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| Overview | This standard identifies the requirements when supporting compliance to ensure positive outcomes for individuals through use of the regulatory framework. It includes supporting providers to recognise the importance of compliance for positive outcomes for the individuals and the risks of non-compliance for those individuals. It includes informing the provider of deficits against the standards of compliance, the importance of taking corrective action and the consequences of not doing so. It may also include working with non-registered providers who are carrying out regulated activities and therefore need to be registered to meet compliance. |

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| **Performance criteria**You must be able to: | **Support compliance through use of regulatory framework**1. support the **provider** to understand **service** practices which are non-compliant with identified standards
2. promote with the provider the involvement of individuals and their carers in inspections
3. promote the benefits that a culture of self-assessment against standards can achieve for a service
4. address with the provider the sanctions for non-compliance

according to procedures1. support the provider to understand the link between compliance and positive **outcomes** for **individuals**
2. support the provider to understand the link between non-compliance and **risk** **of harm** to individuals
3. promote person centred practices as core to compliance with identified standards
4. establish how assessed risk to individuals within the service provision should be managed
5. support the provider to understand the purpose of an **action plan** in achieving compliance according to procedures
6. explain to the provider the need for corrective action within timeframes stated
7. explain to the provider the follow up process in achieving compliance
8. inform other **relevant people** of the non-compliance or breach
9. inform other relevant people of the action plan to achieve compliance
10. monitor activity carried out by provider in response to action plan
11. assess compliance following completion of action plan after given time scale
12. take **appropriate action** followingassessment of completion of action plan
13. **record** all outcomes of activities from the action planin supporting compliance
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| Knowledge and understandingYou need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand:You need to know and understand: | **Rights**1. legal and work setting requirements on equality, diversity, discrimination and rights
2. your duty to address any acts or omissions that could infringe the rights of individuals

**Your practice** 1. legislation, including capacity and rights legislation, statutory codes, standards, frameworks and guidance appropriate to the organisation's operations and activities and its interpretation
2. your own roles, responsibilities and accountabilities with their limits and boundaries
3. your own background, experiences and beliefs that may have an impact on your practice
4. **other agencies** that may impact on the work of your organisation, including their responsibilities, statutory powers, organisational priorities and staffing arrangements
5. principles of working in partnership with **individuals** and other agencies
6. the meaning of person-centred/child centred approaches and the importance of knowing and respecting each person as an individual
7. meaning of dignity for individuals
8. how to work with other agencies, establishments and other bodies to gather evidence of **positive outcomes** for individuals
9. how to create a culture that promotes openness, creativity and problem solving
10. principles of strategic planning and what a strategic plan should cover
11. principles of quality assurance, quality control and the distinction between them
12. evidence based research relating to provision of services
13. identified lessons learnt from government reports and inquires
14. how to access sources of expert advice in relation to health and social care, health and safety, building regulations, financial security and company law
15. how to recognise areas for improvement against regulations, standards and best practice and how to respond
16. when to use authority and the exercise of regulatory power rather than partnership
17. how to implement, monitor and evaluate systems, practices, policies and procedures
18. difficulties with capture of data and data problems

 **Communicating with individuals and organisations**1. the importance of individuals contributing to inspection and scrutiny activities
2. participatory practice including techniques that can be used to engage with individuals
3. the role of independent representation and advocacy for individuals
4. methods to promote effective communication and enable others to communicate their views and preferences
5. the importance of language in communication and the impact of bilingualism and how to work with it
6. the purpose of working with other professionals and agencies
7. the ethos of organisations and how different organisations work
8. methods to promote effective communication within and between organisations
9. how to convey potentially difficult or unwelcome information
10. how to engage in professional dialogue and provide clear feedback which could contribute to the development of an organisation

**Theory**1. theories and models of regulation, inspection, scrutiny and frameworks used to evaluate scrutiny and regulation
2. theories about **leadership** and **management**
3. principles of organisational behaviours and cultures
4. factors that may affect the health, wellbeing and development of individualsin health and social care or children and young people’s settings

**Health and Safety**1. legal and statutory requirements for health and safety
2. organisational policies and practices for monitoring and maintaining health, safety and security in the work environment

**Safeguarding**1. the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
2. legislation and national and local policy relating to the safeguarding and protection of children, young people and adults
3. **early indicators of potential abuse**
4. indicators and signs of potential harm or abuse
5. how to respond to concerns about harm and abuse

**Handling information**1. legal requirements, policies and procedures for the security and confidentiality of information
2. protocols and best practice governing the exchange of information with other individuals and agencies

**Report writing**1. how to record written information with accuracy, clarity, relevance, and appropriate level of detail including reference of sources of evidence
2. legal and work setting requirements for recording information and producing reports within timescales

**Risk management**1. principles of positive risk-taking and the relation to inspection and scrutiny activities
2. principles of risk assessment and principles of risk management
3. how to critically evaluate principles and frameworks of risk assessment and risk management

**Specific to this NOS**1. the identified standards against which organisations are assessed
2. how to verify the validity and reliability of evidence including **triangulation**
3. difficulties such as **ritualistic compliance** and how to overcome game playing or resistance and avoidance strategies
4. principles of analysis of outcomes based approach
5. how to measure the impact of non-compliance on individuals
6. how to recognise and respond to potential conflicts of interest between inspectors and organisations subject to inspection or scrutiny activities
7. how to recognise potential breaches of regulations or legislation and how to respond
8. range of options available to deal with non-compliance and which is most appropriate for any given situation
9. how to be clear with the provider about the nature and consequences of non-compliance
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**Additional Information**

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| Scope/range related to performance criteria | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual  Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services **Action plan** may also be called an improvement plan**Appropriate action** may include:* Recommendation for no further action
* Action to monitor and safeguard welfare of individuals including their removal or withdrawal of service by placing with authority, relative, carer or social care worker
* Informing other individuals and agencies, including commissioning authority
* Action to ensure a co-ordinated and consistent approach to follow up
* Further legal procedures

The **individual** is an adult, child or young person who uses services**Outcomes** are the changes or differences that individuals or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure, or those that involve more subtle changes inside people such as a change in someone’s attitude, sense of well-being or how they see or feel about themselves**Providers** may include service managers, registered managers, owners of service provision**Record** includes recording all evidence and information fully ensuring it is accurate, timed and dated in a way which protects its confidentiality, and evidential value and is in accordance with organisational procedures and legal requirements**Relevant people** may include individuals, their families and carers, staff and volunteers, other professionals, lay assessors, experts and other specialists **Risk of harm** may include abuse, physical, mental or chemical restraint, failure to promote dignity, failure to protect, denial of rights, potential or actual harm, neglect and lack of care**Services** are those within the remit of the organisation and include registered and unregistered services. It may include local authorities, social work, education, statutory service, health, large departments or organisations, whole services, voluntary and independent organisations as well as local level services |

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| Scope/range related to knowledge and understanding | The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statement required for achievement of the NOS.**All knowledge statements must be applied in the context of this standard.****In relation to all knowledge statements you need to know and understand the specified areas of knowledge and be able to critically apply the knowledge and understanding in your practice****Early indicators of potential abuse** may include, patronising attitudes to adults and children, restrictive practices including unnecessary locking of doors, restriction of positive opportunities, lack of respect in relating to individualsThe **individual** is an adult, child or young person who uses services**Other agencies** may include other regulatory organisations, commissioners, local authorities, standard setting bodies **Leadership** is the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating**Management** is the ability to set the operational direction and organise the effective running of the service provision to meet the overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives**Positive Outcomes** may include health and safety, wellbeing, achievement of personal goals and ambitions, self esteem**Positive Risk Taking** is a risk based approach that promotes the taking of risks as a deliberate and planned strategy designed to enhance health, welfare and educational outcomes. It represents best practice for professionals in health care, social work and educational settings in terms of promoting dignity, autonomy, and respect when working with children and adults at risk of harm**Ritualistic compliance** may include apparent compliance on paper but deeper evidence shows little evidence of compliance across the whole organisation**Triangulation** is used in [social sciences](http://en.wikipedia.org/wiki/Social_sciences) to indicate that more than two methods are used with a view to double (or triple) checking results |
| Values | Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults.  Inspection and scrutiny activities will enhance these rights which include the rights:To be treated as an individualTo be treated equally and not be discriminated againstTo be respectedTo have privacyTo be treated in a dignified wayTo be protected from danger and harmTo be supported and cared for in a way that meets needs, takes account of choices and also protects To communicate using preferred methods of communication and languageTo access information about themselves All aspects of inspection and scrutiny activity should seek to build on these underpinning values and should:Be transparentBe accountableBe proportionalBe consistentBe targetedBe impartialEnable providers |

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| Suite | Inspectors of Health, Social Care Children and Young People’s Services |
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