

REVIEW OF QUALITY MANAGEMENT FRAMEWORK

A revised Quality Management Framework for Children & Families was implemented from Quarter 1 2019-20 reducing the volume of routine case file auditing, to focus more on learning and improvement for the child, family and worker.

The framework itself focuses on different elements of quality assurance and improvement activity rather than auditing alone. Each element also emphasises and facilitates a learning cycle to ensure that improvement activity is impacting the quality of practice.

Findings from all audits will be routinely fed back to practitioners on an individual and collective level to all managers utilising existing forums, such as Team Meetings, Strategy Days, Partnership Boards, Leadership Meetings, Continuous Improvement Boards or any improvement projects or programmes currently underway.

LEARNING AUDITS

1. The core objective of the learning audits is to encourage self-analysis and reflection by the staff directly involved with the case and to give an opportunity for wider discussion with peers and colleagues to determine alternative perspectives and practice feedback. The learning audit process is designed to be a positive strengths-based approach and not a performance management tool.
2. Managers will be asked to propose cases which will provide the most learning by being the subject of a learning audit.
3. Two cases per quarter per Service Manager would be allocated for audit. The auditing service manager (entirely independent of the case) will be required to physically meet with case holding team manager and case holder to discuss the case and complete the learning audit. The learning audit will be a shorter template that captures the outcomes and the difference made to the child and family (including direct service user feedback), the impact on worker (by including an element of self-audit and reflection), and the wider learning for the service. This could include re-visiting cases which had previously been graded as inadequate or cases which have previously created a lot of learning.
4. Learning audits are not graded, the main output is an analysis of the collective themes of learning to be shared within service, including what would have been needed to improve cases and what good practice could be shared for others. The responsibility of sharing the learning themes would be for the responsible Service & Service Managers, with support from the Quality & Improvement Team. Individual action plans will also identify the individual compliance related learning that is specific to each case.

RANDOM SAMPLING AUDITS

1. The core objective of random sampling audits is to ensure that the right checks and balances have been carried out all aspects of practice which occur throughout the year.

APPENDIX 1

2. These are done as independent quality audits carried out jointly by Practice Consultants and the Quality & Improvement team. This involves a random allocation of 2 cases (a different service every Quarter) each Quarter for 5 Q&I staff supported by 5 Practice Consultants, who would carry out the audits individually then moderate their findings.
3. Audits require discussions with the case holder and team manager, and Independent Reviewing Officer or Child Protection Co-ordinator (if appropriate). The allocated Social Work Practice Consultant also seeks service user feedback as part of this process.
4. The output from the random sample is a report which provides headlines based on the Ofsted grades alongside case studies for learning or identification of themes for further exploration.

THEMED AUDITS

1. Themed audits are not necessarily be aligned to the quarterly cycle but commissioned and planned from a variety of sources, such as the Remodelling Social Work Practice Board, Remodelling Children's Care programme, Divisional Leadership Teams or the Safeguarding Children Partnership, but aligned with agreed improvement plan priorities.
2. The approach is based around qualitative sampling, investigating cases with a specific focus or to test a theory about service performance or change. This would include seeking the views of service users if appropriate for the selected audit theme.
3. The output of these audits is a workshop that facilitates reflective discussions to enable auditors to share and moderate findings. Appropriate service user feedback is fed into the workshop along with analysis of relevant performance data. All findings will be fed into a pre-scheduled Continuous Improvement Board.

LEARNING VISITS

1. These are live practice observations by a small group of senior managers (independent of service receiving the visit). Each learning visit is tailored to the area under observation and can involve focus groups, interviews & qualitative analysis as intelligence gathering exercises.
2. Visits are to be commissioned by members of the appropriate Service's Divisional Leadership Team based on identification of need or risk and will require a greater amount of preparation and analysis of performance information. These would be supported by the Q&I Team, 4 times per year.
3. The main output is direct feedback from the 'lead reviewer' and development of an improvement/action plan for the service which is fed into a pre-scheduled Continuous Improvement Board.

