

# Team Manager Development Programme for Wales

Performance Management – Taking an  
Outcomes Approach



# Performance management

- A process by which organisations align their resources and systems to strategic objectives and priorities.
- It supports the delivery of high quality services and identify opportunities for improvement, change and innovation.
- It can emphasise social care values (respect and placing people at the centre of service delivery).
- In order to achieve this, you need to know what is currently happening; how effective the quality of practice is and how far it is meeting the requirements of your service users.

# Performance management



# Performance management - purpose and objectives

# Purpose and objectives

- We will start our look at performance management at the beginning of the process!
- It's what you want to achieve as a team and organisation.
- The overall purpose will be set by government legislation and guidance and by your own local policies.
- This purpose then needs to be broken down into clear objectives.

# Starting with objectives

*Resources e.g. number of staff employed*

## **Input**

Contribution of effort to achieve the output

*Often quantitative e.g. the number of service users seen per month. The number of operations completed in a week*

## **Output**

The amount of services produced in a given time

## **Process**

Procedure, method or means. The activities put in place and the order in which they are implemented so that the outputs can be achieved.

*The ways of working e.g. type of documentation or assessment to be used*

## **OUTCOME**

*The measurable results, impacts or consequences of actions e.g. a reduction in the number of CYP offending or re-offending*

# Effective objective setting

<b>Objective</b>	What it is that addresses an important priority for the service or team
<b>Rationale</b>	An explanation or rationale which explains why it is so important to the service or team
<b>Measures</b>	Identify what will be counted to measure progress against each objective
<b>Monitoring</b>	Specify the arrangements necessary to collect the measures
<b>Action plan</b>	3-4 specific planned actions to help achieve the objective, who is responsible and timescales
<b>Support implications</b>	Support activities required to ensure the objective is achieved

# Outcomes and outputs

- Outcomes get at what you are actually trying to achieve for service users and carers, but are harder to set and harder to measure.
- Outputs get at how you want to work, are easier to set, easier to measure.
- There should always be clear evidence about how effectively any outputs chosen will achieve the outcomes intended.
- 'Personal Outcomes' – what an individual wants to achieve



# Analogy of making a cake



Inputs



Process



Output



Outcome

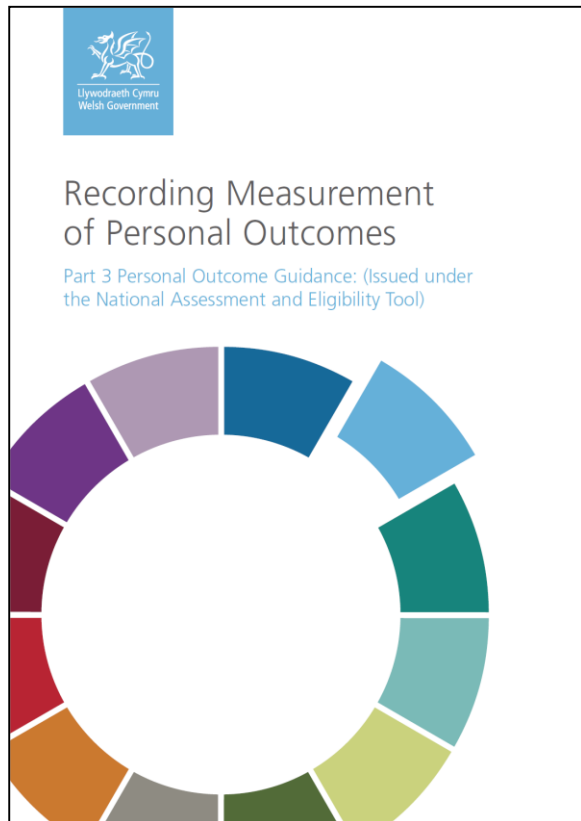
# Great grandmother and great granddaughter



# Main group exercise

Objective	Type
Fewer service users report feelings of isolation and low self esteem	
All service users to have an assessment and support plan within one month of entry to the centre	
Fewer service users will experience tenancy failure	
Older people will be better protected from abuse and neglect	
Reduce the vacancy rate by 5%	
Reduce the average waiting time to access the tier 3 CAMH service to 6 weeks	

# Recording personal outcomes



- Framework for recording and measuring progress against personal outcomes during the care and support process for individuals
- Relates to adults and children (including young and adult carers)
- Progress measured against outcomes associated with eligible needs in a care and support plan

## Example of an assessment outcome

“[Gethin] I would like to continue my education and will enrol in college. I would like to do this in Sept 2018, I have always enjoyed learning and have really missed it being carer to my dad. A part-time course is more realistic given my current caring role. By July I will enrol on the course”





# Example of support plan outcomes

“I will be a part-time student in September 2018 and for these hours we have arranged for my dad to have increased care and a visit from the carers support worker (see dads support plan). I will discuss with my tutor at college that I am a carer and discuss possible impacts on me being a student”



## Example of a related review outcome

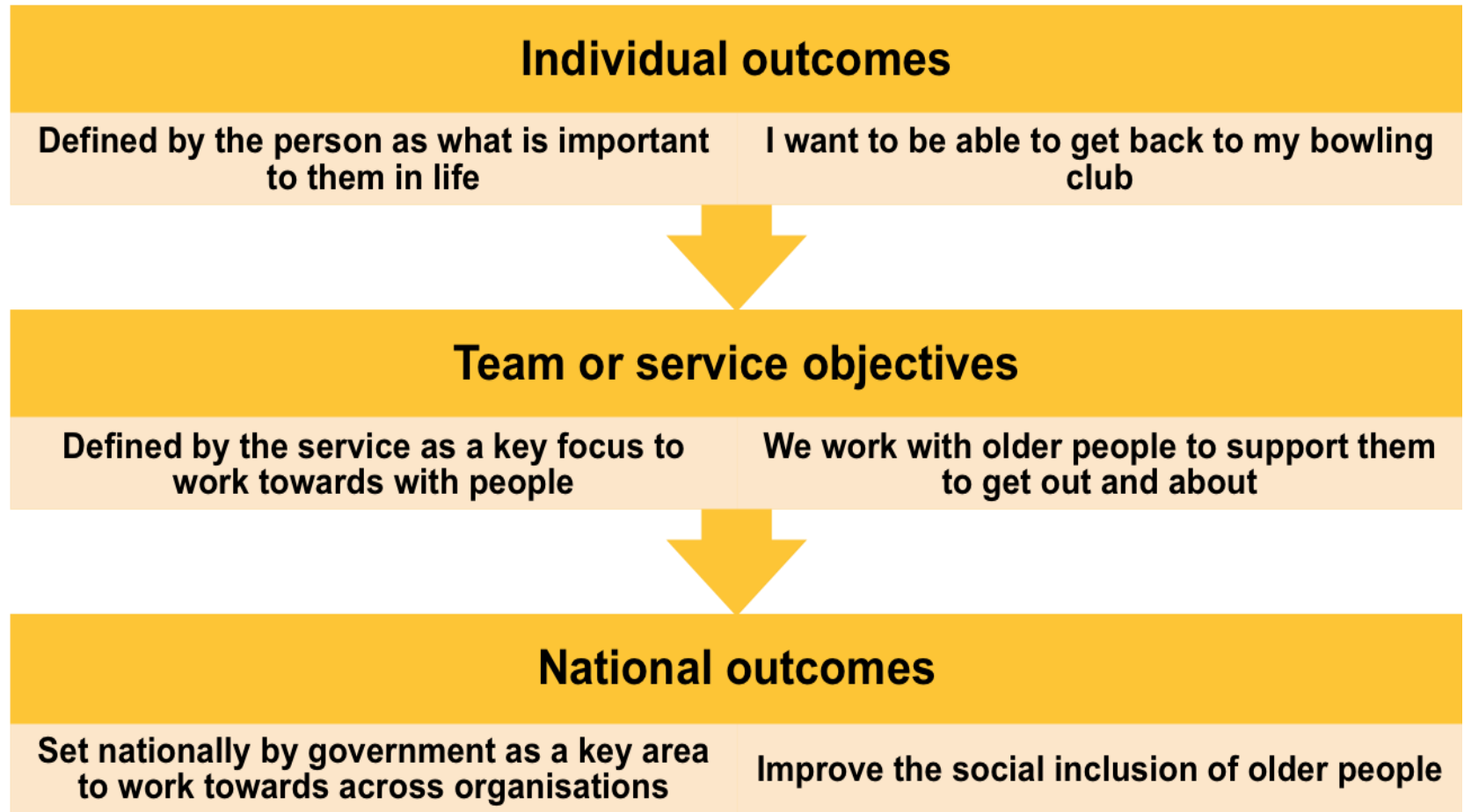
“My college course is going well. I have passed my first assignment. However, my dad became ill early October and we had to re-jig the carer hours around (see dads support plan). This was managed well by the carer agency. However recently my dad is getting fed up me being away as much as I am, and he is not sleeping or eating well. This makes me feel guilty and I am not sure how best to manage this. He is also complaining to the carers – I would like some advice on this.”

# Moving from the personal to the national

Well-being domain	National well-being outcomes	National outcome indicators
Education, training and recreation	I can learn and develop to my full potential  I do the things that matter to me	Percentage of people reporting that they are able to do things that matter to them
Physical and mental health and emotional well-being	I am happy and do the things that make me happy	Mean mental well-being scores for people  Percentage of people with high happiness scores



# Moving from local to national



# National outcomes framework



- Describes the important well-being outcomes that people should expect in order to lead fulfilled lives...
- Defines well-being in eight aspects of an individual's life.
- Sets out twenty four national well being-outcomes that are to be achieved for people who need care and support.
- Some outcomes describe the responsibilities that people themselves have to undertake to help achieve their own well-being.

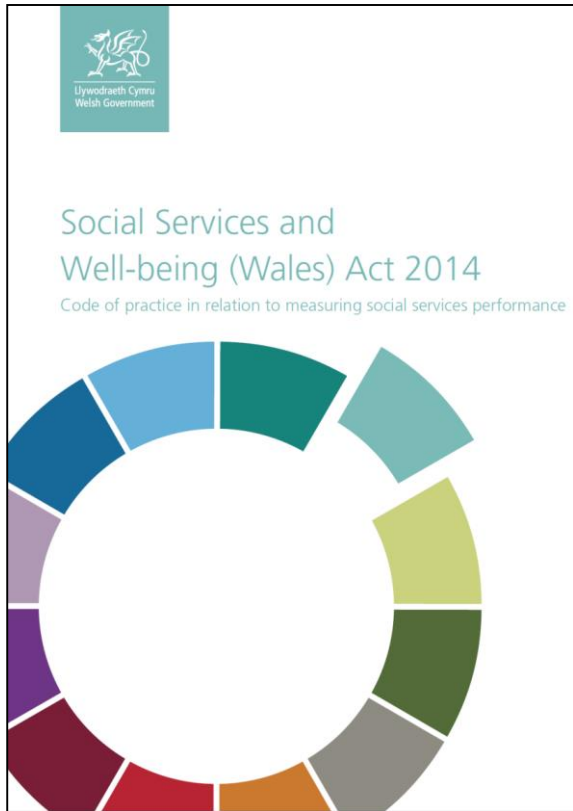
# Standards and objectives

- Usually applied to process objectives – how well we do our job.
- Statements of commitment not aspiration- its not, 'we'll try to get there', but 'we will always do this'.
- Without clear and achievable quality standards staff cannot have sufficient clarity about what is required, and have no way of knowing whether they have achieved what is required of them.
- Some examples:
  - All safeguarding referrals will be allocated to a social worker within one hour of receipt
  - If you are transferred to a different social worker you will be given an explanation and clear contact details

# Standards should be:

- Clear and unambiguous.
- Real indicators of quality.
- Consistent with service aims.
- Consistent with national guidance, (eg, on safeguarding) research and best practice (eg, professional bodies requirements).
- Agreed with those who will be asked to achieve them.
- Measurable.
- Realistic and attainable within available resources.
- Published.

# Quality standards for social services



- Code of practice in relation to measuring social services performance
- Sets out 6 quality standards that local authorities must achieve.
- Describes the activities of social services that contribute to achieving well-being
- Relate back to the wellbeing statement

## Local authorities must:

- Work with people who need care and support and carers who need support to define and co-produce personal well-being outcomes that people wish to achieve.
- Work with people who need care and support and carers who need support and relevant partners to protect and promote people's physical and mental health and emotional well-being.
- Take appropriate steps to protect and safeguard people who need care and support and carers who need support from abuse and neglect or any other kinds of harm.

Code of practice in relation to measuring social services performance, Issued under section 145 of the Social Services and Well-being (Wales) Act 2014

## Local authorities must:

- Actively encourage and support people who need care and support and carers who need support to learn and develop and participate in society.
- Support people who need care and support and carers who need support to safely develop and maintain healthy domestic, family and personal relationships.
- Work with and support people who need care and support and carers who need support to achieve greater economic wellbeing, have a social life and live in suitable accommodation that meets their needs.

Code of practice in relation to measuring social services performance, Issued under section 145 of the Social Services and Well-being (Wales) Act 2014



Back in 15 minutes – step away from your screen!

Please come back to main room after break.



# Performance Management - Measuring

# Performance management



# Objective and indicators

Objectives are what we want to achieve (whether outcomes or outputs):

- Prosperous economy
- Clean environment
- Healthier children

Indicators are measures that quantify the achievement of our objectives:

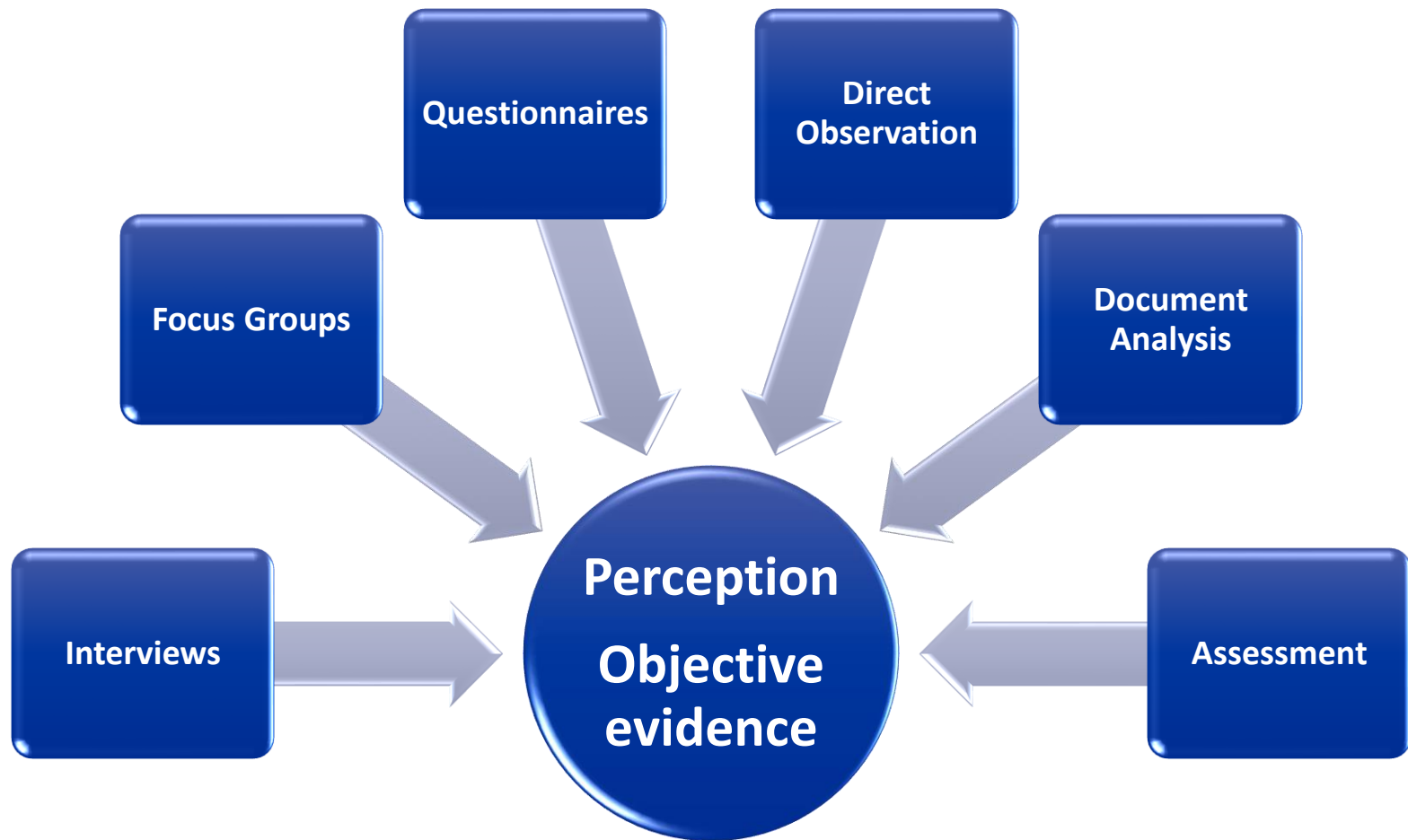
- The unemployment rate
- The percentage of polluted streams
- Immunisation rate

# Measuring quality

- Measuring whether outcomes have been achieved is difficult.
- It is usually easier to measure inputs, process or outputs.
- Ensure they are good indicators of quality. The importance of EIP.



# Measuring outcomes



# Performance measures

## Trying Hard Is Not Good Enough

*How to Produce Measurable Improvements  
for Customers and Communities*

Mark Friedman

<u>How much did we do?</u>	<u>How well did we do it?</u>
# Customers served (by customer characteristic)	% Common measures Workload ratio, staff turnover rate, staff morale, percent of staff fully trained, worker safety, unit cost, customer satisfaction: <i>Did we treat you well?</i>
# Activities (by type of activity)	% Activity-specific measures Percent of actions timely and correct, percent clients completing activity, percent of actions meeting standards
<u>Is Anyone Better Off?</u>	
# Skills / Knowledge	% Skills / Knowledge
# Attitude / Opinion	% Attitude / Opinion including customer satisfaction: <i>Did we help you with your problems?</i>
# Behavior	% Behavior
# Circumstance	% Circumstance

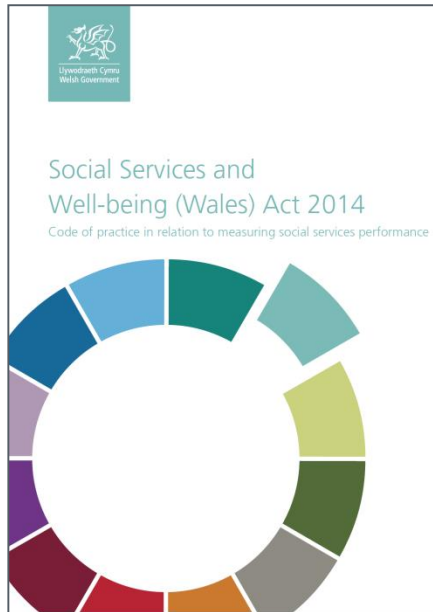
Friedman M, (2005). *Trying Hard is not Good Enough*,  
Oxford: Trafford Publishing

# How these questions might translate into choice of measures

- **How much we are doing?** e.g. How many family visits have taken place in the last month?
- **How well we are doing?** e.g. How satisfied are families with the service they receive?
- **Is anyone is better off?** e.g. Parental self-reports of confidence in parenting after attending parenting sessions (self reported impact)

Poet H and Wilkinson K (2012). Choosing your method: a Guide from reason (Doing-Research and Evaluation: Data Collection & Analysis).  
Dartington: reason

# Measuring social services performance



- Describes the connections between individual and national outcomes.
- Sets out the quality standards for local authorities and link these to the national outcomes framework.
- Specifies the performance measures (qualitative and quantitative indicators).
- Data to be submitted annually and be reported as part of the Directors of Social Services annual report.



# Quality standards (example)



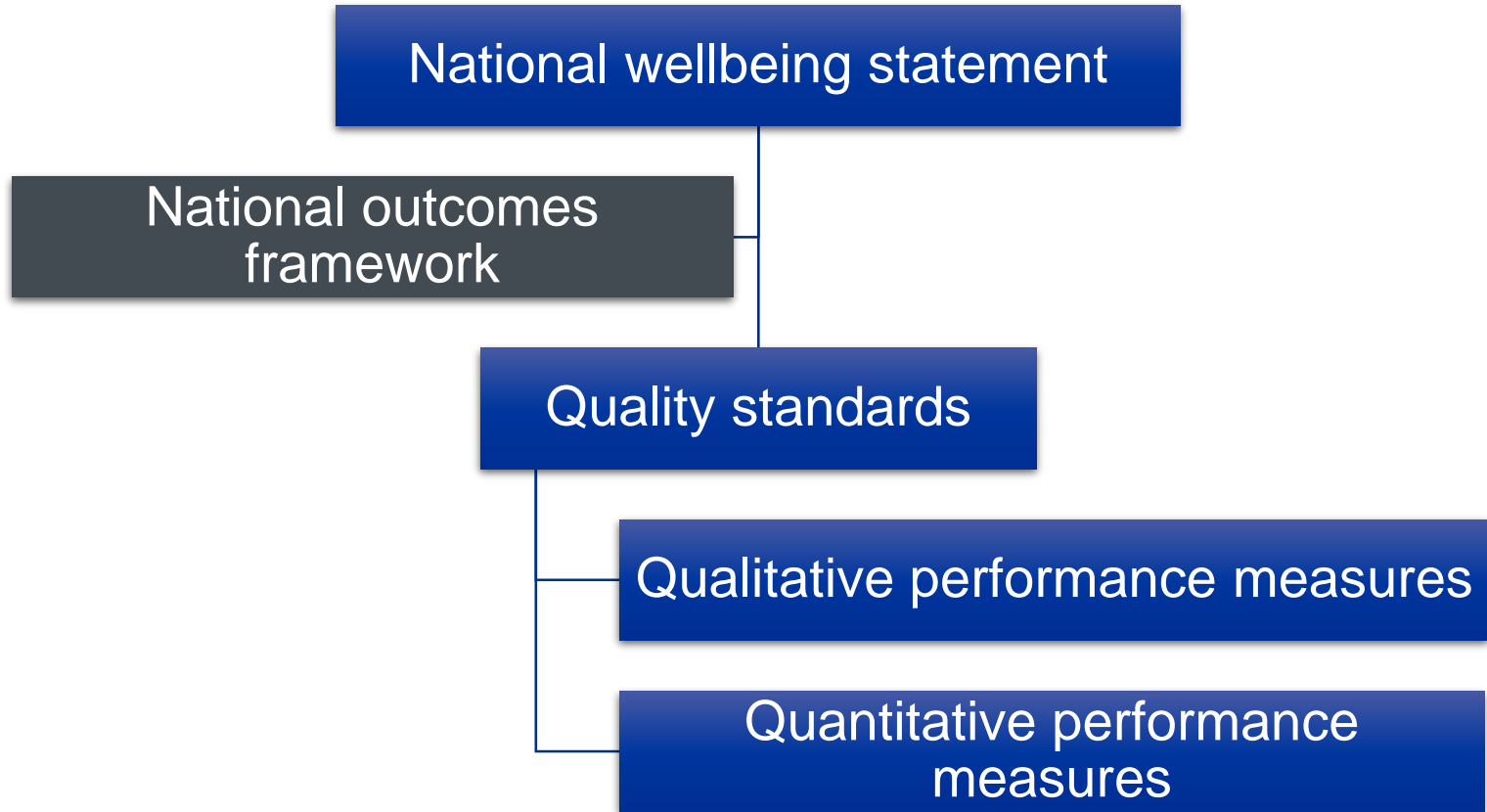
# Quantitative measures

- Quantitative data is numerical and can be transformed into statistics.
- Support the rebalancing of the delivery of care, with a focus on supporting people to remain in their community and children to remain with their families.
- Range of quantitative measures, for example:
  - % of adults who have received support from the IAA service and have not contacted the service again during the year
  - % of care leavers who have experienced homelessness during the year
  - The average length of time older people are supported in residential care homes
  - % of children supported to remain living within their family

# Qualitative measures

- Qualitative data will detail a person's experience, including their satisfaction with care and support.
- Qualitative data will include asking people about their experience of social services and whether this has contributed to improving their well-being.
- Range of qualitative measures, including:
  - People reporting they have received the right information or advice when they needed it
  - People reporting they were treated with dignity and respect
  - People reporting that they feel safe
  - People reporting they feel satisfied with their social networks

# The golden thread



# Measuring national well-being outcomes



- A set of indicators to measure the outcomes at a national level.
- Includes a number of subjective measures of well-being – will be collected via the National Survey.
- Progress reported in an annual report and data available at 'My Local Health and Social Care' website.

# Well-being statement (example)



# 5 minutes breather!



# Breakout rooms





# Group discussion

Discuss – what are the advantages and disadvantages of performance management to improve practice quality?



# Performance Management - Monitoring

# Performance management



# Monitoring methods

- Monitoring can be done on both a routine and specific basis, giving you different types and depths of information that should complement each other.
- For national and social services performance indicators technical guidance is provided that sets out how data should be collected and calculated to ensure data is comparable and consistent.



# Routine monitoring

- Supervision.
- Regular case file sample review.
- Feedback forms from service users.
- Complaints and compliments.
- Your 'sign off' at different stages of work.
- Reports from authority wide monitoring of performance against national PIs.
- Monitoring reports from providers.
- Others?



# Specific monitoring

- Often more in-depth than routine monitoring, or relates to a specific aspect of practice / problematic practice.
- Can have associations with investigation and inspection - needs to be carried out in a supportive atmosphere to allow open and honest discussion of the results.
- Ideally, allows focus on outcomes, analysis of current practice and chance to introduce developing good practice from elsewhere.



# Audit and service reviews - examples

- Case file analysis to agreed standards (whole group or representative sample).
- Consultation with service users / other stakeholders (e.g. foster carers as well as looked after children).
- Focus group meetings with staff.
- Review of performance data and other key data, including critical incidents / complaints.
- A care pathway audit can be valuable – are the best practice responses set out in the CPA are actually being followed at each stage.
- Investigation of a failing service.
- Service reviews (internal and external).



# Lunch





# Breakout groups – your monitoring arrangements

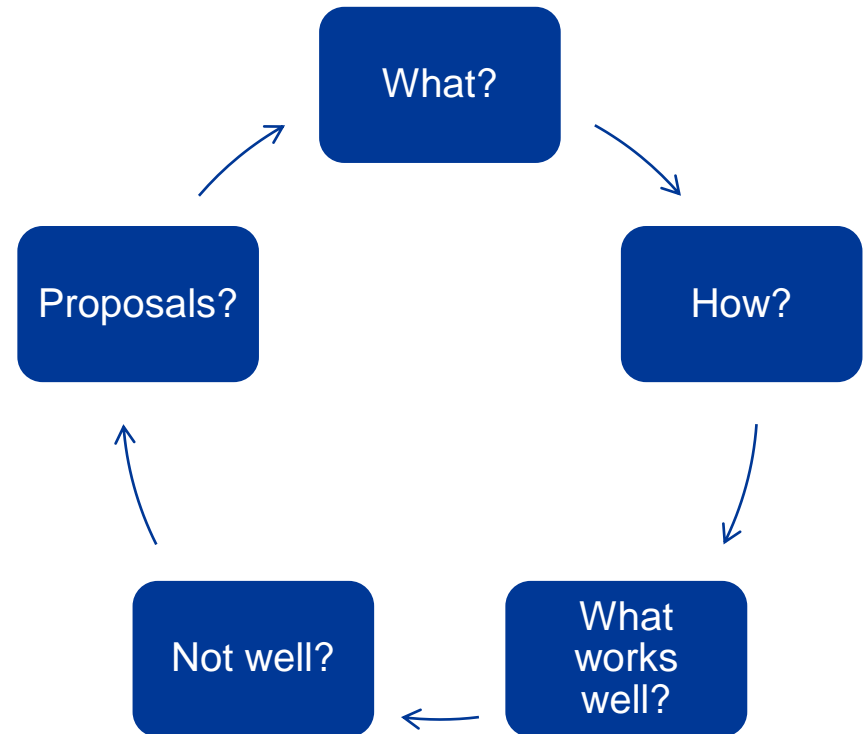
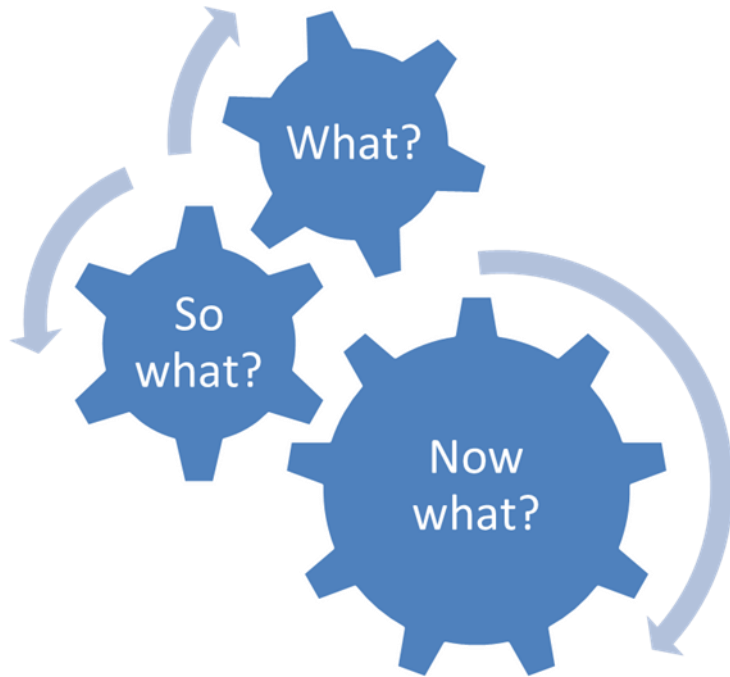


# Group discussion

- What monitoring arrangements do you have in situ in your teams? (routine/ specific/ audits)
- Why do you do it this way?
- What works well?
- What not so well?
- Share your experiences and learn from each other as experts

Bring back two key pieces of learning to the wider group in the main room – Put in the chat function.

# Importance of critical reflection



# Performance Management - Analysis

# Put in chat the following

From our group discussion,  
we learned these two key  
things about quality and  
monitoring arrangements...



# Performance management



# Analyse

- The process of performance measurement is not an end in itself.
- Performance measures/indicators do not provide answers to why problems exist.
- Performance measures/indicators should only exist to raise questions and suggest where problems or good practice may exist.
- Analysis involves taking the data along with other intelligence to create a picture of the quality of services.



# Engaging your teams

- Essential to involve staff in looking underneath the indicators - shift in culture and attitudes to value information and understand its uses.
- Analysis, interpretation and discussion of data with the team is also key - on a regular basis.
- Support a collaborative response and focus on creating new sustainable arrangements and systems.



# Benchmarking

- Benchmarking can be a useful contributor to improvement if your performance appears lower than required or expected.
- A structured process of learning from the (best) practice of others in order to identify and implement improvements.
- It is an approach that is focused on comparing your performance with others such as:
  - Different departments or areas
  - Similar organisations or departments
  - Similar functions across health and social care
  - Others outside health and social care (e.g. call centres, recruitment/retention practice)

# Resources

- Benchmarking Hub – Data Unit Wales

<https://www.benchmarkingwales.net/IAS/launch>

- InfoBaseCymru

[www.dataunitwales.gov.uk](http://www.dataunitwales.gov.uk)

- StatsWales

<https://statswales.gov.wales/Catalogue/Health-and-Social-Care>

# Reporting performance

- Make information accessible by limiting what is presented to each group or individual. Consider using:
  - Banding indicators that show whether performance is on target, close to target or unlikely to achieve the target.
  - Comparisons with previous performance.
  - Benchmarking with other teams, agencies or authorities.
- Ensure that it is always clear what is good and what is poor performance.
- Maximise the visual impact of reports, e.g. graphs, traffic lights, commentary etc.

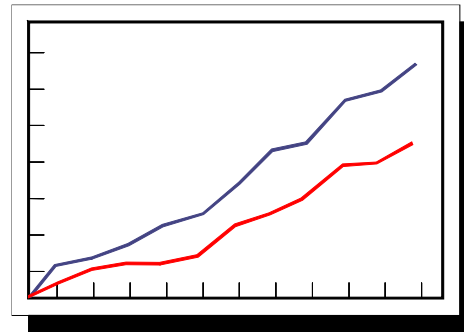
# Options for presenting data

“Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it and, above all accurately so they will be guided by its light”

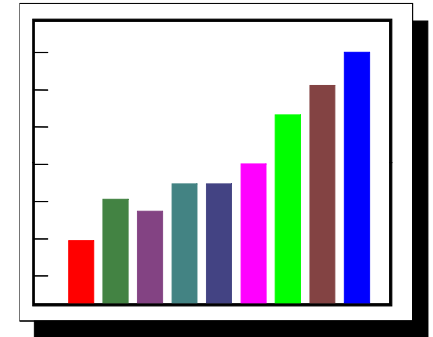
Joseph Pulitzer (1847-1911),  
newspaper publisher

**Tables**

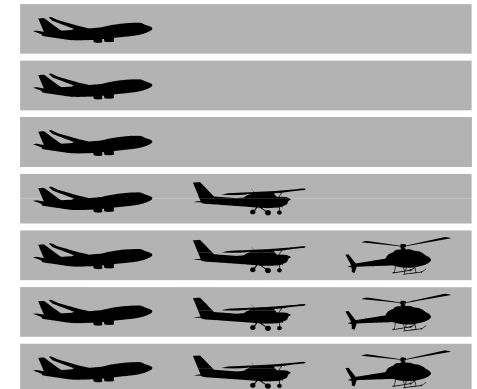

**Line Charts**



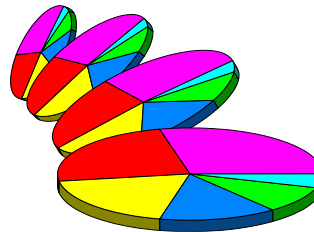
**Bar Charts**



**Pictograms**



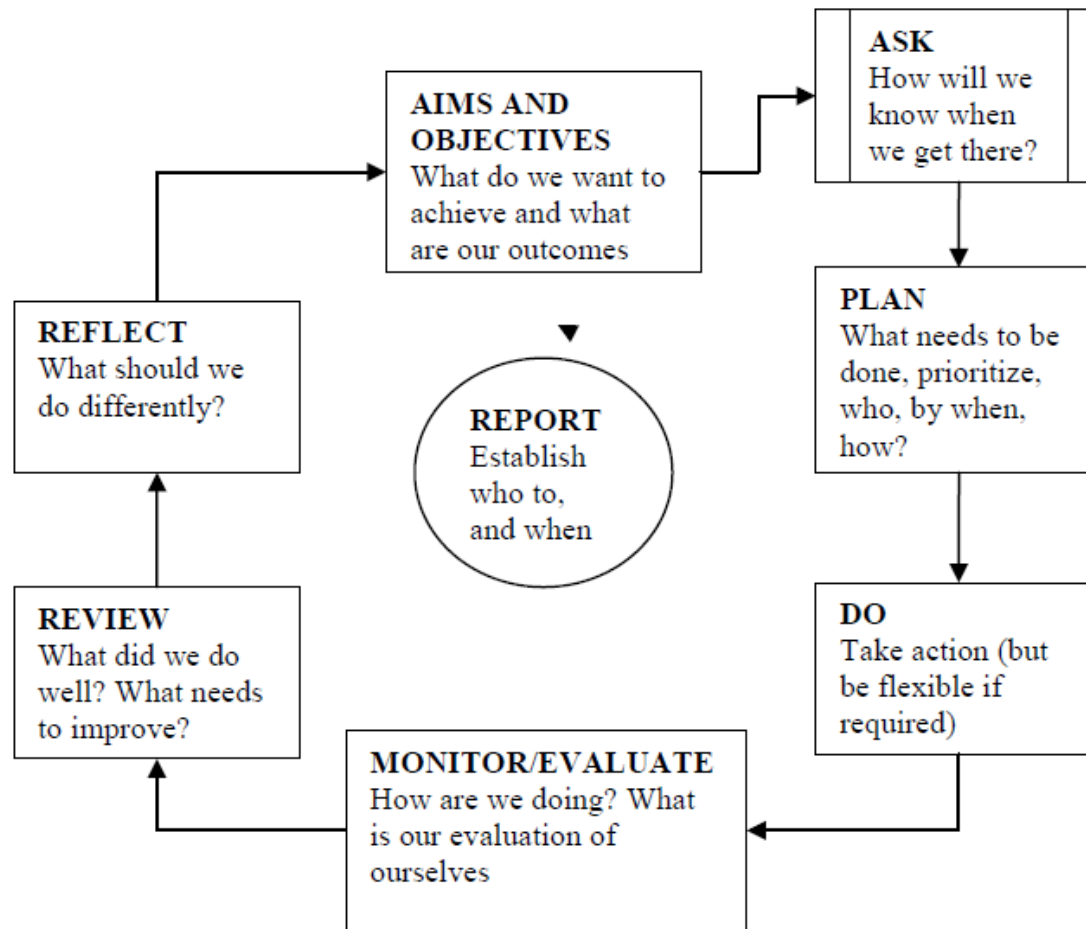
**Pie Charts**



And finally...

**TAKE  
ACTION**

# Performance management cycle



Kent County Council (nd) Performance Management Cycle. Available at: [http://kentchildcare.proceduresonline.com/pdfs/performance\\_flow.pdf](http://kentchildcare.proceduresonline.com/pdfs/performance_flow.pdf) (Accessed 5.8.16)



Back in 15 minutes – step away from your screen!

# Validating Performance – The Role of Regulation & Inspection



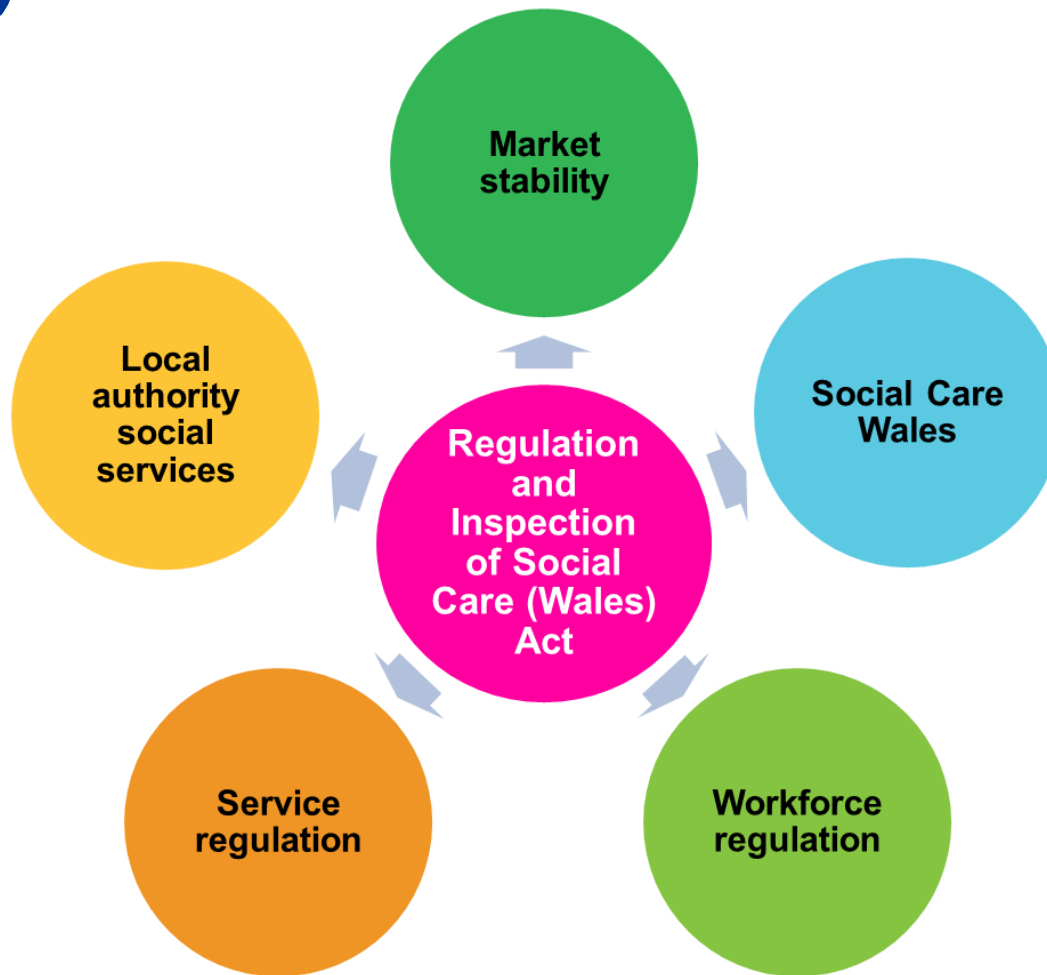
# External inspection and review – Useful mindsets

- There are also other bodies interested in your performance, such as the Welsh Government, Care Inspectorate Wales and Social Care Wales.
- Important not to see external inspection as something outside the wider practice quality agenda.
- Brings an external perspective which can balance your detailed knowledge.
- Gives a framework for setting measures and gathering monitoring data that you can use in different ways.
- Its there, so you might as well use it!

# Preparation for an inspection – Top tips

- Use the inspecting authority website to learn how inspections will be carried out and how judgements will be made.
- Look at previous, but recent, inspection reports to see areas addressed, evidence used and the sorts of judgements formed.
- Look at what has already been submitted about your performance, e.g. Director's annual report.
- Work on a draft action plan with your team prior to the inspection.
- During the inspection let the inspector know about the areas you are concerned about, and what you intend to do about it.

# Regulation and Inspection of Social Care Wales Act (2016)



# Regulation and Inspection of Social Care Wales Act (2016)

Well-being and  
outcomes

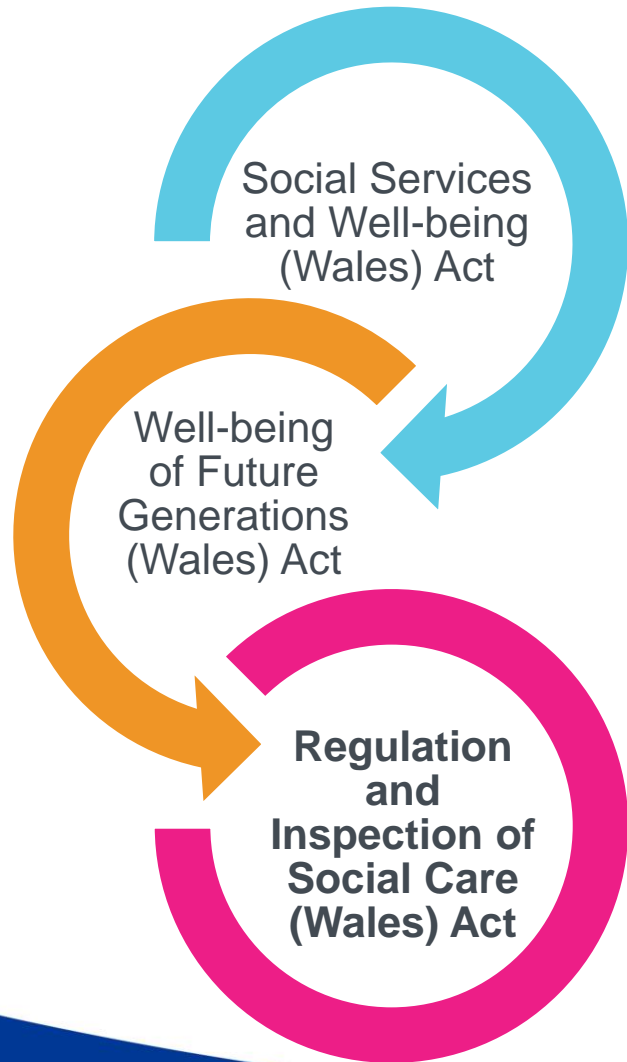
Workforce skills

Registration and  
training

Responsible  
individual

Partnerships  
and  
communication

# Its all about well-being



**A revised, streamlined framework for the regulation and inspection of social care services**



**Quality of care and support**

Strengthening protection  
Increasing accountability  
Giving a stronger voice

# Breakout groups



# Discussion and learning from inspection

Share recent experiences of regulation and inspection of social care and discuss the impacts this had on your quality of practice.



# Back to main room for next steps





# Course Evaluation

- Before we move on to 'next steps' please complete an evaluation form for these two taught days before you go.
- The link to evaluation form is in the chat function.

# Agenda support days

## Day 1

- Project management and learning from past assignments in the morning.
- Individual support sessions in the afternoon.

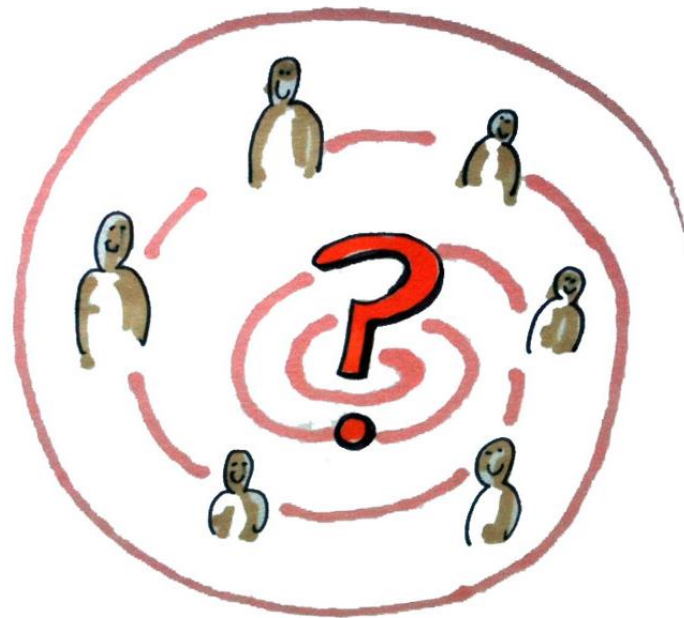
## Day 2

- Action Learning Sets in the morning.
- Individual support sessions in the afternoon.



# Action Learning Sets

- Prepare a topic to present (if you did not present on module one).
- Ideally an area that supports you to progress one of your individual PDP objectives.



# Individual support meeting

- Prior to the meeting, discuss your proposed project with your line manager and seek agreement.
- Bring a draft copy of your project plan.
- Bring your personal development plan.
- Opportunity to raise any other questions with the academic adviser about areas that are unclear or where you would like additional support.

# Contact us



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