Abstract

The framework for Quality Assurance & Learning in Kirklees, a cross Directorate Approach

Children’s services quality assurance & leaRning framework

2023-2024

Review March 2024

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**This Framework should be read together with:**

* The Children and Young People’s Plan [Kirklees Children and Young People's Plan 2020 - 2023](https://www.kirklees.gov.uk/beta/delivering-services/pdf/children-and-young-people-plan-2020-23.pdf)
* The Children’s Services Ambition statement.
* The Children’s Services Voice of the Child Plan
* The Children’s Services Supervision and Appraisal framework
* The Kirklees Safeguarding Partnership Business plan

# Introduction

* 1. Kirklees Children’s Services are committed to making Kirklees an outstanding place in which children and families can thrive.
  2. To help us achieve the consistent delivery of high-quality services, with children at the centre, we are committed to understanding what impact our services have on outcomes for children, young people, families, and communities, to ensure that they receive the right support, at the right time and that we make a positive difference.
  3. Quality Assurance is an umbrella term. It covers all activities that are undertaken to monitor compliance with policy, procedures, key performance indicators and practice standards, alongside the quality and impact of practice and service delivery.
  4. This Quality Assurance & Learning framework enables Children’s Services to identify and celebrate good practice and respond transparently to areas of challenge identified. It provides the scaffold for high expectations, high support, and high challenge, and enables improvement activity to be evidenced based.
  5. The framework moves beyond compliance, to achieve quality and consistency and tackle challenges through reflection and learning to help achieve sustained improvements and outcomes for children, young people, and their families. It is therefore a key component in the drive for continuous improvement of service delivery.
  6. All staff contribute to the quality of services that children, young people, families, and communities receive and the outcomes achieved. A commitment to this framework is therefore required from staff across Children’s Services, to enable us to hold ourselves and others to account.
  7. This document sets out a framework for achieving excellence. It will strengthen our line of sight from front line practice to the Senior Leadership Team, which is essential to keep children safe and achieve our aim to be outstanding in all that we do.
  8. This framework builds on and replaces all previous frameworks. It is inclusive and overarching across the whole of Children’s Services

# Aims and Principles

* 1. The main aim of the Quality Assurance & Learning framework is to drive forward improvement in practice and service delivery, so that we are assured that we provide high-quality services, at the right time, which make a positive difference and help improve outcomes for children, young people, and families.
  2. The framework supports a shared culture of reflection, learning and improvement, in which we hold high expectations of ourselves and others. It enables high support and high challenge, strengthens accountability, and promotes feedback from children, young people, families, and partners to support continuous improvement in practice and services, and promote a culture of excellence.
  3. The framework will:
* Support the drive to improve outcomes for children, young people, their families, and communities by developing practice and the quality-of-service delivery at all levels.
* Embed an organisational culture committed to learning and development.
* Systematically monitor practice improvements, measure, and report on the quality of services and their impact against practice standards and key performance indicators.
* Provide assurance that services, including commissioned services, are sustainable and of a consistently high standard.
* Shape policies, procedures, and practice guidance to support high quality practice and service delivery.
* Support a culture of transparency where challenge and scrutiny are embraced and seen as providing opportunities to reflect and learn.
* Utilise performance data to drive continuous improvement in operational practice.
* Engage and challenge key stakeholders and partners to deliver high quality service and positive outcomes.
* Enhance and capture feedback from staff, children, young people, their families, and communities.

The overall principles of the Framework are:

* Children, young people, and their families are at the heart of what we do. The central focus of the Quality Assurance & Learning Framework is therefore to understand the experiences of children, young people, their families and communities and what difference we make.
* Restorative: quality assurance activity is collaborative and done ‘with’ and not ‘to’.
* Reflective: a restorative learning culture is embedded where staff feel comfortable and confident to give and receive support and challenge, to enable learning, improvement, and sustained change.
* Strengths based: all quality assurance activity identifies best practice and what works well, with examples captured, shared and celebrated, and areas identified as requiring improvement, are supported to achieve sustainable change.
* Learning: All quality assurance activity is transparent and is designed to promote reflective practice and shared learning. Quality assurance activity informs policies, procedures, and service development and planning.
* An Outcome Based Accountability (OBA) approach, identifying and understanding what difference we are making.
  1. The Framework applies to all Service areas and teams within the Children’s Services directorate. It provides a set of principles by which all quality assurance activity is undertaken. Specific quality assurance activities are determined in the individual service areas, and evidenced in Practice Learning Day outcome reports, team action plans, performance meetings, and individual learning and development agreements.
  2. Quality Assurance activity undertaken by Children’s Services summary of additional activity is available in Appendix 1, [Cross Directorate QA activity](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fproceduresonline.com%2Ftrixcms%2Fmedia%2F7692%2Fqa-activity-for-the-framework-master.docx&wdOrigin=BROWSELINK)

# Governance

1. The Quality Assurance & Learning Framework is overseen by the Director of Children’s Services and the Service Director for Resources, Improvement and Partnerships, together with the Service Directors for Family Support and Child Protection and Learning and Early Support.
   1. Each service area in Children’s Services has nominated Senior Managers and Lead Practitioners responsible for the oversight of and reporting on performance, quality assurance and practice improvement activity in their service area. Leads from other service areas, include Principal Social Worker.
   2. Moderation is achieved through Senior Leadership Team meetings, Practice Focused Review meetings and the Quality Assurance Panel.
   3. Identified in the review of the QA framework, is the need for improved moderation and further structure surrounding Learning enabled activity. As a result, a Moderation Panel is to be established. The focus of membership and terms of reference will ensure a cross directorate approach to moderation that examines if the activity presents evidence of any themes for learning, consistency in practice and whether we can measure our performance and practice effectively, appropriately and with consistency.
   4. Safeguarding and Quality Assurance Managers in the Resources, Improvement and Partnerships are responsible for coordinating and facilitating the Quality Assurance Panel agenda and activity.
   5. There is a strong commitment across the Council and its Partners in relation to Children’s Services service delivery. The Children’s Scrutiny Panel, Cabinet and the Corporate Parenting Board take an active role in reviewing and challenging outcomes for children. The Lead Member for Children’s Services chairs the Corporate Parenting Board and actively champions the interests of all children and families through Cabinet and delivery of the Improvement and Corporate Children and Young People’s Plan priorities.
   6. Every member of staff within Children’s Services is responsible for ensuring that their practice and that of others meets expected standards, and for striving to achieve improvement where it is identified as being required, to ensure high quality service delivery that makes a difference for children, young people, and their families.
   7. Managers and those with supervisory responsibilities have specific line management quality assurance responsibilities, by providing guidance, oversight, support, and direction to individual staff members and their teams, to ensure practice and service standards are maintained and that there is a commitment continuous development and improvement.

# Quality Assurance, Performance, and Improvement Framework

1. The Quality Assurance & Learning Framework aims to improve our understanding of whether we are providing the right support, at the right time, to the right children, and whether we are making a difference to the progress that children make and the outcomes they achieve. To provide assurance of the overall effectiveness of practice and service delivery, and identify areas of challenge, the framework focuses on triangulating performance data (how much did we do), quality (how well did we do it), and outcomes achieved (what difference did we make) to ensure improvements are made and sustained.
   1. Senior managers in service areas utilise service specific performance data in a number of different settings and ways to measure how effective services, teams and individuals are performing against statistical neighbours, local and national key indicators, and performance measures and professional and practice standards.
   2. To add context to what the performance data tells us, qualitative activity employed across the directorate, such as, reflective case learning reviews, practice learning days, practice observations, learning from compliments and complaints, and capturing the voice of the child, provide context and information that evidences the quality of practice and service delivery. This enables us to better understand children, young people and their family’s experiences of practice and service delivery and make informed sustainable improvements.
   3. Combining how much did we do, with how well did we do it and asking what difference it made, ensures that practitioners, teams, service areas and senior managers can develop areas of strength, and target support and resources to areas of performance /service delivery which require improvement where they are identified. It enables us to effectively measure, monitor, and review, practice, and service delivery in specific areas and across the service, to support continuous development and improvement.

**Assurance and Performance Panel**

5.0 Children’s Service’s quality assurance and improvement activity is overseen by Quality Assurance and Performance panel, chaired by the Director of Children’s Services (or a nominated Service Director). The panel comprises of management representatives from across Children’s Services, including Family Support and Child Protection, Learning and Organisational development, the Data and Insight Team, Customers and Communities, in addition to Learning and Early Support and Resources Improvement and Partnerships.

**Aim**

5.1 The main aim of the Quality Assurance framework is to drive forward improvement in practice and service delivery, so that we are assured that we provide high-quality services, at the right time, which make a positive difference and help improve outcomes for children, young people, and families.

The Assurance and Performance Panel will:

* Support the drive for continuous learning and improvement in practice and service delivery to improve outcomes for children, young people, their families, and communities.
* Coordinate and triangulate quality assurance activity and learning from across Children’s services.
* Receive quarterly reports form the Moderation panel regarding quality of practice and emerging themes.
* Review performance data and intelligence and quality assurance activities to identify how much we are doing, what we are doing well, and what we are not doing as well; to provide high support and high challenge to help improve and develop practice and service delivery.
* Identify and capture best practice and performance and share learning, to aid consistency.
* Ensure resources are targeted effectively
* Inform strategic development and planning
* Provide evidence-based assurance the senior leadership team.
* Be restorative in its nature and work with services to provide high support and challenge.

5.2 The Assurance and Performance Panel is held monthly and informed by:

* Service-specific quality assurance and performance data reports, which inform on quality assurance activity, what this told us, and what actions have been undertaken as a result, what difference has been made.
* Performance data produced by the Data and Insight Service.
* Case file audits, (now enabled Learning conversations: ELC), and Practice Learning days; findings and learning.
* Reports from the Children’s Services Compliments and Complaints team
* Reports from the Children’s Right’s team
* Feedback from Staff Engagement sessions and Senior Leadership engagement with front line staff.
* Kirklees Safeguarding Children Partnership multi-agency audit findings, and case reviews.
* Regular reports from the Learning enabled Steering Group.

5.3 The panel ensures consistent strategic oversight of performance across Children’s Services adhering to Kirklees’ Restorative Practice principles.

**Reports**

* 1. Reports to be submitted to the relevant Senior Leadership Team (SLT) prior to the meeting for sign off by Service Directors. Highlight report to be found here [Local Resources (proceduresonline.com)](https://kirkleeschildcare.proceduresonline.com/local_resources.html).
* Papers to be circulated to the Panel one week in advance of the meeting.
* Emerging themes to be reported into Senior Leadership team and highlight reports identified by Heads of Service. (HoS)
* Highlighted risks to be fed back to the appropriate Directorate or be encompassed in the Corporate Risk Logs.
* Follow up actions on highlights report to be revisited under the remit of highlight report, for information only. Presented to Senior Leadership team in advance and submitted for questions from Panel.

**Other**

* Existing partnership arrangements to be used for sharing identified Partnership learning.
* Feedback of learning will be shared with Services.

**Quality Assurance Panel Process from March 2022**

5.4 An annual Children’s Services Quality Assurance report will be produced from within the Resource, Improvement and Partnership directorate. The report will analyse the effectiveness of quality assurance activity across the directorate and the influence and impact on practice and service development and improvement. This will also prompt a review of the Quality Assurance and Learning Framework review if required.

**Practice Learning Days & Learning Enabled Conversations**

* 1. Children’s Services use a blend of approaches to quality assure the work we do with the children, young people, and families. As part of the Quality Assurance & Learning Framework, a more interactive approach to practice improvement is taken alongside learning enabled conversations. (LEC).

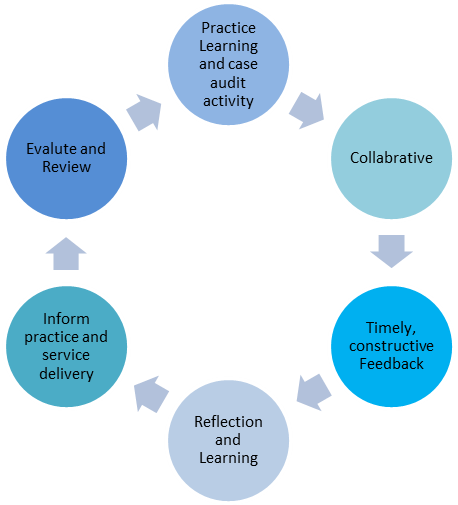
* 1. Practice Learning Days (PLD) are informed by case reviews and Key Lines of Enquiries. The coordination and collaboration of these events will be secured through the delivery of a Learning Enabled Steering Group. Children and families’ experiences are gathered to inform learning. Practice learning days aim to be outcome focussed, interactive, restorative and above all promote reflection and learning. They can involve learning taking place within specific areas of the service, or across more than one service area to explore joint themes. [Local Resources (proceduresonline.com)](https://kirkleeschildcare.proceduresonline.com/local_resources.html)
  2. To support an understanding of a baseline in practice and provide enhanced assurance a working group/practitioner forum learning enabled steering group is to be established, to develop a suite of standardised learning review tools. Terms of reference please see [Local Resources (proceduresonline.com)](https://kirkleeschildcare.proceduresonline.com/local_resources.html) The Steering Group will explore best practice in learning enabled conversations, with collaborative discussion. The group will be made up of a small number of Managers from across the 3 areas of the directorate and will be led by the Principal Social worker.
  3. It is envisaged that this forum will enable an overview of activity undertaken and themed learning from each of the 3 service areas; facilitate discussion, sharing of knowledge, ideas, and resources to support best practice. In addition, the forum would also provide management oversight and organisation of a programme of Practice Learning Days and learning enabled conversations across the directorate. Learning and Development Service representatives would be invited to attend, to ensure salient learning points are incorporated in learning and development training courses.

* 1. The group will establish a learning enabled conversation/review tool(s) in the first instance. There will be scope to add service specific deliverables to enable flexibility and adaptability for use across the directorate:

It is proposed that they will establish a tool that will include, at its core:

* View of children and families
* The lived experience of children.
* Alongside the Social Worker
* The impact of practice
* Quality of management oversight, and supervision
  1. There will subsequently be evidence of a coordinated approach that will consider the data from the learning enabled conversations that have taken place over the previous **4 weeks** with a view to establishing any themes that will require further action. These themes explored by the Steering Group will be used as topics for future practice learning days and consideration will be given to what resources are required to address any common areas of learning.
  2. It is proposed that the Steering Group will ensure a coordinated approach to learning enabled conversations, which will include.
* Moderation
* Capturing the views of children, young people, and families
* Activity being undertaken alongside Social Workers and practitioners
* A celebration of practice.
  1. Where there are strengths in one area, these examples of good practice will be shared to drive up standards across the authority. There will be an established avenue for a specific response from the DCS. Potential for sharing with the Compliments. & Complaints Unit for children and improved use of the High five directorate wide ‘shout out’.
  2. Within the revised framework there will also be a ‘Practice Observation week’. This will provide a coordinated approach of the observation of practice across the directorate by Senior leaders, including the DCS and Elected members. This will include observing professional meetings, and panels and practitioners undertaking home visits and direct work.
  3. These proposals, in conjunction with established quality assurance activity, will further inform a shared understanding of the quality of practice across the directorate and support the celebration of good and outstanding practice, whilst enabling moderation to be undertaken in a robust manner.
  4. Learning enabled conversations undertaken provide an invaluable insight of front-line practice. They provide an understanding of the quality of practice against key performance indicators and qualitative information relating to practice, i.e., recording, assessment and planning, direct work undertaken with children and families, the voice of the child, supervision, and management oversight.
  5. Learning enabled conversations are an important an element of assurance activity embedded across the Children’s Services directorate. Service areas undertaking this activity will be informed by performance data, service development and improvement planning.  The methodology is strengths based and collaborative, to drive learning and practice improvement.
  6. Whilst each service has responsibility for its own approach, across Children’s Services; learning enabled activity is underpinned by the following principles.

* Planned and transparent.
* Adopts a strengths-based approach, highlighting and capturing good practice as well as identifying required actions and areas for improvement.
* Undertaken ‘with’ practitioners.
* Is reflective and constructive.
* Includes timely feedback.
* Allows for individual, team and service learning and development.
* Informs service and business planning.
* Informs best practice development
* Offers a view and oversight on practice.



* 1. Nominated managers, Lead Practitioners and the Principal Social Worker are responsible for moderating and quality assuring Learning enabled reviews undertaken in their service area, to provide confidence that findings are in line with the expected practice standards. A sample of this activity will be explored at the Moderation Panel.
  2. The Moderation panel will also be responsible for ensuring that learning enabled activity findings are communicated promptly; that areas for development and actions required are SMART, and actioned in a timely manner, closely monitored, and reviewed, alongside ensuring that all examples of good practice are captured and shared.
  3. Service specific learning enabled activity, overview and quality assurance activity reports will be shared with the Quality Assurance and Performance panel, to inform strategic understanding, planning and development.

**The Voice of the Child**

* 1. Kirklees Children’s Services strive to ensure children and young people are at the centre of everything we do. Therefore, in all service delivery the child or young person’s, thoughts, feelings, and wishes should be easily accessible and clearly portrayed.
  2. The voice of the child is fundamental to the Quality Assurance & Learning framework and the framework seeks to ensure that:

* Consultation with children, young people and their families is evident in all our activity.
* Practice is informed and improved by the experiences of children, young people, and their families.
* The views of children and young people influence the development of the services they receive.
* Practitioners routinely review with children, young people, and their family’s experiences of service delivery.
* Learning Enabled activity findings are triangulated with the lived experience of children, young people, and their families to enable us to gain understanding of positive difference made, and their views about what we could have done differently.
* Services are co – produced with children and their families
  1. The voice of the child, and their experiences, is also captured in a number of other ways including via; case file audits, Keeping in Touch activity, the Children in Care Council, The Care Leavers forum, the Children’s Participation team, the Children’s Rights Service, Family Group Conference feedback days from Children Looked After Reviews, and from the Compliments and Complaints team.
  2. The Children’s Services Compliments and Complaints team and the Children’s Rights Team will provide the Assurance and Performance Panel with quarterly reports highlighting patterns and themes, to strengthen the current reporting loop and the impact of the voice of the child on service development and improvement.
  3. The Children’s Rights Team and the Compliments and Complaints produce Annual reports which inform service development and improvement.

# Listening to Staff

* 1. Listening to staff and taking account of what they tell us is essential to maintaining a stable, enthusiastic, and highly motivated workforce, and helps create and sustain the right environment in which best practice thrives.
  2. Engaging with staff at all levels helps identify, service wide, what is working well and what is not, which supports effective service improvement planning.
  3. Practice progress and development sessions, across the directorate, enable staff and managers to come together to share and discuss practice issues and themes, explore ways to learn, develop and make improvements.
  4. As part of the Quality Assurance framework the Director of Children’s Services and the Senior Leadership Team hold regular staff engagement sessions to share their vision for Children’s services. The sessions also enable the Senior Leadership Team and staff from the service to explore key issues, areas of challenge facing the service, service developments and celebration of our successes.
  5. A schedule of engagement visits to front-line offices by the Director of Children’s Services, the Senior Leadership team and the lead Elected Member for Children’s Services is a planned activity of the framework. These provide an opportunity for the Senior Leadership Team to gain an understanding of the work experiences of front-line staff, enable staff to share their views about what they feel works well and what doesn’t, what they are worried about and how they feel improvements could be made.
  6. Within the revised framework there will also be a ‘Practice Observation week’. This will provide a coordinated approach of the observation of practice across the directorate by Senior leaders, including the DCS and Elected members. This will include observing professional meetings, and panels and practitioners undertaking home visits and direct work.
  7. Themed Director Circles, where front line staff are invited to meet with the Director of Children’s Services and Service Directors provide the Senior Leadership Team with additional opportunities to talk with front line staff and gain their views from individual staff member’s perspectives.
  8. Views captured from staff engagement sessions, staff surveys, Senior Leadership visits to front-line services and Director Circles will be captured and shared at Assurance and Improvement panel meetings to ensure staff voices and experiences inform service development, planning and improvement.
  9. Strategic Leads ensure there is regular communication and briefings to all staff in their services, which keep them informed about key matters, areas for development and successes.

# Learning and Development

9.1 Our Quality Assurance framework and the activities undertaken within it are designed to promote reflective practice and shared learning. To effectively use the learning gained to drive continuous development and improvement in all areas of practice and service delivery to children, young people, and their families.

9.2 Within the framework, learning is shared and reflected upon to better inform practice, service delivery, improvements and outcomes for children, young people, and their families. This is accomplished through:

* Individual reflective supervision sessions, appraisals, and professional development plans.
* Team meetings.
* Team and service performance meetings.
* Practice Learning days.
* Practice progress meetings
* Management meetings
* Learning Circles
* Senior Leadership practice meetings
* Staff briefings and management reports
* Team /service area development sessions
* The Children’s Improvement Board
  1. Learning captured from quality assurance activities also informs how we develop policy, procedures, practice guidance, partnership working, the Learning and Organisational Development strategic planning, and the wider strategic Workforce Development plan.
  2. Learning is also identified and shared through Kirklees Safeguarding Children’s Partnership: specifically, through Child Safeguarding Practice reviews, Rapid Reviews, Learning Lessons reviews, and Serious Incident Notifications. The Service also seeks to learn from the findings of the National Child Safeguarding Practice Review Panel.

**Moderation**

* 1. Shared feedback across Service Areas has been extrapolated from the learning events that have been undertaken. These have been triangulated back to service through practice and progress events in Children’s Social Care, team meetings and peer groups, discussion at Senior Leadership Team meetings and presentation at Quality Assurance Panel.
  2. Quarterly learning events are to be facilitated by the Learning enabled steering group. This will be targeted at Service Managers. Attendance will be facilitated and strongly encouraged. There will be a presentation of an overview of activity undertaken and themed learning from the period between learning events, by each of the 3 service areas. This will allow for a rich discussion surrounding best practice. It could also result in a themed approach to the following upcoming Practice Learning Days to be held if a particular theme or area of interest is identified. Learning and Development for Children’s Services will be invited to attend, to ensure our training programmes reflects discussion and outcomes.
  3. Identified in the review of the QA framework, is the need for improved moderation and further structure surrounding audit activity. As a result, a Moderation Panel is to be established. The purpose of the panel, held 6 weekly, is to ensure that there a shared understanding of what is best practice, assurance that we are able to determine where there areas for learning and share this learning throughout the organisation. The focus of membership and terms of reference will ensure a cross directorate approach to moderation that examines if the activity presents evidence of any themes for learning, consistency in practice and whether we can measure our performance and practice effectively, appropriately and with consistency. for Terms of reference please see [TOR mod panel](https://proceduresonline.com/trixcms/media/7688/terms-of-reference-moderation-panel-jan-23.docx)
  4. The Moderation Panel outcomes will then triangulate with training, Key Lines of Enquiry for future Practice Learning Days, learning enabled activity and any deep dives identified to be presented at Childrens Quality Assurance Panel. They will also feedback to the Learning Enabled Steering Group.
  5. This Quality Assurance & Learning framework will ensure a collaborative, cohesive approach to quality assurance activity, with direct links to learning, improvement and development, offering insight into practice, assurance of triangulation and consistency through robust moderation.

**Structure of Quality Assurance in Kirklees.**

**Children’s Services Quality Assurance Panel**

The Assurance and Performance Panel is held monthly and informed by:

Service-specific quality assurance and performance data reports, which inform on quality assurance activity, what this told us, and what actions have been undertaken as a result, what difference has been made.

Performance data produced by the Data and Insight Service.

Case file audits, (now enabled Learning conversations: ELC), and Practice Learning days; findings and learning.

Reports from the Children’s Services Compliments and Complaints team

Reports from the Children’s Right’s team

Feedback from Staff Engagement sessions and Senior Leadership engagement with front line staff.

Kirklees Safeguarding Children Partnership multi-agency audit findings, and case reviews.

Regular reports from the Learning enabled Steering Group.

**Learning Enabled Steering Group**

Regular meetings held to determine the tools to be used, the themes gathered, focus for future learning enabled conversations and Practice learning days. Collaboration and co-ordination of Thematic Quality Assurance activity.

Themes and areas for delivery at the Service Manager learning event. Report to Quality Assurance Panel.

Receive reports, extrapolated learning and identified themes from the Moderation panel.

**Moderation Panel**

To undertake moderation of the Steering groups standardised Learning Enabled Activity tool. This will allow for an accurate assessment of the standard of practice across the directorate and allow moderation to be undertaken in a robust manner.

To sample several completed Learning Enabled Activity examples, from across the service, to be chosen and circulated 1 week in advance of the meeting. Quality Assure these using the agreed criteria and moderate the activity outcomes.

Offer challenge and support

Extrapolate themes and learning.

To inform Performance Meetings focus and influence team Action Planning

To offer assurance to Senior Managers regarding an understanding of the standard of practice within the service.

To ensure a process is in place that examines if the activity presents evidence of any themes for learning, consistency in practice and whether we can measure our performance and practice effectively, appropriately and with consistency.

The Moderation Panel outcomes will then triangulate with training, Key Lines of Enquiry for future Practice Learning Days, audit activity and any deep dives identified to be presented at Children’s Quality Assurance Activity. Feedback to the Learning Enabled Steering Group.

The purpose is to up improve upon the quality of our learning enabled conversations to ensure that they have the greatest possible impact.