SCDINSPC2
Work with service providers to carry out self-assessment

Overview

This standard identifies the requirements when working with service providers to carry out self-assessment. It recognises the need for service providers to understand how self-assessment contributes to quality improvement. It includes encouraging rigorous self-assessment by managers and challenging the outcomes of managers' self-assessments. It also includes taking self-assessments into account in inspection and scrutiny activities and providing a comparative benchmark.

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Performance criteria

Equip service providers to complete self-assessments

You must be able to:

P1   support service providers to understand their responsibilities in the practice of self-assessment

P2   direct service providers to the service standards against which self-assessment should be made

P3   engage service providers in analysing the benefits to their organisation of ongoing self-assessment

P4   promote the involvement of **individuals** and **relevant people** in self-assessments

P5   guide service managers to any **additional support** for completion of self-assessment

Use self-assessment within inspection activities

You must be able to:

P6   critically analyse and evaluate self-assessment against requirements in order to make professional judgements on compliance

P7   give feedback to service providers on strengths within self-assessment

P8   give feedback to service providers on gaps within self-assessment

P9   clarify with service provider additional evidence that is required within self-assessment

P10   include **findings** of self-assessment in inspection plans

P11   **record** any judgements and recommendations

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Rights

K1   legal and work setting requirements on equality, diversity, discrimination and rights

K2   your duty to address any acts or omissions that could infringe the rights of individuals

Your practice

K3   legislation, including capacity and rights legislation, statutory codes, standards, frameworks and guidance appropriate to the organisation's operations and activities and its interpretation

K4   your own roles, responsibilities and accountabilities with their limits and boundaries

K5   your own background, experiences and beliefs that may have an impact on your practice

K6   **other agencies** that may impact on the work of your organisation, including their responsibilities, statutory powers, organisational priorities and staffing arrangements

K7   principles of working in partnership with **individuals** and other agencies

K8   the meaning of person-centred/child centred approaches and the importance of knowing and respecting each person as an individual

K9   meaning of dignity for individuals

K10   how to work with other agencies, establishments and other bodies to gather evidence of **positive outcomes** for individuals

K11   how to create a culture that promotes openness, creativity and problem solving

K12   principles of strategic planning and what a strategic plan should cover

K13   principles of quality assurance, quality control and the distinction between them

K14   evidence based research relating to provision of services

K15   identified lessons learnt from government reports and inquiries

K16   how to access sources of expert advice in relation to health and social care, health and safety, building regulations, financial security and company law

K17   how to recognise areas for improvement against regulations, standards and best practice and how to respond

K18   when to use authority and the exercise of regulatory power rather than partnership

K19   how to implement, monitor and evaluate systems, practices, policies

and procedures

K20   difficulties with capture of data and data problems

Communicating with individuals and organisations

K21   the importance of individuals contributing to inspection and scrutiny activities

K22   participatory practice including techniques that can be used to engage with individuals

K23   the role of independent representation and advocacy for individuals

K24   methods to promote effective communication and enable others to communicate their views and preferences

K25   the importance of language in communication and the impact of bilingualism and how to work with it

K26   the purpose of working with other professionals and agencies

K27   the ethos of organisations and how different organisations work

K28   methods to promote effective communication within and between organisations

K29   how to convey potentially difficult or unwelcome information

K30   how to engage in professional dialogue and provide clear feedback which could contribute to the development of an organisation

Theory

K31   theories and models of regulation, inspection, scrutiny and frameworks used to evaluate scrutiny and regulation

K32   theories about **leadership** and **management**

K33   principles of organisational behaviours and cultures

K34   factors that may affect the health, wellbeing and development of individuals in health and social care or children and young people's settings

Health and Safety

K35   legal and statutory requirements for health and safety

K36   organisational policies and practices for monitoring and maintaining health, safety and security in the work environment

Safeguarding

K37   the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices

K38   legislation and national and local policy relating to the safeguarding and protection of children, young people and adults

K39 **early indicators of potential abuse**
K40 indicators and signs of potential harm or abuse
K41 how to respond to concerns about harm and abuse

Handling information

K42 legal requirements, policies and procedures for the security and confidentiality of information
K43 protocols and best practice governing the exchange of information with other individuals and agencies

Report writing

K44 how to record written information with accuracy, clarity, relevance, and appropriate level of detail including reference of sources of evidence
K45 legal and work setting requirements for recording information and producing reports within timescales

Risk management

K46 principles of **positive risk-taking** and the relation to inspection and scrutiny activities
K47 principles of risk assessment and principles of risk management
K48 how to critically evaluate principles and frameworks of risk assessment and risk management

Specific to this NOS

K49 methods to evaluate quality, validity and accuracy of evidence received
K50 how and why to prepare managers to participate in inspection or scrutiny activities, including self-assessments
K51 the importance and purpose of self-assessment and its usage in benchmarking performance and monitoring progress
K52 how to develop policies and procedures which are consistent with the achievement of quality standards
K53 the importance of performance measurement for the monitoring of quality standards
K54 systems and tools which can be used for self-assessment within organisations
K55 how to communicate information about notable or innovative practices to relevant agencies

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services

Additional support may include formal guidance from the organisation or peer support
Findings includes issues addressed within the self-assessment by the provider in addition to the analysis and evaluation of the self-assessment carried out by the inspector
The **individual** is an adult, child or young person who uses services
Record includes recording all evidence and information fully ensuring it is accurate, timed and dated in a way which protects its confidentiality, and evidential value and is in accordance with organisational procedures and legal requirements
Relevant people may include individuals, their families and carers, staff and volunteers, other professionals, lay assessors, experts and other specialists

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The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.
In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your practice

Early indicators of potential abuse may include, patronising attitudes to adults and children, restrictive practices including unnecessary locking of doors, restriction of positive opportunities, lack of respect in relating to individuals
The **individual** is an adult, child or young person who uses services
Other agencies may include other regulatory organisations, commissioners, local authorities, standard setting bodies
Leadership is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating
Management is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives
Positive Outcomes may include health and safety, wellbeing, achievement of personal goals and ambitions, self esteem
Positive Risk Taking is a risk based approach that promotes the taking of risks as a deliberate and planned strategy designed to enhance health, welfare and educational outcomes. It represents best practice for professionals in health care, social work and educational settings in terms of promoting dignity, autonomy, and respect when working with children and adults at risk of harm

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Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. Inspection and scrutiny activities will enhance these rights which include the rights:

To be treated as an individual
To be treated equally and not be discriminated against
To be respected
To have privacy
To be treated in a dignified way
To be protected from danger and harm
To be supported and cared for in a way that meets needs, takes account of choices and also protects
To communicate using preferred methods of communication and language
To access information about themselves

All aspects of inspection and scrutiny activity should seek to build on these underpinning values and should:

Be transparent
Be accountable
Be proportional
Be consistent
Be targeted
Be impartial
Enable providers

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Developed by	Skills for Care and Development
Version number	1
Date approved	January 2013
Indicative review date	January 2016
Validity	Current
Status	Original
Originating organisation	Skills for Care and Development
Original URN	SCDINSPC2
Relevant occupations	Inspectors/Senior Inspectors/Regulators of Health, Social Care and Children's Services
Suite	Inspectors of Health, Social Care, Children and Young People's Services
Key words	children and young people's settings; health and social care; self-assessment; service standards; evidence, outcomes

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