

Team Manager Development Programme for Wales

Module Two

Evidencing Performance and Quality

Day 1

Reminder of role of the programme

- Help managers to develop an in-depth understanding of the key drivers influencing practice quality in social care.
- Help managers develop their critical thinking skills, and to make better case management decisions.
- Enable managers to apply a range of tools and techniques to improve practice quality within their teams, and to develop their ability to manage practice quality within social care settings.

Learning style

- Collaborative - sharing approaches that work.
- Exploratory - theory to practice.
- Test and constructively challenge each other.
- Respect each others' contributions.
- Confidentiality - only generalised learning to be taken back to the workplace.



A framework for practice quality



Reminder of module one - an introduction to managing practice quality

- Introduction to practice quality
- Managing practice quality in context
- Service users and carers at the centre of quality improvement
- Managing demand and capacity
- Action Learning
- Assignment
- 360 feedback and Personal Development Plans

Agenda for this module - evidencing performance and quality

- Promoting and embedding evidence-informed practice
- Performance management
- Validating performance – the role of regulation and inspection



Module three – leading and managing for quality

- Team leadership in social care
- Enhancing and managing the performance of teams and individuals
- Wellbeing in the workplace
- Leading and supporting development and change
- There will also be an opportunity to do another 360 degree assessments

Programme assessment – one assessment per module

- A written assignment which, in the context of national policy and best practice, provides an analysis of the practice quality arrangements relevant to your team and/or organisation.
- **A written assignment which explains and reflects upon a work-based practice quality project that you have undertaken.**
- A presentation of a case study which illustrates your own management and/or leadership skills. The presentation will be supported by a written description of the case study and reflection on the process, with a critical evaluation of the consequences for practice.

Timetable – Module Two

Day 1:

- Promoting and embedding evidence informed practice
- Module 2 assessment and project planning

Day 2:

- Performance management – taking an outcomes approach
- Performance Management – measuring, monitoring and analysis
- Validating performance – the role of regulation and inspection
- Next steps

Learning outcomes

- Demonstrate a critical understanding of a range of techniques to embed evidence-informed practice
- Critically evaluate current practice in relation to your work-based practice quality project
- Evidence service user input to a practice quality project scope, design and development
- Use evidence-informed learning to implement good practice
- Critically reflect on your own, and the organisation's, development and learning

Support days

**Project and
assignment
support**

**Action
learning**

Study Time

**Individual
support
meetings**

**Individual
Support
meetings**

Re-introductions and exercise

- Job title and role, Local Authority, service user group.
- What word or few words comes to mind when you think of evidence informed practice?



5 minutes breather!

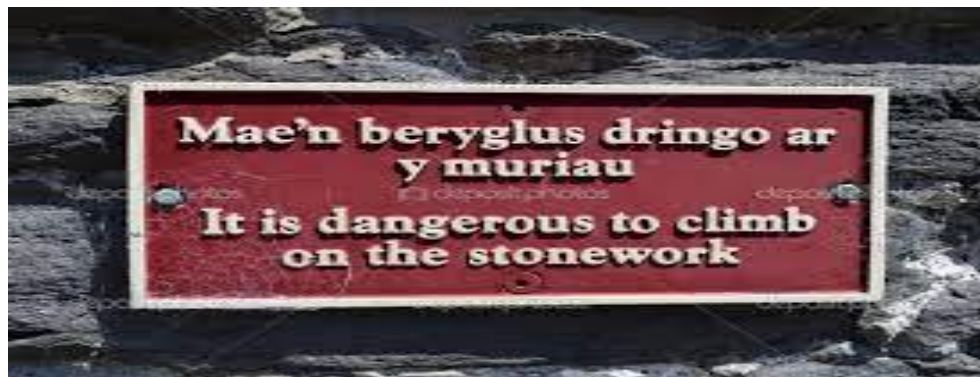


Promoting evidence informed practice and quality



Purpose of session

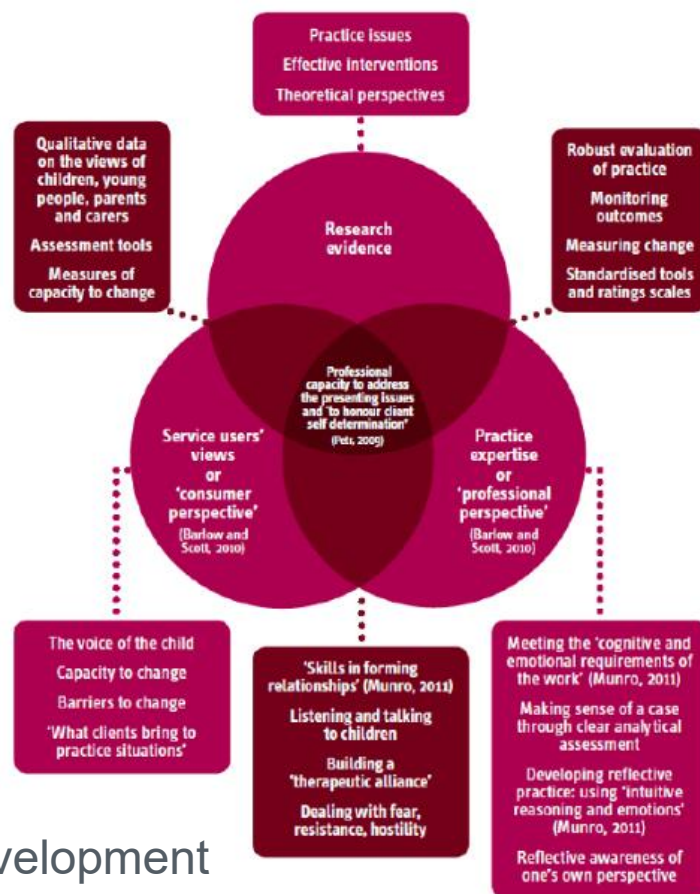
- To consider the concept of evidence informed practice.
- To consider its place in terms of social care practice in Wales.
- To consider why research on what works is important and how it can be embedded into social work practice.
- To consider processes that support evidence being transformed into practice.



What is evidence-informed practice?

Decisions and professional judgements are informed by:

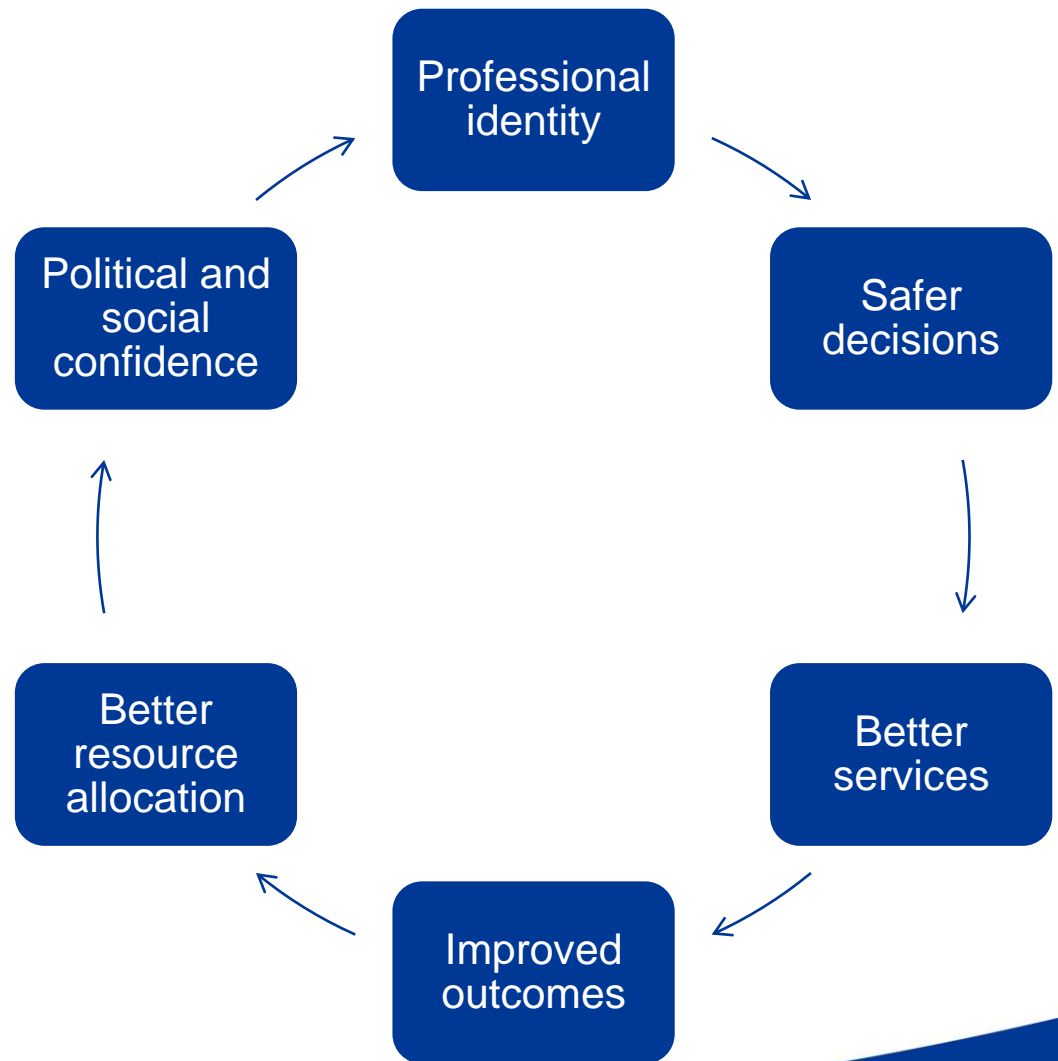
- Research evidence and data
- Practice expertise
- Views of service users



Research in Practice (nd), 'Management development programme - Part One' [Power Point presentation].
Dartington: Research in Practice

Why is it important?

Research in Practice (nd),
'Management development
programme - Part One'
[Power Point presentation].
Dartington: Research in
Practice



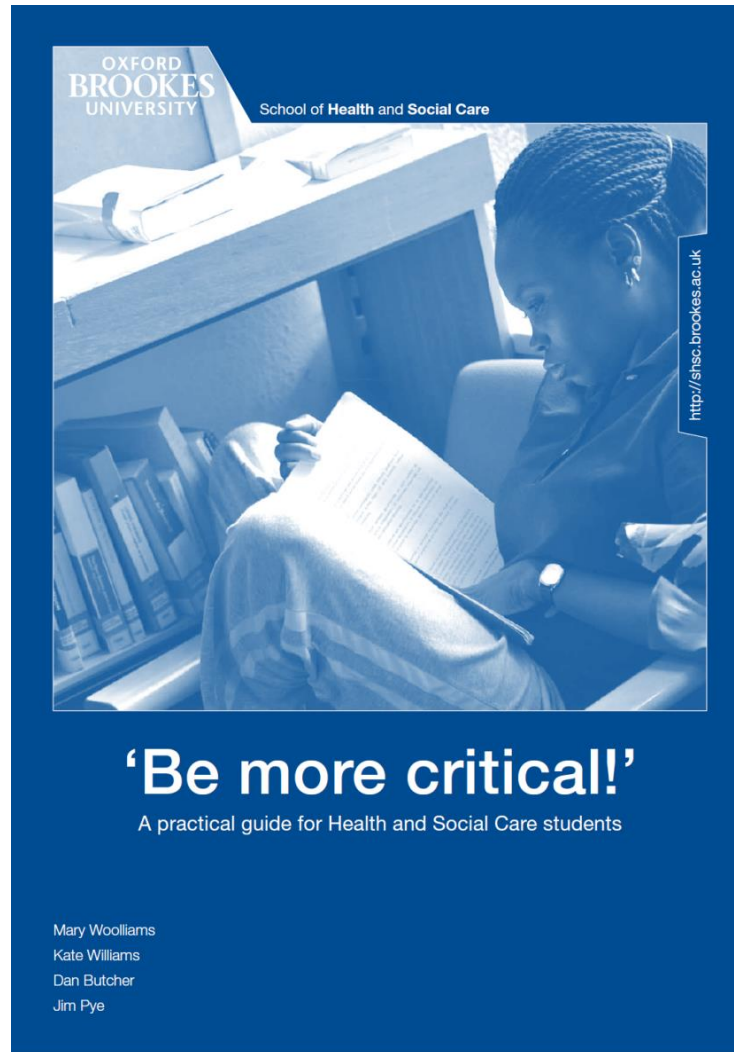
Qualities that underpin evidence-informed practice

Being evidence-informed in your work implies a number of things:

- asking challenging questions about current practice
- knowing how and where to find relevant research
- understanding key messages about what works

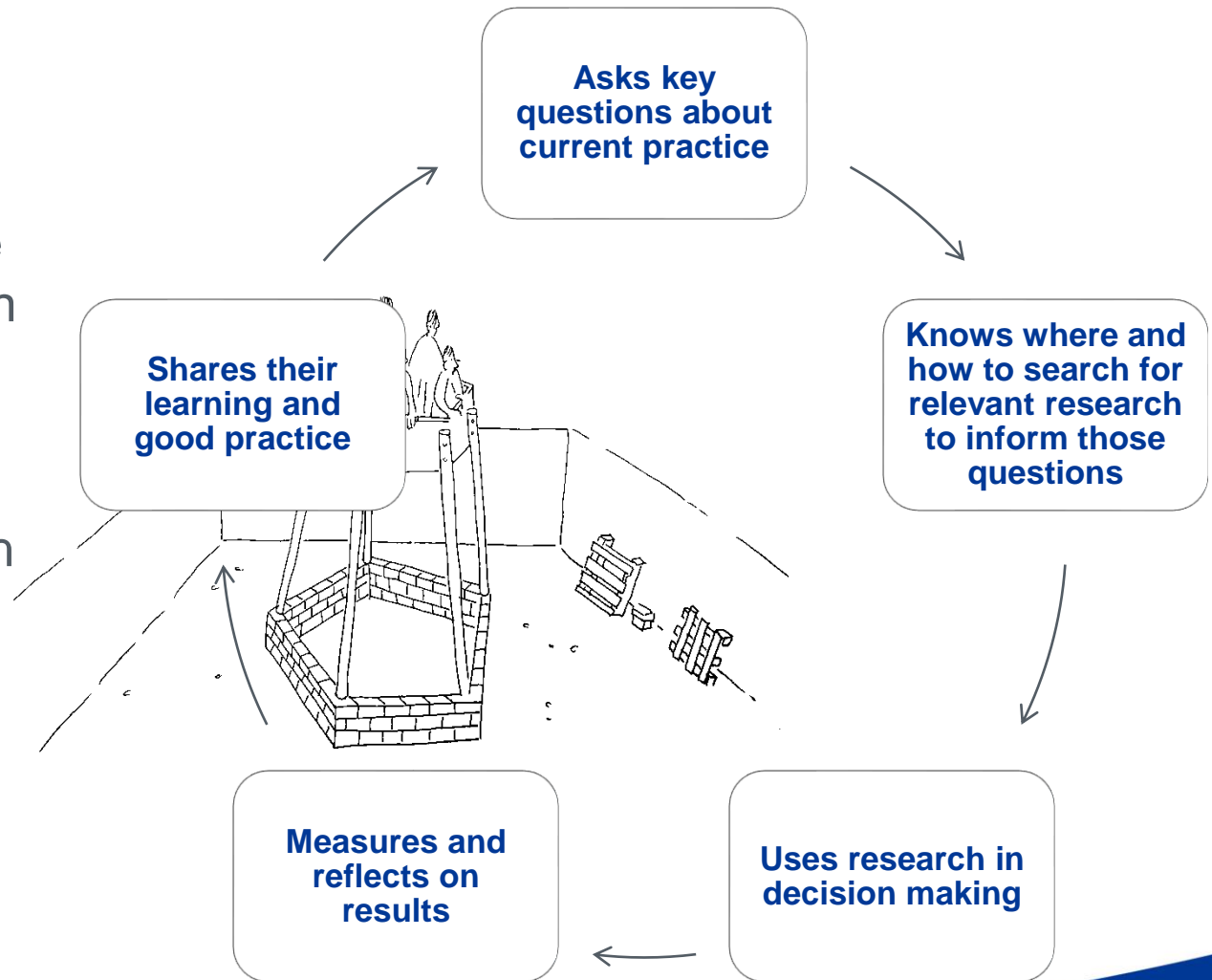


Don't take anything at face value!



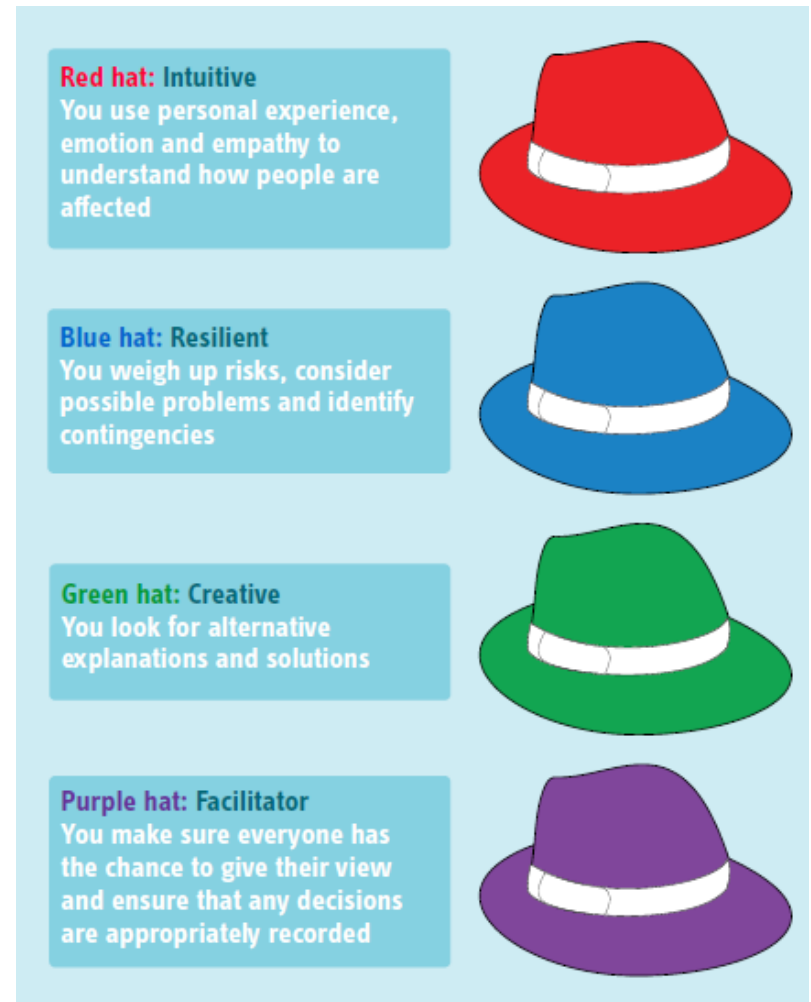
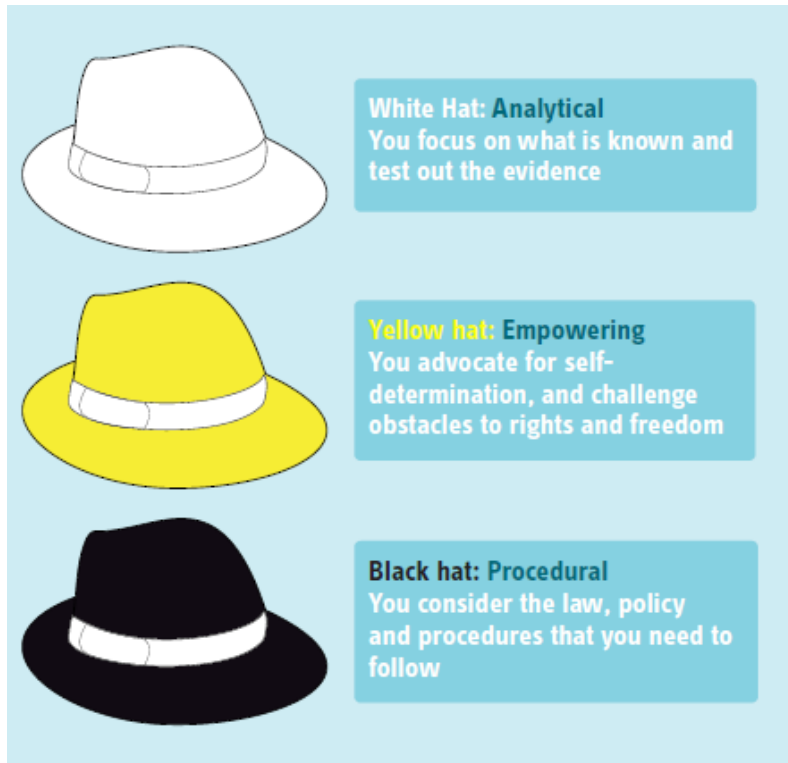
What does an evidence-informed team look like?

Research in Practice (2015), 'Becoming an evidence-informed team' [Power Point presentation].
Dartington: Research in Practice

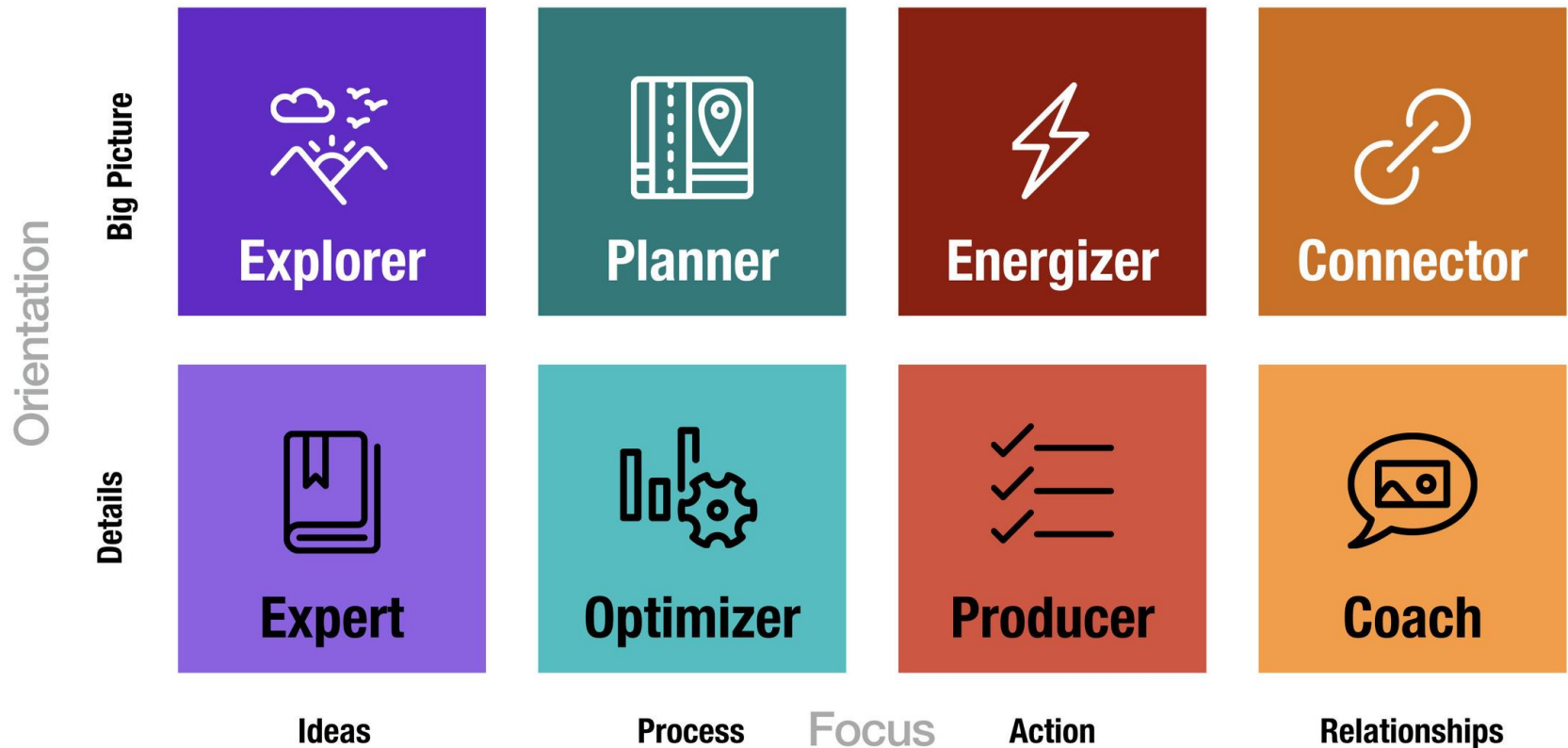


Self awareness – De Bono's thinking styles (1985)

Everyone has a preferred thinking style and this affects the approach we take to making decisions.



Bonchek & Steele (2015)



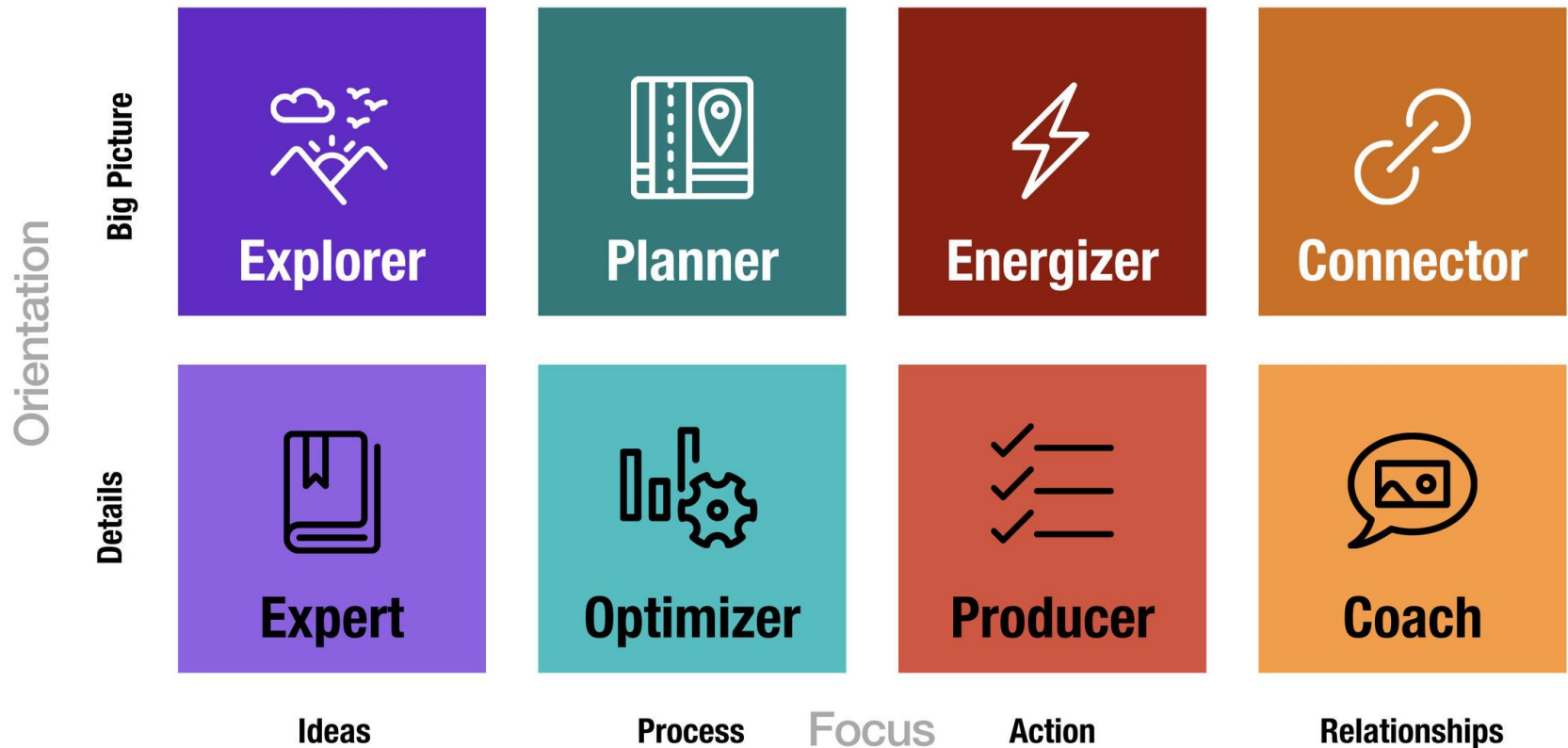
Adapted with permission from “What Kind of Thinker Are You?” by Mark Bonchek and Elisa Steele on HBR.org | Nov. 2015

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Bonchek & Steele (2015)

https://cdnsecakmi.kaltura.com/p/506471/sp/50647100/playManifest/entryId/1_ctdb7da4/format/url/protocol/https/flavorParamId/457711/video.mp4?ts=1465572330

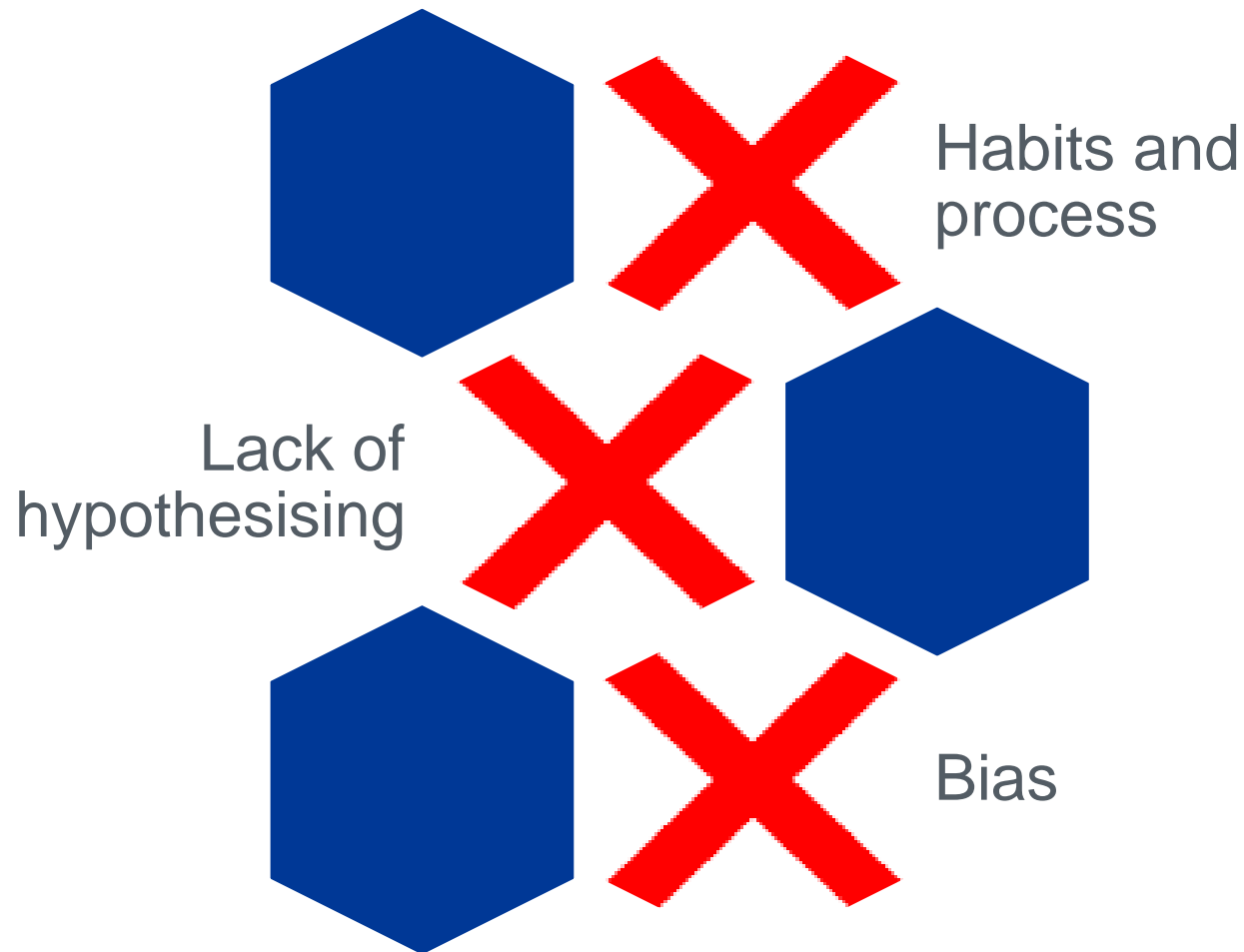
Bonchek & Steele (2015)



Adapted with permission from “What Kind of Thinker Are You?” by Mark Bonchek and Elisa Steele on HBR.org | Nov. 2015

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Thinking traps in decision making

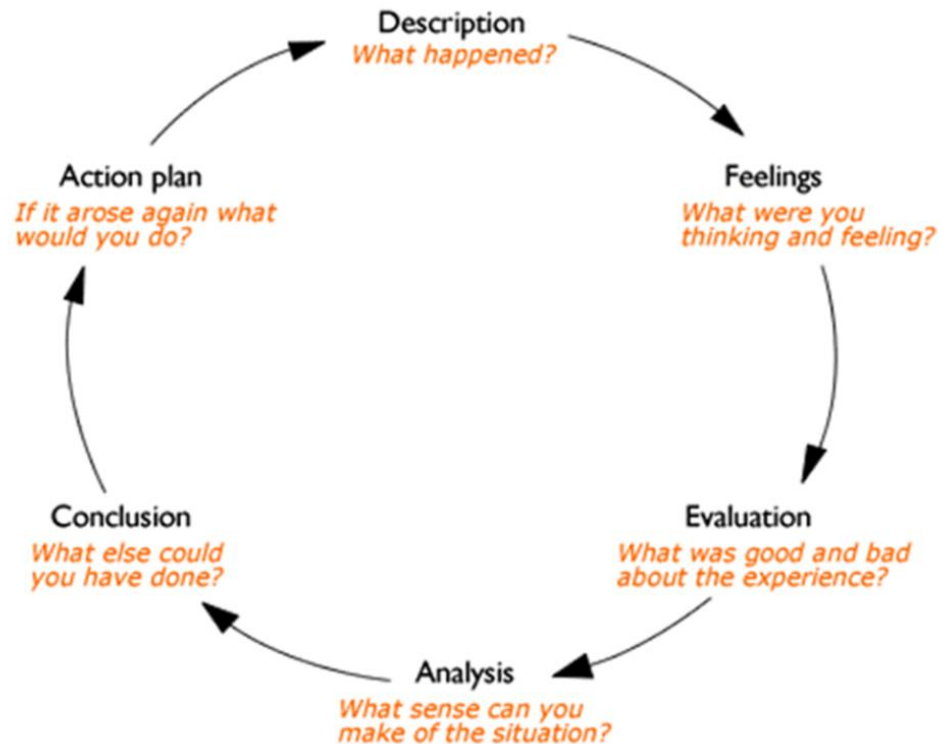
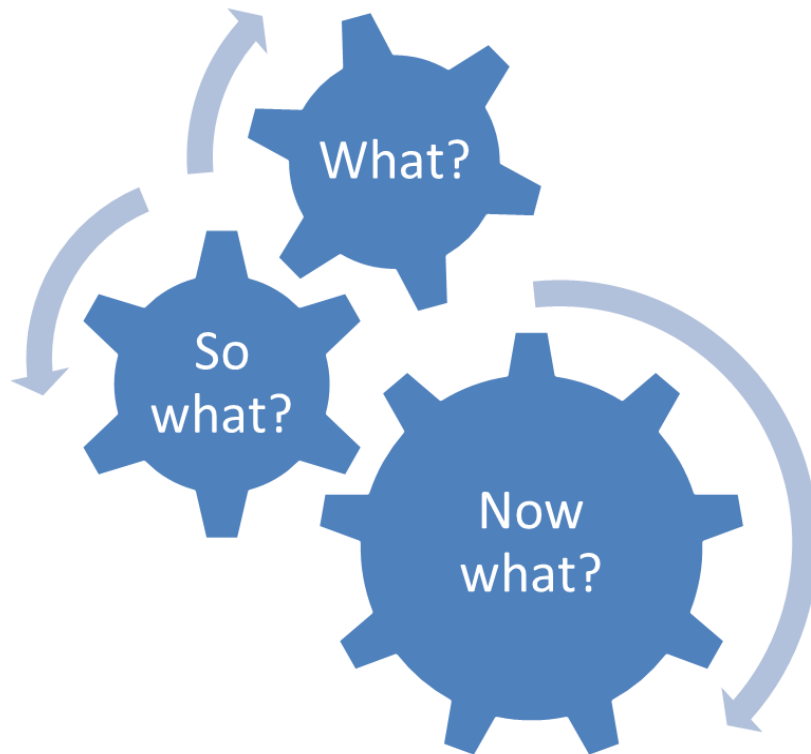


Different types of bias

- Halo bias
- Negative information bias
- Repetition bias
- Credibility bias
- Adjustment/ confirmation bias
- Conflict avoidance
- Unconscious bias



Importance of critical reflection



Large Group Reflection part A

Discuss the following:

“The naïve assumption that when research information is made available it is somehow accessed by practitioners, appraised and then applied in practice is now largely discredited.”

University of York (1999), Getting evidence into Practice, Effective Health Care, 5 (1), page 2, London: Royal Society of Medicine Press.

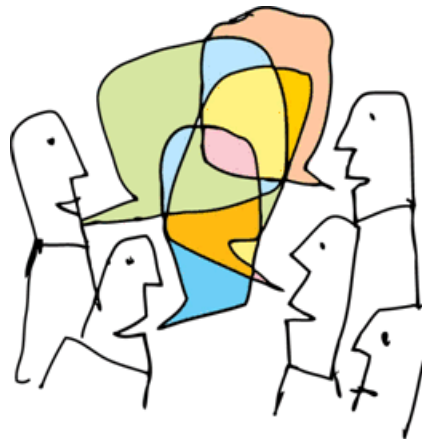
Breakout rooms – Challenges to evidence-informed practice



Small Group Reflection part B

In small groups discuss the following:

- What do you think are the implications of ignoring evidence/research?
- Do you have any experience of a team/service/organisation ignoring evidence/research?
- What were the consequences? Did people learn from this and how?





Back in 15 minutes – step away from your screen!
Please come back to main room after break.

Use of systems and processes to embed evidence-informed practice

- In module one we talked about process–mapping. This is identifying the process AS IT IS – descriptive.
- To be systematic about embedding EIP we need to set out the processes that staff SHOULD FOLLOW, in ways that represent best evidence and support its implementation - prescriptive.

Prescriptive processes

These can fall under a variety of names, e.g.

- Procedures
- Protocols
- Pathways
- Integrated care pathways
- Electronic client systems

The important aspect is that they are a means of setting out for staff and service users what to expect at particular points of the service-user journey

Procedures

- Term most commonly applied to descriptions of administrative requirements and processes.
- Usually quite high level.
- Are likely to be top down, set by the organisation.
- Are useful to you as a manager to ensure the basic organisational expectations are clear.
- Should still have a basis in evidence of what works.



Pathways

“ICPs aim to have:

- The right people
- In the right order
- In the right place
- Doing the right thing
- In the right time
- With the right outcome
- All with attention to the [user] experience”

Davies N (ed) (2005) *Integrated Care Pathways, Guide to Good Practice*. Llanharan: National Leadership and Innovation Agency for Healthcare

- A narrower focus on practice.
- The optimum service user journey, in relation to a specific aspect of their need – what evidence has shown is most likely to achieve good outcomes.
- Detailed steps, often with some form of decision support.
- Integrated care pathways - agreed activities across agencies.

Resource and examples

A range of examples of pathways in your folder

- Integrated pathways for mental health
- http://www.wales.nhs.uk/technologymls/english/resources/pdf/tools/service_dev/MentalHI%20guide.pdf
- <https://www.audit.wales/sites/default/files/publications/POPS-Healthcare-Eng.pdf>

Examples of sources of evidence/research

- Social Care Wales <https://socialcare.wales>
- Social Care Research and Development Strategy for Wales 2017-22 https://socialcare.wales/cms-assets/documents/Report-on-the-consultation-of-the-Research-Strategy_Dec2017-English.pdf
- Audit Wales <https://www.wao.gov.uk/our-work/good-practice>
- Health and Care Research Wales <https://healthandcareresearchwales.org/>

Examples of sources of evidence/research

- Research in Practice – Children's social care
www.rip.org.uk
- Research in Practice for Adults www.ripfa.org.uk
- Social Care Institute for Excellence – Social Care Online
<http://scie-socialcareonline.org.uk/>
- What Works Centres
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/378038/What_works_evidence_for_decision_makers.pdf

Assignment 2



Module two assessment (1)

Submit a written assignment which explains and reflects upon a work-based practice quality project that you've undertaken.

The rationale for the work must be clearly set out in the context of national policy and/or best practice, including service user input to the project scope, design or development.

The project must have been accepted by your line manager as appropriate to the needs of your team or organisation, and have been undertaken during the timeframe of the programme.

Module two assessment (2)

Supporting information will be expected that gives evidence of the project activities and implementation of good practice, including an observation statement from your line manager.

References will be expected to key local or national documents and other relevant literature to demonstrate that you have undertaken wider reading and/or research.

Minimum of 3,000 words and a maximum of 4,000 words. No tolerance is given.

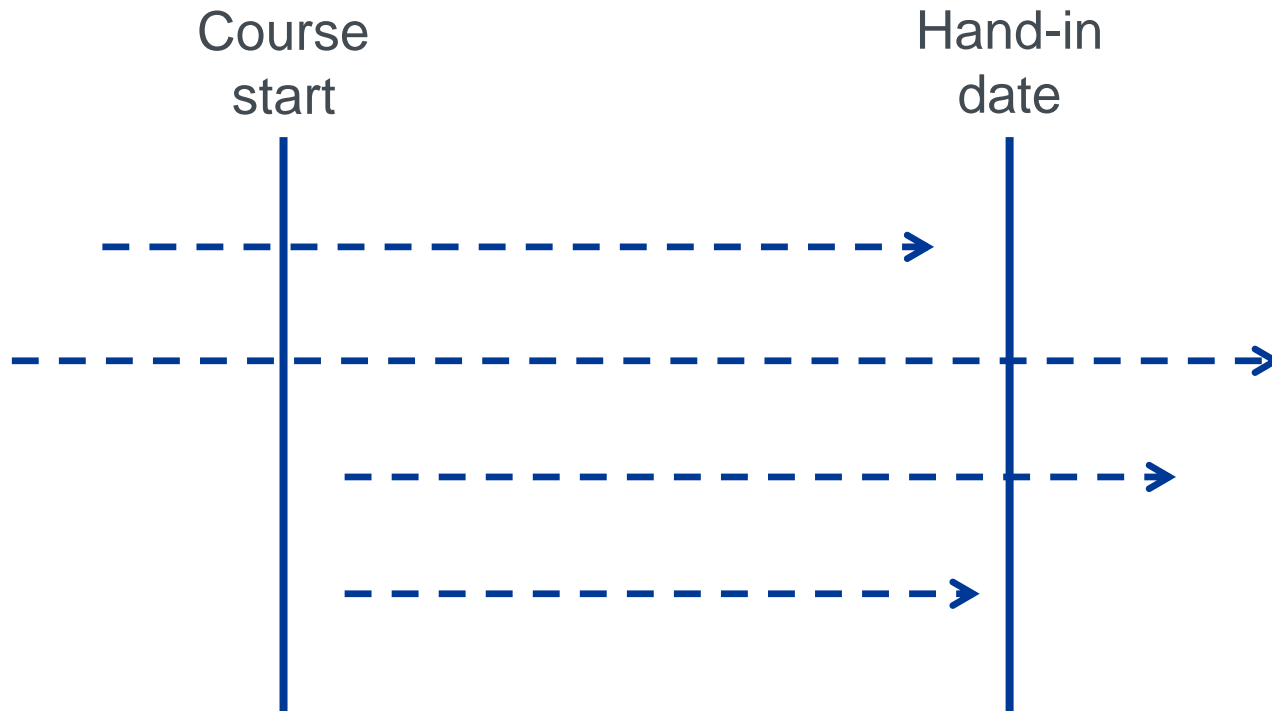
Module two assessment criteria

- a) Provide a rationale for the work-based project, drawing on a critical understanding of good practice including service user input to the project scope, design or development. (20%)
- b) Demonstrate appropriate management of practice quality. (20%)
- c) Critically evaluate the effectiveness of the activities undertaken and their impact on practice quality within your team and/or organisation. (20%)
- d) Provide a reflective commentary that demonstrates personal development and learning. (20%)
- e) Demonstrate good academic practice applicable to the work-based project. (15%)
- f) Correctly and appropriately cite references and include them on a reference list. (5%)

Example projects

Quality Gap	Project	Quality Improvement
Some service users having to wait too long for a service.	Development of standardised case and workload management tool/s.	Shorter response times and a more equitable service.
	Role redesign for senior practitioner in Children's Services – an options appraisal.	
	Review of existing duty/intake screening tools/processes.	
	Audit of re-referrals to identify any common themes by type of need/s, agency or process.	

Project and assignment timescales



Assignment hints and tips

- Look at the guidance for students in the assignment template.
- Pick a project that is a work priority, that you will have to complete within a similar timescale and that reflects a PDP objective if possible.
- Avoid projects that are outside your sphere of influence.
- Projects should enable you to demonstrate implementation of quality management best practice.

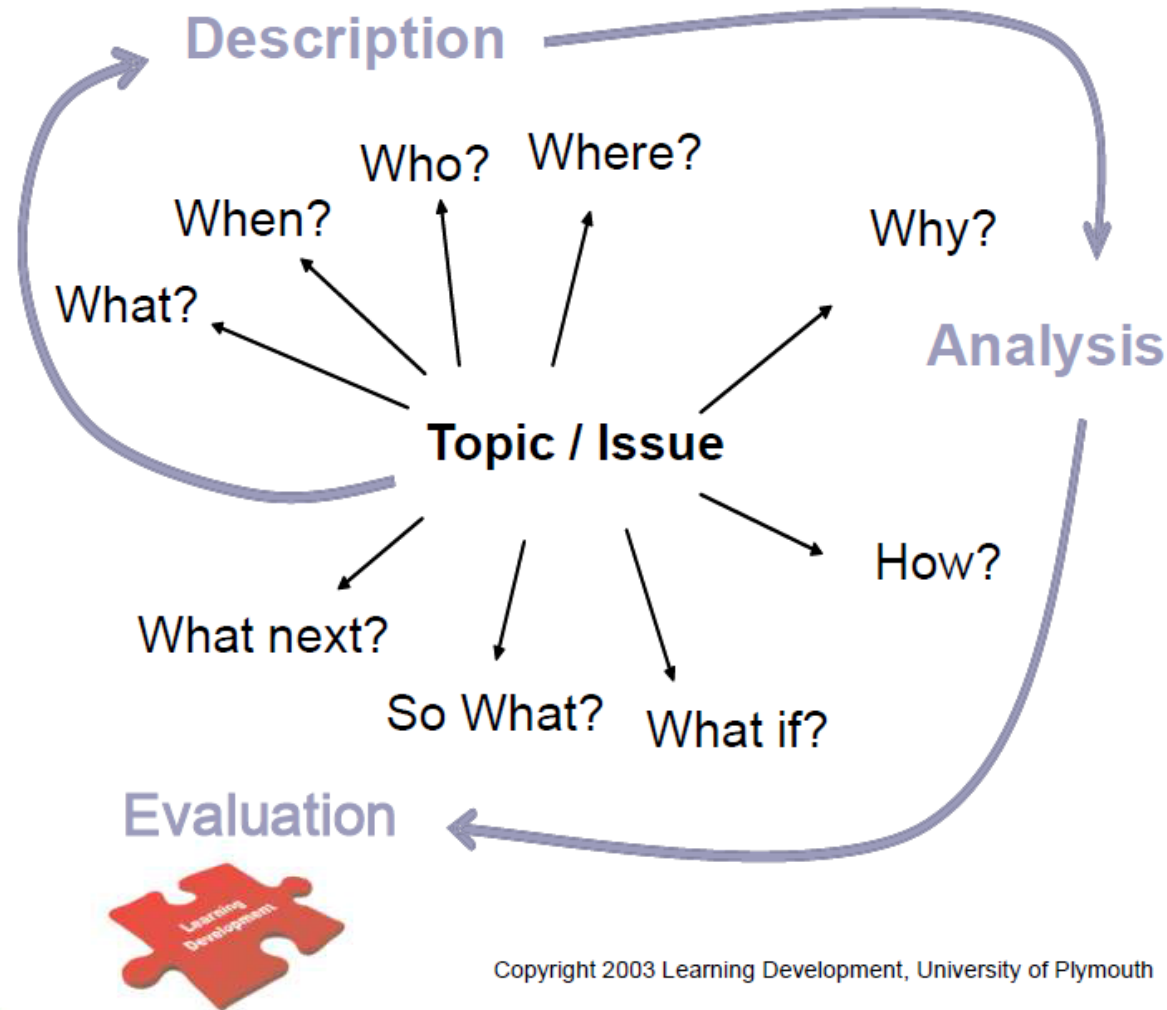
Assignment hints and tips (continued)

- Projects can be joint, but the assignment must be wholly your own work.
- Think carefully about how you will structure your assignment when you write it up.
- Ensure that you clarify your role in the project.
- Provide a commentary on key activities you carried out. Use examples to illustrate how you tried to apply good practice -write in the first person.

Assignment hints and tips (continued)

- Reflect on your learning from the project.
- Keep a 'learning log' to help jog your memory when writing the evaluation.
- Look at the course participants notes and reading list for further information – wider reading is expected.
- Keep within the word limits as stated and be aware that different versions of software can record slight variations in word count. So, we recommend that you keep your word count to at least 30 words under the maximum.

University of Plymouth model to generate critical thinking



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Reflective practice

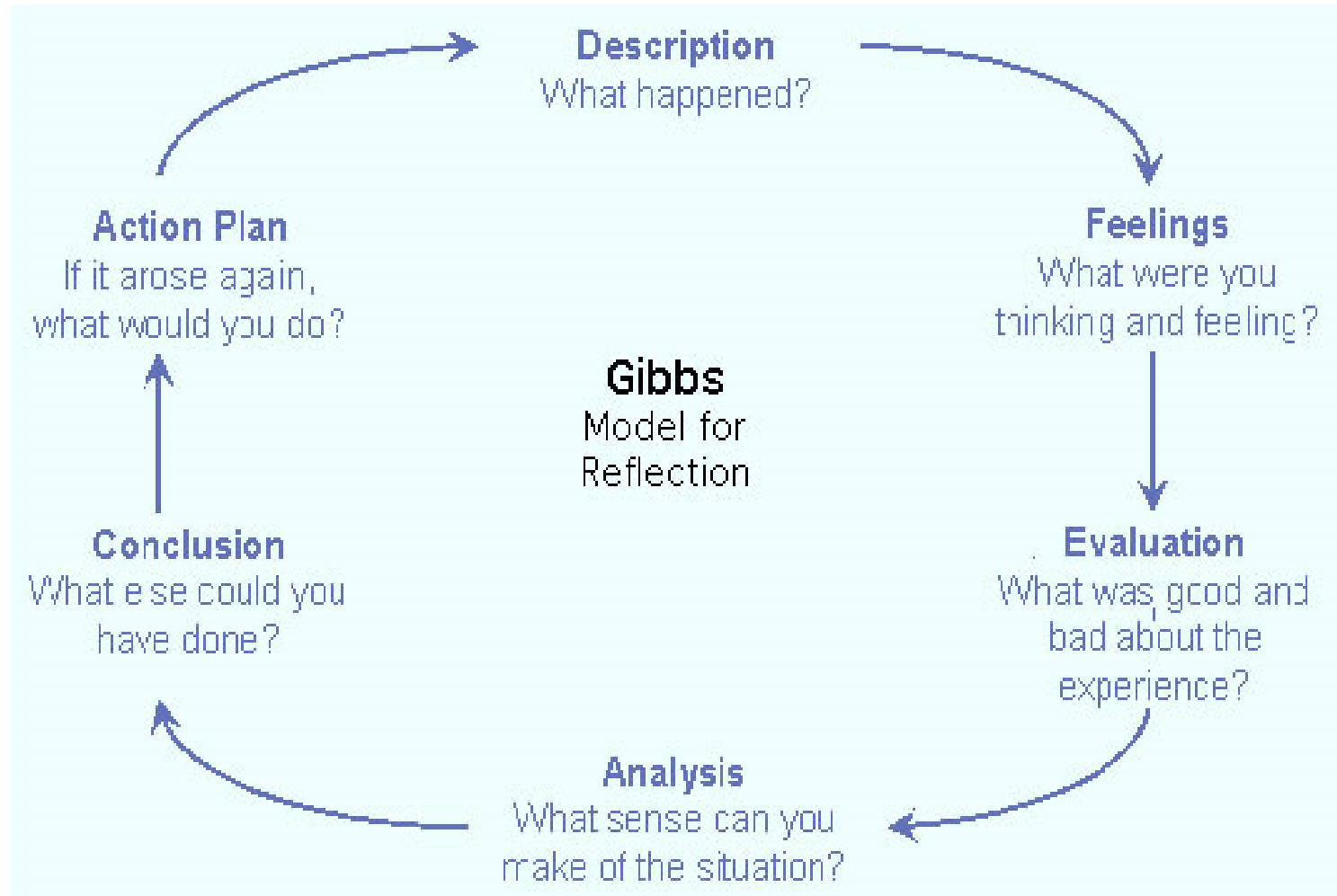
Driscoll (2007) adapted and applied 3 key questions for reflective practice:

- **WHAT** – the description of the event
- **SO WHAT** – the analysis of the event
- **NOW WHAT** – the proposed actions following the event

For more information:

http://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical_reflection/models/driscoll.html

Gibbs model for reflection



How to reference

- Note details of every source when you use them
- You must use the Harvard style of referencing
- Within the assignment text:
 - Cite each source giving brief details (author and year)
 - For quotes, add the page number
- In the reference list at the end:
 - List only those sources referred to in the assignment text
 - Give full details on each source
- Use 'Cite Them Right' online - access through the Oxford Brookes library page

Reference list

- All sources mentioned in the text of the assignment must be included on the reference list and be clearly identifiable
- List sources alphabetically by author
- All citations on the reference list must include author, date, title as a minimum – see the guide to referencing that is available on the Help and Guidance section of Moodle:
 - Citing your references using the Harvard (Author-Date) system <https://radar.brookes.ac.uk/radar/items/370e1de4-8ea3-18c5-0eb6-676d7efc9533/1/>
 - Web sources additionally need the web address and date accessed

Rules and regulations

- Submit work electronically – assignments must be submitted to the VLE (Moodle) on the assignment template.
- Work must be handed in by the set deadline.
- Deadlines can only be extended in exceptional circumstances, with applications being made in writing, in advance of the submission, on the appropriate form, with supporting evidence.
- Plagiarism is considered a disciplinary matter. You can check your work in Turnitin, looking for a reasonably low score.
- Data confidentiality – do not name colleagues or service users.
- Assignments will be confidential.

Grades and marking

- The assessment will be graded:
 - Fail 0-29%
 - Refer 30-49%
 - Pass 50-59%
 - Merit 60-69%
 - Distinction 70% or above
- You can resubmit an assignment once more if you do not pass on the first attempt – maximum grade for resubmission 50%.

Individual support meeting preparations

- Discuss and agree possible project(s) with your line manager
- Draft an outline of your proposed project plan
 - Rationale
 - Main 'product'
 - Activities you will undertake
 - How you will demonstrate service user input
- Complete and submit your plan via Moodle. You can use your organisation's own project framework or the IPC template.

Team Manager Development Programme
Reviewed June 2016

Team Manager Development Programme

Assignment 2: Project Plan

Name:

Course Number:

This template has been designed to help students complete a Project Plan for their second assignment.

Students are not required to complete this template – you might for example choose another format to produce your plan. It is also not intended to act as a substitute for any other project plan documents of methodologies your Local Authority requires you to use. Students should note that the completion and timely submission of a project plan is a course requirement. A date for submission will be agreed with your personal tutor. Either email the plan to your personal tutor or bring it with you to your module two tutorial for discussion.

The plan is structured using five elements: *Project Rationale*, *Project Outputs*, *Key Activities*, *Design & Governance* and *Mitigating Risk*. Within each element is a list of prompts to support your thinking about what needs to be included in each section of the plan. We suggest that you keep comments for each section as concise as you can. Please do feel free, however, to add any other information, as you consider appropriate.

Appendix 1 is to support you to structure your project activities under a number of stages and to say who's involved, what are the outputs/products to result and to identify timescales. Having things out in this way will be helpful to you when writing up the project

Lunch



Breakout groups – EIP in your teams / organisations?



Small Group exercise

- This exercise asks you to reflect on your team or service's position with regard to evidence-informed practice.
- Consider the questions in the handout and relate to your own teams. Each breakout group will look at two sections of the document.
 - Group 1 look at section A and B
 - Group 2 look at section C and D
 - Group 3 Look at section E and F
- See next slide for what we want you to do.

Small Group exercise (continued)

- There will be a plenary session after 40 minutes to share:
 - What was the spectrum across the teams?
 - How did that feel for you?
 - Two headline ideas to share about how to improve EIP in teams
- Nominate a spoke person(s) for the group

Main room plenary - 15 minutes

What was the spectrum across the teams?

How did that feel for you?

Two ways to improve EIP in your teams?





Back in 15 minutes – step away from your screen!

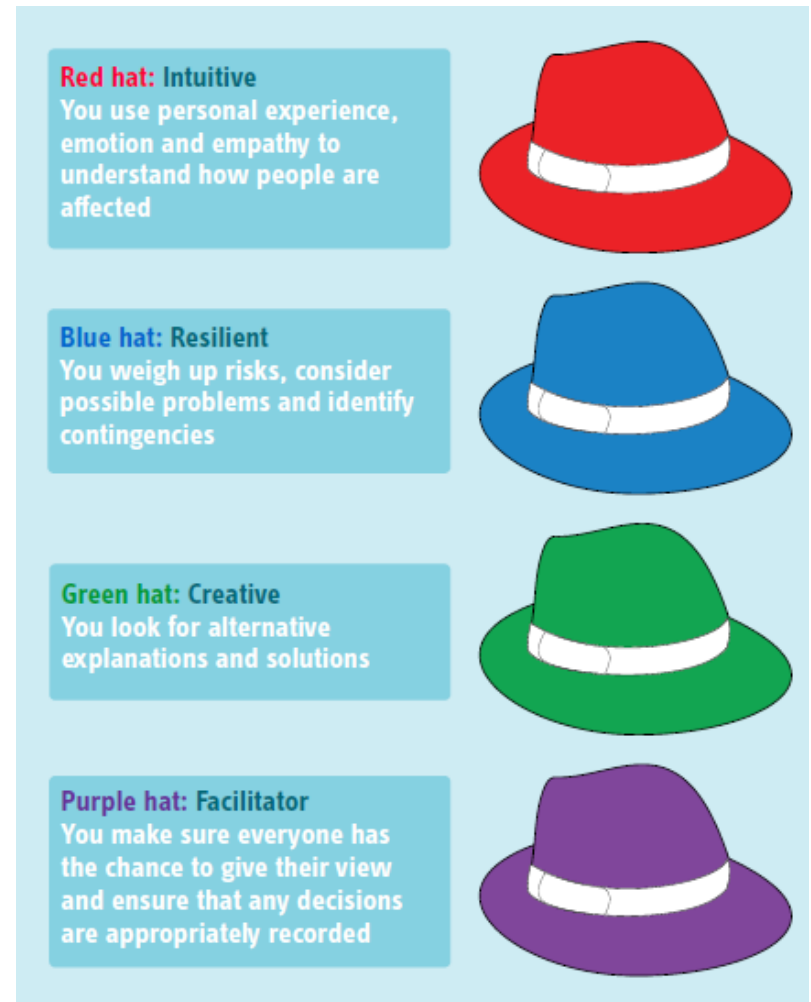
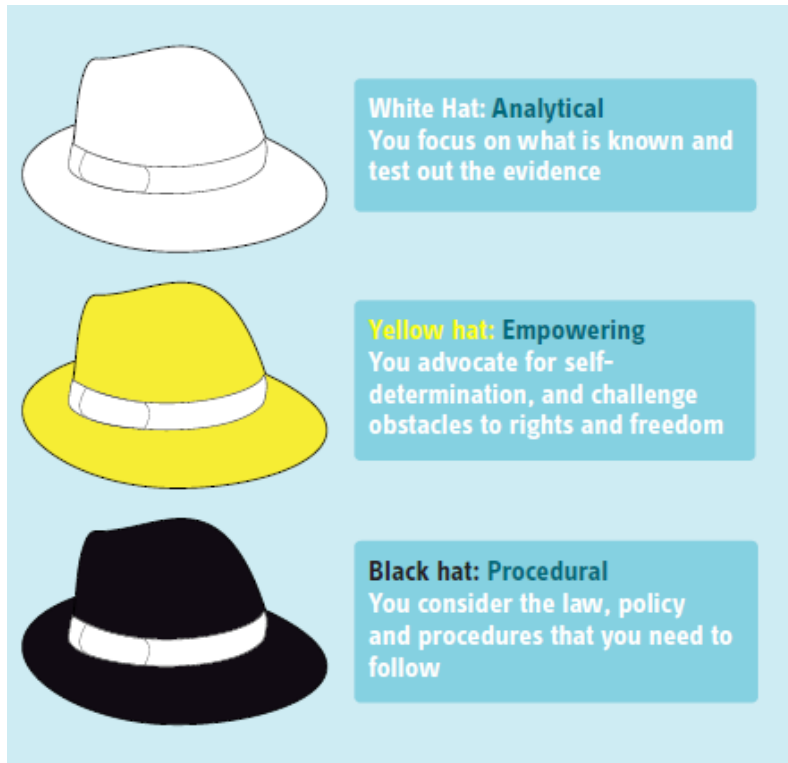
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Breakout groups – Self awareness and decision making



Self awareness – De Bono's thinking styles (1985)

Everyone has a preferred thinking style and this affects the approach we take to making decisions.



Making good decisions – exercise part A

- Group activity
- Each person chooses a different hat to reflect your preferred thinking style
- Discuss the following referral from your preferred thinking style. How will you respond?

Sarah is 18 and has a 2 year old son. They live with Sarah's parents. This morning Sarah turned up at college with severe bruising to her arms and told her tutor that she had fallen at the weekend whilst out clubbing. The tutor has contacted Social Services as he is concerned.

Making good decisions – exercise part B

- How might you help your team to develop self awareness in regard to decision making?
- What management activities might you be able to engage in to promote self awareness in your teams?
- Write notes

Contact us



<https://ipc.brookes.ac.uk>



ipc_courses@brookes.ac.uk



@IPC_Brookes



01865 790312