

A CHOIR IN EVERY CARE HOME

MUSIC AND THE CARE QUALITY COMMISSION

WORKING PAPER 11.1

DOUGLAS NOBLE REVISED SEPT 2017



‘A Choir in Every Care Home’ is an initiative to explore how music and singing can feature regularly in care homes across the country. Funded and initiated by the **Baring Foundation**, it is a unique collaboration between 30 leading national organisations from adult social care, music and academic research. It is led by **Live Music Now**, **Sound Sense** and **Canterbury Christ Church University**.

The Baring Foundation



About a choir in every care home

This enquiry is an initiative of the Baring Foundation which since 2010 has focused its arts programme on older people, especially those in care homes. Following a roundtable discussion in October 2014 the Foundation decided as a first step to undertake a short-term investigation into singing in care homes which would:

- Collate the existing evidence for the benefits (for staff, family and friends, choir members as well as residents) of singing/choirs for older people/in care homes/links to the wider community.
- Map existing activity
- Explore different models of activity: benefits, challenges and ways forward
- Collate existing materials that support choirs in care homes and produce new materials where needed.
- Consider issues of quality of the artistic experience and art achieved, with special reference to dementia
- Describe what more can be done without extra resources and cost what more activity could be achieved with further resources.
- Launch and widely disseminate this work in a way that will encourage the greater use of choirs in care homes.

Following an open application process a consortium of three organisations, led by Live Music Now, was awarded funds to carry out the investigation.

Our working approach

The worlds of singing, arts and wellbeing, and care homes are all well understood by a wide range and large number of organisations working at both practical and policy levels. These organisations – nearly three dozen at the last count – not only know about the subject, the results of this enquiry matter deeply to them. No investigation could successfully research the issues – nor, crucially, be able to “disseminate the findings in ways that will encourage the greater use of choirs in care homes” – without genuine buy-in from these organisations. Our working approach therefore invites these organisations to form not a steering group, but a working group that shares and learns from each other, that determines work that needs to be done – and that then is involved in carrying it out.

Compared with conventional practices of evidence-gathering and recommendation generating, our approach:

- involves the sector fully from the start – so they own the solutions
- makes full use of the knowledge, expertise and experiences in the sector – it is efficient
- creates a community of practice that is worthwhile in its own right – so leaves a legacy
- creates solutions already agreed by the sector – so are much more likely to be adopted.

About working papers

Our working papers distil the sharings and emerging learnings of both the working group and the consortium, to provoke further debate and discussion. They are subject to change as the initiative develops. Together, they form the evidence for our actions and recommendations for future work. A list of proposed working papers is on the outside back cover.



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see back cover*

Can Music impact a care home's Care Quality Commission Assessment?

Andrea Sutcliffe, Chief Inspector for Adult Social Care at the Care Quality Commission (CQC), has discussed with us how regular musical activities, and the impact these can have on people's well being, can provide positive evidence that inspectors can take into account when they assess care home services. The following paper shows how, when delivered well, a regular programme of music can contribute to the outcomes that care homes are striving to achieve and CQC is actively trying to encourage.

The CQC monitors, inspects and regulates care homes' services around England to make sure they meet fundamental standards of quality and safety and publish what they find, including performance ratings to help people choose care. In assessing the quality of the services, the CQC asks five questions of all care services they inspect. The questions are set out in the table below, along with CQC guidance on what they mean by each question, taken from the CQC's Inspection Framework *the [Key lines of enquiry, prompts and ratings characteristics for adult social care services](#) (KLOEs)* which come into force in November 2017 updating the previous guidance published in 2015.

How can Music support the five quality question areas?

Andrea Sutcliffe (CQC Chief Inspector) referred us to the relevant guidance that help providers and CQC inspection teams understand how assessments are carried out, the KLOEs:

These ask whether care services are

Safe

Effective

Caring

Responsive

Well-led

Taking each of these questions in turn, and the prompts within the KLOEs we have set out in the table below how the regular inclusion of singing and live music activities in residential care homes can support positive responses to the CQC's assessment questions. Each of these statements is drawn from the data that we have gathered during the past year, which is set out in the [Resources Section](#) of the *A Choir in Every Care Home* website.

CQC Assessment Question	CQC KLOE/Prompt	How can music help?
<p>1. Are they safe? <i>'By safe, we mean that people are protected from abuse and avoidable harm.'</i></p>	<p>S.2 : How are risks to people assessed and their safety monitored and managed so they are supported to stay safe and their freedom is respected?</p> <p>S2.1 What arrangements are there to manage risks appropriately, and to make sure that people are involved in decisions about any risks they may take?</p> <p>S2.2 How do risk management policies and procedures minimise restrictions on people's freedom, choice and control, in particular for people who lack mental capacity?</p> <p>S2.7 How do staff seek to understand, prevent and manage behaviour that the service finds challenging? How are individuals supported when their behaviour challenges? How well does this align with best practice</p>	<p>Music activities can support social bonding, build relationships and respect, encouraging person-centred care, leading to a safer environment.</p> <p><i>This is demonstrated by our Evidence Review, and the feedback from care homes shown in our Surveys. Care homes reported fewer accidents and improved sleeping patterns.</i></p>
<p>2. Are they effective? <i>'By effective, we mean that people's care, treatment and support achieves good outcomes, promotes a good quality of life and is based on the best available evidence.'</i></p>	<p>E2 : How does the service make sure that staff have the skills, knowledge and experience to deliver effective care and support</p> <p>E2.1 Do people have their assessed needs, preferences and choices met by staff with the right qualifications, skills, knowledge and experience?</p> <p>E2.2 Are staff supported to keep their professional practice and knowledge updated in line with best practice?</p>	<p>Music activities can contribute to meaningful lives of people living in care . Taking part in music activities develops skills in staff that contribute to how they are equipped to offer holistic and person-centred care.</p> <p><i>This is demonstrated by our Evidence Review, and the feedback from care homes shown in our Surveys. Families reported that older people were happier as a result of music projects.</i></p>

CQC Assessment Question	CQC KLOE/Prompt	How can music help?
<p>3. Are they caring? <i>'By caring, we mean that services involve and treat people with compassion, kindness, dignity and respect.'</i></p>	<p>C1 : How does the service ensure that people are treated with kindness, respect and compassion, and that they are given emotional support when needed?</p> <hr/> <p>C1.1 Are people treated with kindness and compassion in their day-to-day care and support?</p> <p>C1.2 How does the service make sure that people, and those close to them, feel they matter, and that staff listen to them and talk to them appropriately and in a way they can understand?</p> <p>C1.3 Do staff seek accessible ways to communicate with people when their protected and other characteristics under the Equality Act make this necessary to reduce or remove barriers?</p> <p>C1.4 Do staff know and respect the people they are caring for and supporting, including their preferences, personal histories, backgrounds and potential?</p> <p>C1.6 Do staff understand and promote compassionate, respectful and empathetic behaviour within the staff team?</p>	<p>Participatory music activities can support bonding build relationships and respect, encouraging person centred care. Music can support residents to communicate about themselves and their histories. It can improve mood, help with depression and alleviate distress.</p> <p><i>This is demonstrated by the feedback from care homes shown in our Surveys and Case Studies. Care homes reported that staff were happier in general, and more engaged with residents.</i></p>

CQC Assessment Question	CQC KLOE/Prompt	How can music help?
<p>4. Are they responsive to people's needs? <i>'By responsive, we mean that services meet people's needs.'</i></p>	<p>R1 : How do people receive personalised care that is responsive to their needs?</p> <p>R1.1 How do people, or those with authority to act on their behalf, contribute to planning their care and support, and how are their strengths, levels of independence and quality of life taken into account?</p> <p>R1.2 How does the service make sure that a person's care plan fully reflects their physical, mental, emotional and social needs, including on the grounds of protected characteristics under the Equality Act? These should include their personal history, individual preferences, interests and aspirations, and should be understood by staff so people have as much choice and control as possible.</p> <p>R1.3 Where the service is responsible, how are people supported to follow their interests and take part in activities that are socially and culturally relevant and appropriate to them, including in the wider community, and where appropriate, have access to education and work opportunities?</p> <p>R1.4 Where the service is responsible, how are people encouraged and supported to develop and maintain relationships with people that matter to them, both within the service and the wider community, and to avoid social isolation?</p>	<p>Taking part in music can offer residents choices, agency and control. Music is a social communal activity that is open to all. Music can bring people in from outside and connect the residents with the wider community.</p> <p><i>This is demonstrated by the feedback from care homes and musicians shown in our Surveys. Families reported that older people were happier and more engaged with others and in their circumstances during and after music activities.</i></p>

CQC Assessment Question	CQC KLOE/Prompt	How can music help?
<p>5. Are they well-led? <i>'By well-led, we mean that the leadership, management and governance of the organisation assures the delivery of high-quality person-centred care, supports learning and innovation, and promotes an open and fair culture.'</i></p>	<p>W1 : Is there a clear vision and credible strategy to deliver high-quality care and support, and promote a positive culture that is person-centred, open, inclusive and empowering, which achieves good outcomes for people?</p> <hr/> <p>W1.3 How do managers make sure that staff are supported, respected and valued; have their rights and wellbeing protected; and are motivated, caring and open?</p>	<p>Music can create an open culture and shows spark and innovation. Taking part in music can be empowering and allow people to find new things about themselves and grow creatively.</p> <p><i>This is demonstrated by the feedback from care homes and musicians shown in our Surveys. Families reported that older people were happier and more engaged, and care homes reported that staff were more motivated and communicative.</i></p>

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