

Quality Assurance and Impact Framework

1. Aims and Objectives.....	Page 2
2. Impact Framework (fig. 1).....	Page 3
3. Voice of the Child (fig. 2).....	Page 4
4. Framework to Assess (fig. 3).....	Page 5
5. Guidance : assessing quality.....	Page 6
6. Child Outcomes.....	Page 7
7. Appendix one: threshold document.....	Page 8

Framework aims and objectives

The **Quality Assurance and Impact Framework** aims to measure the quality of social work practice, its impact on outcomes for children and identify strengths and areas for future development.

Good practice is evidenced through value added intervention, demonstrating impact and achieving best outcomes for children, alongside high standards of professional competence and casework.

Fig. 1 (below) outlines the key domains that will be assessed in applying a grade to the work. It also outlines practice indicators that will be considered for any identified learning. When the two areas of good impact and good practice are present then this leads to the best possible outcome for the child.

Fig. 2 (below) breaks down the key impact and outcome domains and what these domains mean in terms of the child's voice, how the child remains at the centre of our work and the measures in place to assess and monitor impact.

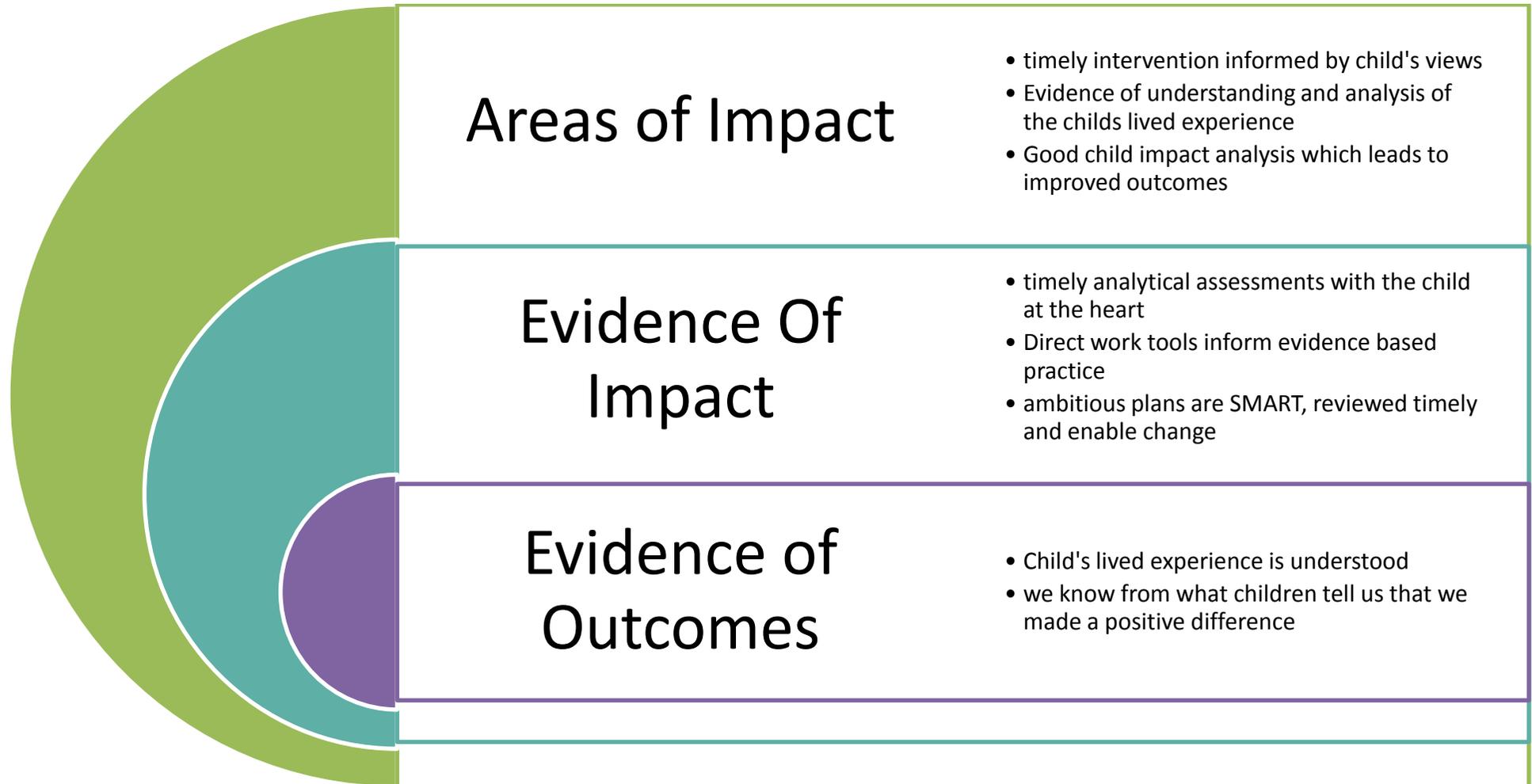
Thresholds of practice standards have been developed to underpin the assessment of work with guidance offered below to consider how this should be applied. Descriptors are outlined for each of the outcomes and compliance domains, contained in appendix one, along with a brief threshold document (appendix two) that underpins the assessment of casework and quality assurance.

Our QA tool is fully integrated into LCS on the child's electronic record.

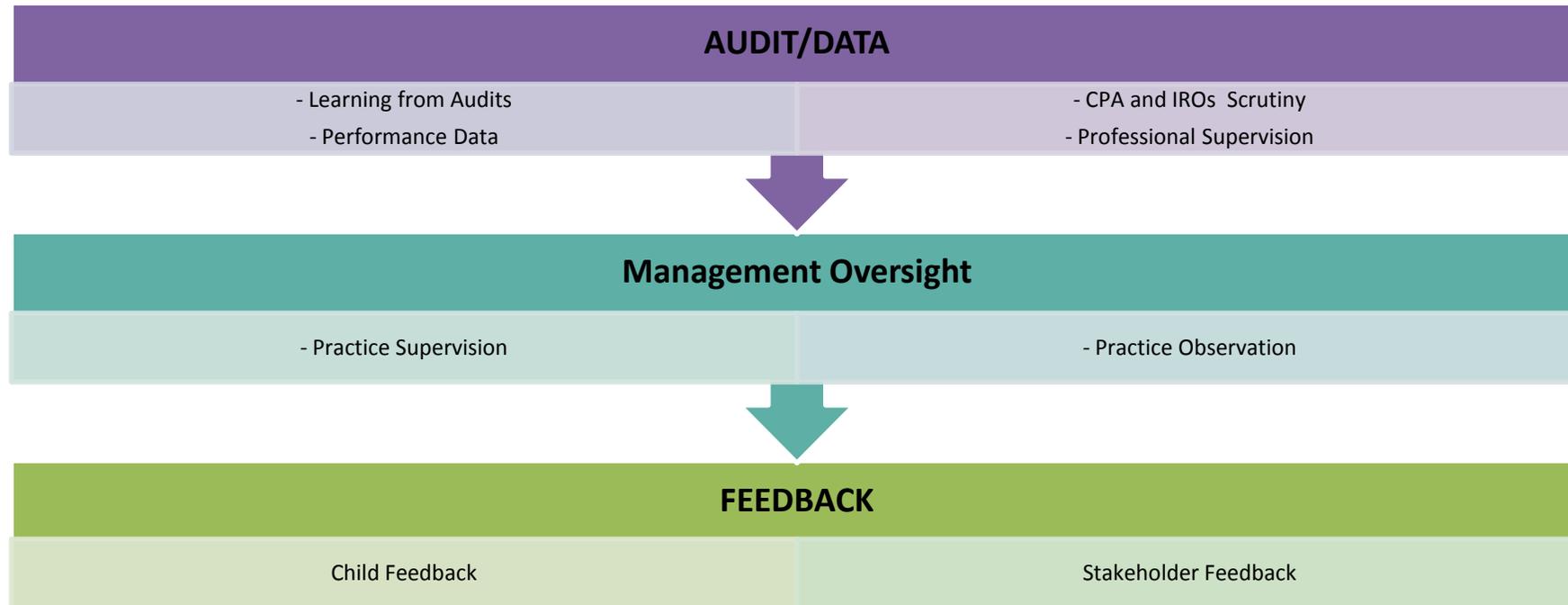
Impact Framework (fig .1)



Evidencing the Voice of The Child (fig. 2)



Framework to Measure Impact and Outcomes (fig. 3)



Guidance: assessing quality

The quality of the casework should be measured by the value-added impact of the work and outcomes achieved for the child. The practice approach and adherence to policy is also considered and any learning areas identified are recorded. Outstanding outcomes are achieved when both the impact and the practice are assessed as good. Grades used in the model are outstanding, good, requires improvement and inadequate. The aim is for all work to reach a good/outstanding standard.

An **Outstanding** grade reflects that all aspects of both the impact and practice domains are assessed to be a good standard (fig 2.) This is when the best outcomes for a child are likely to be achieved. Cases graded as outstanding can still have learning identified.

Work graded as **Good** will have evidence of good practice and impact as evidenced through planning, direct work with children, professional decision making and good assessment. Any learning identified in practice domains is minimal and will be logged as learning actions and improvements evidenced within the supervision process, to enable outstanding practice to develop and best outcomes for children.

The **Requires Improvement** descriptor recognises work that meets our safeguarding responsibilities but where practice is identified that needs to improve in order to achieve a grade of good. Examples of areas that may lead to a require improvement grade are addressed below.

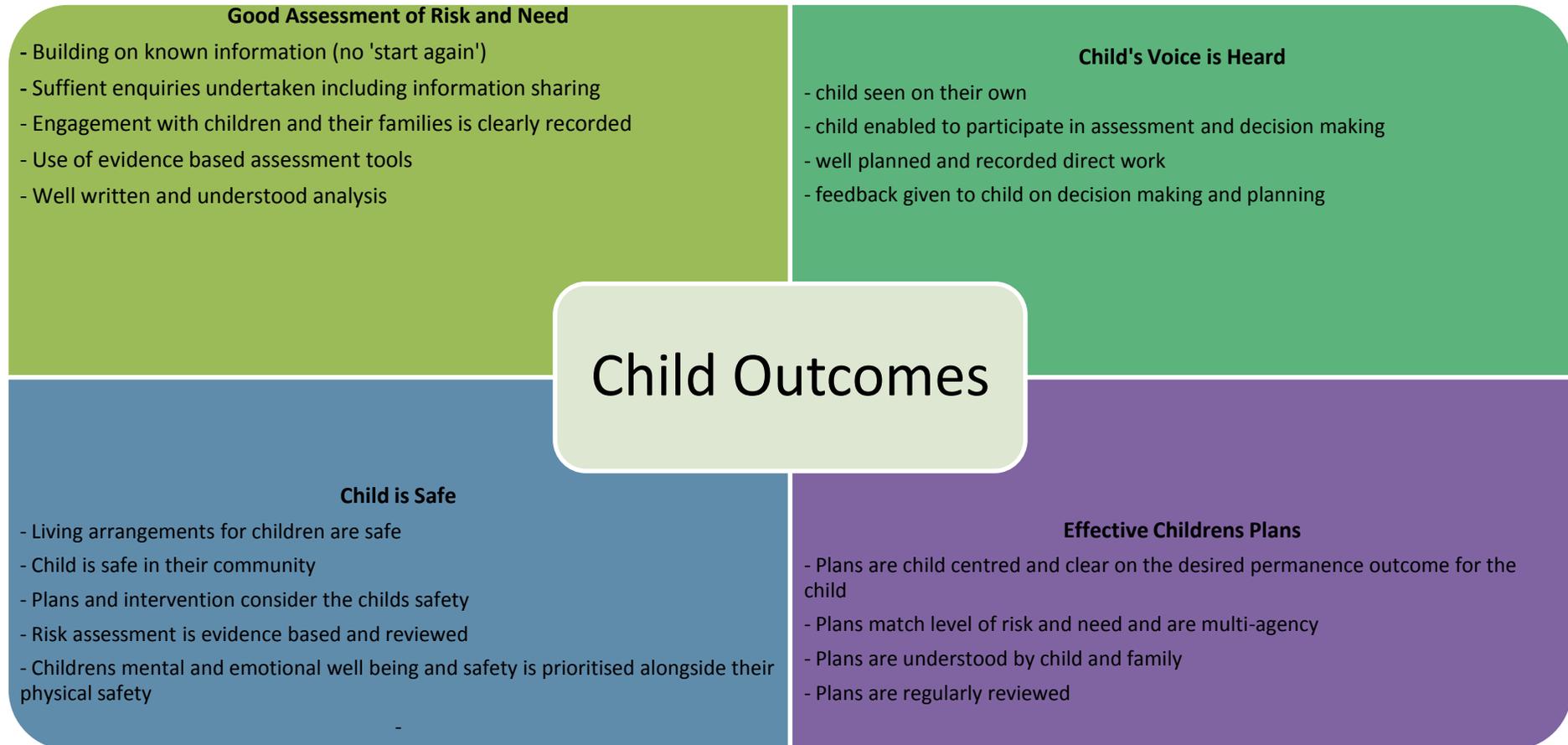
Inadequate indicates where significant improvement is required to ensure immediate arrangements for the child are safe (impact) or that there is insufficient evidence on the file that outcomes are safe (compliance).

Diversity is captured in all areas of the Impact domains.

Recording Learning points and Actions

Any identified learning needs to be focussed and succinct in order to be useful to practitioners to take forward and apply to future practice. As a guide, consider and identify up to three critical points which would improve practice and achieve the best outcome. The learning actions should be reviewed in supervision to ensure that learning themes are identified and to target any improvement work required. This will also enable practitioners and managers to review their learning outcomes and measure improvement over a period of time.

Start with, stay with and finish with the child



Appendix one: Threshold document for assessment

In making decisions about grading, consideration is required of the areas as detailed in the impact descriptors. These are summarised as relating to the following: Safe – achieved a safe outcome, Child's Voice – ensuring child is heard, Assessment – ensuring identification of individual needs, Plans - robust plans that keep children safe, promote their well being and achieve permanence.

Outstanding – evidence that both areas of impact and areas of practice are good, leading to an outstanding outcome for the child. This is outlined as good evidence of:

- ✓ Child seen and wishes and feelings used to inform recommendations (there are exceptional situations where not seeing the child is not achievable or desirable: professional decision making should be recorded in these cases)
- ✓ Evidence of understanding the child's experiences
- ✓ Child impact analysis (which includes risk analysis) included in assessment
- ✓ Assessments enable good decision making
- ✓ Evidence Informed practice tools and direct work tools used to inform analysis
- ✓ Assessments are clear, legible and understandable to parents and child (dependant on age and ability)
- ✓ Professional presentation of written correspondence, assessments, case records and planning, including spelling and grammar
- ✓ Professional approach and engagement in face to face meetings and presentation to panels/conference/court (observation of practice/feedback from service users)
- ✓ Evidence of professional decision making and appropriate management oversight recorded in the case
- ✓ Evidence of children being enabled to make choices where appropriate.

<u>Outstanding</u> Impact domains & practice domains are both good	<u>Good</u> Impact domains are good (learning identified in practice domains)
<u>Requires Improvement</u> Work that meets our safeguarding responsibilities but where practice is identified in either the practice and/or impact domains that needs to improve in order to achieve a grade of good	<u>Inadequate</u> Significant improvement is required to ensure immediate arrangements for the child are safe or that there is insufficient evidence on the file that outcomes are safe or elements of practice are significantly deficient