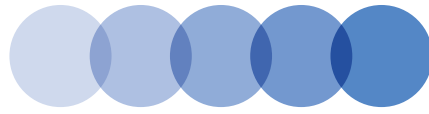


DRIVING UP
QUALITY



Driving Up Quality Code: Self Assessment Guide



Driving Up Quality Code: Self Assessment Guide

A guide to help organisations work
out what they need to get better at



Published by the Driving Up Quality Alliance:

Housing & Support Alliance, English Community Care Association,
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Forum, Shared Lives Plus and the Independent Healthcare Advisory Services.

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The Driving Up Quality Code

Everyone was shocked about the abuse of people with learning disabilities at Winterbourne View. The government and many other organisations that support people with learning disabilities are taking action to make sure that this never happens again.

We found out as a result of Winterbourne View that the problems were not just about one organisation that abused people. We found out that other organisations supporting people with challenging behaviour were not meeting minimum standards. We found out that too many people are sent away from their communities for too long and we found out that the professionals and organisations responsible for organising, paying for and checking people are doing well, were not doing their jobs very well.

We think that all providers need to take responsibility for making the services we

provide better. Providers need to make a commitment to listen to the people they support and support them to build lives that have meaning for them. We have developed a Code and we will invite all providers that support people with learning disabilities to sign up to this Code. This Code is part of what we have promised to do under the Winterbourne View Concordat and action plan.

The Code has a particular focus on people with challenging behaviour who have longstanding and complex support needs but can be applied to all people with learning disabilities, including those who have autism.

What we want the Code to achieve

The aim of the Code is to avoid what happened at Winterbourne View ever happening again. To achieve this, much change is needed in the care sector if good organisations are to flourish and poor providers be driven out of the sector. Specifically we want to achieve the following;

- * To drive up quality in services for people with learning disabilities that goes beyond minimum standards.
- * To create and build a passion in the learning disability sector to provide high quality, values-led services.
- * To provide a clear message to the sector and the wider population about what is and what is not acceptable practice.
- * To promote a culture of openness and honesty in organisations.
- * To promote the celebration and sharing of the good work that is already out there.

How the Driving Up Quality Code works

The Driving Up Quality Code outlines good fundamental practices for organisations that support people with learning disabilities.

Signing up to the Code is a public commitment from organisations that they believe in these good practices and are achieving or actively working towards them. Signing up to the Code is also a commitment from organisations to be transparent about how they operate. It is not intended as a quality measurement tool or to replace other Codes and frameworks. It is complementary with the following:

- * Challenging Behaviour Charter
www.bit.ly/CB-charter
- * Making it Real markers towards personalisation
<http://bit.ly/MIR-ThinkLocalActPersonal>
- * National Minimum Care Standards
www.cqc.org.uk/
- * NHS Choices Provider Quality Profiles
www.bit.ly/NHS-CareSupport

Features of the code

Sign Up

The Code is voluntary. Providers will be asked by umbrella organisations to sign up publicly to the Code and evidence how they meet, or are working towards meeting the Code. For some membership organisations, this will be a requirement of membership.

Self Assessment

Providers will be encouraged to carry out a self- assessment and report how they are working towards meeting the code

Independent Verification

Providers will also be encouraged to use Experts by Experience and/ or other mechanisms to independently verify self- assessments.

Commissioner Sign Up

Commissioners will be asked to sign up to the Code and commit to actively using the Code through their commissioning processes to improve quality in learning disability services.

Being Transparent

Information about who has signed up to the Code and how organisations are working towards meeting the Code is publicly available on www.drivingupquality.org.uk

Being Accountable

Service users, families, staff, commissioners and members of the public will be invited to challenge any provider self- assessment if their experience of the service differs from what the provider has stated.

Self Assessment

About the Driving Up Quality Code Self Assessment

The Driving Up Quality Code sets out 5 key areas that indicate the practices of a good organisation:

1. Support is focussed on the person

2. The person is supported to have an ordinary and meaningful life

3. Care and support focuses on people being happy and having a good quality of life

4. A good culture is important to the organisation

5. Managers and board members lead and run the organisation well

This self-assessment provides guidance to organisations on how to assess themselves against the 5 areas of the Driving Up Quality Code. The purpose of this self assessment is to support provider organisations to be reflective, honest, open and inclusive. It is not about trying to be a 'perfect' organisation or to compete with others. There is no such thing as a perfect organisation but being able

to spot that people are living lives that are unsafe and unfulfilled is the mark of a good provider; being open and honest about this is the mark of an even better provider. Being able to celebrate success is important but as important is to know where we are failing or where we have made mistakes.

● Reflection

The self-assessment offers organisations an opportunity to stand back; take a deep breath and really think about what they are doing -something many organisations don't get enough time to do. It is an opportunity to get beyond what 'good and bad' service provision looks like to what it may feel like if you are on the receiving end of support.

● Honesty and openness

It is an opportunity for people to have open and honest conversations about their work, how they do it and why they do it. The self assessment encourages discussions about guiding principles and decision making process and examines their impact on the lives of the people being supported and their families.

● Inclusion

Making sure the process is inclusive and is carried out with the people you support, families, support staff and external colleagues.

The Self Assessment

The Self Assessment has been set out deliberately to encourage organisations to think more carefully about how they operate and avoid a tick box approach. This following section sets out:

EXAMPLES OF ‘GOOD’ AND ‘BAD’ PRACTICE

These are key examples of what is ‘Good’ and ‘Bad’ practice. There will always be examples where the situation is not as black and white as ‘Good’ or ‘Bad’. There will be situations that are outside of the control of the provider.

It is important not to ignore them for this reason but to be honest about what stops us from doing what is right and working out how it can be dealt with.

AN EXAMPLE OF WHAT ‘GOOD’ LOOKS LIKE IN PRACTICE

These are real life examples of how people are supported. The examples cannot cover every part of the Code. Use your own examples

of ‘Good’ too and share them with other providers through the Driving Up Quality website www.drivingupquality.org.uk.

QUESTIONS TO ASK YOURSELF AND YOUR ORGANISATION

The questions are aimed at stimulating good discussions. Please add to the questions with your own and if you

come up with good questions, share them on the Driving Up Quality website info@drivingupquality.org.uk

The Driving Up Quality Code
DRIVING UP QUALITY

To sign up to the Driving Up Quality Code visit www.drivingupquality.org.uk

- 1 Support is focussed on the person**
If you start with what the person wants and needs, you are more likely to get it right
- 2 The person is supported to have an ordinary and meaningful life**
Communities, family and friends, work, learning and fun are what give life meaning
- 3 Care and support focuses on people being happy and having a good quality of life**
Staff need the skills and attributes to enable the people they support to be happy and enjoy their lives
- 4 A good culture is important to the organisation**
People that receive support are usually the best people to ask about the quality of support
- 5 Managers and board members lead and run the organisation well**
Organisations should be run primarily for the benefit of those they support

1. Support is focused on the person

GOOD

- * A service is built around an individual, or a group of people, designed with them in mind
- * All staff have training that is centred on the person and everyone supported has a plan that is centred on them
- * People choose where they live and who they live with
- * People choose their staff
- * Individuals have a network of people in their lives who are not paid

BAD

- * Services being built by filling voids
- * People are put in 'placements' determined by their behaviour / disability, not their individual preferences and personalities
- * People living in environments that are designed for safety first and person second
- * Generic training is provided and doesn't reflect the aspirations and needs of the individuals being supported

Example of 'good'

Zena has finally got control of her life! How do we know? She uses few words. Her behaviour speaks volumes.

We know from a multitude of sources; she smiles more. Her challenging behaviour – hitting, self abuse, vomiting, screaming just a few examples, has really reduced and stayed reduced. We know because we measure it and adjust her support when it increases – it's her telling us it's not right. We know it because the people around her tell us. Not just us, but other people who work with her. Not just people who work with her, but her sister and her sister's children, her neighbours, her friends.

We know that she loves her flat as she spent a year looking at flats before she bought a share in this one with a shared ownership mortgage that we found out about, and her screaming and vomiting have disappeared now. We know that she

challenges less than when she lived with Helen but she still enjoys seeing her because she smiles, calls her name and doesn't need to challenge when she's with her because she comes home to her own place. We wish we'd got her a flat of her own earlier but leaving her service with a void would have been very hard for us.

We know because when she broke her leg recently, she coped really well with a plaster and a wheelchair and it hasn't stopped her doing things. In the past illness would be traumatic and sometimes mean she was sectioned.

We know she controls who her support staff are. We see when she challenges and who she does most things with and her family helps her and us to work out the best staff matches for her. As a result, her staff stick with her and don't reject her. They know what works for her and we see her more connected with her neighbours, her family and her friends.

Questions to ask yourself and your organisation:

- What proportion of the people you support are receiving a service that demonstrates the description of 'good' above? What are you going to do about the rest?
- What has your organisation done to make people's lives better?
- How do you measure outcomes for the person and their family?
- What has changed as a result of what families have said?
- How are people supported in your organisation to discuss their lives on a daily basis, ie to make those daily choices and changes with flexibility and control?
- How are people you support and families involved in checking quality?
- What has changed as a result of what people you support have said?
- How are people and their families involved in training for staff?
- What does your organisation do if it's difficult to support someone? Who do you seek advice and input from? How do you learn what works for them?
- What do you do when poor commissioning practice means that it is very hard to be 'good'?



2. The person is supported to have an ordinary and meaningful life

GOOD

- * People are supported to have friends and intimate relationships
- * People don't need to live in hospitals/secure settings to have their needs met
- * People have opportunities for employment, education and leisure
- * People contribute to their local communities to the benefit of others. This means mainstream communities, rather than segregated/isolated services designed for people with disabilities
- * People are generally happy and healthy

BAD

- * People being supported are perceived as being just a recipient of services
- * People spend most of their time in specialist/segregated services
- * People have no control over their money
- * People are not known or play any role in their communities
- * There are restrictions placed on people's lives (such as activities, where people can go, who they can spend their time with)

Example of 'good'

Sandra spent most of her life being referred to as 'the one who smashes things'. Her life was empty, dull and frustrating. All it took to change things was a dedicated team of supporters who believed she was capable of so much more. They worked alongside Sandra and an employment agency to think of ways they could turn her 'smashing up' into a positive. They worked with Sandra to find a job at a local pub/restaurant where she was initially paid to sort out all of the glass from the pub into the recycling bins.

Breaking things in this context was a skill she was being paid for. Sandra held this job down for over 10 years and in that time she worked in the kitchen and then clearing tables in the pub. Sandra proved to be an exemplary employee and was no longer the woman with autism who smashes things up.

Stories like Sandra's made our Senior Management Team and Board of Trustees think of other ways they could help create more employment opportunities.

They decided to use some of its reserves to find ways to help invest in local communities through micro-enterprises. Micro Enterprise has been a very effective way of creating jobs; helping people generate income and enhance their talents and skills, with successful examples like 'The Big Issue' and Jamie Oliver's restaurant 'Fifteen' Micro enterprise have a social purpose at the heart of what they do and focus on the community they serve by reinvesting their profits back into the business. With such a good fit with personalising services we thought why not try this ourselves? We offered an option to people with learning disabilities to set up and run their own micro enterprise or to staff currently working for us to change their role to set up and run a micro enterprise that is complementary to our work.

With help from 'Community Catalysts' we designed and delivered a 2 day workshop and gave each person a named mentor, who informed, advised and

guided people through the process from a business idea to a business plan. All we had to do was to remove obstacles and offer a 'start up', interest free loan that they would pay back once their enterprise was up and running.

The first successful enterprise was launched last year by a member of staff. She got the idea for her enterprise from her friend, who has a profound learning disability. Cuts to funding are making it increasingly difficult for many people to use the places that we all take for granted. She wanted to find a sustainable way to create opportunities for people. Following support through the business planning process she launched the 'Peoples Lottery' licensed with Lambeth Council, and registered with

Unity Lottery. All of the money raised by the lottery goes back into a New Opportunities Fund that local people with disabilities can apply to fund to trying new activities or places – photography courses; day spa; fine dining; allotment equipment.

Many people have a great idea for a small business or want to turn their passion into a way of making a living. Micro Enterprise offers real employment opportunities for those who are at most risk of exclusion to build a business that is centred on them. By offering business planning support and start up, interest free loans, provider organisations can help people achieve a sense of purpose; make new friends and earn money that helps them control more of their life.

Questions to ask yourself and your organisation:

- Is your organisation ambitious for the people it supports? How is this demonstrated through your standards, involvement in national initiatives in government, staff training and messages to staff, and information sharing?
- How does your organisation encourage friends and relationships that are non-paid and don't live with the person being supported?
- How do the lives of the people you support compare to yours, and what are you doing to raise their ambitions?
- How does your organisation work with local communities to better involve people? How do you measure how people are connected with communities?
- What is your organisation's approach to positive risk taking? How do you balance individual dreams vs. organisational risk?



3. Care and support focuses on people being happy and having a good quality of life

GOOD

- * Staff know how to support people to be happy
- * Staff feel valued and the organisation quickly deals with staff who are not living up to organisational values
- * Support plans truly reflect an individual's preferences, fears and put people in control
- * Staff are recruited, trained, and developed to understand the value of getting to know the person being supported and recognise that small things are important
- * Staff creativity is valued and encouraged
- * Staff have the confidence, skills and authority to make decisions
- * There is evidence that individual staff make a big difference
- * Training is produced alongside the people being supported and their families and focuses on the individual needs of the people being supported

BAD

- * There is a uniform HR resource that recruits people based on a diplomas/ experience/training
- * No recognition is given to what people being supported would like and generic job descriptions are advertised
- * Support workers are not recruited to individualised person specifications
- * Staff are redeployed around services to suit the organisation

Example of 'good'

Jane heard some people on her local radio station talking about their love of photography and hiking. They were saying that they needed some staff to support them and that their staff must love these activities. Although Jane had no experience in working with people with learning disabilities, she was excited about the prospect of combining her passion and qualifications in photography by sharing these with people who needed her support.

She applied for the job and the two men decided to employ her. She's now helping them to improve their photography skills whilst enjoying long hikes together.

Staff are recruited on the basis of matching what people we support say that they want to do with their life, what they want to achieve, and the type of characteristics they want in those around them. From all applications, shortlists are created by the people we support and their families (if the person we support

wants them involved). Then we start interviewing. Interviews take place wherever is most comfortable for the customer. This has ranged from interviews involving painting nails with nail polish, playing netball/bowling/football, meals out, and interviews over a game of darts in the local pub with the whole family. This process helps the person requiring support to determine if the candidate is right for them in a real life setting, and also gives the candidate a true picture of what the job can entail so that they can make the best decision for themselves as well.

Following recruitment, there are many opportunities for staff to have their say over how things are done and input in to their career

development. Training is co-produced with the people we support and their families, who help to design and deliver training courses based on their individual characteristics. People we support and families also contribute to a staff member's development through probation reviews and annual appraisals.

The most important thing we can do as an organisation is not get in the way of the relationship between the person we support and their staff. That relationship is key to them achieving their goals, living a good quality of life, and ultimately being happy. Every decision we take as an organisation needs to keep this in mind and be made in order to further enhance this relationship.

Questions to ask yourself and your organisation:

- How does recruitment link to what someone being supported says that they want? How does rota planning link to what people say they want?
- How are people involved in the probation and appraisal processes for their support staff?
- How do staff know what the organisation wants them to achieve?
- Do you trust staff to make decisions? What happens if they get them wrong?
- How does the organisation at all levels keep in touch with people to ensure they're happy, beyond the annual 'user' satisfaction survey?
- How does your organisation support people through times of distress?
- How do we accurately gauge values, quality and attitude when recruiting?
- How do you manage staff sickness/ leave to ensure minimum impact for the individual being supported?



4. A good culture is important to the organisation

GOOD:

- * People with disabilities and their families are involved in checking the quality of support
- * All levels throughout the organisation consider and involve people being supported and families
- * The organisation can evidence how change has resulted from the voice of people being supported and their families at all levels
- * Staff feel respected and able to voice their thoughts and contribute to organisational development
- * The organisation speaks out about bad practice
- * Senior managers routinely visit people being supported to seek the views of them and their families
- * There is a commitment to practice leadership

BAD:

- * Little investment is made to support innovative staff practice and organisational development
- * Senior managers are invisible to people being supported and their families
- * Complaints and suggestions do not lead to significant change
- * There is no direct connection between the ethos of the organisation and the support being offered

Example of 'good'

Staff are encouraged to speak up about concerns and potential solutions. We believe that nobody individually has the answers, but if we work together between us, we can figure it out. Staff throughout the organisation can speak to the Senior Management Team at any time, but we also set aside specific time for this to happen in a more structured way each month.

These sessions involve conducting a review of What's Working/Not Working from people we support, support workers, and service managers, as well as sessions where staff tell us what they want us to stop doing as an organisation to make their jobs better and to more effectively make

a difference to the lives of people we support. This has resulted in several changes throughout the organisation from training courses, better paperwork, adjustments to IT systems, and even the way our offices look.

Families and people we support are also listened to through elected representations on our board. They tell the board exactly what is being experienced in terms of service delivery and tell it exactly like it is! We all listen when those two members and speak up and hold our breath in anticipation about what they might say!

People with learning disabilities, as experts by experience, are paid to conduct audits to ensure

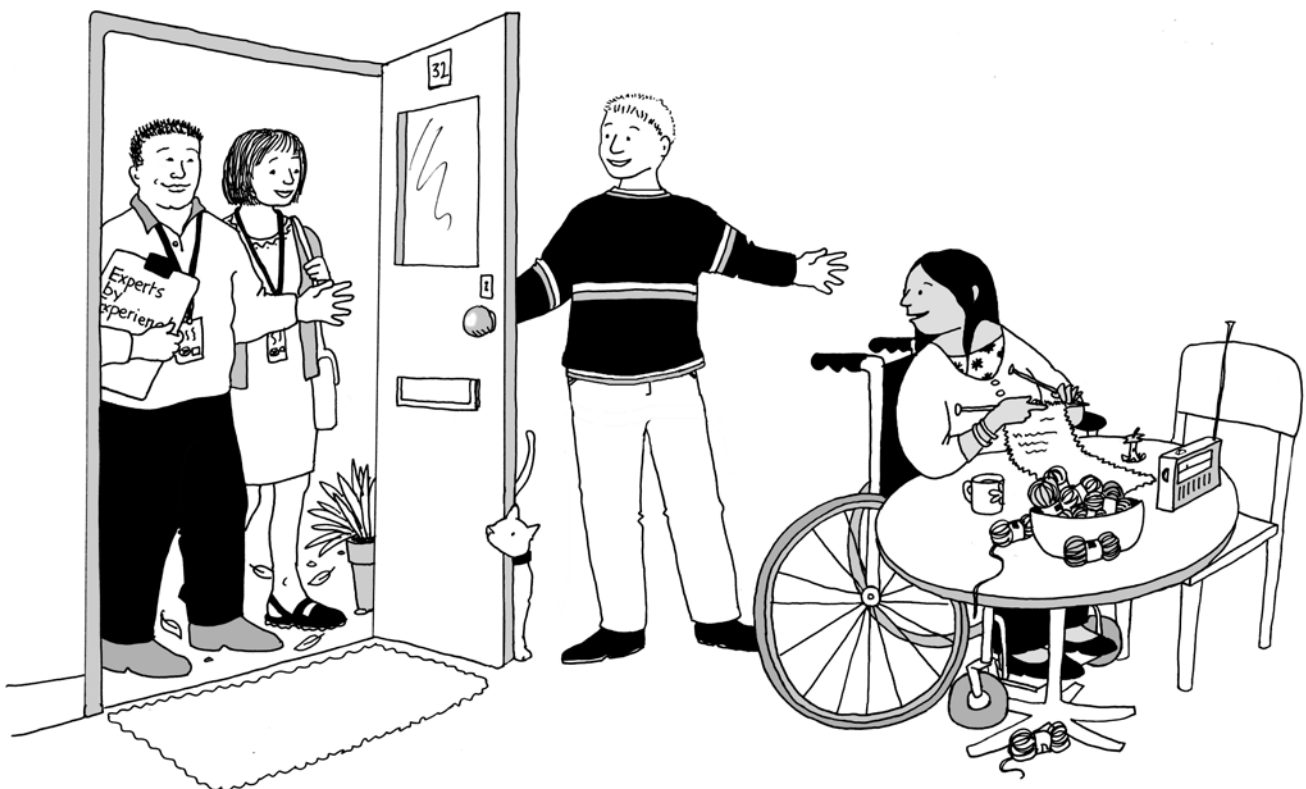
that we really get to the heart of any issues for the people we're supporting. Family members also contribute to our audit process. We have also audited other organisations on their request and been able to share quality checkers.

This has enabled us to be a critical friend to other organisations and we all benefit by sharing ideas about how to make things better.

To make sure that staff, families and people we support feel comfortable in letting us know about any concerns they have, we have employed an external company to manage a 'Whistleblowing Hotline' for us. People can report issues in a variety of ways, but this is an additional method that allows anonymous calls to be made.

Questions to ask yourself and your organisation:

- How does your organisation discuss its culture and reflect on what's working/what's not working?
- How can your organisation evidence that change has happened as a result of feedback from staff, people being supported and their families?
- What does your organisation do to contribute to society and speak out about bad practice beyond organisational boundaries?
- When you allocate your budget, how do you make sure you minimise expenditure that doesn't relate to the quality of the lives of people you support?
- What proportion of resources are spent on investment in getting and retaining the right staff, as opposed to staff disciplinarys resulting from poor practice?
- How do we guard against tokenism when involving the people we support in feedback discussions, in meetings and in planning at any level?



5. Managers and board members lead and run the organisation well

GOOD

- * Leaders utilise the skills within the organisation and inspire those around them
- * Leaders encourage open and honest conversations about what is and is not working
- * Decision making is based on the principle of 'how will this benefit those we support?'
- * There is transparency where there are areas of improvement required and these are shared internally and externally to benefit others
- * There is strong Practice Leadership around challenging behaviour within the organisation

BAD

- * Senior managers don't hold the stories of what's going on in the organisation
- * Senior managers are not visible to those they serve
- * There is a focus on money/profit first and people second
- * Values are compromised when finance becomes the main driver for new business opportunities

Example of 'good'

Our organisation states clearly why it exists and what impact we aim to have with the people we work with. We review our mission and our aims every three years in an exercise involving our board and lots of other people. Our aims are about the impact we hope to make for those we support and we aim to evidence how we achieve those aims. We have a plan that states how we do that and we involve the people we work with in developing that plan. The plan is straightforward and easy to understand and we present it on our website and in other formats for people.

The people we support are at the centre of the plan and everything we do links back to them. It's

our promise to them and we measure our progress to ensure we've delivered it. This helps us know whether we're meeting those aims.

We look outside our organisation a lot so that we keep up with the best way of doing things. We belong to organisations like the Housing and Support Alliance and VODG. This means that we talk to people about what we are doing so we can compare what we do with others and we're transparent about what we do.

Our leaders are people who work hard, know a lot but understand what they don't know. All leaders spend time with customers and in services to see what it's like and they are approachable

to people. We tried customer involvement in our Board but found it really hard, resulting in two customers leaving the Board because we didn't provide the right support, so we tried again this year with much more success and we can now say things have changed because of customers on the board. This included customers being very involved in choosing our new chair of the board and our chief executive. We're expanding this to have customer groups and networks but

we're working with them to work out what they look like and how they will work, and we're providing financial support to help that happen. We're building up a record of "You said, we did" to see where our customers are able to get things changed.

We like to celebrate but it's important that we learn from our mistakes and we're setting up a Safeguarding Panel to review the things that go wrong so we don't make the same mistakes twice.

Questions to ask yourself and your organisation:

- How much time do staff, people being supported, and families spend with senior managers and the board? How accessible are they, and how much time do they spend engaging with people?
- Are senior managers and board members trained in safeguarding?
- What do senior managers and the board do to demonstrate that they live the values of the organisation?
- How does the board drive up quality and ensure they have evidence of this?
- How does the board assure itself that it's achieving its mission?
- What systems does the board and senior management team have to find out about poor quality services, and what does it do about them? How do they deal with asking difficult questions?
- How does the board and senior management team reflect on lessons learned from safeguarding cases, complaints, and quality concerns?
- How do you ensure there is a sufficient cross-section of skills and experience in board members?



How to self-assess against the Driving Up Quality Code

This guidance is not intended to be prescriptive – we want organisations to self assess against the code in a way that works for them and can draw on existing work that they are doing to understand and measure quality.

Specifically this guidance is to:

- * Support providers to carry out their self-assessment in an objective and rigorous way, involving key people in the process.
- * Identify what good and bad looks like so there is a clear idea of what the standards mean in practice.
- * Provide questions to promote discussion (but should not be restricted by those questions)

We hope that providers use the Driving Up Quality Code self-assessment as a working tool that supports the whole organisation to develop.

It is up to each organisation to decide how they want to carry out their self-assessment process, however it is recommended that the self-assessment sticks to the following principles:

● **Include a range of people**

The self-assessment should not be carried out by senior managers in isolation. It should involve the active participation of the people they support, families and front-line staff. Wherever possible, external colleagues, such as commissioners and members of the local learning disability

team, should be encouraged to participate in the process. Your assessment will have more depth and meaning if you are able to involve people who can offer a different perspective.

● **Include a range of evidence**

The self-assessment should use as wide range of evidence as possible, and preferably more than one source of evidence to assess how well an organisation is meeting a particular area of the code. For example, evidence can be gathered from sources such as meeting minutes, staff, service user and family questionnaires, through focus group discussions with people you support, staff and families and by reviewing complaints.

You may already have gathered evidence from the following sources that can be used:

- * Reports from Experts by Experience about your services
- * How you are working towards the Challenging Behaviour Charter
- * CQC inspection reports
- * Making it Real markers towards personalisation reports
- * Ratings from NHS Choices Provider Quality Profiles

● **Breadth and depth**

Particularly for larger organisations, the self-assessment needs to ensure that all areas of the organisation are looked at and that it is assessed from top to bottom; for example, it is not sufficient for board members to be able to articulate the organisations values, they should be owned and understood by front-line staff as well. The Driving up Quality Code and the self-assessment is as relevant for the work of a *Finance Officer* as it is a *Support Worker*, an *Operational Manager* and a *Human Resources Director*, a *Trustee*, a *Learning and Development Officer*, a *CEO* and a *Personal Assistant*. Each provider will need to think of ways to ensure that all of its staff are involved in the assessment process and understand their unique contribution to driving up the quality of the overall service provided to people.

● **Constructive challenge**

The organisation should rigorously challenge itself and actively encourage constructive challenge by the people they support, families,

front-line staff and external colleagues to avoid the potential for complacency in assessing performance. Make it ok to be open about what obviously isn't working but also to question practice that is more commonly accepted but shouldn't be.

● **Creativity**

The self-assessment process should be designed in a way that is positive, enjoyable and motivating, rather than a tick box exercise. In particular, an organisation should explore creative ways of meaningfully involving the people they support, which could include, for example, using video, social stories or drama to help people make a meaningful contribution.

● **Ongoing improvement**

Meeting the Driving Up Quality Code is not a pass or fail. It is recognising that the areas of the code are fundamental to good services and that for organisations in the care sector, there will always be room for improvement and change.

Process for Self Assessment

Think about what you want to get out of the process as an organisation. Different organisations will choose to use the self assessment in different ways. Some of its uses may include the following:

- * Reflect on practice – why do we do what we do?
- * Mature, established organisations could review their practice and strive to improve
- * An individual service that is struggling could use it to reflect on current performance, ask key questions and develop an action plan
- * As a way to get service users and families involved in reviewing their service
- * The self assessment could be connected with organisational training courses – training could tangibly evidence that it contributes to making the quality code a reality
- * When setting up new services, the tool can be used to establish high quality support
- * The Code can be useful in the development of an organisational strategy

Depending on what works for your organisation, you can take two different approaches:

1. GO THROUGH EACH AREA OF THE CODE METHODICALLY

- Identify who needs to be involved
- Use the questions in the code for discussion
- Identify where you have already done work in this area, what evidence you have and what you need to collect.
- Get an independent view of your self assessment
- Draw up an action plan for improvement
- Measure improvement

2. FOCUS ON A PARTICULAR AREA/S OF YOUR ORGANISATION

- Identify who needs to be involved
- Use the questions in the Code for discussion
- Identify where you have already done work in this area, what evidence you have and what you need to collect.
- Get an independent view of your self assessment
- Draw up an action plan for improvement
- Measure improvement

Process overview

The following will help you plan how you will carry out your self assessment, decide which areas to focus on and who to get involved:

THE DRIVING UP QUALITY CODE

1. Support is focussed on the person

2. The person is supported to have an ordinary and meaningful life

3. Care and support focusses on people being happy and having a good quality of life

4. A good culture is important to the organisation

5. Managers and board members run the organisation well

OR

ORGANISATIONAL FOCUS

Recruitment

Support Planning

Service User Involvement

Quality Assurance

Policies and Procedures

Family Involvement

Organisational Culture

Strategy

Community Development

Performance Management

Training and Development

Practice Development

Other

WHO TO INVOLVE

Think about who needs to be involved in discussions about each area of the Code or organisational focus

 Finance

 Human Resources

 Commissioners

 Housing

 Board members

 Quality

 People you support

 Families

 Senior managers

 Team managers

 Support staff

 Training and Development

INFORMATION ALREADY COLLECTED

Think about where you have already done work or collected evidence

 Quality Assurance Systems

 Making it Real markers

 NHS Choices Provider Quality profiles

 Experts by Experience reports

 Other

Reporting your self- assessment

Organisations that sign up to the Driving up Quality Code are asked to make a public declaration of their commitment to the code and to make publicly available every year the outcome of their self-assessment and their action plan.

It is up to providers exactly how they choose to report, but we ask that organisations make a public statement on their website and share the link on the Driving Up Quality website.

To demonstrate that the code is owned by the highest levels of the organisation, it may be helpful to have a declaration explicitly made by the Chairperson or Chief Executive. An example declaration could look like this;

‘Our organisation has signed up to the Driving Up Quality Code and we have carried out our first assessment process. Overall we rated ourselves as competent, but identified in particular areas that we need to do more work in relation to monitoring outcomes for service users, providing information to our service users on advocacy services available in their area and on providing clearer information to service users, families and our staff on how we make decisions as an organisation. Please click on the link below to read our full self-assessment and action plan.’ (name of Chief Executive)

● **Transparency**

An important aspect of the Driving Up Quality Code is that providers are transparent about what they are doing to work towards the code and that information about this is publicly accessible. It is important to keep the self assessments as brief and

easy to read as possible for the general public, avoiding jargon, acronyms and other professional language. Follow the link below for help producing plain English documents: www.bit.ly/plain-english-campaign-guide

● **What others think of your organisation?**

Getting an objective and independent view can help organisations understand where they do well and don’t do well from different perspectives. This can make plans for improvement and change much more robust. We want to encourage organisations to use experts by experience, peers and other independent people and organisations to say what they think about your self assessments and give their views on what they see.

● **Independent verification**

Independent verification of self assessments should be published on the organisations website and a link posted on the Driving Up Quality website.

It is important to add new reports and update existing reports on your Driving Up Quality Code web page. For information on managing your page visit the Sign up page: www.drivingupquality.org.uk/sign-up

Impact and Action

So you've completed the assessment. What impact has it had? What's changed?

You should come out of the process with positive and negative findings, but what do you do with them? How do you use them to drive up quality? Decide how to communicate that – put it on your website, with a link to

the Driving Up Quality website, talk to people about it. Keep it live and meaningful to encourage transparency, welcome challenge and reflective practice and protect people from the dangers and indignities of poor support.

An example

We support four people who share a house. When we started to do this they had staff around them who came from the health service. People living here find communicating difficult and have lots of serious health conditions. It's hard to know what the people want for themselves and the team believes that they are unable to make any decisions for themselves. Activities, social networks and decisions are very restricted, although to an outsider they have a beautiful house, and well cared for and there is much affection from the staff to the four people.

We now approach their support being tendered again, so we used the toolkit to identify what needed to change in the service for us to give those people control, succeed in their ambitions and not be impeded by the low expectations which restrain

them. We involved the staff and the families; it raised tensions but also exposed institutional views and practise.

The impact is that we decided to bring in an experienced person to look objective at how the people communicate and then at identifying the things that were important to them. We involved staff and families but everything that was put forward had to be evidenced.

We ended up with a much clearer picture of what is important to each person and our tender will reflect that with support that matches that rather than the current support. We hope that current staff will use what they've learned in the process to change their approach but our path is clear – if we are chosen to continue to support people then it will only be on their terms.

Measuring improvement

In order to fully benefit from the Driving Up Quality Code Self Assessment, organisations are encouraged to rate their current performance against each of the standards in the code. Rating scales used will depend on what is already being utilised by each organisation. For example, some organisations use numeric scales (1-10), traffic light systems, etc. Organisations are asked to reflect on the

examples of Good and Bad and the questions in each standard in order to determine how many of those statements resonate with evidence the organisation has gathered over the last twelve months. Measuring this will help organisations and their stakeholders to determine if progress is being made and is not intended as a benchmark against other organisations.

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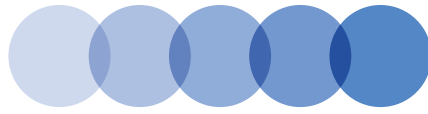
Housing & Support Alliance, English
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The Driving Up Quality Code



To sign up to the **Driving Up Quality Code** visit www.drivingupquality.org.uk

1 Support is focussed on the person



If you start with what the person wants and needs, you are more likely to get it right

2 The person is supported to have an ordinary and meaningful life



Communities, family and friends, work, learning and fun are what give life meaning

3 Care and support focuses on people being happy and having a good quality of life



Staff need the skills and attributes to enable the people they support to be happy and enjoy their lives

4 A good culture is important to the organisation



People that receive support are usually the best people to ask about the quality of support

5 Managers and board members lead and run the organisation well



Organisations should be run primarily for the benefit of those they support