



BRIDGEND COUNTY BOROUGH COUNCIL WELLBEING DIRECTORATE

ASSURING QUALITY AND THE LEARNING TO INFORM DEVELOPMENT AND CHANGE

FRAMEWORK AND GUIDANCE
July 2017

QUALITY IS NOT AN ACT; IT'S A HABIT - ARISTOTLE

Current context

The Social Services and Well-being (Wales) Act 2014 changes the way in which Authorities need to work by providing a new legal framework that brings together and modernises social service law. The Act imposes a duty on social services and health which requires us to work to promote the well-being of those who need care and support, or carers who need support:

- ✚ People are at the heart of the new system by giving them an equal say in the support they receive
- ✚ Partnership and co-operation drives service delivery
- ✚ Services will promote the prevention of escalating need with the right help made available at the right time

The fundamental principles of the Act are:

- ✚ Voice and control – putting the individual and their needs, at the centre of their care, and giving them a voice in, and control over reaching the outcomes that help them achieve well-being.
- ✚ Prevention and early intervention – increasing preventative services within the community to minimise the escalation of critical need.
- ✚ Well-being – supporting people to achieve their own well-being and measuring the success of care and support.
- ✚ Co-production – encouraging individuals to become more involved in the design and delivery of services.

This brings with it the requirement to:

- ✚ A new proportionate assessment focusing on the individual
- ✚ An equal right for Carers to an assessment for support to those who they care for
- ✚ Easy access to information and advice available to all
- ✚ Stronger powers to safeguard people
- ✚ A preventative approach to meeting care and support needs as part of practice

Local authorities and health boards must come together in new statutory partnerships to drive integration, innovation and service change.

Significant work and development is ongoing in Bridgend, and the development of an 'Assuring Quality' framework will enable us to map out what we want to learn, understand and share about how well we are working with people. An important element of this is to be able to identify and evidence what is working well and what needs to change in order to respond and support people's wellbeing as outlined in the Act.

Assuring quality involves an agreed and joined up approach of looking at and evaluating practice, with the aim of learning and improvement in order to achieve the outcomes wanted by the people we work with. This shouldn't be viewed as an additional activity, but as an integral part of everyday practice within adult social care and wellbeing. Primarily, it can help us to evidence not just how we deliver on our duties, but what can be changed and improved upon. Importantly, this needs to be informed by what people tell us is important in terms of their own defined sense of wellbeing. This approach also needs to include our own staff teams. Learning opportunities and the role of workforce learning and development is key.

Assuring quality in the way we support the wellbeing of the people we work with by identifying any gaps and or problems can be addressed through informed service planning, commissioning and staff development. It also helps us identify what interventions work for people, and more systematically draw out and highlight good practice. It also assists the service in ensuring staff are supported in carrying out their jobs both safely and effectively

Our approach to assuring quality aims to be:

- ✚ Person centred – We will follow the journey of the person through our interventions and any subsequent service provision.
- ✚ Outcome focused – We will continually seek to improve our work and demonstrate the impact of it on the people we work with in terms of their wellbeing outcomes.
- ✚ Participative – Activity needs to be developed to enable partnerships with people who experience our services and responses from the practitioners; student social workers and senior managers. Assuring and evidencing quality is something done with, and by people using services and professionals, rather than an exercise done to people. Everybody has a responsibility and everyone's views and feedback need to be incorporated into service improvement and delivery plans.
- ✚ Consultative – We will work in consultation with the teams with the aim of encouraging an awareness of quality issues and ownership of the findings. The aim of learning from practice teams to inform ongoing approaches and work is also key.
- ✚ Transparent – We will deliver clear messages about the purpose of assuring quality and the role it has for us as a learning organisation taking forward significant change.

The following key principles should inform the basis of practice interventions:

- ✚ Equal access to services on the basis of assessed eligible need
- ✚ Promotion of people's wellbeing
- ✚ Anti-discriminatory practice on the basis of age, gender, nationality, religion or disability
- ✚ A preventative approach that links consequences of risk to adult independence and wellbeing, not only in the short but longer term
- ✚ Access to advocacy in order to ensure a person's effective participation
- ✚ Joint working which supports a 'person-centred' approach to supporting a person's wellbeing
- ✚ Provision of information in a format and language that makes it easy for service users/carers to understand

We will use a range of methods to build up a picture of the '**so what**' in terms of evidencing the way we work with people and the impact on their personal wellbeing. The quality of the Directorate's response to people will be evaluated through a combination of:

- ✚ Case file reviews (supervision and peer)
- ✚ Hearing the views and experiences of people who use services (client consultation and feedback from practice, and include comments and complaints)
- ✚ Information from national survey feedback
- ✚ Visits and meetings (managers, person in control, member rota visits, compliments and complaints)
- ✚ Inspection and contract monitoring feedback
- ✚ Practice development meetings and learning

For this information to be both meaningful and owned by all those involved and importantly with the people, families and carers we work with, ownership and the development of ideas coming from operational managers and practice teams is key. The Changing the Culture Board in adult services, and the Remodelling Children's Social Care Board will be used to manage this work, in terms of the learning and development activity required in response to what assuring quality activity identifies.

At the heart of this model is an approach to assuring a quality response and service provision through meaningful engagement and effective outcomes for service users and carers. The diagram below shows how all the core elements and overarching themes come together to support a cycle of service improvement.

Assuring Quality in the delivery of social care and wellbeing

Elements of and key themes for Assuring quality standards in the delivery of social care

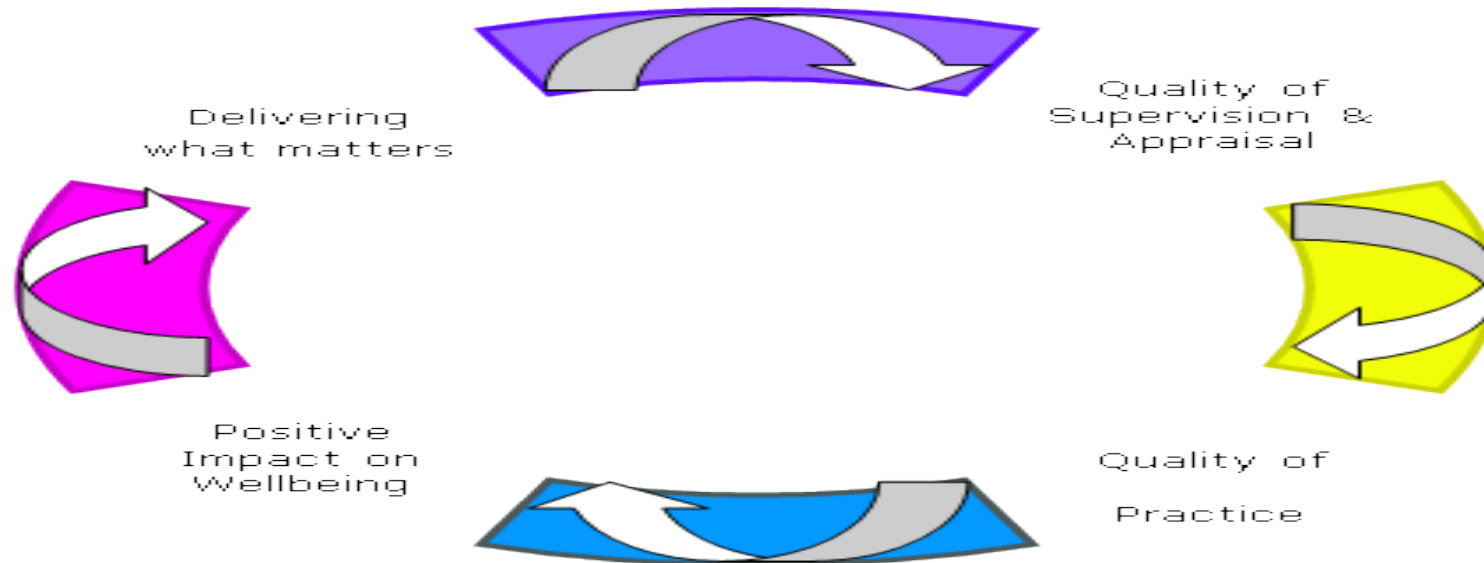


Assuring Quality Activity

Quality Assurance	Methodology	Frequency	Intended Outcomes	Leads
Qualitative monthly case file reviews (Adults Appendices 6) Children's Audit Tool (see link)	Team Managers, Assistant Team Managers and Senior Practitioners complete case file review's in consultation with practitioners through supervision, practice shadowing and Team Manager Meetings.	Monthly	Assess how well we are working with people to support their wellbeing	Team Managers
Appendices 6	Head of Service, Group Managers and Principal Officer to review an agreed sample of cases.	6 monthly		Group Managers Principal Officer
Team meetings to reflect on practice and learning 4+1 tool	Principal Officer provides a report identifying themes. This is discussed at Changing the Culture Board and other meetings as required.	6 monthly	Evidencing the 'what matters' and our responses, Identify possible trends, gaps, and issues that warrant further analysis and action.	Principal Officer
(Appendices 8)	Team meetings to incorporate practice learning, reflection and development needs in line with the aims of the Pride in Practice development work	Monthly	To support time out for reflection, learning and hearing from the frontline	Team Managers Principal Officer
Work shadowing- Back to the floor	Work shadowing to learn about frontline practice and service delivery is undertaken by range of Managers.	Monthly	Support learning and understanding. To capture best practice and identify any issues, barriers affecting practice.	RASC Head of Service Group Managers facilitated by Team/Service Managers
Hearing from people	Survey data, comments received evaluated to inform ongoing development & change. Digital stories, articles, visual recordings. Citizens Panel, Learning events and hearing from people (User led groups) and research. Service User Consultation focus group –Carers forum, SHOUT, BAVO People1st/Disability Coalition	6 monthly	To capture best practice across the directorate. Identify any issues, barriers affecting practice. Shared learning Work with people and co-produce change and development	HOS, Group Manager Performance Mgt Group Managers Officers' e.g. (Carers)
Quality Assurance	Methodology	Frequency	Intended Outcomes	Leads

Views from practitioners inform development and improvement Policy impact and experience at frontline	Supervision Team meetings 4+1 Action learning approaches Produce report from the findings and identify subsequent actions. This report will be shared with all teams. The results of the survey will be reported to the Changing the Culture Board	6 monthly	To ensure learning is inclusive and informed from frontline practitioners	Team Managers Principal Officer
Learning from safeguarding activity	Practice Reviews reports (regional) Contract Monitoring reports and evaluations Safeguarding (POVA) PI's reported to Bridgend Operational Safeguarding Group Peer Review (Health)	Annually Quarterly Monthly	To insure learning from the information collated is disseminated and shared with teams and providers regarding improvement and people's clear roles.	Safeguarding Group Manager and Team Manager Multi-Agency Safeguarding Leads ABMU/Police/SSD
Learning from compliments and complaints	Reports, complaints and compliments are shared with Managers and teams.	Quarterly	Timely and effective resolution of complaints and ensure that lessons are learnt from the feedback arising from complaints, compliments and comments to improve services for all who use them	Complaints Officer
Learning from statutory review	Looked After Children Reviews Child Protection Case Conferences Consultation Documents & QA Monitoring	Quarterly	To insure learning from the information collated is disseminated and shared with teams and providers regarding improvement and people's clear roles.	Safeguarding Group Manager IRO Service Manager

The link between quality supervision and improving the lives of individuals and families with whom we work.



Our approach to supervision aims to:

- ✚ Keep people we work with and their families and carers at the centre of decision making.
- ✚ Focus on outcomes, or what is important to people, at the start of engagement and will continue to work with people to monitor outcomes achieved.
- ✚ Be responsive to the changing needs of individuals and families whilst recognising our responsibility for safeguarding.
- ✚ Value the importance of choice in people's lives and will seek to promote this wherever possible.

Teams and practitioner wellbeing – supporting effective and best practice

It is widely recognised that the practice of our multi-disciplinary practitioners is an emotionally demanding and potentially stressful profession. Several studies have highlighted how important emotional resilience is in supporting practitioner's wellbeing, enabling the best possible quality of practice. Research has identified a number of factors that underpin resilience –

- ✚ Emotional literacy
- ✚ Appropriate empathy
- ✚ Social competence and support
- ✚ Flexible coping skills



Time and the capacity for practitioners to reflect on their practice in a non-judgemental way is very important. The nature of the work and demands on teams from both the organisation and the people they work with is changeable and not always easy to manage. This can be further exacerbated when time is an issue, and work is often undertaken in crisis situations. In this environment, allowing little time to reflect on the things that went well, but focus on those where good outcomes haven't always been possible or the situation is of a complex nature with unclear outcomes. Time for reflection in the right environment, with space for both talking and silence as needed supports the ability of practitioners to have support as needed. This is key to ensuring personal resilience and effectiveness. Mindfulness training is an example of an approach to staff wellbeing currently being explored to support emotional resilience. The nature and role of

team meetings can also be explored to support practitioner's reflection and wellbeing. Coaching and mentoring activity can support this, by introducing meeting format which support time, reflection and learning through tools such as 4+1 and action learning. The national occupational standards for social work (revised in 2011) describe the 6 key roles of social work, and one of those key roles is about engagement and participation with the individual, families, carers, groups and communities they work with. The diagram below summarises some of the key aspects of what quality means to all people, whether there are a professional practitioner or an adult in need of social work engagement, support and possible help. These aspects of quality are also recognised and contained within the new outcomes framework developed alongside the Act. Other disciplines such as occupational therapy, therapy and district nursing will have similar roles explored with their own professional set of occupational standards.



Learning from quality assurance, self-assessment and action planning:

Note: This should occur at each stage of the quality assurance process

It is essential that our learning from all activity is shared with the right people and used meaningfully to inform any changes needed to practice which can improve outcomes for people we work with. This should have clear links to the following:

- Supervision
- Staff/team development and learning shared from team meetings
- Complaints and compliments
- Workforce planning and development and learning events
- Commissioning
- Service development and business plans including ACRF reporting and regional planning and reporting
- Back to the floor activity

The Director of Social Services Annual Report

Welsh Government requirements for the Director's report will change from 2017. The guidance states:

- The purpose of the report is to set out the LA's improvement journey in providing services to people in their areas, those who access information, advice and assistance and those individuals and carers in receipt of care and support
- the report needs to demonstrate how local authorities have promoted wellbeing and accounted for the delivery of wellbeing standards
- The report will be able to respond to the first published population assessment
- The report should not be "overly long and should be written in a clear, concise way." 25 pages is suggested with hyperlinks to related documents.
- The report will align with the Social Services and Wellbeing (Wales) Act 2014

An overview report cannot cover every aspect of what the local authority is doing in its social services and related functions. The key issue to address is "what were the outcomes for people?" The report will concentrate on 6 Quality Standards for Promoting and Improving the Wellbeing of those we help:

1. Working with people to define and co-produce personal well-being outcomes that people wish to achieve
2. Working with people and partners to protect and promote people's physical and mental health and emotional well-being
3. Taking steps to protect and safeguard people from abuse, neglect or harm
4. Encouraging and supporting people to learn, develop and participate in society
5. Supporting people to safely develop and maintain healthy domestic, family and personal relationships
6. Working with and supporting people to achieve greater economic well-being, have a social life and live in suitable accommodation that meets their needs.



6 quality standards
for Directors Report.c

Reporting and communicating the learning from assuring quality activity.

Reports will be produced, pulling together themes from the range of activity outlined in this document and casework file reviews. Findings from assuring quality activity with key messages / recommendation for social care service development will be shared with the Changing the Culture Project Group. Subsequent work, change and development can be taken through action learning sessions and team

meetings. Findings and themes from quality assurance activity will be routinely communicated to all staff, from senior managers to frontline staff. Any emerging themes can be incorporated into progress report produced for Welsh government.

Appendices:

1. Practice, principles and values statement
2. An individual's journey to better health, care and wellbeing.
3. Social Services and Wellbeing Act Codes of Practice
4. Social Work National Occupational Standards
5. Recording Measurement of Personal Outcomes (Welsh Government guidance)
6. Assuring Quality Reviews for adults - Terms of Reference, Methodology and Guidance notes
- 6a Information for Practitioners - adults
- 6b. Case review tool adults – July 2017
- 6c. Case file review tool children – July 2017
7. Supervision Policy 2016

Please refer to the resources below which can be used with and by teams

8. 4+1 Approach to Team Meetings guidance
- 8a. Blank 4+1 Notes for use by team
- 8b. Example of completed 4+1 meeting notes
- 8c. Person centred practice guidance for use of one page profiles 'About Me'
9. All About me guidance notes
- 9a. All about Me/personal profile blank
10. Let's talk visual prompts
- 10a Wellbeing conversational guidance SSIA
11. Recording outcomes and why it matters Emma Miller
12. Blank practice example template