



Responsible Individuals

A Learning Resource for Responsible Individuals in relation to the Regulation and Inspection of Social Care (Wales) Act 2016

(Draft v6 18th September 2017)

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Foreword

- (to include Joint statement by CSSIW /Social Care Wales to introduce the resource and the importance of the role of Responsible Individual)

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Chapter 1.

Introduction

1.1 Purpose of this Learning Resource

The purpose of this learning resource is to help Responsible Individuals (RIs) to carry out their responsibilities under the Regulation and Inspection of Social Care (Wales) Act 2016 ('the 2016 Act') and the associated Regulations and Statutory Guidance.

It should also be of interest to service providers and registered managers in helping them to understand the responsibilities of RIs and to consider the parameters of their own roles and responsibilities in relation to those of the RI.

The resource **must** be read in conjunction with:

- [The Regulation and Inspection of Social Care \(Wales\) Act 2016](#)
- [\(Draft\) Regulated Services \(Service Providers and Responsible Individuals\) Regulations 2017](#) and the
- [\(Draft\) Statutory Guidance for Service Providers and Responsible Individuals on Meeting Service Standard Regulations](#)

(hyperlinks to be updated once the regulations and statutory guidance have been finalised)

1.2 Contents and Structure of the Resource

Chapter 2 outlines some of the **key changes** introduced by the 2016 Act and the related Regulations and Statutory Guidance. Chapter 3 explores the concept of **quality in social care** and some of the different components which contribute to the development of high quality services. Chapter 4 considers the requirements in relation to **effective leadership and management** and Chapter 5 considers how RIs can help to **promote a positive service culture**

Each Chapter includes:

References to **Related Regulations**

Opportunities to **Pause and Reflect**

Exercises and Tools to support the RIs learning and the development and in assessing and improving service quality

Links to **Further Information and Resources**

The learning resource also contains an outline **Personal Development Plan** which designated individuals may find helpful in identifying current strengths, areas for further learning and development, and relevant learning resources and networking opportunities.

The Annexes provide outlines of the responsibilities of service providers, relevant codes of practice and practice guidance, and the key principles underpinning the Social Services and Well-being (Wales) Act 2014 ('the 2014 Act') . These outlines are included for ease of reference but **must** be read in conjunction with the relevant core documents.

1.3 Acknowledgements

(to be added)

Chapter 2.

Legislation, Regulations and Guidance

2.1 Key Changes in Regulation and Inspection

The Regulation and Inspection of Social Care (Wales) Act 2016 ('the 2016 Act') places service quality and improvement at the heart of regulation, strengthens protection for those who need it and ensures services deliver high-quality care and support. The 2016 Act embeds the Social Services and Well-being (Wales) Act 2014 ('the 2014 Act') which enshrines the rights of people using care and support services into law.

The broad changes introduced by the 2016 Act include:

- the introduction of local and national **Market Stability** reports; and improved market oversight of providers by the service regulator.
- the establishment of **Social Care Wales** with responsibility for regulation of the social care workforce and social care training; providing an information hub; commissioning research into social care; and working with others to improve and develop specific care and support services across Wales.
- changes to **Workforce Regulation**: social workers, residential child care workers and social care managers (those managing home care and residential care homes for adults or children) are already required to register with Social Care Wales - the 2016 Act provides for the phased introduction of mandatory registration of other groups of social care workers.
- improvements in **Service Regulation**: a shift from a regulatory system focused on compliance with minimum standards towards a system and culture focused on the impact that care and support services have on individual's lives, well-being and personal outcomes; a move to a service provider model of registration; extending the range of services that are regulated; increased

powers for the service regulator to secure improvements in the quality of care and support; a new system of annual returns: rebalancing accountability in the social care system to ensure employers, company owners and directors are accountable in law; and an enhanced role for the Responsible Individual (RI).

The introduction of the enhanced Responsible Individual (RI) role is a very important development in promoting and improving service quality and ensuring clear lines of accountability between owners/ senior managers and frontline practice.

2.2 Who does the Act affect?

The Act significantly extends the range of services that are regulated and affects a wide range of provider organisations, managers, staff and individuals who use regulated care and support services, their carers and families.



The regulated services include: care home services for children or adults; secure accommodation services for children; residential family centres; adoption services; fostering services; adult placement services; advocacy services; and domiciliary care and support services.

Childrens homes are classed as care homes under the new service regulations and care home services include residential homes as well as nursing homes.

The Act is relevant to providers who deliver regulated services in all sectors: local authorities, voluntary and community sector, not-for-profit and private sector provider organisations or individuals.

2.3 Service Providers and Responsible Individuals

(Draft) Statutory Guidance has been published in relation to Parts 3 to 19 of The Regulated Services (Service Providers and Responsible Individuals) Regulations 2017.

- Parts 3 to 14 of the Regulations set out the requirements on a service provider in relation to the standard of services that must be provided. These standards are linked to the well-being outcomes statement issued by the Welsh Ministers under section 8 of the Social Services and Well-being (Wales) Act 2014 and highlight the importance of the well-being of individuals receiving care and support. The Regulations also impose other requirements on providers related to the operation of the regulated service. An outline of the relevant Regulations and Statutory Guidance is included in *Annex A The Responsibilities of Service Providers*.
- Parts 15 to 19 of the Regulations set out the duties placed on the designated responsible individual in relation to a regulated service. Those duties include: overseeing the management of the service, including the appointment of a suitable and fit manager; ensuring effective oversight of the service including the adequacy of resources; reviewing and improving the quality of the service; and promoting a culture of openness and accountability. The intention is to ensure that a designated person at an appropriately senior level holds accountability for both service quality and compliance and ensures that there is a clear chain of accountability linking the corporate responsibility of the service provider and the responsible individual with the role of the manager of the service.

Unless they are also the manager, RIs are not responsible for the day to day management of the service: this responsibility rests with the registered manager.

The potential consequences for service providers and RIs of non-compliance are set out in the [\(Draft\) Regulated Services \(Penalty Notices\) Regulation 2017](#)

2.4 Who can act as a Responsible Individual?

RIs are not required to register with Social Care Wales but do need to meet a fit and proper person test. CSSIW must be satisfied that persons designated as a responsible individual can and will comply with the duties set out in regulations under section 28 of the Act.

The Regulations exclude anyone acting as an RI who has been:

- convicted of any offence involving fraud or dishonesty, violence, firearms or drugs or any offence listed in Schedule 3 to the Sexual Offences Act 2003.

- responsible for or contributed to or facilitated misconduct in the provision of a regulated service

When considering who to designate as an RI, it is important to acknowledge the complex and diverse nature of regulated services and the different types and size of organisations which deliver them.

This means that those who are designated as RIs will carry a range of responsibilities in addition to that designated role which may include, for example: owner, director, senior manager and/or registered manager. Providers will therefore need to consider how individuals will manage this range of responsibilities and any potential conflicts which may arise between their different roles.

2.5 Preparing for the RI role

Pause and Reflect

- How can I prepare for the role of RI?
- What relevant skills, knowledge and experience do I already have and what further learning and development might I need?

What do registered managers think designated individuals need to consider when preparing to undertake the RI role?

The following suggestions are based on discussions with registered managers, some of whom also carry responsibility as RIs. They are intended to help designated individuals to plan and prepare for undertaking the RI role.

- The skills, experience and knowledge which designated individuals already have that are relevant to the RI role and to this service area
- Being clear about the parameters of the role of RI and allowing the registered manager to do their job
- Having a regular physical presence within the service and making themselves known and accessible to individuals, families, staff and other professionals
- Developing a working knowledge of the service, the individuals who use the service and its staff including spending time 'walking the floor' to gain a better picture of the service

- Having the skills to bring managers with you and not 'imposing' new ways of working
- Recognising that different managers have different management styles
- Promoting a positive culture within the service and the organisation
- Being involved in the recruitment process
- Encouraging effective supervision
- Contributing to staff training where appropriate
- Being present during inspections and contract monitoring meetings but ensuring the registered manager is also able to contribute
- Ensuring the necessary resources and being present during budget meetings
- Understanding the commissioning framework and having a supportive presence within local networks
- Ensuring a proper focus on individual well-being outcomes – not just financial and business issues

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Chapter 3.

Thinking about Quality

3.1 Improving the quality of care and support

One of the key aims of the 2016 Act is the continuous improvement of the **quality of care and support in Wales**. The Act emphasises the importance of:

- **Improving well-being** by monitoring and assessing the impact of services on people's lives;
- **Giving a stronger voice** to people who use services;
- **Strengthening protection** through regulatory powers and greater transparency and comparability across services in Wales;
- **Increasing accountability** of service providers by ensuring a clear alignment between leadership, culture and well-being

There are a range of factors which contribute to good quality services in social care. This chapter highlights some of the key components that RIs will need to consider when carrying out their responsibilities for reviewing and improving service quality. Many of these components will be further explored in subsequent chapters drawing on the relevant regulations and guidance, Codes of Practice and other resources.

3.2 Where should we start with quality?

High quality services focus on what matters to individuals and the well-being outcomes they want to achieve.

The different aspects of well-being include:



For children, well-being also includes physical, intellectual, emotional, social and behavioural development as well as 'welfare' as interpreted for the purposes of the Children Act 1989. For adults, well-being includes having control over day to day life and participating in work. What constitutes a 'quality service' will vary from person to person although evidence from research highlights some common features.

Driving up Quality in Social Care: What is Quality? published by Think Local, Act Personal, suggests that high-quality care and support exists where individuals who use care and support services:

- are enabled to live independent lives as defined by them, with informed choice and control through access to appropriate services and as much involvement in decisions about their care and support as they want to have;
- have opportunities to participate in community life, engage in activities that match their interests, skills and abilities and maintain good relationships;
- feel safe, secure and empowered because their human rights are safeguarded while they are supported to manage the risks they are aware of and understand; and
- have a positive experience of care provided through relationships based on mutual respect and consideration, where care is designed around their needs, is consistent and well-planned.

3.3 What are the key components of a quality service?

According to Think Local, Act Personal, the key features of a quality service include:

<ul style="list-style-type: none">➤ leadership which is visible and proactive, focused on achieving good outcomes, and inspires people to have high aspirations for themselves and others;
<ul style="list-style-type: none">➤ services which are designed and delivered in partnership with individuals who use the services and their carers;
<ul style="list-style-type: none">➤ a positive, open and accountable organisational culture where dignity, empathy and compassion are evident;
<ul style="list-style-type: none">➤ a workforce which is competent, confident and motivated through continuing professional development activity, to support and empower individuals accessing services to have the best possible quality of life;
<ul style="list-style-type: none">➤ practice that is evidence-based and built on 'what works' and best practice approaches; and
<ul style="list-style-type: none">➤ services that work collaboratively with other partner organisations to ensure individuals receive care and support which is joined-up and seamless in its approach.

In Wales, these and other aspects of quality are reflected in the principles which underpin the 2014 Act, the regulations and statutory guidance which support the 2016 Act and in relevant Codes of Practice and Practice Guidance i.e. the Code of Professional Practice for Social Care, Practice Guidance for Social Care Managers and the Code of Practice for People Employing Social Care Workers. For ease of reference, these are outlined in the Annex to this learning resource.

3.4 What are the RI's responsibilities in relation to monitoring, reviewing and improving the quality of care and support?

Related Regulations

The Regulations require RIs to establish and maintain a system for **monitoring, reviewing and improving the quality of care and support** provided by the service (Regulation 76). RIs are also accountable for the quality and accuracy of the information provided in the **statement of compliance with the requirements as to standards of care and support** to be included in the service providers annual return (Regulation 77).

The statutory guidance in relation to Regulation 76 states that the systems and processes in place to assess, monitor and improve the quality of service should include, but not be limited to:

- The collation and analysis of feedback from individuals using the service and their representatives
- Issues and lessons learned in the analysis of complaints and safeguarding matters
- Patterns and trends identified through the analysis of significant incidents
- The outcomes of inspection reports from regulators, and
- The outcomes of the RI's monitoring visits and audit of records

Pause and Reflect

- What systems do you currently have in place to monitor, review and improve the quality of care and support?

Assessing and Improving Quality in Social Care

- How effective are current systems in enabling you to feel confident that the service provides high quality care, achieve the best possible outcomes for individuals and improve their well-being?

- How do these systems and processes help you to identify where the quality and/or safety of services is being, or may be, compromised?
- How are individuals, carers and their representatives involved? How do you engage practitioners, managers and other professionals?
- What other methods might you employ to improve the monitoring and assessment of service quality?
- How is feedback listened to, recorded and responded to?
- How do you share learning from complaints, safeguarding and whistle blowing with staff to improve the service and encourage safe, compassionate care practices?
- How well does the service work in collaboration with other partner organisations to ensure individuals receive care and support which is joined up and seamless in its approach?
- How do you ensure information is analysed and recommendations made to the service provider to improve service quality?

High quality services need to continually evolve in response to changing circumstances and expectations and the demand for organisations to make the most effective use of available resources. This includes taking account of relevant research and practice developments. It also requires creative thinking and a willingness to test new approaches and ways of working.

Further Information and Resources (to be reviewed):

Children's Rights Commissioner for Wales (2016) [The Right Care: Children's Rights in Residential Care in Wales](#)

Children's Commissioner for Wales (2017) [The Right Way: a Children's Rights Approach in Wales](#)

CSSIW [Our Inspections](#)

Joseph Rowntree Foundation (2012) [My Home Life: promoting quality of life in care homes](#)

IRISS - [Improving lives through knowledge, evidence and innovation](#)

IRISS (2016) [Appreciative Inquiry in Health and Social Care](#)

Joint Improvement Team [Co-producing Evaluation: why bother involving people in evaluation?](#)

Joseph Rowntree Foundation – [Developing evidence-enriched practice in health and social care](#)

NSPCC [Research and Resources](#)

Older People's Commissioner for Wales (2014) [A Place to Call Home? Care Home Review Report](#)

SCIE [Quality Assurance Resources](#)

Social Care Wales (2017) [Do we really care about the quality of social care?](#)

Social Care Wales [Information and Learning Hub](#)

Scottish Social Services Council (2016) [Appreciative Inquiry Resource Pack](#)

Think Local, Act Personal (2013) [Driving up Quality in Social Care: What is Quality?](#)

Welsh Government - [Safeguarding](#)

Welsh Government – [National Outcomes Framework](#)

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Chapter 4.

Effective Leadership and Management

Related Regulations

The RI is responsible for **overseeing** the management of the service and for providing assurance that the service is safe, well run and complies with regulations. The RI is responsible for ensuring the service has a manager, sufficient resources and support (Regulations 62 to 75)

4.1 Supervising the management of the service

Social Care Managers have a pivotal role in the delivery of high quality social care services and effective social care management requires a complex skill-set that includes business acumen which is aligned with person-centred values and an ability to develop and translate a vision for a service into everyday practice.

The Social Care Manager provides practice guidance for social care managers registered with the Social Care Wales but is also a key document for RIs in considering how they approach their own areas of responsibility and the parameters of their own role in relation to that of the registered manager.

Unless the responsible individual and registered manager are the same person, responsible individuals are not responsible for the day to day management of the service: that responsibility lies with the registered manager. Responsible individuals therefore need to be mindful of the parameters of their role and responsibilities in relation to those of the registered manager.

Pause and Reflect

- What are the parameters of the RI role?

The Parameters of the RI Role

- Where the roles of RI and registered manager are undertaken by different people, how can the service provider and designated individual help to establish clear parameters for the role of RI? e.g.
 - Develop clear role descriptions for the RI role based on the relevant regulations and statutory guidance and clear job descriptions for registered managers
 - Work with registered managers to identify and address any potential conflicts of interest between the role of RI and the designated individual's other responsibilities
 - Draw up clear written agreements in relation to delegated responsibilities and ensure these are consistent with regulations and statutory guidance

First Steps in Management has been developed by Social Care Wales to support those who are taking on a social care management role for the first time and will be of interest to RIs in understanding the challenges and opportunities these managers are likely to encounter and the type of support they are likely to need including induction, supervision and ongoing professional development. It includes useful sections and links to further resources on *Managing Yourself; Leading and Managing a Team and Leading and Managing a Service*.

Social Care Wales has published a range of other resources which will be of assistance to RIs including:

- *Continuing Professional Development Toolkit for Social Care, Early Years and Childcare Managers and Workers*
- *National Occupational Standards: A Guide for Social Care, Early Years and Childcare*
- a guide to *Post Registration Training and Learning* and
- *Supervising and Appraising Well: A Guide to Effective Supervision and Appraisal for those Working in Social Care*

One Welsh Public Service published by AcademiWales highlights a set of core values and leadership behaviours which guide how people working in public services should behave and work together for the benefit of people in Wales. The National Skills Academy for Social Care publication, *Leadership Starts with Me*, highlights some key values for leadership in social care including:

- Integrity – leading in an open, honest and ethical manner and promoting strong professional relationships based on trust
- Dignity – encouraging mutual respect between people, individual self-respect and personal confidence
- Compassion – being caring and valuing all individuals
- Support – praising effort, promoting equality and celebrating success
- Growth – developing people with vision and enquiring minds and being an inspiration to achievement in others

Supervising the management of the service

- Where the roles of RI and registered manager are undertaken by different people:
 - what systems do you have in place to review and assess how the manager implements actions required in findings of internal quality assurance and external inspection reports within required timescales?
 - what arrangements are in place for the manager to have direct access to the RI in addition to the opportunity to meet formally as part of the RI's quality reviews?
- What arrangements are in place to ensure that the manager is supported with appropriate professional supervision, induction, training and opportunities to gain skills for professional development that support them in their role?
- How often does supervision take place? Is it arranged and planned in advance and prioritised? Are there records of the items discussed, and decisions made? Are the expectations concerning supervision set out in a contract? Is there evidence of an appropriate balance between the different aspects of supervision: e.g. management accountability, professional development and support?
- What feedback do you seek from registered managers and others in relation to the above?

Some of the resources referred to above will assist RIs in relation to their responsibilities for **appointing a manager** as well as in overseeing the management of the service.

4.2 Appointing a Manager

Related Regulations

RIs have a **duty to appoint a manager** (Regulation 63), to ensure that the appointment complies with the relevant **fitness requirements** (Regulation 64) and **to report the appointment to the service provider** (Regulation 66) and **the workforce and service regulators** (Regulation 67).

There are a range of other useful resources which may help responsible individuals with the appointment of managers:

- The Social Care Manager practice guidance highlights the importance establishing comprehensive, robust and safe recruitment practices.
- The Kings Fund have developed a resource which provides a holistic approach to *Talent Management* including recruiting, developing, retaining and deploying managers and succession planning.
- The Skills for Care publications, *Finding and Keeping Workers*, *Recruiting for Value and Behaviours in Social Care*, the *Leadership Qualities Framework* and the *Workforce Planning and Development Tool* may also be helpful to RIs in relation to this duty. The latter has been developed to assist organisations to assess and develop their approach to organisational culture, recruitment and retention, learning and development, supply and demand planning, succession and career planning, talent management and flexible working.
- The Chartered Institute for Personnel Development have developed *Succession Planning Factsheets*.
- The National Occupational Standards for Leadership and Management of Care Services: *Actively engage in the safe selection and recruitment of workers and their retention in care services* (SCDLMA3) identifies key elements of safe recruitment and selection.

Appointing a Manager

- Are your organisation's recruitment, selection and appointment policies and procedures consistent with the requirements of regulations and statutory guidance?
- What is your organisation's approach to succession planning?

Related Regulations

The regulations also make it clear that **appointing a manager for more than one service** will be an exception and **must** be agreed in advance with the service regulator (Regulation 65).

When a manager is absent (Regulation 68), RIs must have structures in place to ensure an effective and competent deputising system to provide leadership on a day to day basis. RIs must inform the service regulator in writing without delay where the registered manager is absent for more than 28 days, the reason for absence and arrangements for cover.

4.3 The importance of regular visits to the service

Related Regulations

The RI is required to undertake **visits** to the service in person (Regulation 69).

In the case of care home, secure accommodation and residential family centre services the RI must visit each place in respect of which the RI is designated and meet with the staff and individuals. For other regulated services, the RI must meet with staff employed to provide the service and individuals for whom the service has been provided.

Pause and Reflect

- What arrangements do you make for obtaining consent when meeting with children, young people or adults as part of your RI responsibilities?

RIs undertake visits to services in order to monitor the performance of the service in relation to its statement of purpose and to inform their review of service quality.

These visits help the RI to deepen their understanding of how the service operates:

Observing: As well inspecting the suitability of the premises, the visit is an opportunity to observe the quality of practice; how staff and managers relate to individuals and carers; how staffing and other resources are being deployed; whether resources are adequate to ensure quality care and support; etc

Listening: The type of language used by staff can be an indicator of how individuals and carers are perceived and respected. For example:

- In *A Place to Call Home?* the Older People's Commissioner provides examples of language which can undermine individuality, dignity and the concept of a care home as *their* home e.g. references to "feeding", "toileting", "bed numbers" and "units".

- In *The Right Care: Children's Rights in Residential Care in Wales*, the Children's Commissioner suggests that 'the clearest example' of poor use of terminology 'is "LAC". Young people do not like being referred to as "LAC" as they are not "lacking" in anything'.

Negative, deficit based terminology	Positive, strengths based terminology
The frail elderly	Older people with high support needs
Elderly Mentally Infirm (EMI)	People with dementia
Dements	
People suffering with dementia	People living with dementia
People afflicted by dementia	
Wandering	Walking
Feeders	People who need help with eating
36 (i.e. naming a care home resident by their room number)	Never a number!
Not there	Still here
An empty shell	A person

Source: *Good Work: A Dementia Learning and Development Framework for Wales*

Talking: Asking individuals and their representatives for feedback about their the service should be a key part of the visit. For example, asking people about their experience at first contact can provide valuable insights into the culture of a service and how its values are expressed at the front line. Experiencing a warm welcome or gaining a positive initial impression is likely to be particularly important for those who are feeling worried or anxious.

Reading: Reviewing relevant records including, for example, a sample of **personal plans** and their relationship with **care and support plans** and the services **statement of purpose**; feedback from individuals using the service and their representatives; lessons learned from the analysis of complaints, safeguarding matters and other significant incidents; the outcomes of external inspection reports and organisational quality review processes; action taken in relation to any recommendations made including those arising from the RIs own visits and reports.

4.4 Ensuring effective oversight of the service

Related Regulations

The requirement for RIs to ensure effective oversight of the service includes responsibility for the **oversight of adequacy of resources** (Regulation 70).

Reviewing the adequacy of resources.

- How do you ensure that the service: fulfils its statement of purpose; has adequate numbers of staff who are trained, competent and skilled to undertake their role; has sufficient resources, facilities and equipment?
- What systems and processes do you have in place to provide information about any areas that may require closer consideration or improvement e.g. staff turnover and sickness levels, complaints, safeguarding issues, inspection reports by the service regulator and other agencies such as commissioners, Food Standards Agency, Health and Safety Executive and the Fire Service?
- How does this system enable you to alert the service provider in the event that the service is: non-compliant with policies and procedures; failing or unable to meet or address issues raised in inspection reports; or providing a service not included in the statement of purpose?
- Have you established a system for providing quarterly reports to the service provider?¹

Related Regulations

Unless the service provider is an individual, the RI is required to provide **other reports to the service provider** (Regulation 71) without delay where there are any concerns about the management or provision of the service or any significant changes in the way the service is managed or provided. The RI is also required to **engage with individuals and others (Regulation 72)** in order to obtain the views of individuals, their representatives, (in the case of a child who is provided with accommodation) the placing authority, service commissioners, and staff employed in the service, on the quality of care and support provided.

Pause and Reflect

- Have you established effective systems and processes which enable you to assess, monitor and improve the quality of the service; promote and value the involvement of individuals: and actively encourage the views of individuals and/or their representatives, staff, visiting professionals and commissioners about their experience of the care and support provided?

¹ This requirement does not apply if the service provider is an individual and the service regulator has agreed to the service provider managing the service in accordance with Regulation 63.

- How do you ensure that you maintain relationships and remain accessible to people outside the service including families, commissioners, regulators and professional bodies?

4.5 Ensuring Compliance of the Service

Related Regulations

The requirements for ensuring compliance of the service include the **duty to ensure there are systems in place to record incidents and complaints** (Regulation 73), **the duty to ensure there are systems in place for keeping records** (Regulation 74) and the **duty to ensure that policies and procedures are up to date** (Regulation 75)

Ensuring compliance of the service

- What arrangements are in place to ensure that access to electronic records is secure and staff have individual access codes which enables a clear audit trail of individuals who make entries and amendments?
- What arrangements have you made to ensure that there are effective systems in place to record incidents, complaints and matters on which notifications must be made (Regulation 58 and 80)
- How do ensure that policies and procedures are aligned to current legislation and national guidance?
- How do you ensure policies and procedures available and accessible to staff and, on request, to individuals and their representatives and to relevant placing authorities and commissioners?
- What arrangements have been made to ensure that organisational policies, procedures and guidelines are updated in the light of changes to practice, changing legislation and best practice?
- What arrangements are in place to ensure staff have knowledge and understanding of the policies and procedures which support them in their role in achieving the best possible outcomes for individuals.
- What opportunities do individuals and their representatives have to be involved in the development of policies and guidelines?

Further information and Learning Resources:

ACAS – [Managing Staff Absence: A Step by Step Guide](#)

AcademiWales [One Welsh Public Service](#)

Business Wales [Starting Up and Business Planning](#)

CIPD (2016) [Succession Planning Factsheets](#)

Ekosgen and Skills for Care (2013) [Why are some employers more successful than others in retaining their workforce](#)

King's Fund (2015) [Talent Management: Developing Leadership Not Just Leaders](#)

National Skills Academy for Social Care (2013) [Leadership Starts with Me](#)

National Occupational Standards [Actively engage in the safe selection and recruitment of workers and their retention in care services \(SCDLMA3\)](#)

Reflected Ltd (2014) [Factors Affecting the Recruitment and Retention of Adult Care Home Managers in Wales – Executive Summary](#)

Skills for Care [Workforce Planning and Development Tool](#)

Skills for Care - [Leadership Qualities Framework](#) Resources

Skills for Care - [Recruiting for Values and Behaviours in Social Care](#)

Skills for Care – [Finding and Keeping Workers](#)

Social Care Wales [National Occupational Standards: A Guide for Social Care, Early Years and Childcare](#)

Social Care Wales [Post Registration Training and Learning](#)

Social Care Wales (2012) [Supervising and Appraising Well: A Guide to Effective Supervision and Appraisal for those Working in Social Care](#)

Social Care Wales (2012) [Continuing Professional Development Toolkit for Social Care, Early Years and Childcare Managers and Workers](#)

Social Care Wales (2016) [First Steps in Management](#)

Social Care Wales (2017) [The Social Care Manager: Practice Guidance for Social Care Managers Registered with Social Care Wales](#)

Chapter 5.

Promoting a Positive Culture

The Regulations require service providers to establish, develop and embed a culture which ensures that the best possible outcomes are achieved for individuals using the service and meet the requirements of regulations (Regulation 6). This concern with promoting a positive culture is reflected in the requirements for RIs.

Related Regulations

RIs are responsible for promoting an open and accountable organisational culture (Regulation 79) and for supporting staff raising concerns (Regulation 78)

5.1 What do we mean by organisational culture?

The term 'organisational culture' is often used to refer to the values, attitudes, beliefs, written and unwritten rules, customs and behaviours that help to define the unique characteristics of an organisation which are expressed in its internal and external relationships. More specifically, an organisation's culture may be expressed in:

- How it conducts its business, treats individuals, carers, employees, other professionals and relates to the wider community
- How decisions are made and how authority is delegated
- How it responds to new ideas and innovation
- How it manages risk
- How power and information flow through the organisation
- The extent to which it encourages and engages in relevant networks and partnerships
- How it acknowledges and deals with errors and mistakes

Within social care, organisational culture can impact significantly on an organisations performance and the quality of care and support provided.

Pause and Reflect

- What are the key values of your organisation and how are these reflected in the behaviour of managers and practitioners?
- How would you describe the leadership culture within your organisation?
- How do you think this may impact on your work as an RI and the parameters of your role?

In a social care context, RIs will need to consider how the key principles, values and standards from national legislation, regulations and codes of practice are embedded within the culture and practice of provider organisations (See Annexes A-C). This will include, for example, the development of appropriate relationships, how staff and managers respect the views and wishes of individuals and carers, help them to stay safe, promote their rights, well-being, voice and control and act in a way which is open and accountable.

These present different opportunities and challenges in different service contexts. However, they are all of critical importance to the delivery of modern, high quality social care and support services

Service providers and RIs also need to consider how their services reflect Welsh language and culture. For example, in order for individuals to effectively exercise voice and control, service providers need to have appropriate arrangements in place to enable people to communicate meaningfully including actively offering a service in the Welsh language to individuals whose first language is Welsh.

The Right Care provides the example of one child, a first language Welsh speaker, who had been moved to a residential home in England. The child had been prevented from speaking Welsh when relatives came to visit as it was deemed to be a safeguarding issue as the contact supervisor was unable to verify what was being said. The Commissioner notes that *'it was concerning to hear that language preferences had not been considered fully when placements were being made'*.

The Right Care, Children's Commissioner for Wales, 2016

The [Follow-on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016 – 2019](#) builds on the original *More than Just Words* which was published in 2012. The original strategy led to a number of initiatives aimed at helping to ensure Welsh language speakers receive services in their first language using existing skills and resources. This was achieved using existing skills and resources. The aim of the follow-on strategic framework is to maintain

momentum but also to support a greater level of recognition among service providers that the use of the Welsh language is not just a matter of choice but also a matter of need.

'... many residents whose first language was Welsh were unable to communicate in their language of choice due to the lack of Welsh-speaking care staff. This is particularly important for residents with dementia, who are often no longer able to communicate in English as their dementia progresses'.

A Place to Call Home? Older People's Commissioner for Wales, 2014

The Active Offer continues to be a core element: it is very important that staff offer Welsh language services to individuals rather than expecting them to ask. To help staff make an Active Offer, the Welsh Government has developed an [information pack](#) and Social Care Wales have developed a range of resources to support [Working in Welsh](#).

A Positive Culture?

- How does practice within the service reflect the key principles of promoting well-being, early intervention and prevention, voice and control, co-production and multi-agency working and collaboration? What evidence is there to support this?
- How does the service implement the key principles of More than Just Words and the Active Offer? How does the service provider promote Welsh language and culture?
- How does the service help to ensure that individuals are able to exercise choice and control over matters which affect them?
- How are services designed and delivered in partnership with individuals who use the service and their carers?
- How does the service ensure that individuals have opportunities to participate in community life, engage in activities that match their interests, skills and abilities and maintain positive relationships?
- Do individuals feel safe, secure and empowered? How are they supported to understand and manage risks? How does the service promote positive risk-taking?
- How does the service recognise and build on individuals strengths and assets?

5.2 Openness and Accountability

RIs have specific responsibilities in helping to promote a culture of openness and accountability. In this context, the Social Care Wales publication [Openness and honesty when things go wrong: the professional duty of candour](#) provides a practical tool to support professionals in delivering high quality services, working alongside individuals and meeting the aspirations of the Social Services and Well-being (Wales) Act 2014 and the Regulations and Inspection of Social Care (Wales) Act 2016.

The [Code of Professional Practice for Social Care](#) includes a requirement that social care workers '*must be accountable for the quality of (their) work ... this includes being open and honest with people when things go wrong, including providing a full and prompt explanation for the appropriate authority of what has happened*'. There is a corresponding expectation that employers will actively promote an open, supportive and fair culture in the workplace with an emphasis on improvement and learning from mistakes.

Embedding the Code of Professional Practice and Duty of Candour

Leadership:

- How do senior managers in your organisation demonstrate their commitment to ensuring that the Code of Professional Practice for Social Care and the Duty of Candour are embedded within organisational culture and practice?
- How are the Code and Duty reflected in organisational policies and procedures? How do service managers and practitioners articulate the requirements of the Code and Duty and use these to set expectations for the service?

Access:

- Do staff and managers have easy access to the Code and Duty?
- Are the Code and Duty available/ on display within the service?

Staff Development:

- How are the Code and Duty included in induction processes and reflected in discussion within supervision and team meetings?
- Are staff able to access relevant development opportunities?
- Do staff report that they feel confident about reporting any concerns and know who these should be reported to?
- Do they know what they can do if they feel the initial response is unsatisfactory?
- Are there any obstacles to reporting concerns and, if so, what are they and how might they be overcome?

Promoting the Code of Professional Practice to Individuals and Carers

- How does the organisation promote awareness of the Code to individuals and carers?
- Have individuals and carers been made aware of the importance of the Code in setting standards and ensuring accountability?
- Does the organisation have effective policies in place for responding to compliments and complaints and do individuals and carers know how to use them?
- Is there evidence that the compliments and complaints policy is being used and the outcomes acted upon appropriately? If not, why not?

Practice:

- How are the Code and Duty being implemented in practice?
- What evidence can you find via observation and discussions with individuals, carers, staff, managers and other colleagues and from reading relevant records?
- How well does the service advocate on behalf of individuals and how does it ensure access to independent advocates when appropriate?

Responding to Mistakes and Concerns

- How does the service and the organisation respond to concerns and mistakes?
- How do managers support staff in identifying and reporting concerns and mistakes?
- Are they investigated thoroughly, impartially and appropriately in accordance with organisational policies and legal requirements?
- Are the recommendations arising from investigations implemented and actions monitored?

Next Steps

- What are the key strengths and areas for further development?
- As an RI, what action have you taken so far?
- What further action is required and by whom?
- How will you be reporting the findings from this review and to whom?

Further information and Resources:

Children's Commissioner for Wales – [Whistleblowing to the Children's Commissioner for Wales](#)

[Co-production Network for Wales](#)

Health and Safety Executive – [Sensible Risk Assessment in Care Settings](#)

Joseph Rowntree Foundation (2012) [The Right to Take Risks: Service users views of risks in adult social care.](#)

McLean R. (2017) IRISS on ... Risk
<https://www.iriss.org.uk/resources/irisson/risk>

NHS Wales (2013) [Safe Care, Compassionate Care](#)

Older People’s Commissioner for Wales – [Raising concerns in the workplace](#)

Participation Cymru – [National Principles for Public Participation in Wales](#)

[Public Concern at Work](#)

Public Concern at Work – [Case Studies](#)

Social Care Institute for Excellence (2017) [Person-centred Care for Older People in Care Homes](#)

Social Care Institute for Excellence [Organisational Change in Social Care](#)

Social Care Institute for Excellence - [Whistleblowing: improving organisational practice](#)

Social Care Wales – [Leadership and Management Resources](#) including Organisational Development Workshops for Managers: Changing Culture and Measuring Progress.

Social Care Wales (2016) [Professional Boundaries: A Resource for Managers](#)

Social Care Wales (2017) [Code of Professional Practice for Social Care](#)

Social Care Wales (2017) [Openness and honesty when things go wrong: the professional duty of candour](#)

Social Care Wales (2017) Code of Practice for Employers (when available)

Skills for Care – [Culture for Care: Your Toolkit](#)

Think Local, Act Personal - [A Positive Approach to Risk and Personalisation: a Framework](#)

Welsh Government [Children and Young People’s National Participation Standards](#)

Welsh Government (2016) [Follow on Strategic Framework for Welsh Language Services in Health, Social Services and Social Care 2016 – 2019](#)

Outline Personal Development Plan



Personal Development Plan for Responsible Individuals

1. What are my current strengths in undertaking the role of responsible individual?

2. What are the potential challenges for me in developing the role of responsible individual?

3. What are my key areas for further learning and development and how can I best address these?

4. What learning resources do I need and how can I access these?

5. What potential networking opportunities are available and how can I best engage with these?

Annex A. The Responsibilities of Service Providers

The responsibilities of service providers are set out in the regulations. The **(draft) Statutory Guidance for Service Providers and Responsible Individuals on Meeting Service Standards Regulations (2017)** explain how providers may meet those regulations. The following outline **must** be read in conjunction with those regulations and statutory guidance.

1.1 The General Requirements on service providers (Part 3)

The general requirements within Part 3 of the Regulations aim to ensure that the service provider puts in place governance arrangements to support the smooth operation of the service and ensure there is a sound base for providing high quality care and support to achieve the personal outcomes of individuals using the service. These include:

- A clear statement of purpose
- Underpinning policies and procedures
- Sound management structures to oversee and monitor provision
- An ongoing cycle of quality assurance and review which are used to inform the continued development and improvement of the service
- Effective oversight of financial arrangements and investment
- Promoting a culture of openness, honesty and candour at all levels

1.2 Requirements on service providers as to the steps to be taken before agreeing to provide care and support (Part 4)

The intent of the requirements within Part 4 of the Regulations is to provide **individuals** with assurance that before a service provider offers care and support they have considered a wide range of information to confirm the service is able to meet their needs and achieve their personal outcomes. This includes the individual's wishes and preferences and consultation with relevant persons and professionals.

1.3 Requirements on service providers as to the steps to be taken on the commencement of the provision of care and support (Part 5).

The intent of Part 5 of the Regulations is to ensure that individuals feel confident that the service provider has an up to date, accurate **personal plan** for how their care is to be provided: an initial personal plan based on existing information and assessments. This plan is then developed further through a full assessment by the provider (provider assessment) with the individual and their representative, taking account of their personal wishes, aspirations and care and support needs. The

resulting personal plan provides information for individuals, their representatives and for staff providing the service about the agreed care and support, how this will be provided and the outcomes the individual would like to achieve. This plan provides the basis for ongoing review to measure progress in meeting personal outcomes.

1.4 Requirements on service providers as to the information to be provided to individuals on commencement of provision of care and support (Part 6)

The intent of part 6 is to ensure that individuals are provided with information about the service which enables them to have:

- A clear understanding of the service culture and ethos
- An outline of the service they can expect to receive
- information about the manner in which services will be provided, and the terms and conditions of the service
- information about how they can raise concerns and make complaints and how to escalate this if they are dissatisfied with the response

1.5 Requirements on service providers as to the standards of care and support to be provided (Part 7)

The intent of Part 7 of the Regulations is to ensure that individuals are provided with care and support which enables them to achieve the best possible outcomes.

Services must be designed in consultation with the individual and consider their personal wishes, aspirations and outcomes and any risks and specialist needs which inform their care and support.

This includes: care and support that meets individual well-being outcomes; provided by staff with relevant knowledge, skills and competency including language and communication skills; planning and deploying staff to provide continuity of care; and consultation with and seeking support from relevant agencies and specialists.

1.6 Requirements on service providers – safeguarding (Part 8)

The intent of Part 8 is to ensure that service providers have in place the mechanisms to safeguard individuals for whom they provide care and support, including arrangements that:

- Support vulnerable individuals using the service
- Support and underpin staff knowledge, understanding and skill in identifying risks and the action to be taken where abuse or improper treatment is suspected; and

- Work collaboratively with partners to prevent abuse and take appropriate action where abuse or improper treatment is suspected.

1.7 Requirements which only apply where accommodation is provided (Part 9)

The intent of Part 9 of the Regulations is to ensure that individuals are supported to access healthcare and educational services to maintain their ongoing health, development and well-being.

1.8 Requirements on service providers as to staffing (Part 10)

The intent of Part 10 of the Regulations is to ensure that individuals are supported by appropriate numbers of staff who have the knowledge, competency, skills and qualifications to provide the levels of care and support required to individual's person outcomes. To do so, the provider will have in place:

- Underpinning policies and procedures for recruitment
- Rigorous practices for recruiting and vetting staff
- Staffing and management structure that supports the stated purpose and is relevant to individual's needs
- Management structure, systems and processes for induction, ongoing supervision, training and development of staff

1.9 Requirements on service providers as to premises, facilities and equipment (Part 11)

The intent of Part 11 of the Regulations is for the service provider to ensure that the individuals care and support is provided in a location and environment with facilities and, where relevant, equipment that promotes the achievement of personal outcomes including:

- Ensuring systems and processes are in place which promote a safe and high quality environment
- Ensuring the physical environment provides individual and communal space to meet their care and support needs
- Facilities and equipment are well maintained and appropriate to individual needs

1.10 Additional requirements on service providers in respect of premises – new accommodation (Part 12)

The intent of Part 12 of the Regulations is to develop accommodation based services to provide consistently high quality environments for individuals receiving care and support by providing choice and support to maintain privacy, dignity and independence.

1.11 Requirements on service providers as to supplies, hygiene, health and safety and medicines (Part 13).

The intent of Part 13 is to ensure that individuals are supported by a service that:

- has sufficient supplies for their care and support needs
- has safe systems for medicines management
- identifies and mitigates any risks to health and safety and
- promotes hygienic practices and manages the risk to infection

1.12 Other requirements on service providers (Part 14)

The intent of Part 14 of the Regulations is to ensure that individuals are protected by services that work proactively to secure their care and support and protect their rights by:

- maintaining accurate records which are available to them and their representatives
- communicating with relevant regulatory bodies and statutory agencies where there are concerns and significant events affecting individuals
- ensuring an open and transparent service by promoting an accessible complaints policy and procedure
- supporting staff to raise concerns about the service through whistleblowing procedures and
- demonstrate learning from concerns and complaints to improve the service

Further information and Learning Resources on the responsibilities of service providers including the associated regulations and guidance are available on the [Information and Learning Hub](#)

Annex B. Codes of Practice and Practice Guidance

The Code of Professional Practice for Social Care

The Code of Professional Practice sets out the standards of professional conduct and practice required of those employed in the social care profession in Wales. The Code plays a key part in raising awareness of the standards of conduct and practice that are expected of the profession. It states that Social Care workers must:

- Section 1 Respect the views and wishes, and promote the rights and interests, of individuals and carers.
- Section 2 Strive to establish and maintain the trust and confidence of individuals and carers.
- Section 3 Promote the well-being, voice and control of individuals and carers while supporting them to stay safe.
- Section 4 Respect the rights of individuals while seeking to ensure that their behaviour does not harm themselves or other people.
- Section 5 Act with integrity and uphold public trust and confidence in the social care profession.
- Section 6 Be accountable for the quality of your work and take responsibility for maintaining and developing knowledge and skills.
- Section 7 In addition to sections 1 – 6, if you are responsible for managing or leading staff, you must embed the Code in the work of their colleagues.

The (Draft) Code of Practice for Persons Employing Social Care Workers

Persons employing social care workers in services regulated under Part 1 of the Act are required to adhere to the standards set out in their Code of Practice, support the social care workforce in meeting the Code of Professional Practice for Social Care and take appropriate action when staff do not meet expected standards of conduct. The (draft) standards for employers are set out in five sections:

- Section 1. Make sure people are suitable to enter the social care workforce and understand their roles and responsibilities
- Section 2. Have policies, systems and practices in place to enable social care workers to meet their Code of Professional Practice for Social Care
- Section 3. Provide and support learning and development opportunities to enable social care workers to develop their knowledge and skills

- Section 4. Have policies and systems in place to protect people from damaging or dangerous situations, behaviour and practice
- Section 5. Promote the Code of Professional Practice for Social Care and co-operate with Social Care Wales' proceedings

Practice Guidance for Social Care Managers Registered with Social Care Wales

This Practice Guidance sets out the standards expected of social care managers registered with Social Care Wales. It is also relevant to those working in deputy or assistant manager roles and prospective managers may use the guidance to prepare for management roles. The guidance is also relevant to employers and can be used by RIs to assess whether appropriate arrangements are in place to ensure professional, citizen centred and safe practice. Furthermore, it can be used to inform individuals, relatives, carers and the public about what they can expect from social care managers.

The guidance explains that, for those leading and managing social care services, the key purpose is to lead and manage an excellent, integrated, ethical and inclusive service which meet the needs of individuals, safeguards and promotes well-being and the development of people.

For example, social care managers are responsible for ensuring their own practice is citizen centred and for leading and promoting this approach in the staff they manage. **Citizen-centred care and support** means ensuring that individuals who use social care services have a strong voice and influence over their own service and matters that affect them. It includes treating people with dignity and respect and promoting independence, rights and choices. (Paras 3-10).

Leading and managing practice that **promotes the safeguarding of individuals** is fundamental to the work of social care managers. It includes understanding safeguarding and the action that must be taken in cases of actual or potential harm or abuse. It includes supporting relationships that promote safeguarding and leading practices that support the rights, inclusion and well-being of individuals and keeping themselves safe (Paras 11 – 16).

Leading and managing **health, safety and security** includes a focus on assessment and prevention as well as monitoring compliance with requirements. It also means developing systems to manage risk whilst promoting a culture of positive risk taking that encourages innovative practice based on evidence (Paras 17 – 23).

Good communication underpins effective social care provision. It involves citizen centred communication skills, adapting communication to the situation and making practical arrangements to support communication. It is essential for working with individuals, their relatives and carers and also with staff and other colleagues. It includes verbal communication, recording, reporting and information sharing practices (Paras 24 – 29).

Continuous learning and development of knowledge and skills is essential to improving practice and outcomes for citizens. Social care managers are responsible for engaging in learning and continuing professional development linked to organisational and individual objective, including supervision and appraisal, to support service delivery and improvement (Paras 30 – 33).

Social care managers are accountable for **managing, leading and supporting their staff teams** on a daily basis, promoting good conduct and best practice, facilitating access to learning, giving feedback and addressing concerns. This includes: promoting a positive workplace culture; staff recruitment, induction, learning and ongoing development; monitoring practice; supervision and appraisal; delegation; complying with professional and regulatory requirements; and addressing unsatisfactory performance and misconduct (Paras 34 – 43).

Social care managers undertake or contribute to a range of tasks to ensure **safe and effective service delivery** including, for example, strategic and business planning, service development and innovation, marketing, policy development, managing budgets and resources, governance, project management, annual review, procurement and performance management tasks. They are accountable for maintaining professional standards and the quality of work in these areas (Paras 44 – 47).

Probity means being honest, trustworthy and acting with integrity. It requires social care managers to conduct themselves, at all times, in a way that justifies the trust children and young people, families and the public place in them (Paras 48 – 54).

Further information and Learning Resource

Social Care Wales (2017) [Code of Professional Practice for Social Care](#)

Social Care Wales (2017) Code of Practice for Employers (when available)

Social Care Wales (2017) [The Social Care Manager: Practice Guidance for Social Care Managers Registered with Social Care Wales](#)

Annex C. Key Principles Underpinning the Social Services and Well-being (Wales) Act 2014

Principles underpinning the Social Services and Well-being (Wales) Act 2014	
Principle	What this means in practice
Well-being	supporting individuals to achieve well-being in every part of their lives.
Early Intervention and Prevention	being able to access advice and support at an early stage, to maintain a good quality of life, and reduce or delay the need for longer term care and support
Voice and Control	putting an individual and their needs at the centre of their care and support, enabling them to exercise voice and control over the outcomes that will help them achieve well-being
Co-production	working collaboratively with people in the design and delivery of support and services, recognising the knowledge and expertise they bring
Multi-agency working and collaboration	strong partnership working between all agencies and organisations is essential to improve the well-being of individuals in need of care and support, and carers in need of support

Glossary

Term	Meaning
The 2016 Act	The Regulation and Inspection of Social Care (Wales) Act 2014
The 2014 Act	The Social Services and Well-being (Wales) Act 2014
Care and Support Plan	A plan put in place by the local authority under section 54 (in relation to children, adults or a carer) or section 83 (in relation to looked after and accommodated children) of the 2014 Act
Personal Outcomes	<ul style="list-style-type: none"> • in relation to an adult, means the outcomes that the adult wishes to achieve in day to day life • in relation to a child, means – <ul style="list-style-type: none"> (a) the outcomes that the child wishes to achieve, or (b) the outcomes that any persons with parental responsibility wish to achieve in relation to the child
Personal Plan	The plan required to be prepared in accordance with Regulation 14 (2016 Act)
Provider Assessment	The assessment which is required to be carried out by the service provider in accordance with Regulation 17 (2016 Act)
Representative	Any person having legal authority or the consent of the individual to act on the individual's behalf
Responsible Individual	<p>Must be either:</p> <ul style="list-style-type: none"> • where the service provider is an individual, the service provider • where the service provider is a partnership, one of the partners • where the service provider is a body corporate, other than a local authority: <ul style="list-style-type: none"> • a director or similar officer of the body • in the case of a public limited company, a director or company secretary • in the case of a body corporate whose affairs are managed by its members, a member of the body • where the service provider is an unincorporated body, a member of the body • where the service provider is a local authority, an officer of the local authority designated by the authority's director of social services <p>and whom CSSIW are satisfied is a fit and proper person to be a responsible individual</p>

	and is designated by a service provider in respect of a place at, from which or in relation to which the provider provides a regulated service
The individual	Unless the context indicates otherwise, the child or adult who is receiving care and support
The Regulations	The Regulated Services (Service Providers and Responsible Individuals) Regulations 2017
The service	The regulated service which is provided by a service provider at, from or in relation to the place specified in a condition to the service provider's registration
The service regulator	In practice, this means CSSIW acting on behalf of the Welsh Ministers in the exercise of their regulatory functions
The statement of purpose	The statement of purpose for the place at, from or in relation to which the service is provided
The workforce regulator	Social Care Wales

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Useful links

ACAS www.acas.org.uk

ADSS Cymru <http://www.adsscymru.org.uk/>

Business Wales <https://businesswales.gov.wales/>

Care and Social Services Inspectorate Wales <http://cssiw.org.uk>

Children's Commissioner for Wales <https://www.childcomwales.org.uk/>

Chartered Institute for Personnel Development www.cipd.co.uk

Co-production Network for Wales
<https://coproductionnetworkwales.wordpress.com/>

Food Standards Agency www.food.gov.uk

Health and Safety Executive www.hse.gov.uk

Information Commissioners Office <https://ico.org.uk>

Institute for Research and Innovation in Social Services www.iriss.org.uk

NSPCC www.nspcc.org.uk

Older People's Commissioner for Wales www.olderpeoplewales.com

Participation Cymru www.participationcymru.org.uk

Public Concern at Work www.pcaw.org.uk/

Royal Pharmaceutical Society of Great Britain www.rpharms.com

SCIE www.scie.org.uk

Social Care Wales <https://socialcare.wales/>

Think Local, Act Personal www.thinklocalactpersonal.org.uk

Wales Co-operative Centre www.wales.coop