

Accreditation as a method of qualifying social work for People in special needs

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Elements of this presentation

- Background
- Development of the model
- Elements of the model
- Some practical experiences



LOS – Landsforeningen af opholdssteder, botilbud og skolebehandlingstilbud

LOS - The National Organisation of Group Homes, Residential Homes and Special Schools



LOS - Members

App. 600 members

- Residential homes for children and youth – 410
 - average size 6 – 7 children/youth
- Residential homes for adults – 140
 - average size 8 adults
- Special schools – 40
 - average size 12 children/youth
- Other social services - 10

LOS - Members

Target groups

- Children at risk
- Criminel children and juveniles
- Drug abuse
- Various psyciatric and psychological problems
Ex. Schizophrenia, Autisme, ADHD, Asperger, Anorexia ...
- Mentaly handicapped

LOS - Members

Persons in care

- Residential homes for children and youth – 2.500
- Residential homes for adults – 1.200
- Special schools – 400

Development of the model

Key intentions behind the model

- Continius development
- Bottom – up
- Ownership
- A modern non-prescriptive form of accreditation



Development of the model 2005 - 2007

- Preliminary work
- Starting seminar
- Working groups
 - What is good practice
 - How do you define good practice
 - What indicates good practice
- The Accreditation Secretariat
 - Work up, systematize and organize the material from the working groups
- Seminars
 - Presentation and debat of the model during the development process
- Testing the model



Elements of the accreditation model

Main areas of the accreditation standard	Professional quality User experienced quality Organisational quality
Selftests	Selftest Enhanced dokumentation-selftest
Board of accreditation	The auditor organization Supporting activities: courses, support, pre-audit
General information	Website Information



The auditor system

The auditor team:

- Clarifies doubts
- Sends questions and specifies who they wants to talk to during the visit.
- Makes an audit of the institution
- Writes a report to the board with a recommendation

The board:

- Decides on a meeting whether the institution can be accreditatet



Standard of accreditation

- A standard of accreditation is the overall description of the level of quality that is required.
- A standard describes objectives/expectations to the quality of the service or practice and hereby sets the difference between the acceptable og unacceptable.
- A standard must form the basis for an evaluation of wether the organisation does, what it says it does.
- A standard are both open so different social services can apply them, but there are also specific demands in the standard



Criteria of accreditation

Professional quality

- 1. Service specifications
- 2. Development plans
- 3. Induction and reabsorption
- 4. Follow up – after care
- 5. Prevention and health

User experienced quality

- 1. Involvement of children/youngsters
- 2. Parents and network
- 3. Partnership



Criteria of accreditation

Organisational quality

- 1. Values
- 2. Management, Vision og strategy
- 3. Qualifications of staff
- 4. Contingency plans

The process at the individual institution

- Management must take responsibility for the process, starting with a review of the documentation of the Institution.
- The staff must be involved in the documentation of the work of the institution, both pedagogical and organisational.
- Everyone must focus on the purpose: to develop the service to the benefit of the children and youngsters placed into care.

The internal development of the institution

- Through the process of describing and documenting the work of the institution, the individual staff member will get a better understanding of the joint efforts of the institution and its effect on the children.
- In contradiction to what many says, the institutions doesn't experience accreditation as a heavy burden, but actually as an exciting project of development.
- The process has a positive influence on recruitment and work satisfaction of staff

Example of a criteria

Main area: Involvement and co-operation

● Criteria 1: Involvement of children/youngsters

Introduction

- This accreditation criteria goes about securing the involvement of the child/the youngster in daily life and according to a longer perspective of life, too. The institution must acknowledge the resources, needs, potentials and wishes of each individual child/youngster.
- The accreditation criteria demands from the institution, that each child - to as far as an extend as possible - is involved, according to gain influence on the child's/youngster's own life during the period in extra familiar/residential care.

Example of a criteria

Accreditation criteria

- Children and youngsters must be secured possibilities for involvement in decision making, concerning daily life and the longer perspective of life in the institution/care unit, under which:
- It is clearly pointed out in the plan for development for each child/youngster, as to how the involvement takes place, as well as agreements made between the unit and the child/youngster must be stated in writing.
- The institution/care unit must evaluate how the involvement is experienced by each individual child/youngster.

Example of a criteria

Indicators

(Factors that indicate, that the institution meets the accreditation criteria)

- Are agreements concerning involvement stated in the individual development plan?
- Do clients in the institution/ care unit experience, that agreements about involvement are being obliged?

Example of a criteria

Legislation/departmental orders and instructions

- Law of Social Service, § 48 and 48 a.
- Law of Legal Rights and Administration.
- Reform of placing children into care

Example of a criteria

Inspiration/tools/methods (Help to meet the demands in the accreditation criteria)

- Involvement in daily living can be participation in daily activities, such as planning and preparing meals, how to use own facilities – i.e. own room, common rooms and areas.
- - “Inspiration for development plan for care units” shows an example as to how such plan can be designed. The development plan has to describe how the child/youngster is being involved. The example is to be found on the CD-Rom and LOS’ homepage.



Example of a criteria

- For documentation of the evaluation several documents can be used, i.e. minutes from house meetings, conversations etc., as well as revising of the intermediate aims as described in the development plan.

READ MORE

- “Quality in residential care – the co-operation between municipalities and residential care units”. KL and LOS, to be downloaded on www.los.dk under ‘Publikationer’.
- “Involvement” by Birgit Mortensen, UFC Børn og Unge, 2005



Development of the model 2008 -

- 50 member institutions accredited under the first generation model (2005 – 2007)
- Adjusting the model into second generation model
 - Going from 18 criteria to 12 criteria
- Separating the accreditation model from LOS
- Development of an accreditation model for Drop in Centers
- 74 more participating in networks of app. 20 institutions



The future of Accreditation Denmark



Kvalitetssekretariatet

– for Akkreditering Danmark[®] og EQUASS-Assurance[®]

- Responsible for the development of the model
- Responsible for the assessors
- Responsible for servicing the Accreditation Board
- Responsible for the network of Accreditation Denmark



Center for Akkreditering og KvalitetsUdvikling

- Delivers consultancy services regarding quality development of institutions
- Delivers other consultancy services
- Delivers professional courses and educational services



Information and contact

www.akkreditering.dk

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