

CSCS Quality Assurance and Improvement Framework

Approved by the Chief Social Worker for Children and Families

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Introduction



- The Children's Social Care Quality Assurance (QA) and Improvement Framework has been designed to ensure the best outcomes for children and young people and to improve the quality of children's social care practice in Jersey.
- Quality matters children and young people deserve good quality services.
- Making a difference motivates our staff and our managers. This, in turn, will help with staff recruitment and retention and support a culture in the Children's Service more likely to support relational and strengths-based working. It is also important to be accountable for spending Islander's money well.
- Everyone in the organisation needs to think about what they and others are doing, how they listen to children, young people and their families, and to fully understand what impact this is having on their lives, and how things might be done better.
- The role of managers and practitioners is to make sure that the support provided is of a consistently high quality and results in better outcomes for children, young people and their families.
- Each member of staff has a responsibility to contribute to their continued learning through the evaluation of their practice. Managers have specific responsibilities to support practitioners through reflective supervision and appraisal processes, and by supporting ongoing professional development.
- Quality Assurance in children's social care in Jersey should be seen as a continuous improvement cycle, as set out in the graphic on the next slide. We use a range of interdependent methods to measure prevalence, monitor practice, listen to people's experiences, identify areas for improvement and enact change as a result.



Establish practice model, standards, timescales procedures and guidance



Embed changes to improve practice timeliness and to deliver better outcomes

Draw on research evidence and innovation to inform changes



Improved
outcomes for
children
through learning
and
improvement
cycle

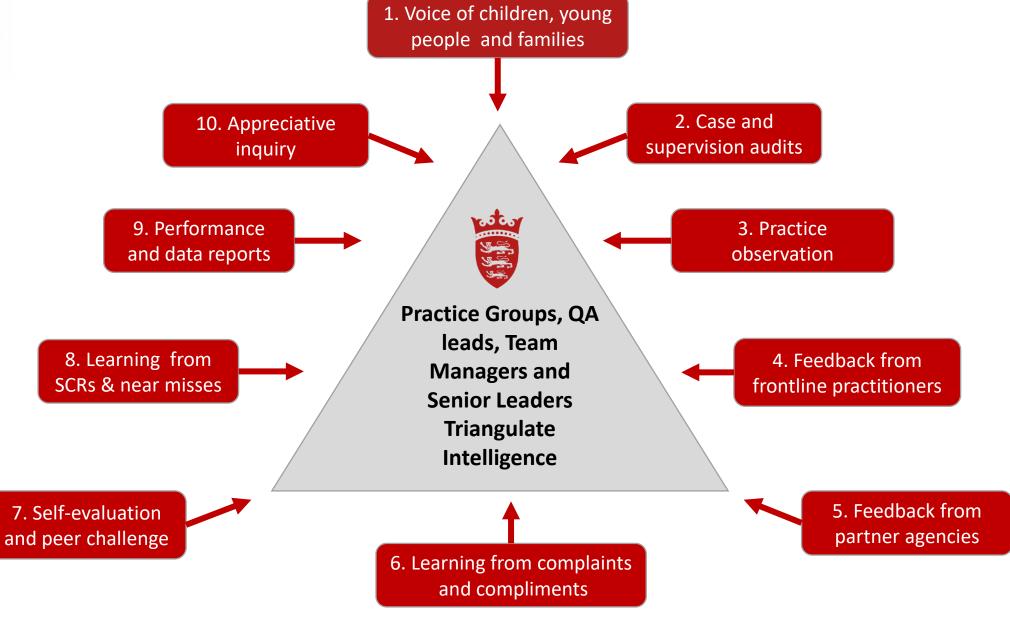
Promote standards, deliver training, provide support and challenge to improve practice

Monitor, audit, gather information and feedback on practice timeliness and quality

Identify required improvements in practice standards, compliance, procedures and guidance

Analyse and evaluate information gathered







Quantitative
How much?
How many?
How often?

Performance Indicators and key metrics. Wide range of often detailed data about service users, needs, services and interventions including timeliness and results.

Finance and resource data.

Partnership data such as health, housing, police, etc.

Qualitative

How did we do?
What did the frontline think and feel about it?
What did children, young people and their families think and feel about it?

Audits (single and multi-agency).
Learning reviews. Dip samples.
Visits and practice observation.
Management oversight. Feedback
from staff and other professionals.
Feedback from service users.
Complaints and compliments.
Evaluation of training (single and multi-agency). Serious case reviews (SCRs). Evaluations and inspections

Impact / Outcomes

What difference have services/
interventions/individuals made to
the lives of children and young
people?
Is anyone better off?
How can we improve?"



Outcome performance measures.
Voice of the child/practitioner.
Self-evaluations. Direction of travel tools. Annual reports.
Development days, Spotlights,
Deep Dives and Challenge events.
Evaluations and inspections.