to proceed and Julie has accessed advice e.g. from dietician for individual supported. Advice cascaded to team and implementation monitored. | 3 October 2020*Julie James*Julie James*Mary Jones* Mary Jones |
| **You have knowledge and understanding of and are able to lead and manage:** |
| Ethical practice which recognises and values equality and diversity | I picked up on a number of issues with the way the team were working, in particular, the way they worked together and valued each other’s inputs. Although ‘tasks’ were completed, there was little enthusiasm for an inclusive approach. As part of my level 4 qualification, we learnt about the Senses Framework. I ran a workshop for the team and it has had a massive impact. Staff are now talking about ‘us’ collectively rather than ‘us’ (staff) and ‘them’ (residents). They understand the importance of having a sense of belonging for all. It has changed the whole atmosphere of the home! | Julie observed team performance and interactions and identified issues for some team members who seemed unsure of where they sat or belonged in the service. Although they were carrying out the functions of their roles, there seemed to be little enthusiasm or drive. Julie has introduced the Senses Framework to the team and ran a workshop on how this can be used to enhance practice. She has reported staff appear more motivated and there is more team cohesion.Positive feedback from staff team and individuals from probationary review.Julie has reflected on her own leadership qualities for probationary review and recognises need to ensure staff are fully involved in identifying changes which will improve practice and take responsibility for these rather than wading in and trying to change everything at once. | 01/08/20*Julie James*Julie James*Mary Jones* Mary Jones29/09/20*Julie James*Julie James*Mary Jones* Mary Jones |
| Effective partnership working | Staff reported issues in getting enough support from primary healthcare, especially the GP surgery. This has led to some residents not being treated effectively for minor ailments which then escalated into more serious health issues. I met with the GP to discuss how we could work together, the surgery had concerns that staff were not always clear when calling and the GP felt he had been called out several times when not needed. I agreed some protocols for referrals and delivered training on NEWS to the team with the practice nurse.This has helped make sure they have all the information needed before calling the surgery and are clear whether they need information, advice or an intervention from the nurse or GP. We also have a scheduled video call with the GP every Tuesday for updates about the residents and he carries out a video consultation at the same time if needed. | Julie has negotiated protocols for referrals to local GP and agreed roles and responsibilities of care home workers, practice nurse based at GP surgery and routine visits from GP.Julie delivered training to staff team in partnership with practice nurse on use of NEWS – this has improved relationship with GP practice and staff feel more confident when contacting them to seek advice or ask for assistance. | 01/08/20*Julie James*Julie James*Mary Jones* Mary Jones |
| Compliance with requirements for presenting, recording, reporting and storing information | We carry out home audits every three months, record keeping is part of that. All records comply to the requirements. | Copies of records checked to ensure they meet required standards as part of routine audit. | 03/10/20*Julie James*Julie James*Mary Jones* Mary Jones |
| **You are able to:** |
| Ensure own continuing professional development meets legislative requirements, standards and Codes of Conduct and Professional Practice | Being mentored by Hayley has been really helpful – she has been able to point me in the right direction many times! She suggested I join the Care Home Manager’s regional network, it helps to have contact with other managers – they share their experiences and we talk through issues together to find solutions.I have recently carried out an audit of the home against the regs and statutory guidance for care homes. As it was the first time for me to do this, Hayley walked me through the process. I will be asking staff to help with the next audit as I picked up a lot which needs improving and I would like to give them a bit more responsibility and ownership for improvements. | I have provided Julie with mentoring support for her induction period.Julie has joined regional network of care home managers and reflected on learning in supervision sessions.Julie has taken on responsibility for carrying out an audit of the service against the regs and statutory guidance for care home services and has developed a template setting out what the service needs to meet. Julie has developed her knowledge through reading the regs and statutory guidance and then discussing with her mentor. She will be asking different members of the team to complete different bits of the audit to keep them involved and help get buy in to any changes needed to improve the service – she wants them to own ideas and drive some of the changes needed. | 23/09/20*Julie James*Julie James*Hayley Evans*Hayley Evans (mentor)  |

The content of qualification unit **524 Professional Practice** 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. **Understand the role, responsibilities and accountabilities of health and social care managers**

## You understand:

1.1 Professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and Codes of Conduct and Professional Practice

1.2 Legislative, regulatory and organisational requirements related to Duty of Candour and the importance of being open and honest if things go wrong

1.3 Accountability for quality of own practice

1.4 The importance of recognising and adhering to the boundaries of own role and responsibilities

1.5 How and when to seek additional support in situations beyond own role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter

**Relevant legislative frameworks, standards and Codes of Conduct and Practice** could

include:

* Social Services and Well-being (Wales) Act 2014
* Regulation and Inspection of Social Care (Wales) Act 2016: associated regulations and
* statutory guidance
* Level 5 Leadership and Management of Health and Social Care: Practice Qualification Handbook 58
* National Minimum Standards
* Health and Care Standards Framework (2015)
* Code of Professional Practice for Social Care
* Code of Practice for Employers
* Practice Guidance (published by Social Care Wales).

## Learning outcome:

**2. Develop leadership skills and ethical practice that recognises and values equality and diversity**

## You are able to work in ways that:

2.1 Use **theories and frameworks** to reflect on and develop own leadership skills and qualities

2.2 Seek and use feedback on own leadership skills to improve practice

2.3 Reflect on the way that own practice:

* values, respects, promotes and celebrates diversity
* effectively challenges inequality
* promotes a culture that is fair, inclusive and anti-discriminatory
* upholds the profession of health and social care
* role models adherence to the Codes of Conduct and Professional Practice
* recognises and uses sensitively the power that comes from own role

**Theories and frameworks** Emotional Intelligence, Relationship Management, Transactional Analysis, Senses Framework, Motivation, Cultural Humility.

## Learning outcome:

3. **Ensure that own continuing professional development meets legislative requirements, standards and Codes of Conduct and Professional Practice**

## You are able to work in ways that:

3.1 Ensure own compliance with legislative requirements, standards and Codes of Conduct and Professional Practice for continuing professional development

3.2 Use relevant literature, research and reviews to ensure that practice is current and effective

3.3 Evaluate and routinely review own knowledge, understanding and skills against:

* relevant legislative requirements
* relevant standards and frameworks
* Codes of Conduct and Professional Practice
* evidence informed practice

to identify areas for improvement

3.4 Use development opportunities to improve knowledge, understanding and skills

**Development opportunities** may include a blend of educational programmes, training activities, mentoring, coaching, shadowing, induction, supervision, guided reading, research, action learning sets, peer group discussions.

## Learning outcome:

**4. Develop effective partnership working**

## You are able to work in ways that:

4.1 Build trust and confidence with partners recognising the roles, responsibilities, accountabilities and expertise of self and others

4.2 Apply the principles of ‘Positive Interdependence’ to support effective partnership working

4.3 Develop effective relationships with partners whilst maintaining clear professional boundaries

4.4 Take action to resolve challenges that arise from working in partnership

4.5 Adhere to agreed joint working and information sharing protocols

4.6 Continually promote the rights and well-being of individuals using the service provision with other professionals

**Positive interdependence** reflects cooperative relationships and effective communication, with open discussion where group members are willing to accept each other’s ideas (Social Interdependence Theory – Deutsch 1958, 2002).

## Learning outcome:

**5. Ensure compliance with requirements for presenting, recording, reporting and storing information**

## You understand:

5.1 The format and purpose of reports and sharing of information and how this should be presented

## You are able to work in ways that:

5.2 Implement systems, procedures and practicethat ensures compliance with recording, reporting and storage of information in the work setting

5.3 Ensure that own records and reports are:

* accurate
* dated
* objective
* understandable
* legible
* accessible
* reflect the views of individuals and families/carers
* recognise confidentiality
* demonstrate respect for individuals and families/carers
* do not stigmatise or reinforce negative perceptions of individuals
* differentiate between fact and opinion
* presented to those who need to make decisions or take actions
* stored, shared and retained in accordance with organisational policies, legal
* requirements and data protection

**Presented** in writing and verbally.

**Implement systems, procedures and practice** in accordance with legislative, regulatory and organisational contexts.