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# Manager induction standards

Standards for managers new in post in adult social care, including those managing their own support workers

2012 'Refreshed' web edition, with guidance and certificate

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“we help employers  
to manage their  
workforces”

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## ***Manager Induction Standards – Refreshed 2012 web edition***

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Skills for Care is grateful to all the organisations that have contributed to the 'refresh' of the Manager Induction Standards.

## Introduction

The Skills for Care adult social care Manager Induction Standards (MIS) were launched in 2008 and have been widely used in a great variety of ways. However, times are changing rapidly in social care and it is important that these standards remain fit for purpose. The launch of the new Qualifications and Credit Framework has been just one development in recent years in learning and development in social care. In addition we are seeing a significant change in the way social care services are provided with far greater emphasis on direct payments and person-centred support, or relationship-centred care. Thus it is timely to 'refresh' the Manager Induction Standards to ensure they still meet the needs of new and aspiring managers in social care.

The government's [Vision for Adult Social Care: Capable Communities and Active Citizens](#) (DH 2010) emphasises that delivering the vision will demand a capable and well-trained workforce. As a recommendation from the vision, Skills for Care published a sector-wide workforce development strategy, [Capable Confident Skilled](#) (SfC 2011a). This puts forward the ambition to ensure that a trained and competence cohort of experienced, new and aspiring managers are available to meet the demands of care-providing employers. The strategy recognises that:

"Registered managers are a key professional group of leaders...[and] are clearly pivotal in workforce development, and in ensuring the delivery of services underpinned by the principles of personalisation, protection, dignity and choice."

The 'vision' also gave the National Skills Academy for Social Care the responsibility for producing a leadership strategy for the sector. They said:

"We believe that adult social care deserves the best managers and leaders; people with imagination, determination and enthusiasm." (NSA 2011)

Skills for Care's own leadership and management products provide essential

tools for employers and individuals to use in providing this high quality leadership and management. In particular, [Providing Effective Supervision](#) (SfC 2007) has received much positive comment.

### Care Quality Commission (CQC)

The Essential Standards of Quality and Safety (CQC 2010) highlight the requirement to have effective managers in a service. Outcome 24a states, among other things:

"People who use services receive a service from a manager who has demonstrated that they:

- Are of good character as they are honest, reliable and trustworthy.
- Are physically and mentally able to do the job, with a plan of support, showing any reasonable adjustments, where necessary. This means the manager:
  - does not present a risk to people who use services because of any illness or medical condition they have
  - is not placed at risk by the work they will do because of any illness or medical condition they have.
- Have the qualifications, knowledge and experience to manage the regulated activity.
- Are appropriately skilled, including as a minimum:
  - effective communication skills to enable good communication with their staff and the people who use their service
  - basic management skills to ensure that the service is delivered to meet essential standards of quality and safety."

The Manager Induction Standards are the first step to equip new and aspiring managers to achieve these goals. If they are covered in depth as suggested in the guidance they will ensure that managers do develop the knowledge and understanding to help

them gain basic management and effective communication skills.

## **The value base**

The standards are based upon management practice which has person-centred support at its heart, with people who use services firmly in control and identifying what is personally important for the achievement of preferred outcomes. The standards emphasise relationship-centred care as the major approach.

Managers must develop and maintain services which are person-centred, seamless and proactive. They should support independence, not dependence, and allow everyone to enjoy a good quality of life, including the ability to contribute fully to their whole communities and neighbourhoods. They should treat people with respect and dignity and support them in overcoming barriers to inclusion. Services should be tailored to the cultural and ethnic needs of individuals, including their religious or similar beliefs, if any. They should focus on positive outcomes and wellbeing, and work proactively to include the most disadvantaged groups.

## **Relationship-centred care and business management**

Managers can achieve the aims of the value base most effectively by adopting a relationship-centred approach to both their workers and the social care provision. Person-centred support is dependent on the development and maintenance of positive relationships between the person using the service, their close relatives or friends, and care workers, with the person using the service always the central player. The manager is at the heart of creating this culture in the social care provision they lead. Through successfully connecting key relationships and creating a positive business culture, caring organisations can put the person's experience of care at the centre of how they measure success. The Manager Induction Standards explore the relationship aspects of management with people who use services

and their families, but also with workers (whether staff, agency or 'bank' workers, or volunteers).

## **Manager responsibility in a personalisation culture**

Personalisation has a huge impact on all of us in adult social care. Services need to respond to the drive to provide care which is individual and unique, which is delivered with dignity and respect and primarily is driven by the individual who is being supported.

“In the future, workforce development will be increasingly important in ensuring business sustainability. New delivery models will emerge and begin to compete in an increasingly diverse social care market. Maintaining business sustainability and developing new business opportunities will require new thinking, leadership, service innovation and employers' investment in a workforce that is capable of delivering as the market develops.” (SfC 2011a)

The Think Local, Act Personal partnership comprises over 30 national and umbrella organisations representing a broad interest in personalisation and community-based support. As a key member of the Think Local Act Personal Partnership, Skills for Care is committed to promoting the personalisation agenda “to ensure that people have better lives through more choice and control over the support they use.” (TLAP 2011)

The 'personalised' value base of the Manager Induction Standards supports social care managers to change any systems, processes, practices and cultures that get in the way of personalisation.

The standards also support the seven 'Common Core Principles to Support Self Care' (SfC/SfH 2008) that promote informed choices, effective communication and confidence, access to information, skills development, use of technology, support networks for care planning and evaluation, and supported risk management, for people caring for themselves. These core principles are a working out of the social model of care.

## Decision-making

Decision-making is a fundamental role for all managers. It is becoming increasingly apparent that managers need to make timely and clear decisions and communicate those decisions effectively to all involved. We live in rapidly changing times and social care is no exception. Managers face many different situations where decision-making is a key skill. It needs to be an informed process. The Manager Induction Standards (2012) enable new and aspiring managers to be more fully informed about matters that arise and allow them to consider potential outcomes for all concerned by providing underpinning knowledge on a wide range of aspects of managing social care.

## Managing risk

“Risk is no longer an excuse to limit people’s freedom.” (DH 2010)

Managers should fulfil their responsibility of ‘duty of care’. However, the right to self-determination should be at the heart of a reformed social care system and should be constrained only by the realities of finite resources and necessary levels of protection, which should be responsible but not risk averse.

“Personalised care is for everyone, but some people will need more support than others to make choices about how they live their lives. Everyone has the right to personalised care and as much choice and control as possible. As the pace of personalisation is picked up it is necessary to ensure that this includes the most vulnerable members of our society, including those who lack capacity. With effective personalisation comes the need to manage risk for people to make decisions as safely as possible. Making risks clear is crucial to empowering people who use services and carers, recognising people as ‘experts in their own lives’.” (W.Mids 2011)

To help with this, Skills for Care has published *Learning to live with risk* and *Keeping risk person-centred* materials, see Sfc 2011b.

## Who the standards are for

The standards are for all ‘new’ managers of adult social care—that’s those new to management and those new in post who have previously managed other care services. They are also intended for aspiring or potential managers, to help support their development, although evidence of having met some of the standards will require actual management experience.

The standards are intended to be used in a very wide range of settings—to include people who manage their own services and micro-employers, as well as small, medium and large organisations across the public, private and voluntary sectors.

Although these Manager Induction Standards are not mandatory in the same way as the Common Induction Standards, they are definitely a measure of good practice and we would highly recommend that new managers should normally have demonstrated all the knowledge requirements of the recommended core standards within six months of taking up a management role.

## Relation to Common Induction Standards

These Manager Induction Standards (MIS) refer specifically to the roles of managers in social care settings. They do **not** cover knowledge about how to practice in a general social care role. The 2010 Common Induction Standards (CIS) (Sfc 2010) contain this knowledge at induction level, describing what is needed to help workers to work safely and effectively. The CIS should be completed by all workers new in post in adult social care.

Usually, new managers come into post with previous experience of social care and therefore they have already been through the Common Induction Standards. However, **at the very least**, managers do need to consider the parts of the CIS that are workplace-specific (shown in bold in the CIS). Managers who are new to social care will find the Common Induction Standards as a whole extremely relevant for their breadth of understanding of social care work, which

is vital to leading a team to deliver good quality care. The MIS (2012) assume that the manager has all the information contained within the CIS (2010).

### Core and optional standards

During the MIS 'refresh' process it became apparent that the range of 'manager' roles in social care is very diverse, with managers operating at many different levels within small and large organisations and performing a great variety of functions. To this end the refreshed MIS have been developed to include some core and therefore recommended standards which Skills for Care sees as valid for all those operating in a manager role. In addition, the MIS include a small bank of optional standards which can be adopted by managers who have those particular aspects to their role or who have a particular interest in them. It is envisaged that this 'optional bank' could be added to at a later date if feedback suggests other areas that may be useful for inclusion.

### National Occupational Standards

The National Occupational Standards (NOS) for Leadership and Management for Care Services (LMC, first published 2008) are to be revised in 2012, after the publication of these MIS. For this reason we have not included a mapping to the 2008 NOS with this edition of the MIS as it will soon be out of date and could be misleading. When the new NOS are agreed, probably towards the end of 2012, we will then produce a mapping which will be available on our website in 2013.

### Social work

Social work managers exploring the Manager Induction Standards may find it helpful to consider the social work managers framework alongside these standards. *Social work manager development: a national framework to support the learning and development needs of frontline social work managers* is at [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) (under 'Social work'). It is a joint publication with the National Skills Academy for Social Care.

### Level 5 Diploma in Leadership in Health and Social Care

The level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services replaces and combines the level 4 Leadership and Management in Care Services NVQ and the level 4 Health and Social Care NVQs to offer a hybrid qualification. The level 4 Leadership and Management in Care Services NVQ had replaced the earlier NVQ4 Registered Manager's Award. Workers who have already undertaken these NVQs have got legitimate qualifications that demonstrate competence. These qualifications will continue to be recognised now that the new qualifications are in place, but they are not available for new registrations. There is no need to top up these qualifications to level 5.

The Manager Induction Standards (2012) are mapped to the level 5 diploma in Leadership in Health and Social Care where applicable. However, the MIS are mostly about understanding the roles and responsibilities of a manager and thus underpin the diploma units without correlating to them specifically. Consequently the detail of mapping is limited.

### Different editions of these standards

This is the free web download edition of the Manager Induction Standards (2012). In addition to this edition, Skills for Care has published a book of the standards, *Becoming the new manager*, which adds extensive guidance on how to use the standards for effective induction of new managers. *Becoming the new manager* is intended for:

- new managers themselves, and aspiring or potential new managers
- those who line manage new managers, or are mentors to them.

*Becoming the new manager* replaces both the 2008 MIS priced books (*The New Manager's Guide* and *The New Manager's Manager*) and is available as a print edition only from the Skills for Care bookshop website at [www.skillsforcarepublications.org.uk](http://www.skillsforcarepublications.org.uk)

# The core standards

## 1 Governance and accountability

This standard relates to the structure and governance of the organisation in which you work. It aims to ensure you understand your role and responsibilities within that structure. If you work in a small organisation you may relate this to the whole organisation. However, if you work for a large organisation it may be more helpful to have an overview of the whole company and where your particular workplace(s) fits in, but a more detailed understanding of the particular unit or workplace(s) in which you work and for which you have responsibilities.

The legislation that needs to be covered will vary according to your organisation and workplace(s). Your line manager or mentor will

need to alert you to the particular legislation that is key. In addition, you will need to understand any existing internal policies relevant to your responsibilities.

All workers have a duty to promote a safe environment for those who work there as well as for those they support. As a manager you will have additional key responsibilities and it is important that you understand fully what these are and how you need to carry them out. It is important to understand that the risk management process for health and safety processes is different from risk management for promoting person-centred care. This is explained further in standard 4.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

M1 Develop health and safety and risk management policies, procedures and practices in health and social care or children and young people's settings.

O1 Develop procedures and practices to respond to concerns and complaints

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
1.1 Understand the organisation in which you work	1.1.1 Outline the standards, policies and legislation relating to the organisation in which you work	
	1.1.2 Outline the governance mechanisms within your organisation	
	1.1.3 Identify the culture of your workplace(s) and its impact on people who use services and others	
	1.1.4 Outline any agreed ways of working to ensure consistency within the organisation	
1.2 Understand your role within the organisation	1.2.1 Identify your position of accountability within the governance structure of organisation	
	1.2.2. Describe your role and areas of responsibility within your organisation and workplace(s)	
	1.2.3 Define the areas where you will be expected to make decisions regarding your workplace(s)	

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
	1.2.4 Indicate the importance of acting in a professional manner within your workplace(s)	
1.3 Understand your role and responsibilities in promoting a safe environment	1.3.1 Define your role and responsibilities in leading others to comply with health and safety legislation	M1 LO1 AC 1.1 Explain the legislative framework for health, safety and risk management in the work setting  LO1 AC 1.2 Analyse how policies, procedures and practices in own setting meet health, safety and risk management requirements.
	1.3.2 Identify the importance of monitoring the safe use of all equipment in your workplace(s)	
	1.3.3 Identify the principles of risk management and how to follow risk assessment procedures, including knowing who needs to be informed	M1 LO2 Be able to implement and monitor compliance with health, safety and risk management requirements in health and social care or children and young people's settings  LO4 Be able to promote a culture where needs and risks are balanced with health and safety practice in health and social care or children and young people's settings
	1.3.4 Describe your role and responsibilities in leading others to comply with infection prevention and control	
	1.3.5 Describe your role and responsibility in keeping workers and people who you support safe in your workplace(s)	
1.4 Understand your role in relation to managing complaints within your workplace(s)	1.4.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints, including the role of the Local Government Ombudsman in your own area of work	O1 1.1 Identify the regulatory requirements, codes of practice and relevant guidance for managing concerns and complaints in own area of work
	1.4.2 Describe how information on how to raise concerns and make complaints can be made available in accessible formats	O1 2.4 Ensure information on how to raise concerns and make complaints is available in accessible formats  3.2 Ensure that others are informed about the procedure for raising concerns or making complaints



Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
	1.4.3 Describe how you might support individuals who might be reluctant to raise concerns and make complaints	O1 2.1 Explain why individuals might be reluctant to raise concerns and make complaints 2.2 Outline steps that can be taken to encourage individuals to raise concerns or complaints 3.1 Promote a person centred approach to addressing concerns and complaints
	1.4.4 Explain your role in supporting workers for whom you have responsibility to deal with concerns and complaints	O1 2.3 Work with others in the development of procedures to address concerns and complaints 3.2 Ensure that others are informed about the procedure for raising concerns or making complaints 3.4 Implement systems and procedures which address concerns and complaints and fully inform the complainant of the outcome within agreed time frames

## 2 Systems and processes to promote communication

Communication is a key aspect of social care work. This standard is about managing communication systems and processes. The basic understanding of communication with people you support is covered in the Common Induction Standards and therefore not repeated here. As a manager you will have responsibility for ensuring that information management systems are appropriate and effective for your workplace(s).

This will include a range of written processes for organisational purposes, for worker management and for providing support to the people who use your service. It may include information required for audit and registration purposes. Confidentiality is a key area for working in social care and needs to be taken seriously.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

SHC51 Use and develop systems that promote communication

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
2.1 Understand systems for information management	2.1.1 Describe the features and purpose of information management systems in your workplace(s)	4.2 Analyse the essential features of information sharing agreements within and between organisations
	2.1.2 Explain legal and ethical issues arising from the need to maintain confidentiality and to share information	4.1 Explain legal and ethical tensions between maintaining confidentiality and sharing information 4.3 Demonstrate use of information management systems that meet legal and ethical requirements
	2.1.3 Identify when systems are not supporting your role and alternative approaches need to be adopted	
2.2. Understand how communication systems and practices support positive outcomes for individuals	2.2.1 Describe your role and the role of others in ensuring effective communication systems	
	2.2.2 Explain the importance of effective reporting and recording systems in supporting individuals to achieve positive outcomes	

### 3 Partnership working and relationships

It is important that all social care organisations recognise the benefits of working with partners to enhance the support they offer. These may be other professionals or other organisations, but relatives and carers should also be seen as key partners in service provision. There will be existing partners with whom to maintain relationships but you may also identify new key partners with whom to engage.

Relationships and partnership working are two way processes and therefore it is important to take time to understand individuals, organisations or communities with whom you are building relationships. Internal and external relationships are the very foundation

on which the organisation can be successful or otherwise.

Care homes are communities in their own right. However, they are also part of wider communities and it is widely acknowledged that good links with their wider community can enhance the quality of life for those who are supported. Other social care organisations can also benefit by encouraging links with their local communities for people they support. The links will vary greatly, but it is the ultimate role of the manager to consider how these links might be most effectively made. It may be that they delegate responsibilities for different links to other workers.

#### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

M2a Understand partnership working

M2c Work in partnership in health and social care or children and young people's settings

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
3.1. Understand the context of partnership working	3.1.1 Identify the range of individuals, organisations and communities that can contribute to achieving positive outcomes for the people you support	
	3.1.2 Define the benefits of networking in building effective partnerships and relationships, including local communities for your organisation or workplace(s)	
	3.1.3 Identify the features of effective partnership working to deliver better outcomes for people you support	M2a 1.1 Identify the features of effective partnership working 1.3 Analyse how partnership working delivers better outcomes
	3.1.4 Define your role in managing external relationships in the context of partnership	
3.2 Understand the importance of managing relationships	3.2.1 Explain your role and responsibilities in managing internal relationships	M2c 2.1 Explain own role and responsibilities in working with colleagues
	3.2.2 Describe your role in managing challenges within relationships	

## 4 Using person-centred practice to achieve positive outcomes

Standard 7 of the Common Induction Standards gives an understanding of the value of working in a person-centred way with individuals you support. Working in a person-centred way with dignity and respect is essential to maintain quality of life for the people we support. Individuals must be given opportunities to express their needs, desires, preferences and wishes to be afforded a service that is personal to them. This is still possible even within larger organisations where a number of individuals are being supported in the same place. Social care workers need to be creative in finding solutions to provide a person-centred service which offers dignity in an environment where a number of people are being supported together.

This Manager Induction Standard looks at the relationships between outcomes-based practice and person-centred practice and how relationships shape this. As a manager you have the responsibility to lead and

support others to provide outcomes-based and person-centred support. You need to understand what that means in the context of relationships both within and outside your organisation. It is important that you know how to manage risk effectively rather than to become risk averse. You need to understand how risk assessments in the context of person-centred support differ from those for health and safety as outlined in standard 1.

Risk assessment for *health and safety* issues can be considered as a two-stage process. Stage 1 is risk identification and assessment and then stage 2 is risk management. Risk assessment and management for *person-centred support*, however, is a three-stage process. Stages 1 and 3 are as for health and safety, but there is an additional stage inserted between assessment and management, namely the offering of **choice** to the person being supported, to enable them to determine which risk is to be taken and how that is to be managed.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

M3 Manage health and social care practice to ensure positive outcomes for individuals

HSCM1 Lead person-centred practice

M1 Develop health and safety and risk management policies procedures and practices in health and social care or children and young people's settings

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
4.1 Understand the principles that underpin outcomes-based and person-centred practice	4.1.1 Explain why good practice must be both outcomes-based and person-centred and how relationships shape this	M3 1.1 Explain 'outcome based practice'
	4.1.2 Explain how outcomes-based practice can result in positive changes in individuals' lives	M3 1.2 Critically review approaches to outcome based practice
	4.1.3 Explain how person-centred practice can result in positive changes in individuals' lives	
	4.1.4 Indicate how compliance with legislation and policy helps to implement outcomes-based practice and person-centred practice in your workplace(s)	

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
4.2 Understand how to lead outcomes-based and person-centred practice	4.2.1 Define your role in leading others to implement person-centred and outcomes-based practice in the context of relationships	HSCM1 2.1 Support other to work with individuals to establish their history, preferences, wishes and needs
	4.2.2 Identify the need to develop a culture to enable the organisation to support individuals to achieve outcomes	M3 3.4 Develop a plan to ensure the workforce has the necessary training to recognise individual health care needs
	4.2.3 Explain the need to listen to the views of the people who use your service and to respond positively	
4.3 Understand positive risk-taking in the context of person-centred and outcomes-based practice	4.3.1 Define the values, principles and standards that need to be considered in developing a model risk-taking policy	
	4.3.2 Indicate how to support others to balance the individual's rights and choices with delivering duty of care	
	4.3.3 Define how to create and lead a culture that manages risk effectively rather than becoming risk averse	
	4.3.4 Identify how to evaluate your own practice in promoting a balanced approach to risk management	M1 4.3 Evaluate own practice in promoting a balanced approach to risk management

## 5 Team leadership and management

Leadership and management are two different concepts but are very much intertwined. Some would say that ‘management’ is what you do as a manager but ‘leadership’ is about how you do it. Leadership is just one facet of effective management.

Good leadership skills are really important in the management of any organisation. This standard covers the concept of understanding effective management. However, it is important that managers do take steps to ensure they develop appropriate effective leadership skills to help them in their management function.

As a manager you will need to ensure that you build and maintain an effective team around you. That team could be small and internal or it could be a wider group incorporating external members. Remember too that you may be a part of more than one team. For some teams you may have leadership responsibilities but for others you may not. Consider how this affects you for each team.

This standard concentrates on the worker teams in which you are involved or for which you have responsibility. However, it also asks you to consider how people you support and their families and carers could be considered as team members and what roles they could play and how you might support this.

This standard asks you also to consider some of the areas that are integral to creating a successful team which will ensure quality of life for the people you support. Team members need to feel supported and valued, and need to know that they work in a learning environment. It is your role as manager to create this environment. Teams operate in the context of effective and supportive relationships. This standard leads you to consider how you might develop these yourself but also how you might encourage others in this development.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People’s Services (England)

LM1a Understand how to manage a team

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
5.1. Understand the attributes of effective team leadership and management	5.1.1 Describe the key features of effective team leadership and how this needs to be appropriate to your own role and workplace(s)	1.1 Define the key features of effective team performance
	5.1.2 Describe the key features of effective team management	1.1 Define the key features of effective team performance
	5.1.3 Define different styles of leadership and management appropriate to your role and workplace(s)	5.1 Compare different styles of leadership and management
	5.1.4 Explain the importance of a shared vision within your worker team	3.1 Evaluate ways of promoting a shared vision within a team
	5.1.5 Describe how to promote an environment where worker teams are supported to learn from experience	4.3 Describe how systems and processes can be used to support a no blame culture

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
5.2 Understand how people you support and their families and carers may be important members of the operational team	5.2.1 Consider how people you support and their family and carers may be important members of an operational team	
	5.2.3 Describe different roles that people you support and their families and carers might take within the team	
	5.2.3 Outline areas of support people you support and their families and carers may need to be effective members of the team	
5.3 Know how to support team development	5.3.1 Identify methods of establishing trust and accountability within a team to build effective relationships	2.6 Compare methods of developing and establishing trust and accountability within a team
	5.3.2 Describe the importance of valuing each team member to build effective relationships	
	5.3.3. Define your role in encouraging sharing of skills and knowledge between team members to ensure each person is valued	3.2 Review approaches that encourage sharing of skills and knowledge between team members
	5.3.4 Describe how you might develop a shared approach to problem-solving for your organisation	
	5.3.5 Identify how to meet challenges to effective team performance within your workplace(s)	2.2 Identify barriers to success and how these can be overcome 2.5 Evaluate methods of dealing with conflict within a team

## 6 Managing resources

Resource management is an important aspect of management in social care, though often not considered until there are difficulties and limitations in the available resources. For example, managers need to consider how they cover staffing emergencies in order to ensure they have sufficient workers of the right kind to continue to deliver the service, preferably before the emergency happens. Another aspect of managing resources needs to be around sustainability. Everyone has a responsibility to take these issues seriously for the sake of the organisation and the service provided and a manager can both lead and support this process.

Recruiting enough workers of the right quality is a very important aspect of being manager.

Retaining them is vital. Recruitment can be an expensive and disruptive process, and for most organisations their largest investment is their workforce. It is worth getting it right.

If your role does include a responsibility for finance or contracting you will need to see this area in relation to both finance and contract management. Although there are many managers who do not have responsibility for managing finances or contracts, it is important that all managers know about the financial governance within their organisation to some degree. The units within the level 5 diploma in leadership in health and social care will allow you to demonstrate a deeper understanding and competence in the area of managing finance and contracts.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

E8 Manage physical resources

042 Manage finance within own area of responsibility in health & social care or children and young people's setting

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
6.1 Understand your responsibility for resource management	6.1.1 List a range of resources for which you have responsibility	E8 1.3 Identify resource requirements for own area of responsibility
	6.1.2 Explain the importance of using sustainable resources and your role in promoting this in your workplace(s)	E8 3.1 Explain the importance of using sustainable resources
	6.1.3 Describe how to order / acquire resources in known area of responsibility	E8 2.4 Explain how to order and acquire resources in your own area of work responsibility
	6.1.4 Indicate the importance of identifying priority areas for resource allocation in your own area of responsibility	042 2.4 Work with others to prioritise budget allocation in own area of responsibility
6.2 Understand finance management in your own workplace(s) or organisation	6.2.1 Outline your own responsibility and accountability in financial management	042 1.3 Outline the roles, responsibilities and accountability of all those involved in financial management of the budget for own work setting
	6.2.2 Describe the finance management systems within your own workplace(s) / organisation	
	6.2.3 Outline sources of funding that are used to construct the budget in your own area of responsibility	



Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
6.3 Understand workforce allocation in relation to resource management	6.3.1 Describe the relationship between the workforce structure and service outcomes	
	6.3.2 Explain how to manage appropriate staffing in a fluid environment or situation	
6.4 Understand the importance of effective recruitment and retention policies	6.4.1 Describe the importance of effective recruitment and selection of workers in resource management	
	6.4.2 Describe the importance of ensuring employment practices are free from discrimination and harassment in your service	
	6.4.3 Identify induction requirements for the workers for whom you have responsibility	
	6.4.4 Describe the impact of effective professional development on recruitment and retention issues	

## 7 Equality, diversity and inclusion

Standard 4 of the Common Induction Standards recognises the value and importance of equality and inclusion including legislation about equality and diversity and how to provide support that includes everyone and respects their beliefs, culture, values and preferences. This standard asks you to demonstrate your understanding of how to lead and support others in equality and diversity issues.

You will need to understand your role in developing and maintaining an environment

where others around you understand and appreciate the importance of equality and diversity issues and feel able to challenge discriminatory practices. This applies to both workers and the people you support.

Key legislation in this area is the Equality Act 2010 with its 'protected characteristics' and, if appropriate, the related Public Sector Equality Duty (PSED).

See [www.equalityhumanrights.com](http://www.equalityhumanrights.com) ('Advice & Guidance' tab).

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

SHC53 Champion equality, diversity and inclusion

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
7.1. Understand diversity, equality and inclusion in your own area of responsibility	7.1.1 Explain models of practice that underpin equality, diversity and inclusion in your own area of responsibility	1.1 Explain models of practice that underpin equality, diversity and inclusion in own area of responsibility
	7.1.2 Outline the potential effects of barriers to equality and inclusion in your own area of responsibility	1.2 Analyse the potential effects of barriers to equality and inclusion in own area of responsibility
	7.1.3 Outline the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in your own area of responsibility	1.3 Analyse the impact of legislation and policy initiatives on the promotion of equality, diversity and inclusion in own area of responsibility 3.2 Evaluate the effectiveness of systems and processes in promoting equality, diversity and inclusion in own area of responsibility
7.2. Be able to champion diversity, equality and inclusion	7.2.1 Define your own role in providing others with information about: <ul style="list-style-type: none"> <li>the effects of discrimination</li> <li>the impact of inclusion</li> <li>the value of diversity</li> </ul>	2.1 Promote equality, diversity and inclusion in policy and practice 2.3 Provide others with information about: <ul style="list-style-type: none"> <li>the effects of discrimination</li> <li>the impact of inclusion</li> <li>the value of diversity</li> </ul>
	7.2.2 Define your role in supporting others to challenge discrimination and exclusion	2.4 Support others to challenge discrimination and exclusion

## 8 Safeguarding and protection

Standard 6 of the Common Induction Standards recognises the vital role of safeguarding individuals with whom you work. It includes an understanding of the main types of abuse, signs and symptoms, and factors that contribute to an individual being vulnerable to abuse. In addition it covers the requirement to know how you must respond to any suspected abuse. The Manager Induction Standard develops that awareness to a deeper understanding of your own responsibility to lead and manage others to safeguard individuals who you support.

In this standard you will need to demonstrate your knowledge of how to manage and develop a whole service that promotes risk awareness and effective risk management rather than one that is risk averse. All people who work in social care have a responsibility to ensure the safety of any children and young people who may come into contact with their service even if the service is adult focused. As a manager you need to understand your responsibility to support others to do this.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

P1 Safeguarding and protection of vulnerable adults

P5 Understand safeguarding of children and young people for those working in the adult sector

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
8.1. Understand your role in promoting the protection of vulnerable adults	8.1.1 Define your role in providing information to others on: <ul style="list-style-type: none"> <li>indicators of abuse</li> <li>measures that can be taken to avoid abuse taking place</li> <li>steps that need to be taken in the case of suspected or alleged abuse</li> </ul>	P1 2.2 Provide information to others on: <ul style="list-style-type: none"> <li>indicators of abuse</li> <li>measures that can be taken to avoid abuse taking place</li> <li>steps that need to be taken in the case of suspected or alleged abuse</li> </ul>
	8.1.2 Describe the importance of the balance between respecting confidentiality and ensuring protection and wellbeing	
	8.1.3 Identify how to promote service provision that supports vulnerable adults to assess risks and make informed choices	P1 2.1 Promote service provision that supports vulnerable adults to assess risks and make informed choices
8.2. Understand your own responsibility to respond to suspected or alleged abuse of children and young people while working with adults	8.2.1. Explain why everyone has a responsibility to act on concerns about the abuse of a child or young person	
	8.2.2 Explain the actions to take if: <ul style="list-style-type: none"> <li>there are concerns that a child or young person is being abused</li> <li>a child or young person alleges that they are being abused</li> </ul>	P5 2.2. Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting

## 9 Professional development

This standard is important to consider if you have responsibility for professional development, including supervision and performance management processes within your organisation or workplace(s). It is recognised that some managers do not carry this responsibility so this standard is not listed as a core recommended standard.

Standard 2 of the Common Induction Standards recognises the value of learning and development and reflective practice for improving your skills and improving the quality of service you provide. It also expects you to know how to gain support for your own personal development plan to ensure continuing professional development. This Manager Induction Standard develops that understanding to working with and supporting

others in their professional development. It includes knowledge of effective supervision practice and how this can be embraced within the organisation's performance management processes where they exist.

It is recognised that as a manager you are going to need to understand this standard from two different perspectives: that of being supervisor or mentor or leader and that of being the supervisee or learner. It is important that you take steps to develop your own continuing professional development according to your development needs as well as supporting others for whom you are responsible. You should therefore consider each of these knowledge statements from both angles.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

SHC 52 Promote professional development

LM2a Understanding professional supervision practice

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
9.1 Understand professional development	9.1.1 Define your responsibility for identifying and ensuring learning	SHC 52 1.1 Explain the importance of continually improving knowledge and practice
	9.1.2 Outline potential challenges and constraints to professional development	SHC 52 1.2 Analyse potential barriers to professional development
	9.1.3 Indicate the importance of a professional development plan	SHC 52 3.2 Produce a plan for own professional development, using an appropriate source of support
	9.1.4 Explain how to select learning opportunities to meet development objectives and reflect personal learning style	SHC 52 3.1 Select learning opportunities to meet development objectives and reflect personal learning style
9.2 Understand your role in developing appropriate literacy and numeracy skills	9.2.1 Identify the importance of literacy and numeracy skills in the range of roles in social care including your own	

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
	9.2.2 Explain how to assist others to assess their literacy and numeracy skills in relation to their work	
	9.2.3 Identify how to access support to develop literacy and numeracy skills for yourself and others you line manage	
9.3 Understand the context of support and guidance	9.3.1 Outline different methods of support and guidance indicating their possible application	
	9.3.2. Explain key principles of effective support and supervision	LM2a 2.1 Explain key principles of effective professional supervision
	9.3.3 Describe the importance of accessing appropriate support and supervision	
	9.3.4 Describe how equal participation can be managed within support and supervision	LM2a 3.1 Analyse the concept of anti-oppressive practice in professional supervision
9.4 Understand your role in performance management	9.4.1 Define your organisation's formal and informal processes for managing performance	LM2a 4.2 Explain the performance management cycle
	9.4.2 Describe your role in addressing conduct and performance issues	

## 10 Change and growth

This standard explores the area of change and growth for the business in which you work. It is recognised that some managers have no responsibility for determining change and growth, but if change is happening in your organisation you will need to equip your workers to work with that change and to adapt to the new situation, even if you have not been involved in determining what changes should occur.

The social care sector is constantly changing and it is important that businesses of all sizes adapt to market changes, whether caused by economic conditions or the redesign

of services to meet changing needs and requirements of the people being supported. These changes can be major or relatively minor, but an understanding of managing change and change control will be helpful to any manager who has to lead their workers in a change process. This standard introduces the concept of change management, which can be explored further in the level 5 diploma units identified. The standard also considers the market in which the organisation operates, asking you to consider the effectiveness of the service in the current market to ensure sustainability of the organisation.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

040 Facilitate change in health and social care or children and young people's settings

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
10.1 Understand the principles of effective change management	10.1.1 Identify the changing nature of adult social care and the impact of current developments on your role as a manager	
	10.1.2 Describe the importance of working with others in the effectiveness of managing change processes	2.3 Enable others to express views about proposed change 2.4 Agree with others the changes that need to be made
10.2 Understand the wider market of social care provision in relation to your workplace(s)	10.2.1 Describe the relationship between the current market and service provision within your workplace(s)	
	10.2.2 Describe the importance of promoting changes in service provision	
10.3 Understand ways to develop and increase your business that will be sustainable	10.3.1 Describe how to work with others to identify innovative ways of growth in your workplace(s)	
	10.3.2 Identify ways of sustaining any growth or changes in your market provision	

## 11 Managing business

In recognition that social care organisations are necessarily becoming more business-focused, this standard assists a new manager to consider elements of the 'whole business'. The manager may have some organisation-wide responsibility or may need simply to understand the way wider business elements impact on their own responsibility.

You are asked to identify wider areas of the organisation and to demonstrate your understanding of strategic responsibilities. There is a growing need for managers to think strategically in order to lead their workers more effectively. It is important that new managers begin to develop strategic thinking at an early stage in their role.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

Not linked to any current L5 diploma units

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
11.1 Understand your role in managing the business	11.1.1 Describe your role in ensuring the effective running of the 'whole business'	
	11.1.2 Explain your role in the operational management of the business	
11.2 Understand your role in the strategic management of your business	11.2.1 Identify strategic responsibilities that you hold within the organisation	
	11.2.2. Identify sources of support for your strategic role	
	11.2.3 Explain the link between operations management and strategic planning in your role	
	11.2.4 Identify partners that need to be involved in the strategic management of the business	

## 12 Ensuring quality

All managers are involved in some element of quality assurance to some degree or another. This standard links to the need for the organisation to complete the Provider Compliance Assessment for the Care Quality Commission. It is important that feedback is gathered sensitively for people you support, their families and carers, workers within your organisation and professionals and partners from outside your organisation. Listening to this feedback and demonstrating a response to comments made will support future development of the service you provide and will help ensure quality.

Managers need to be able to understand how they can create a culture that welcomes comment, both favourable and adverse, and to understand the need to encourage their workers to develop skills in requesting and responding in sometimes difficult situations. Two different elements of quality are considered in this standard. The first is about the quality of the service delivery and the second is about the quality of life for the people you support. Positive outcomes are those that lead to a high quality of life for the individuals, their families and carers and a quality working environment for your workers.

### Links to Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England)

O43 Manage quality in health and social care or children and young people's setting

Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
12.1 Understand requirements for continuous quality improvement within your organisation or work workplace(s)	12.1.1 Outline key features in managing the quality of the business	1.1 Analyse how legislative and regulatory frameworks inform quality standards that apply to the work setting
	12.1.2 Explain the meaning of continuous improvement for your organisation	
	12.1.3 Define your own responsibility in the management of continuous improvement for your organisation	
	12.1.4 Describe how you capture evidence to demonstrate quality	
	12.1.5 Outline how you could develop a culture of responsibility for quality assurance among your workers	<p>2.1 Work with team members and others to:</p> <ul style="list-style-type: none"> <li>▪ agree quality standards for the service</li> <li>▪ select indicators to measure agreed standards</li> <li>▪ identify controls to support the achievement of agreed standards</li> </ul> <p>2.3 Support team members to carry out their roles in implementing quality controls</p>



Main area	Knowledge requirement	Links to level 5 diploma assessment criteria
12.2 Understand the importance of quality management in ensuring positive outcomes for people who use your service	12.2.1 Explain what 'quality' might mean in your organisation for the people who use your service	1.2 Analyse how quality standards influence positive outcomes for individuals
	12.2.2 Identify ways in which quality improvement can be measured	1.3 Evaluate a range of methods that can be used to measure the achievement of quality standards  2.2 Develop systems and processes to measure achievement of quality standards
	12.2.3 Explain the importance of engaging with people you support and their carers and relatives in the quality assurance process	3.3 Work with others to identify: <ul style="list-style-type: none"> <li>▪ areas of best practice</li> <li>▪ areas for improvement</li> </ul>

# Certificate of successful completion

Name:	
Management role:	
Employer / principal workplace:	

I certify that the above named has successfully met all the outcomes in the adult social care core Manager Induction Standards (2012 'Refreshed' edition). In particular I confirm that:

- An induction plan was agreed and has been followed through to completion.
- Except as below, I have directly assessed the individual's knowledge, skills and understanding and am satisfied that they meet or exceed that required in the standards.
- I have also reviewed any written evidence provided, witnessed or signed off by others and am satisfied with its authenticity and adequacy.
- A continuing personal development plan has been agreed as part of the induction process and there is a written commitment to implement this.
- Other role-specific induction requirements not covered by the standards have been addressed.

Induction process dates:	Started:	Completed:
MIS optional units included:		
Types of learning included in induction programme:		
Signed:		
Signatory's name:		
Date:		
Relationship to inductee:		
Organisation/role (as appropriate):		
Contact address:		

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