**Resources, Improvement and Partnerships**

**Practice Learning Day Framework**

The practice learning day framework applies to all Resources, Improvement and Partnership service areas. This process guide sets out how practice learning day activities are completed to ensure that children and families are being supported in the right way at the right time, and understanding what difference has been made. This guidance for practice learning days sets out expectation, approach and guidance on how learning is embedded and evidenced in ongoing practice.

The purpose is to provide a level of confidence about the service delivery and the positive impact upon children and families across Kirklees. This will be achieved via capturing data to ensure that practice standards are met. PLD’s are underpinned by restorative practice, meaning that all activities within the process are done ‘with’ practitioners rather than “to” or “for”. Working relationships are central to this process whereby practitioners respect each others perspectives and exert a high challenge high support approach.

**Frequency of Practice Learning Days**

Practice Learning Days are an important tool in working collaboratively with practitioners to identify what is going well and where improvements could be made. As such it is recommended that Practice Learning Days take place at least every 3 months (4 per year) to ensure that learning from practice is a continuous and dynamic process.

To maximise attendance these dates should be diarised but the responsible Service Manager 12 months in advance, with “save the dates” sent to all relevant parties in advance.

The Service Manager for Quality Assurance will keep a central log of all Practice Learning Days diarised in RIP and report to the Senior Service Manager with regards to the effectiveness of planning.

At least one of the planned Practice Learning Days should be jointly held with relevant partner agencies or internal services, for example YES joint with CPRU. To enhance engagement of partner agencies, prior planning is required.

**Before the Practice Learning Day**

A planning meeting should take place at least 10 working days before between Service Manager in the service area, and the service manager for quality assurance. The purpose of this is to establish the Practice Learning Day methodology including: theme, agenda and key lines of enquiry. The sample size should be agreed. The use of Microsoft forms is encouraged to collate data and the format for this will be agreed at this meeting. Consideration should be given to the role of independent scrutiny. Following this, practitioners who will be involved in the Practice Learning Day will be invited to a planning meeting to ensure that they are planned, prepared and fully included in the whole process.

* Theme:

Practice learning Days should focus on a specific theme, to avoid this being a lengthy and drawn out process. While the theme will ultimately be determined by Senior Manger, suggested audit themes are supervision, child criminal exploitation, child’s journey from referral etc.). PIU and Tabelau should be used to identify trends which require further exploration.

* Key Lines of Enquiry (KLOE) (see appendix 1):

The key lines of enquiry (KLOE) audit tool is based on application of the practice standards (ATTACH PRACTICE STANDARDS FOR RELEVANT SERVICE AREA) alongside evidence and impact upon the child. KLOE’s should be completed side by side with the practitioner and not in isolation. These should be completed by managers, service managers and by practitioners in the form of peer audits. They are designed to be used as a “live” audit tool and promote a learning culture. The process of KLOE audits should be like a reflective supervision, however should not replace the role of managerial supervision. The process is designed to allow for learning, reflection and improvements to practice with the added benefit of a second set of eyes and independent watching brief.

* Dip sampling

In addition to the themed KLOE audits, specific case dip samples will also be completed. This will involve rigorous, thematical driven scrutiny of a large number of cases, checking for particular practice, outcomes and themes thus providing qualitative data. Dip sampling should be driven by performance and data reports but are not to be confused with such and should consist of meaningful compliance audits

* Peer Focus Groups

Gaining views from practitioners is critical to make informed judgements about good practice, barriers to progress and action planning. These focus groups will include reflections from practitioners about the work they complete and the impact upon the child. Practitioners will be encouraged to make suggestions and recommendations and the groups, led by an independent service manager, will encourage self-evaluation and peer challenge

* Child’s Voice

Practice Learning Day’s will include the view of children and their families (or relevant service user) in relation to their experience of receiving services and the impact upon their lives. As part of the Practice Learning Day the auditor will directly obtain the child and parent/carer view where it is practical and appropriate to. The Children’s rights service can support this if required. It may be possible to use technology to capture the child’s voice in a child friendly creative manner.

* Additional audit tools

The Practice Learning Day process is fluid and continuously developing and the above list is by no means exhaustive. New and additional audit tools should be used dependent on service needs. These could include practice observation,

* Agenda

An example agenda is attached at appendix 2. The agenda is service specific

* Case selection

Cases will be selected by Service Manager in liaison with PIU in line with the annual themed Quality Assurance Framework (Currently under review).

How do we record these Audit activities on files?

***If Multi agency:***

*Invite/link with partners*

*Sit together and go through individual systems*

*Include N/A answers – border questions which relate to everyone*

*Professionals in partnership identifying a case*

**Debrief**

Following the completion of the Practice Learning Day activities there should be space prioritised for reflective learning. The auditor feeds back the results of the audit, reflections and any actions required to the practitioner and their team manager. This will then be followed up in supervision sessions to inform future practice. This will be tracked by the Service Manager to ensure learning is happening.

Measuring impactis key to the Practice Learning Day process. We need to be aware what difference services and partner agencies are making. Therefore outcomes for children are at the centre of the Practice Learning Day framework. Service managers will be responsible for analysing the data captured and identifying areas of good practice, themes and observations. This will then support learning, discussion and actions.

**Report and Review:**

Within 2 weeks of the PLD, service managers will collate learning and provide an analysis of themes around good practice and identified areas for development. The data captured from KLOE, child’s voice and peer focus group will be collated to inform overall findings. These will be presented to.. QA panel? HOS? WHERE IS THE PLAN – DOES THE SERVICE MANAGER FOR QA COLLATE AND PROVIDE A report?

Reviewing the Practice Learning Day is key in ensuring that there is a robust process for turning the findings from Practice Learning Day’s into planning for improvement, this is to include sharing good practice and other

It is imperative that we evidence the impact of PLD’s upon children and families. This process is aimed to drive service improvement and create better outcomes for our children and families.

**Planning and next steps:**

Following collation and analysis of the information gathered, it is important that this information is triangulated with wider learning. The Service Manager will agree key areas to target and if necessary make changes to procedures, guidance, resources and training. Findings should influence the learning and development program, including targeting a team, area or whole service as required. These will contribute to the service development plan.

If serious practice issues are identified these should be resolved immediately.

Team Managers are expected to review audit findings in supervision with practitioners and in supervision with service managers. Supervisions are to include discussion of the impact of service delivery and future planning.

Findings should be shared with the Quality Assurance Service manager enable for quarterly overview reports to review any reoccurring trends, areas of outstanding practice and areas of development.

It is suggested that the practitioner (appendix 3) summary form is completed with brief findings from the Practice Learning Day. This form is designed to complete the process with practitioners to ensure that they are informed of the full process and next steps.

The findings and next steps should also be disseminated within one month via a team meeting or away day.