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| Overview | This standard identifies the requirements when managing the caseload as an inspector. It includes recording and maintaining case notes, assessing caseload for year ahead, establishing priorities for dealing with the personal caseload and reviewing the caseload against emerging risks and changing priorities.  |

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| **Performance criteria**You must be able to:You must be able to: | **Assess caseload for year ahead**1. assess personal inspection **caseload** in terms of providers who are compliant and non-compliant
2. prioritise caseload taking into consideration agreed risks
3. agree priorities for the year in consultation with manager
4. assess the timeframes required for site visits
5. assess the time frame required for developing **documents** emanating from inspections
6. agree with manager how **untoward incidents** within service provision will be managed within the caseload
7. develop work objectives for the year ahead
8. develop a plan for the inspection cycle taking into consideration where follow up inspections are required from service provider action plans

**Establish priorities for dealing with personal caseload**1. assess the progression of inspection cases against objectives
2. take immediate action where deadlines are not being met
3. inform **relevant people** of the need to prioritise specific cases
4. ensure high priority cases are assigned the necessary resources
5. ensure cases are actioned according to priority identified
6. monitor the effect of the priorities on the entire case load
7. ensure all cases receive the appropriate attention within the time scales established by the service
8. provide a clear rationale for the priorities
9. ensure that caseload management practice is compliant with **procedures**
10. analyse any obstacles in achieving the required outcomes for the cases
11. analyse any factors that might affect the **structure** of the case load
12. propose improvement that can be made to the management of the cases
13. reassess caseload in terms of emerging risks
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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

*strat* **Specific to this NOS**1. the systems for recording case notes and the procedures relating to the use of these
2. why it is important to use the systems
3. how often information on personal caseloads should be reviewed
4. how many cases can be managed
5. how to monitor the progress of cases
6. how obstacles that affect the quantity of cases being managed can be overcome
7. what types of improvements could be identified to the management of the cases
8. any priority criteria set by the organisation
9. how to specify the highest priorities
10. resources that can be assigned to different types of case
11. what types of affect or distortion the priorities could have on other work
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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 **Caseload** may also be termed portfolio or work programmes**Documents** include case records, inspection reports, judgement notices**Procedures** may includelegal and organisational requirements for inspection and scrutiny activities, health and social care standards, codes of practice / conduct**Relevant people** may include senior managers, colleagues, individuals, their families and carers, service providers, staff and volunteers, other professionals or organisations, commissioners, lay assessors, experts and other specialists **Structure** includes content, size, proportionality of compliant / non-compliant providers, number of untoward incidents within caseload**Untoward incidents** may include complaints, reporting of risks, catastrophic incidents  |

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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 |
| 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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| Originating organisation | Skills for Care and Development |
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| Suite | Inspectors of Health, Social Care, Children and Young People’s Services |
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