



# Self-Assessment Guidance

How to Assess for Quality

## Child Centred

**TÚSLA**

An Ghníomhaireacht um  
Leanaí agus an Teaghlach  
Child and Family Agency



## QUALITY IMPROVEMENT FRAMEWORK

### SELF-ASSESSMENT

When completing the self-assessment, any judgement relating to the presence of the required supporting criteria will need to be clearly based on evidence and recorded. This may be independently verified by staff from the QA Directorate. The robustness of the assessment process will depend on good team facilitation and familiarity with the Framework. The process will be most effective when supported by the nominated quality lead in each service.

It is important to answer comprehensively and provide as much detail as possible in relation to work which has commenced, or is planned, with expected timescales for completion.

The three self-assessment forms, one for each of the core principles and supporting criteria which underpin the QA framework, contain much more detailed questions in relation to what is expected to be in place to achieve a high quality and high performing service. The identification of gaps and deficits will inform a comprehensive quality improvement plan. Please note that the list of examples in the self-assessment forms is not exhaustive and if there is activity which is not reflected in the self-assessment questions, this should be noted and described.

## QUALITY IMPROVEMENT FRAMEWORK CHILD CENTRED

### CHILD CENTRED

The rights and views of children and families are respected and taken into consideration when planning, delivering and improving services.

The following is intended as a guideline, with prompts or questions which facilitate more detailed examination of the supporting criteria that reflect the characteristics of a child centred service. It is designed to assist you in identifying areas of strength, but also understanding where there may be gaps and where service improvements are required. The criteria are defined as needing to reflect the following:

**In Place & Effective** – List key areas of strength and good practice which demonstrate that your service has strong evidence to indicate that this criteria is met and that the measures are effective. Link to relevant standards as appropriate.

**In Place but Needs Improving** – Some or limited systems are in place but with some weaknesses and may only be partially effective.

**Currently Being Established** – Indicate what measures have begun or are being planned, clearly indicating expected timescales for completion and implementation.

**Not in Place** – There is no evidence or actions being planned to meet the criteria which will indicate compliance with this particular criteria of the quality principle under review.

**Action required for Service Improvement Plan** – what is required to meet the requirements of the supporting criteria and how your service is planning to achieve this.

**Person Responsible** – Lead person identified to bring about the change in your service. Although the service manager has overall responsibility it is important to name the staff member who has been assigned responsibility for the development work required where this is appropriate.

**Due Date** – State the target date by which the service expects the identified action(s) to be completed.

Date Completed:	In Place & Effective	In Place but Needs Improving	Currently Being Established	Not in Place	Action required for Service Improvement Plan	Person Responsible	Due Date
Prompts	Provide Examples and Evidence (reference and attach HIQA, Ombudsman or other action plans with updated information as appropriate indicating the appropriate section)						

**CHILDREN AND FAMILIES ARE LISTENED TO AND SUPPORTED TO PARTICIPATE IN DECISIONS MADE ABOUT THEM;**

1. Are systems in place for ensuring that the views of service users are reflected and included at all times?				
2. Do you encourage and facilitate the engagement of key stakeholders, including children and families, in the organisation’s planning and decision making?				

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**CHILDREN AND FAMILIES ARE TREATED WITH DIGNITY AND RESPECT AND CHILDREN AND ARE ADVISED OF THEIR RIGHTS**

<b>3.</b> Are children and families made aware of their rights, (eg, complaint procedure, access to advocacy services?)							
<b>4.</b> Is access to an interpreter made available when needed?							
<b>5.</b> Are information leaflets available in different languages?							
<b>6.</b> Are there systems and processes to ensure that service users rights to privacy are respected?							

**A SYSTEM TO ENSURE HIGH STANDARDS OF CUSTOMER SERVICE, INCLUDING MANAGING COMPLAINTS AND FEEDBACK**

<b>7.</b> Is there a system for the management of complaints including a complaints log?							
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Prompts	Provide Examples and Evidence (reference and attach HIQA, Ombudsman or other action plans with updated information as appropriate indicating the appropriate section)						
<b>8.</b> Are enough complaint officers assigned to deal with complaints effectively and responsively?							
<b>9.</b> Has work been undertaken with staff to ensure that complaints are recorded and reported in a consistent way?							
<b>10.</b> Are (i) the learning from complaints and feedback routinely reviewed and discussed with managers and staff and (ii) changes implemented?							
<b>11.</b> Are there mechanisms in place to support staff who are the subject of a complaint and are staff aware of it?							

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<p><b>12.</b> In accordance with the Freedom of Information Acts, and where appropriate facilitating access to records to ensure accuracy and transparency, are service users (a) supported to gain access to their records and (b) amend any inaccuracies?</p>							
<p><b>CHILDREN, FAMILIES AND COMMUNITIES ARE ENGAGED WITH TO INFORM IMPROVEMENTS IN PRACTICE AND POLICY AND TO SUPPORT PARTICIPATION IN SERVICE DESIGN AND DELIVERY</b></p>							
<p><b>13.</b> In accordance with national policy, is there a participation strategy in place for the service?</p>							

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**STAFF ARE SUPPORTED TO PROVIDE A HIGH QUALITY SERVICE**

<b>14.</b> Staff and teams are provided with clear guidance and direction in relation to what is expected in the delivery of a high quality service							
<b>15.</b> Have you a process in place for ensuring that staff receive (a) appropriate training (b) mentoring, and (c) continuing professional development?							
<b>16.</b> Is there a system in place for debriefing after a critical incident?							
<b>17.</b> Are there reviews of any concerns relating to staff safety?							

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**SERVICES ARE RESPONSIVE, COORDINATED AND PROPORTIONATE TO THE NEEDS OF CHILDREN AND FAMILIES TO ENSURE CHILDREN RECEIVE A SEAMLESS SERVICE, INCLUDING EFFECTIVE INTERAGENCY WORKING**

<p><b>18.</b> Thresholds for accessing the service are clear to                      (a) staff,                      (b) referrers and                      (c) families                      (d) not applicable</p>							
<p><b>19.</b> The response provided is                      (a) within the agreed timeframes                      (b) proportionate to need                      (c) based on professional judgement                      (d) uses standardised assessment approaches appropriate to the service</p>							
<p><b>20.</b> Where applicable, the threshold has been met children and families are prioritised in accordance with highest need.</p>							



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Prompts	Provide Examples and Evidence (reference and attach HIQA, Ombudsman or other action plans with updated information as appropriate indicating the appropriate section)				Action required for Service Improvement Plan	Person Responsible	Due Date
<p><b>21.</b> If there are delays in the provision of the service, are systems in place with actions to monitor and provide an appropriate response in accordance with priority, and respond without delay to any identified risks?</p>							
<p><b>22.</b> Are systems to escalate concerns relating to the impact of delays in service provision in place with a clear action plan to address at the appropriate level within the organisation?</p>							

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**Tusla – Child and Family Agency**

The Brunel Building  
Heuston South Quarter  
Saint John's Road West  
Dublin 8

[www.tusla.ie](http://www.tusla.ie)

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