



West Dunbartonshire
**Child Protection
Committee**

West Dunbartonshire Child Protection Committee

Multi-Agency Quality Assurance And Self-Evaluation Framework (2022)

Version :	1.0	Owner	Child Protection Committee
Effective date:	5 th September 2022	Review date:	September 2024

Documents Management Details

Document Management Category	Details
Title	West Dunbartonshire Child Protection Committee Multi-Agency Quality Assurance and Self-Evaluation Framework
Writer	Natasha Macpherson, Child Protection Lead Officer
Approved by	Child Protection Committees
Date Approved	5 th September 2022
Date Effective	5 th September 2022
Review Date	September 2024
Version Number	1
Version Number & Date of superseded version (if applicable)	
Rational for introduction / drive for change	To ensure a quality assurance and self-evaluation framework is on place and governed through the CPC
Summary of substantive Changes (if applicable)	
Lead Officer	Natasha Macpherson, Child Protection Lead Officer
Consultation and approval process	Document written in consultation with the CPC quality assurance and evaluation subgroup. Document presented to and agreed at CPC on the 5 th September 2022.

West Dunbartonshire Child Protection Committee

Quality Assurance and Self-Evaluation

Framework

Child Protection Committees are responsible for the development and implementation of inter-agency quality assurance mechanisms. The Protecting children and young people: Child Protection Committee and Chief Officer Responsibilities (2019), stipulates that the Child Protection Committee should -

- establish systematic approaches to quality assurance and self-evaluation which focus on the experiences of, and outcomes for, children, young people and families
- use the learning from this activity to develop, implement and measure the impact of improvement plans involve key stakeholders including frontline staff, managers, children, young people and families in aspects of undertaking, reviewing and learning from quality assurance and self-evaluation activity take account of learning from sources including research; inspection locally and nationally; and other CPCs in order to promote good practice and contribute to improved outcomes for children and young people

Within the Care Inspectorate a Quality Framework for Children and Young People in Need of Care and Protection (2019) self-evaluation is defined as an activity that is '*central to continuous improvement*'. It is a learning process through which Community Planning Partnerships and strategic planning groups responsible for improving services for children and young people in need of care and protection get to know how well they are doing and can identify the best way to improve their services.

Establishing how to deliver improvement in the outcomes for vulnerable children, young people, families and carers, and what to measure them against, is the fundamental aim of self-evaluation.

Whatever the planning structures for taking forward improvement, self-evaluation should place the child or young person at the centre and look at the impact services have on their life, as well as the positive outcomes that interventions can have.

Self-evaluation is a process that -

- Encourages Partners to scrutinise and reflect upon practice and identify strengths and areas for improvement
- Recognises the work Partners are doing which has a positive impact on the lives of vulnerable children, young people and their families and where there might be gaps
- Identifies where quality needs to be maintained, where improvement is needed and where partners should be working towards achieving excellence
- Allows Partners to inform stakeholders about the quality of services for children, young people and families.

After undertaking self-evaluation, the next step is to create an action plan based on what changes are required to improve the outcomes for children, young people and families. In addition, self-evaluation will also help us focus on our areas of expertise and good practice and use the learning to help staff continue to develop services and celebrate success.

In order for any action plan to be most effective, it should not be overly complicated and it should be based on a joint professional analysis, reflective, challenge and support.

Rather than a one-off activity that is done in isolation or in preparation for inspection, self-evaluation is most useful when it is embedded in on-going partnership activity. Opportunities to undertake joint self-evaluation should be maximised and aligned to multi-agency corporate planning and reflected in the children's service plan as well as the child protection committee and corporate parenting plans.

Self-evaluation helps to establish a baseline from which to plan to improve outcomes for children, young people and their as well as promoting a collective commitment to set priorities for improvement which can be aligned with local business planning and providing a robust evidence base.



Source: The Care Inspectorate, *Self-Evaluation for Improvement: Your Guide (2019)*

Used effectively, continuous self-evaluation helps Partners to monitor progress and continue to strive for excellence and focuses on three questions –

1. How good are we now?

This is the starting point in any self-evaluation activity and is the baseline for any further development and improvement work. A number of sources can be used to assess, analyse and evaluate how good we are now, including –

- Performance managements information
- Intelligence gathered from quality assurance
- Feedback from children, young people, their families, along with staff

In addition, by using the Care Inspectorate quality indicators (further information on these are provided below) and the inspection questions within their framework, Partners will be able to benchmark current practice against local and national targets. This can be done by considering –

- Impact services have on the outcomes of the lives of vulnerable children and young people
- How effective key processes are in achieving improved outcomes for vulnerable children and young people
- Are we providing appropriate, accessible, high-quality services, activities or opportunities?
- Are we setting and achieving ambitious targets?
- Are we systematically improving the quality of what we offer?

By answering these questions, we should identify strengths within and cross our service delivery and begin to consider areas which need to improve or further develop.

2. How do we know?

To answer this questions, we should further evidence and develop auditing processes that illustrate how well the lives of children and young people are improving

Any self-evaluation activity can only be as reliable as the evidence supporting it. Conclusions should be based on a range of evidence sources and it is important to test out the strength of evidence through ‘triangulation’. The key sources of evidence should include:

- Performance data collected nationally, locally or within a service
- Surveys of stakeholders' views
- Direct observation and auditing of practice
- Review of a range of documentation that evidences decision-making and assessment of risk.

In addition, considering the evidence in context, for example, the relationship between cause and effect is not always straightforward as there may be a time lag between identifying a problem, making changes and seeing results.

Reliable self-evaluation also involves benchmarking inputs, outputs and outcomes with comparator areas. Furthermore, self-evaluation should be open to scrutiny and how evaluations are determined should be a transparent and credible process.

3. What do we plan to do next?

By considering these questions, we are looking at ways in which to take forward the learning from the self-evaluation activity to develop a set of clear and tangible priorities for improvement. We should ask -

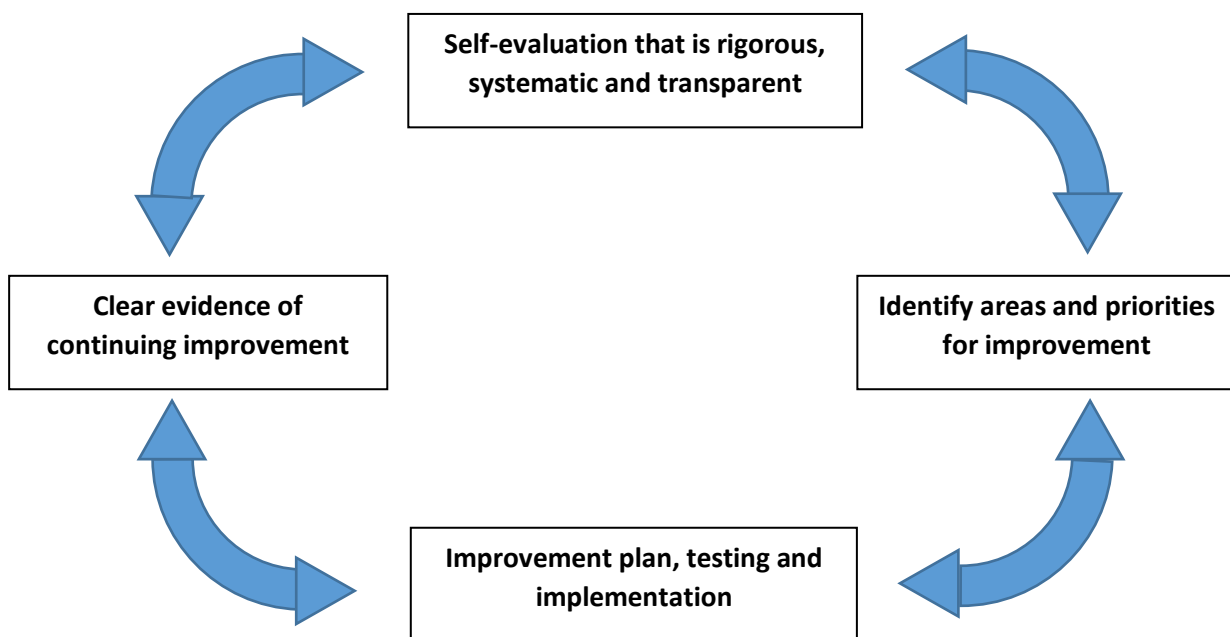
- Are we using the evidence we have gathered to support our strong outcomes and change those that need more development?
- Are we using robust evidence to plan for future developments so they best meet the needs of those we work with and other stakeholders?

By doing this, we will have the best possible opportunity to arrive at well thought-out and robust conclusions. This then allows identification of the most appropriate course of action to ensure improvement is realistic, achievable

and likely to impact positively upon outcomes for vulnerable children, young people and adults.

Where best practice is identified, it should be celebrated, and shared with others.

The Care Inspectorate, *Self-Evaluation for Improvement: Your Guide* (2019) provide the following illustration when considering the ways in which changes have led to improvements -



Carrying out Self-Evaluation

The Care Inspectorate, *Self-Evaluation for Improvement: Your Guide* (2019) provides the following guide for undertaking self-evaluation and should be used as a Guide when undertaking self-evaluation within West Dunbartonshire Community Planning Partnership.

The importance of leadership

- Good leadership is very important in self-evaluation.
- Leaders can ensure that staff are empowered to self-evaluate.
- Leaders can create a culture where it is safe to challenge culture, staff are encouraged to reflect on their own and others' practice, and feedback is actively sought from people experiencing care.

Self-evaluating as a group

There is no set way to carry out self-evaluation. You should select the people, processes and timescales best suited to your Partnership. In most types of service, self-evaluation is best done in a small group (perhaps five or so people). Drawing on the views and perspectives of different people is a strength and involving people who are crucial to the success of the work is very important.

A suggested step-by-step guide

- Agree who is going to be in the self-evaluation team (with managers, staff and others, including perhaps people who experience care or their carers/parents) and decide who will lead the process.
- Set the scope of the self-evaluation: decide the areas of practice you will evaluate and the timescales you will work to.
- Have an initial meeting of the self-evaluation team, finding a quiet space and set aside generous blocks of time. This will help you discuss in detail the type of evidence you will look for, allocate tasks and timescales to the people who will obtain the evidence, and decide who will review the evidence initially to see what it says.
- You should agree how the evidence you find will be collected and recorded.
- You should consider the role of children, young people and their parents/carers in the process and if/how best to communicate the evidence that will be collected.
- Reconvene (perhaps a few weeks later) to hear from people who have been reviewing evidence and compare this to other information, facts or sources of evidence that you have. This is answering the self-evaluation question 'how are we doing?'
- Examine this evidence critically, asking yourself whether it is robust, to help you identify areas that are working well and those that are not. As we publish them, our quality frameworks will help you compare your service to the 'very good' and 'weak' illustrations. This is answering the self-evaluation question 'how do we know?'
- Agree the priority areas for improvement and identify who will be responsible for planning, testing and embedding changes if you have a

team approach to self-evaluation. This is answering the self-evaluation question 'what are we going to do next?' The people involved in planning improvements may be the same or different to your self-evaluation team if you are using a team. It should include those experiencing care and their carers as appropriate. Record these discussions, actions and changes to help you keep track of progress.

Involving Children and Young People

The purpose of self-evaluation is to deliver positive outcomes for people experiencing care so it is important that they and their carers are at the heart of the self-evaluation process.

The views of children, young people and their parents/carers may not be what you expect. Being involved can be empowering for participants and help you identify relevant improvements. It can be a positive experience for staff, hearing what people value about the care and support they receive can be deeply rewarding and re-energising. Hearing about what's not working well from the perspective of children, young people and their parents/carers, particularly if expressed as experience and feelings rather than opinion or judgement, can strengthen staff's resolve to improve.

The involvement of children, young people and their parents/carers is also in line with good practice and legal requirements. It is a basic human right to be heard and to express our views.

Increasingly, services are committed to continual engagement with people to find out what's working well and what could be better. Self-evaluation should make use of this activity and build upon it.

It is also important to appreciate how difficult it might be for some people to take part in self-evaluation. Some may feel that the 'professionals' know best and that they have little to offer. Some may feel reluctant to discuss potential improvements as staff may see this as criticism. People may feel they can't participate if they do not know what is expected of them so the quality of information you provide beforehand and the range of formats you offer is

significant. However, if you share with people that the service wants to improve outcomes, how important their views are to this process and how much work is involved, then people may volunteer. Equally, it is important that you do not ask too much of people and look at how best to support them to be involved. For example, people may need help to write up notes for their part of the process.

The Care Inspectorate, Self-Evaluation for Improvement: Your Guide (2019) provides the following guide provides the following guide when involving children, young people and their parents/carers –

- Invite a ‘representative’ onto the self-evaluation group. If people do not want to sit on the group, ask if they would be part of a reference group that would share its views with someone from the self-evaluation group.
- There may be a local advocacy group that would want to be involved and represent people experiencing care. For some people, approaches such as Talking Mats, Emotional Touchpoints or Photo Elicitation may help them be involved on a one-to-one basis.
- If the service has a closed Facebook page, this can be a good way to engage with people.
- Keep an open mind to avoid labelling people or making assumptions and work creatively in partnership with them.
- Be realistic and flexible to support different people’s needs including young children.
- Be careful not to privilege the views of more articulate or actively involved people. When involving people in self-evaluation, it can be helpful and convenient to use existing resources.
- Be careful to ensure that any representatives know they must represent the wider views and not just their own.

This checklists may help you prepare and plan to involve people -

Checklist for involving People

Questions to Consider	Action Taken
Why are you involving people?	
What do you want to achieve?	
What is the focus of involvement? What you are trying to involve people in?	
Who are you involving? Do some people have specific needs? For example, do they need information in picture form or do they have other communication needs?	
What resources will you need? Resources may include time, money, knowledge and skills	
From asking people who use your services, what do they say has been enjoyable and has worked well before when they've been involved?	
Will you provide incentives for example, hospitality? Can you build your involvement activity into something else eg key work, social work fun activities?	
Have people been asked to get involved early enough so you can decide together what and how they	

can be involved and influence improvement?	
Are people who use your service able to get involved?	
What time commitments do you need from people?	

Source: The Care Inspectorate, *Self-Evaluation for Improvement: Your Guide (2019)*

Checklist for removing barriers to involving people

Questions to Consider	Action Taken
Do people know they have a right to be involved or do they know that their views are sought and valued?	
What will they or their carers get out of being involved? Is the reason for this clear to them eg to make the service better?	
Is it going to be something they enjoy?	
Do they see that things could change as a result?	
Is it difficult for people to get involved because of their age or do they find it hard to read your	

information or get to meetings? Do people need additional supports?	
#What knowledge or skills do people needs? Will you help them to learn or try out new things as a result of their involvement? people may fear that they don't know enough or that they don't have anything to contribute.	
Are the people who work in your service supportive of involvement and do they value what service users and carers have to say?	
Are the people who work in your service supportive of involvement and do they value what service users and carers have to say?	
Are the people who work in the care service aware of the ways that people can be involved? Do staff in your service have the necessary knowledge and skills to support involvement?	

Source: The Care Inspectorate, Self-Evaluation for Improvement: Your Guide (2019)

Quality indicator framework

The Care Inspectorate a Quality Framework for Children and Young People in Need of Care and Protection (2019) identifies ten areas and 22 quality

indicators covering key aspects of the work of Community Planning Partnerships and key strategic planning groups in the delivery of services for children, young people in need of care and protection and their families, as well as a global indicator on the capacity for continued improvement.

The quality indicators can be viewed as a three part inter-related model -

- The impacts and outcomes that services have upon the lives of children and young people in need of care and protection.
- The processes that make up the work of services that support them.
- The individual and collective vision and leadership of those services. This vision will set out what outcomes services hope to achieve in relation to improving the safety, health, wellbeing and life chances of children and young people and should be reflected across the community planning partnership and among all partner organisations. As part of self-evaluation, this shared vision, understood and owned by all services, should be the driver to improvement and those undertaking the self-evaluation should be able to see a clear thread connecting vision, strategy, practice and outcomes.

Each indicator has related illustrations describing what very good and weak practice can look like which can be used as a gauge to the quality of services (further information on this can be found at the following link -

[https://www.careinspectorate.com/images/documents/5865/Quality%20framework%20for%20children%20and%20young%20people%20in%20need%20of%20care%20and%20protection%202019 Revised.pdf](https://www.careinspectorate.com/images/documents/5865/Quality%20framework%20for%20children%20and%20young%20people%20in%20need%20of%20care%20and%20protection%202019%20Revised.pdf)

The illustrations reflect a greater emphasis on impact, outcomes and the experiences of vulnerable children, young people and their families. These are indicative and not designed to be used as checklists. Alongside each quality indicator are potential sources of evidence partners may consider to support

their findings. Again these are not intended as a checklist but are there to guide partners in considering the sources which will provide essential evidence or help to indicate gaps. Some of the sources of evidence, such as a policy document, will not by themselves demonstrate impact and this highlights the importance of triangulating evidence sources.

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is out delivery of services for children, young people and families?	How good is our operational management?	How good is our leadership?
1. Key Performance Outcomes	2. Impact on children, young people and families	5. Delivery of key processes	6. Policy, services development and legal measures	9. Leadership and direction
1.1 Improvements in the safety, wellbeing and life chances of vulnerable children and young people	2.1 Impact on children and young people 2.2 impact on families	5.1 Recognition and response to initial concerns 5.2 Assessing risk and needs 5.3 Care planning, management risk and effective intervention 5.4 Involving individual children, young people and families	6.1 Policies, procedures and legal measures 6.2 Planning and improving services 6.3 Participation of children, young people, families and other stakeholders. 6.4 Performance management and quality assurance. 6.5 Securing improvement	9.1 Vision, Values and aims 9.2 Leadership of strategy and direction 9.3 Leadership of people and partnerships 9.4 Leadership of improvement and change.

			through self-evaluation	
	3. Impact on staff		7. Management and support to staff	
	3.1 Impact on staff		7.1 Recruitment, deployment and joint working. 7.2 Workforce development and support.	
	4. Impact on the community		8. Resources and capacity building	
	4.1 Impact on the community		8.1 Management of resources 8.2 Commissioning arrangements	
10: What is our capacity for improvement? Global judgment based on an evaluation of the framework of quality indicators				

