Housing Learning & Improvement Network

Extra Care Housing Training & Workforce Competencies

Executive Summary

This report outlines a researched set of competencies which local authorities, registered social landlords (RSLs), voluntary and independent sector providers of Extra Care Housing (ECH) may wish to use in defining the tasks and duties of scheme managers. The full report is also available on the Housing LIN website under the section entitled Other Reports and Guidance.

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The Health and Social Care Change Agent Team (CAT) was created by the Department of Health to improve hospital and social care associated arrangements. The Housing Learning & Improvement Network, a section of the CAT in the newly formed Care Services Improvement Partnership, is devoted to housing based models of care and support for adults.

DH) Department of Health

Care Services Improvement Partnership **CSIP**

Introduction

This document outlines a researched set of competencies which local authorities, registered social landlords (RSLs), voluntary and independent sector providers of extra care housing (ECH) may wish to use in defining the tasks and duties of scheme managers. It is based on a three month research project commissioned by the Department of Health Change Agent Team Housing Learning & Improvement Network and undertaken by the Institute of Public Care at Oxford Brookes University. The full report is obtainable on the Housing LIN website under the section entitled Other Reports and Guidance.

Employing bodies might wish to use the competencies grid in the centre pages to:

- Define job descriptions.
- Evaluate candidates on interview.
- Provide a framework for considering training needs.
- Help to direct the development of further courses and qualifications for ECH managers.

General conclusions from the project

Given that Extra Care Housing is a growing and developing area and one where there are a variety of views about the future role and positioning of this type of provision it is of little surprise that there is not yet a clear view of what training and development is appropriate for extra care housing managers. Key questions discussed within this project included:

- Should extra care housing always be viewed as a home for life?
- What background and past experience is it essential or desirable that an ECH manager should bring to their post?
- Is the ECH scheme manager role an amalgam of a number of functions for which there is already established training or is this a new discipline that requires unique and specialist training? At what level should training be 'pitched' and does the current NVQ system meet this?
- How do we balance front line tasks such as managing staff rotas with activities such as managing depression amongst occupants or designing buildings where the views of ECH managers may be sought as part of a project team.
- Where schemes have, or aim to recruit, a number of people with dementia how much specialist training should this require?

Whilst the study raised a number of questions to which answers will no doubt emerge over time, some of the responses do give clarity now to the task ahead: For example: It is clear that extra care schemes are influenced by three key factors:

- The ethos that provider organisations ascribe to extra care.
- The purpose or goals that a provider organisation wants a scheme to achieve.
- The background that a manger brings.

Domain 1 A Barrier free environment		
Category	**Outcomes to be achieved**	**Key skills for ECH managers**
A home for life	Accommodation in which both the physical environment and the arrangements for the delivery of care and support enable people to remain at home until the end of life.	Housing /Estates management and lettings, licence or tenancy agreements The management of waiting lists and referral systems Setting up contracts with tenants, leaseholders or owners Skills in negotiating with other professionals, eg architects Basic knowledge of designing for all groups of older people Assistive Technology, availability, assessment methods and ethical issues Skills in promoting and explaining a scheme to visitors Health and safety /fire regulations Understanding the contribution of aids and adaptations to independent living Managing and planning repairs and maintenance
One's own front door	Security of tenure: the right to refuse entry to visitors, the right to return home after a hospital inpatient stay.	
High quality buildings	Scheme design should incorporate the best practice principles of designing for older people and people with sensory and cognitive impairments, thereby maximising independence.	
Security and Safety	Freedom from the fear of, and the actuality of, crime, and abuse. Able to maximise mobility and utilisation of all aspects of a dwelling/scheme.	
Domain 2 Care and Support		
An alternative to residential care	The provision of non-institutional care delivered in ordinary life settings, which fosters independence, choice and control for residents.	Understanding the causes of dependence Focusing on improving the quality of life for older people A person centred approach to working with people Advocacy Promoting care by families and friends in ECH Bereavement counselling Working in partnership with other agencies on behalf of tenants /owners Basic understanding of medication for and management of particular conditions, eg, dementia, stroke and diabetes Understanding anxiety and depression Risk analysis and management. Recognising when older people do / do not need additional support and help Understanding eligibility criteria, allocation, assessment, care and support planning Rehabilitation and reablement– encouraging tenants to adopt and discover new skills. The role of prevention in the care of older people, including the role of dental and podiatry services The provision of activity based care Understanding welfare benefits Understanding the role and potential of intermediate care Protection of adults from abuse and the duty of care Understanding the physical, psychological, social, emotional, cultural and spiritual needs of residents Understanding how Supporting People, Direct Payments and Fairer Charging policies and practices work. Understanding relevant legislation, registration and accreditation Customer care skills
An adequate income	Residents are financially autonomous and exercise choice over how their income is spent.	
Choice and control	A person centred service that enables older people to live the life they choose.	
A person centred service	The delivery of services which are sufficient and appropriate to meet the needs of ECH residents, their carers, and the wider communities.	

Domain 3 Facilities		
Category	**Outcomes to be achieved**	**Key skills for ECH managers**
Facilities designed to promote independence	Housing which has all the facilities necessary to enable people to remain at home until the end of life.	Management and maintenance of communal facilities for the benefit of tenants/owners, the local community, and the provider Management and maintenance of communal laundries and bathing arrangements
Facilities designed to promote choice and ordinary life	The proximity of services such as a restaurant, pharmacy or post office which enable residents to manage their daily affairs as independently as possible.	Management of catering facilities Managing budgets
Domain 4: Community		
A balanced community	A real community, including mixed tenures and mixed abilities.	Community liaison and development Managing anti-social and challenging behaviours
A resource for use both by scheme residents and local people	A resource which is permeable to the wider community and benefits from the variety of provision available to all citizens.	Promoting equality and diversity of employment Managing relationships with neighbours and the wider community Community consultation and empowerment – encouraging, listening to and responding to the views of older people Using different forms of communication with individuals and groups. Skills relating to Intergenerational work and reminiscence therapy Understanding community transport systems and supporting residents in accessing the wider community Working with statutory, voluntary and independent sector organisations who provide leisure activities to older people in order to increase the range of activities available To support service users' involvement in their social networks and local community Promoting the principles of lifelong learning

Domain 5: Staff		
A safe and facilitative working environment	A working environment which attracts and keeps high quality staff , and contributes to morale and team building.	Understanding the ethos of ECH
		Interpersonal /communication skills
		Planning and organisational skills
Trained and supported staff	Support for the expansion of a skilled ECH workforce committed to empowerment of older people and the provision of a high quality of life.	Skills which help in influencing, and negotiating with others
		Managing under pressure /problem solving
		Promoting professional development, Identifying training needs and accessing training
		Managing budgets /financial awareness
		Recruitment and retention of staff
		Exercising leadership and facilitating team building
		Appraisal and presentation skills
		Understanding roles and responsibilities of other professionals
		Understanding the complaints policy and accident reporting mechanism
		Business planning
		Managing care staff /liaising with care providers/ managing contracts
		Creating a safe working environment
		Understanding confidentiality and data protection
		Working with volunteers
		Understanding personnel and payroll issues
		Managing the allocation of staff

Given it is unlikely, without additional specialist training, that organisations will be able to recruit managers with all, or even a preponderance, of the skills listed then it would be particularly hoped that the checklist can be used as way of assessing what additional training may be required. For example, if a manager comes from a residential care background then training and development will be needed which emphasises the distinction between the independence and re-ablement approach underpinning extra care as distinct from care and dependency roles.

Where extra care offers a home for life, provides accommodation for people who would otherwise be in residential care and caters for people with particular mobility problems or more advanced dementias then staff need specific training and support in understanding those conditions and managing risk.

There is clearly a need to develop training in the community development aspects of ECH and build manager skills in working in partnership and on a multi-agency basis.

Project background
The following activities were undertaken in order to define the competencies:

A Literature Review - A number of key documents were reviewed which offered descriptions of Extra Care Housing, including reports by government departments, provider organisations, training and accreditation agencies, statutory bodies and academic researchers. Key themes from these sources were drawn together to produce:

- A statement of the overarching objectives of ECH.
- A statement of the key outcomes of ECH, ordered under 6 domains.
- A more detailed statement of the processes required to achieve these outcomes.

A Questionnaire to providers - Thirty provider organisations were identified from the Elderly Accommodation Counsel database to participate in the project. The providers selected for inclusion represented a geographical spread, differing sectors and sizes.

Scheme Visits - Four ECH schemes were visited, and discussions were held with a total of 24 scheme occupants and 7 staff members, including the 4 scheme managers. Each set of interviews focused on particular issues, for example in the discussions with managers, the objectives were:

- To understand the range of tasks for which they take responsibility.
- To learn whether they have training in undertaking these tasks.
- To understand the extent to which their role has developed through the exercise of skills learnt in previous posts.
- To hear their views on potential training gaps.

Other Discussions - Discussions were also held with senior managers from provider organisations and from the Centre for Sheltered Housing Studies. There was also a project reference group that included representatives of government departments commissioning bodies, provider organisations and training bodies.

Contact

The full report of the project is available on the DH Change Agent Team website at www.changeagentteam.org.uk/housing or on the IPC website at IPC.org.uk

Other Housing LIN publications available in this format: