



CORC Best Practice Framework

Self-Assessment Tool
in the Use of Outcome
and Feedback Measures

Name of Organisation:

Name of Member Organisation
(if different):

Name of Reviewer(s):

Date of Completion:



Overview

The Child Outcomes Research Consortium (CORC) Best Practice Framework outlines the CORC standards for best practice in the use of outcome and feedback measures. This Self-Assessment Tool offers organisations a structured process for working towards best practice, and ultimately towards CORC Accreditation.

The overall completion of the Self-Assessment and journey to Accreditation should be strategically led, with a clear vision of where the organisation aims to be in regard to the use of outcome and feedback measures.

The framework is designed to promote a 'whole system' approach to the use of outcome and feedback measures; no aspect of provision works in complete isolation. By 'whole system' we mean ensuring that children, young people, parents or carers, and staff at all levels within and across organisations are engaged in meaningful outcome and feedback measurement. Attaining the standards necessary for Accreditation will require a service-wide commitment to developing practice. The framework is structured in such a way as to enable a service to make 'stepping stone' progression in improving practice.

What do we mean by outcome and feedback measures?

Outcome measures

Outcome measures are those that relate to the state of an individual's mental health and wellbeing

In this context outcome measures often take the form of a questionnaire about how an individual feels or functions in relation to their mental health and emotional well-being. They can be filled in by children, young people, parents, carers, practitioners, teachers or other mental health and wellbeing professionals.

Feedback measures

Feedback measures collect information from those receiving help about how they found it. This may include data from a parent, child, young person, professional or other, about their experience of their care.

It is widely understood that the collection of outcome and feedback data - as well as being vital to informing and improving service delivery - can also present challenges. CORC's Best Practice Framework provides a helpful and easy-to-use tool to help emotional health and well-being services across all sectors to consider their current practice and shape best practice in this regard.

Themes

The CORC Best Practice Framework has been developed based on evidence to date of what makes for effective use of outcomes and feedback measures to inform quality service provision (see references below).

The framework is intended to provide a rounded picture of the use of outcomes and feedback within a service and consists of 4 themes that CORC believes constitute best practice:

- LEADERSHIP AND MANAGEMENT
- STAFF DEVELOPMENT
- INFRASTRUCTURE AND INFORMATION MANAGEMENT
- SERVICE USER EXPERIENCE

Each theme consists of 4 domains, each of which is broken down into 4 stages of practice. Services may find that they excel in some domains, but may be in early stages of development in others.

4 CORC BEST PRACTICE FRAMEWORK

THEMES	DOMAINS	STAGES OF PRACTICE			
LEADERSHIP & MANAGEMENT	<input type="checkbox"/> 1. Organisational vision	1	2	3	4
	<input type="checkbox"/> 2. Organisational commitment to collection and collation	1	2	3	4
	<input type="checkbox"/> 3. Organisational commitment to interpretation and use	1	2	3	4
	<input type="checkbox"/> 4. Organisational culture supportive of using and learning from data	1	2	3	4
STAFF DEVELOPMENT	<input type="checkbox"/> 5. Understanding of use of different data sources (including measures)	1	2	3	4
	<input type="checkbox"/> 6. Use of particular data sources (including measures)	1	2	3	4
	<input type="checkbox"/> 7. Training and Continued Professional Development (CPD)	1	2	3	4
	<input type="checkbox"/> 8. Review of measures and feedback in supervision	1	2	3	4
INFRASTRUCTURE & INFORMATION MANAGEMENT	<input type="checkbox"/> 9. Enabling use of data in direct practice with clients	1	2	3	4
	<input type="checkbox"/> 10. Enabling use of data at practitioner level	1	2	3	4
	<input type="checkbox"/> 11. Enabling use of data at team level	1	2	3	4
	<input type="checkbox"/> 12. Enabling use of data at service level	1	2	3	4
SERVICE USER EXPERIENCE	<input type="checkbox"/> 13. Service user's understanding of measures	1	2	3	4
	<input type="checkbox"/> 14. Communication with service users about measures	1	2	3	4
	<input type="checkbox"/> 15. Collaborative setting of goals and choice of measures	1	2	3	4
	<input type="checkbox"/> 16. Service user's feedback on support	1	2	3	4

It is the responsibility of the service to establish which stage represents their current practice within each domain, and outline the evidence that demonstrates this.

For each domain a range of evidence could be presented and suggestions are included below – these are drawn from the range of evidence a service may already

have. The suggested evidence is not an exhaustive list; there are likely to be other examples of good practice that are not included here. It is not intended for services to create additional materials but it is important to include a mix of evidence. Information gathered for other assessment or inspection processes could also be mapped to the domains within this framework.

LEADERSHIP AND MANAGEMENT	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Organisational vision						
Organisational commitment to collection and collation						
Organisational commitment to interpretation and use						
Organisational culture supportive of use and learning						

INFRASTRUCTURE AND INFORMATION MANAGEMENT	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Enabling use of data in direct practice with clients						
Enabling use of data at practitioner level						
Enabling use of data at team level						
Enabling use of data at service level						

STAFF DEVELOPMENT	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Understanding of different data sources (including measures)						
Use of measures						
Training and Continued Professional Development (CPD)						
Review of measures and feedback in supervision						

SERVICE USER EXPERIENCE	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Service user 's understanding of measures						
Communication with service users about measures						
Collaborative setting of goals and choice of measures						
Service user's feedback on support						

Guide to Completing the CORC Best Practice Framework

The following information is intended as a guide for systematic completion of the CORC Best Practice Self-Assessment Tool. Individual organisations are best placed to determine how to tailor this process within their local context. Full CORC Members are able to access advice and support directly from their CORC Regional Support Officer.

Step 1: Planning

It is useful to agree how the CORC Best Practice Framework Self-Assessment Tool will be used within the organisation and give due consideration to:

- Who will lead/coordinate the process
- Who else will be involved (for example in a working group)
- The timescales within which the elements outlined below will be completed

Step 2: Staff Survey

As part of the Self-Assessment process it is recommended that all staff are invited to complete the staff survey developed by CORC, to enable the service to understand more about the views and practice of staff in relation to using outcome and feedback measures. The responses will help the service to understand where it is in relation to the CORC Best Practice Framework.

Organisations are able to tailor the introductory text for staff, and can request bespoke edits to the demographic information collected to enable the most useful interpretation of the results. The survey is completed online and takes around 15 minutes. Respondents may answer anonymously if they wish.

CORC has designed this survey, will analyse the feedback for the organisation, and will retain the anonymised survey responses to inform future evaluation and improvement activity.

Step 3: Completing the Self-Assessment

The organisation should determine who will be involved in completing the Self-Assessment, how this will be operationalised, and agree a realistic timeframe.

For all 16 domains an assessment should be made as to which stage of practice is currently reflected within the organisation using the descriptors provided within the Self-Assessment Tool and considering the range of evidence available within the service. The Summary Checklist should be used to record the agreed result. The completed checklist should provide an overview of where the service is strong and where there are opportunities for development.

Step 4: Creating the Action Plan

Collaborative discussions can highlight which areas to focus on and lead to the development of an Action Plan using the template below. Full CORC Members may wish to consult with their CORC Regional Support Officer when doing this. Actions should be specific, measurable, achievable, realistic and timely (SMART), and timescales and responsibilities should be clearly outlined and communicated.

CORC can advise on a range of activities which can help you in your improvement journey e.g. training, process mapping, MINDFUL use of data

Step 5: Implementing the Action Plan

Organisations will determine locally what actions need to be taken, by whom and by when. It is recommended that a designated leader is responsible for coordinating the implementation of the action plan, and monitoring the impact of changes made.

Step 6: Review

CORC recommends that organisations engage in a cycle of ongoing review. The frequency of this will be established locally, but good practice would be a review of the Self-Assessment at least every 12 months.

Step 7: Requesting Accreditation

Accreditation is a separate, costed process requested by services when they judge their practice in relation to outcome and feedback measurement has reached at least Stage 3 across all domains.

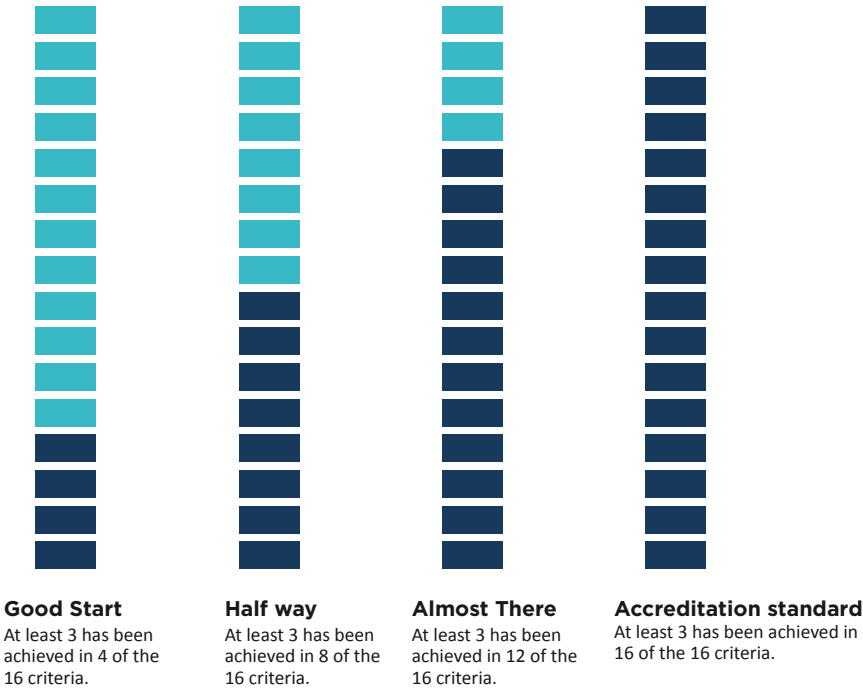
Accreditation is a separate, paid-for process requested by services when they judge their practice in relation to outcome and feedback measurement has reached at least Stage 3 across all domains.

For more information about the Accreditation process, please see our website or email corc@annafreud.org

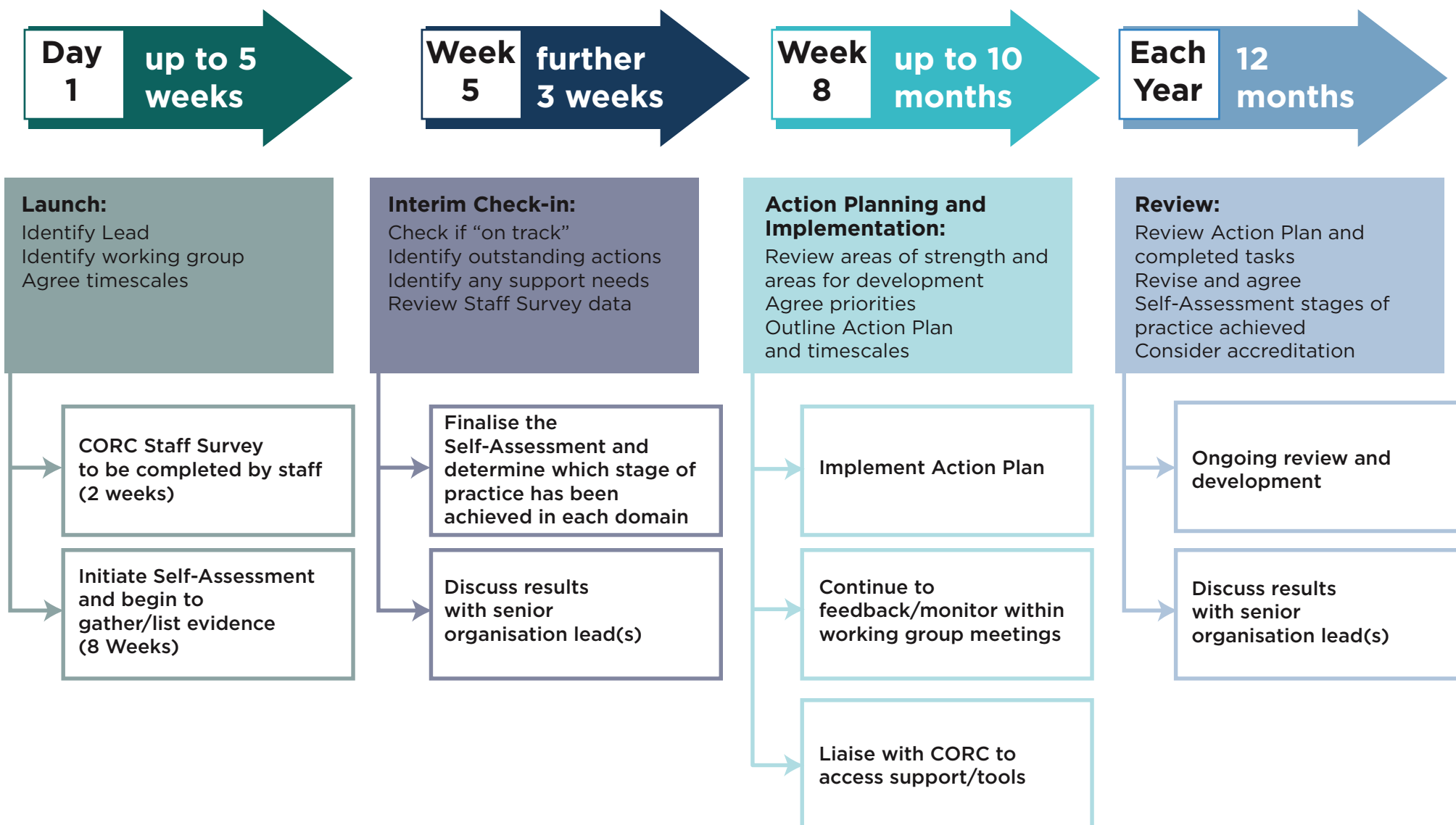
CORC Support

Full CORC Members can access advice and guidance around the CORC Best Practice Framework from their Regional Support Officer.

For more information about the support available to non-members please visit the CORC website at www.corc.uk.net



Suggested Timeline



CORC Best Practice Framework

The following pages outline the 16 domains within the framework in detail so that services are able to best judge which stage of practice the organisation has reached.

Theme: Leadership and Management

Guiding principle:

The meaningful collection and use of outcomes and feedback data requires senior organisational vision and support.

This theme covers the following domains:

1. ORGANISATIONAL VISION
2. ORGANISATIONAL COMMITMENT TO COLLECTION AND COLLATION
3. ORGANISATIONAL COMMITMENT TO INTERPRETATION AND USE
4. ORGANISATIONAL CULTURE SUPPORTIVE OF USING AND LEARNING FROM DATA

DOMAIN 1: ORGANISATIONAL VISION

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
<p>A vision of the meaningful use of routinely collected outcome and feedback data is held by at least some staff from each of the following groups:</p> <ul style="list-style-type: none"> • Senior staff e.g. service managers and/or board member and/or senior clinician • Practitioners • Service user advocates • Administrative staff <p>The vision must have a clear focus on shared decision making.</p>	<p>A routine outcome and feedback coordination group or equivalent is in place consisting of representatives from senior staff, service user advocates, outcomes champions, administrators and practitioners.</p>	<p>Outcome and feedback data is flowing within the service and staff are signed up to the process and vision.</p>	<p>Outcome measurement is embedded within a context of shared decision making and is adapted to meet local needs.</p>

EXAMPLE EVIDENCE

<p>Commitment to use of outcomes and feedback data in the context of collaborative practice and shared decision making is shown in:</p> <ul style="list-style-type: none"> • Action plans • Senior staff memos and /or priorities • Board items • Job plans • Visual communications e.g. posters 	<p>Evidence of attempts at implementation from:</p> <ul style="list-style-type: none"> • Minutes of meetings • Reports to board • Staff training 	<p>Evidence of implementation from:</p> <ul style="list-style-type: none"> • Staff survey • Training assessments • Service user survey <p>Evidence of data flow to NHS Digital or CORC or elsewhere e.g. parent and child SDQ data submitted to evidence data collection from multiple perspectives</p>	<p>Evidence of ongoing development e.g. Children, young people and parents or carers are included within the consultation process for the introduction of new outcome and feedback measures.</p>
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CORC ACCREDITATION STAGE

DOMAIN 2: ORGANISATIONAL COMMITMENT TO COLLECTION AND COLLATION

STAGES OF PRACTICE:

Stage 1	Stage 2	Stage 3	Stage 4
There is a process for monitoring and review of the collection and collation of outcomes and feedback, with a named lead responsible for the process.	Senior staff are involved in reviews of outcome monitoring.	Outcome and feedback monitoring occurs and is regularly reviewed as part of senior management and teams meetings.	Monitoring and review of outcome and feedback collection and collation is carried out in collaboration with young people and communicated to commissioners.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • Protocols in place • Staff training 	<ul style="list-style-type: none"> • Action plans • Senior staff memos and /or priorities • Board meeting agendas • Job plans 	<ul style="list-style-type: none"> • Team and management meeting agendas/ minutes • Action plans 	<ul style="list-style-type: none"> • Minutes of collaborative meetings with young people and communication with commissioners
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CORC ACCREDITATION STAGE

DOMAIN 3: ORGANISATIONAL COMMITMENT TO INTERPRETATION AND USE

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Data collated and reported at least annually, and reviewed by senior staff.	Collated data reviewed by senior staff and practitioners at least annually.	Collated data is reviewed at least annually by wider range of stakeholders including senior staff, practitioners, service user advocates and used to inform action plans, Quality Initiatives (QI) or Continuing Professional Development (CPD) strategies	Collated data is reviewed at least annually by wider range of stakeholders including senior staff, practitioners, service user advocates and used to inform action plans, QI or CPD strategies and used to inform discussions with commissioners.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • CORC report • Internal collated report • Notes/evidence of review 	<ul style="list-style-type: none"> • CORC report • Internal collated report • Minutes of data review meetings 	<ul style="list-style-type: none"> • CORC report • Internal collated report • Minutes of meeting when reviewed • Actions plan • Minutes include attendance by relevant groups • Evidence of action plans QI or CPD 	<ul style="list-style-type: none"> • CORC report • Internal collated report • Minutes of data review meetings • Actions plan • Minutes include attendance by relevant groups • Evidence of action plans QI or CPD • Evidence of agreed actions with commissioners
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CORC ACCREDITATION STAGE

DOMAIN 4: ORGANISATIONAL CULTURE SUPPORTIVE OF USING AND LEARNING FROM DATA

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Local outcome and feedback champion(s) exist and practitioners feel that the use of outcomes is valued and expected.	Staff are supported in discussing the use of outcome and feedback measures in supervision.	Outcome measures are aligned to wider strategies within the service including participation, evidence based practice and care pathway developments.	Across all levels there is a continuous drive to improve practices around outcome and feedback measures.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> Champions identified Attitudinal survey to outcome and feedback measurement disseminated to staff Results of survey suggest there is transparency around how data garnered by outcome and feedback measures will be used in the organisation. 	<ul style="list-style-type: none"> Evidence of use of outcome and feedback measures in supervision Inductions for new staff includes outcome and feedback measurement training/ protocols Evidence of impact of Champions 	<ul style="list-style-type: none"> Team and clinical discussions include the use of outcome measures as shown in minutes/case notes/supervision notes Practitioners and young people feel and experience positive use of outcome measures as shown in staff and user surveys 	<ul style="list-style-type: none"> Both practitioners and children, young people and families feel valued and part of the service development process as shown in user feedback and staff feedback. Evidence of use of outcome and/or feedback data to inform QI or other service changes Evidence of change in how measures are used as result of findings
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CORC ACCREDITATION STAGE

Theme: Staff Development

Guiding Principle:

The meaningful collection and use of outcomes and feedback requires staff to be able to use the measures flexibly to support personalised care.

This theme covers the following domains:

- 5. UNDERSTANDING OF DIFFERENT DATA SOURCES (INCLUDING MEASURES)**
- 6. USE OF MEASURES**
- 7. TRAINING AND CONTINUED PROFESSIONAL DEVELOPMENT (CPD)**
- 8. REVIEW OF MEASURES AND FEEDBACK IN SUPERVISION**

DOMAIN 5: UNDERSTANDING OF DIFFERENT DATA SOURCES (INCLUDING MEASURES)

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Some staff have knowledge of at least some of the ways to consider the impact of their work including: client report, data from external sources, practitioner review.	<p>Staff have knowledge of a variety of different ways to consider the impact of their work including: client report, data from external sources, practitioner review.</p> <p>Staff have a sense of the strengths and weaknesses of different approaches.</p>	<p>Staff know:</p> <ul style="list-style-type: none"> • How to select an appropriate measure • When to introduce a measure • How to introduce the measure to a young person • How to score the measure and interpret the information • How to use the information gained from the measure in their work • When not to use a measure 	Staff using measures and considering meaning in supervision to aid clinical decision making.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • Some attempt to routinely consider outcomes e.g. practitioner ratings • Staff survey shows the majority of front line staff have adequate knowledge • Some attempt to routinely consider outcomes including service user perspective e.g. child ratings 	<ul style="list-style-type: none"> • Staff training agendas/feedback • Staff survey shows the majority front line staff have detailed knowledge (including pros and cons of different approaches) 	<ul style="list-style-type: none"> • Staff training (e.g. UPROMISE) • Staff survey shows the majority of front line staff have detailed knowledge (including when not to use) • Measures discussed in team meetings and/or supervision 	<ul style="list-style-type: none"> • Evidence of feedback being used in supervision and/or team meetings to inform decision making • Training assessments
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CORC ACCREDITATION STAGE

DOMAIN 6: USE OF MEASURES

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Some practitioners are using the measures with some young people. Use is limited and sporadic across the service.	Half of practitioners are using the measures with young people.	Most practitioners are actively using measures with young people.	Practitioners are actively using measures in a meaningful way to inform practice decisions and support shared decision making with children, young people, parents or carers.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • Data quality information from NHS Digital or CORC • Staff survey 	<ul style="list-style-type: none"> • Data quality information from NHS Digital or CORC • Staff survey 	<ul style="list-style-type: none"> • Data quality information from NHS Digital or CORC • Staff survey 	<ul style="list-style-type: none"> • Service user survey • Evidence of feedback being used in supervision sessions • Training assessments • Data quality report from NHS Digital or CORC • Staff survey
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CORC ACCREDITATION STAGE

DOMAIN 7: TRAINING AND CONTINUED PROFESSIONAL DEVELOPMENT (CPD)

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Some training around outcome and feedback measurement takes place	<p>Approximately half of the service have had training in the use of measures.</p> <p>There is clear mapping and analysis of staffing. The service understands the skill set of their staff.</p>	<p>Most staff within the service have had training on measures as appropriate e.g. UPROMISE or other CORC training</p> <p>Training is included in inductions for new staff.</p>	<p>The service supports a continuous cycle of professional training, which involves staff attending relevant conferences and forums.</p> <p>Training and CPD specific to the use of outcome and feedback measures is linked to an organisational performance framework.</p>

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> Staff training agendas/feedback Staff survey Training assessments 	<ul style="list-style-type: none"> Staff training agendas/feedback Mapping and analysis of staffing skills Staff survey Training assessments 	<ul style="list-style-type: none"> Staff training agendas/feedback Mapping and analysis of staffing skills Staff survey Training assessments 	<ul style="list-style-type: none"> Staff training agendas/feedback Mapping and analysis of staffing skills Staff survey Training assessments Performance framework
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CORC ACCREDITATION STAGE

DOMAIN 8: REVIEW OF MEASURES AND FEEDBACK IN SUPERVISION

STAGE OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Peer group supervision is available to all staff and staff know where they can access support with using measures within the organisation.	Discussion of the use of outcome and feedback measures is encouraged within supervision.	Discussion of outcome and feedback measures is embedded within the supervision structure. Examples are discussed, including how they may be used differently.	Service user feedback is regularly used in supervision.

EXAMPLE EVIDENCE

<ul style="list-style-type: none">Staff survey	<ul style="list-style-type: none">Evidence of feedback being used in supervision sessions	<ul style="list-style-type: none">Evidence of feedback being used in supervision sessionsSupervision policy	<ul style="list-style-type: none">Evidence of feedback being used in supervision sessionsSupervision policy
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CORC ACCREDITATION STAGE

Theme: Infrastructure and Information Management

Guiding principle:

Appropriate infrastructure and feedback systems are in place to ensure timely collation and supported review of outcome data and feedback to allow meaningful use.

This theme covers the following domains:

9. ENABLING USE OF DATA IN DIRECT PRACTICE WITH CLIENTS
10. ENABLING USE OF DATA AT PRACTITIONER LEVEL
11. ENABLING USE OF DATA AT TEAM LEVEL
12. ENABLING USE OF DATA AT SERVICE LEVEL

DOMAIN 9: ENABLING DATA USE IN DIRECT PRACTICE WITH CLIENTS

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
<p>Copies of measurement tools are available to staff and a system is in place to allow review.</p> <p>The service has access to an IT or paper based system which can be used to record client data.</p>	<p>Staff supported in the use of measures with systems capable of capturing scores. Data can be viewed at an appropriate level.</p> <p>Clear processes exist to support the implementation of measures, which cover how and when scores are recorded, and facilitate the feedback of scores to children, young people and parents/carers.</p>	<p>Infrastructure supports feedback of patient report in real time to front line staff: staff and service users can directly input outcomes into a secure IT or paper based system, which facilitates rapid feedback.</p>	<p>Infrastructure supports feedback of patient report in real time to front line staff: staff and service users can directly input outcomes into a secure IT system, which facilitates immediate feedback and meaningful interpretation.</p>

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> Audit of practice IT specification 	<ul style="list-style-type: none"> Staff report Audit of practice 	<ul style="list-style-type: none"> Staff report Audit of practice 	<ul style="list-style-type: none"> Staff report Audit of practice
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CORC ACCREDITATION STAGE

DOMAIN 10: ENABLING USE OF DATA AT PRACTITIONER LEVEL

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Data on practitioner outcomes viewed at least annually for some practitioners.	Data on practitioner outcomes viewed at least annually for the majority of practitioners.	Data on practitioner outcomes viewed at least annually for the majority of practitioners with evidence of relevant CPD or other action plans in light of these.	Data on practitioner outcomes viewed at least annually for majority of practitioners with evidence of CPD or other relevant action plans in light of these. Information shared with children, young people, parents or carers.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> Notes of supervision, management meetings Staff report 	<ul style="list-style-type: none"> Notes of supervision, management meetings Staff report 	<ul style="list-style-type: none"> Notes of supervision , management meetings Staff report CPD logs 	<ul style="list-style-type: none"> Notes of supervision , management meetings Staff report Service user materials
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CORC ACCREDITATION STAGE

DOMAIN 11: ENABLING USE OF DATA AT TEAM LEVEL

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Small number of staff members in team see CORC (or other data) reports. Data reports have small impact on team planning.	CORC (or other data) report circulated and/ or discussed in relevant team/ staff forum.	Actions are taken as result of CORC (or other data) report to improve service provision within the team.	Key learning from report shared with children, young people, parents or carers.

EXAMPLE EVIDENCE

<ul style="list-style-type: none">Receipt of CORC report	<ul style="list-style-type: none">Staff meeting agendasAction plan	<ul style="list-style-type: none">Evidence of actions taken cross referenced with outcome or feedback dataService user feedback	<ul style="list-style-type: none">CORC findings displayed in waiting room
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CORC ACCREDITATION STAGE

DOMAIN 12: ENABLING USE OF DATA AT SERVICE LEVEL

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Small number of staff members in service see CORC (or other data) reports. Data reports have small impact on service planning.	CORC (or other data) report circulated and/or discussed in relevant service staff forum.	CORC (or other data) report circulated and/or discussed in senior management forum. Actions are taken as result of report to improve service provision.	MINDFUL approach fully implemented.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> Receipt of CORC report 	<ul style="list-style-type: none"> Staff meeting agendas Action plan 	<ul style="list-style-type: none"> Evidence of actions taken cross referenced with outcome of feedback data Service user feedback Board minutes or equivalent Quality Initiatives linked to report 	<ul style="list-style-type: none"> CORC report discussed with key stakeholders Regular review of Quality Initiatives
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CORC ACCREDITATION STAGE

Theme: Service User Experience

Guiding principle:

The views and involvement of children, young people, parents or carers must be central to any consideration of outcomes and use of outcome data.

This theme covers the following domains:

- 13. SERVICE USER'S UNDERSTANDING OF MEASURES**
- 14. COMMUNICATION WITH SERVICE USERS ABOUT MEASURES**
- 15. COLLABORATIVE SETTING OF GOALS AND CHOICE OF MEASURES**
- 16. SERVICE USER'S FEEDBACK ON SUPPORT**

DOMAIN 13: SERVICE USER'S UNDERSTANDING OF MEASURES

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
<p>Information is available to young people about outcome and feedback measures and why they are used.</p> <p>Information is available to young people about the treatment/therapy they are receiving.</p>	<p>Young people understand the range of measures used and know that different measures have different purposes e.g. tracking symptoms, giving feedback.</p>	<p>Young people are supported to make informed choice about their treatment/therapy e.g. through shared decision making.</p>	<p>Use of outcome and feedback measures is reviewed with children, young people, parents or carers and co-facilitated sessions are held to develop and review outcome and feedback measures in use.</p> <p>Young people actively engage in selecting which outcome and feedback measures their practitioners use.</p>

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • Examples of literature provided to young people • Website content • Service user survey 	<ul style="list-style-type: none"> • Service user feedback 	<ul style="list-style-type: none"> • Action plan • Service user feedback 	<ul style="list-style-type: none"> • User group meetings with children, young people, parents or carers include discussions about outcome and feedback measurement
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CORC ACCREDITATION STAGE

DOMAIN 14: COMMUNICATION WITH SERVICE USERS ABOUT MEASURES

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Information provided to children and young people explains what will happen when they come for an appointment and what to expect including reference to outcome and feedback measures.	<p>Information related to outcome and feedback measurement is accessible to children, young people, parents or carers across different media and includes links to related websites e.g. My CAMHS Choices.</p> <p>Information is welcoming, friendly and children, young people and family centred.</p> <p>Information explains or details the use of outcome and feedback measures within the service and how this will be used as part of treatment.</p>	Clear communication protocols exist to ensure that high quality information is provided to children, young people, parents or carers during all stages of their engagement with the service.	<p>All information is:</p> <ul style="list-style-type: none"> • child and family centred, • co-produced with children, young people and families, and • based on national good practice guidance in the use of outcome and feedback measures.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • Examples of literature provided to young people • Website content • Service user survey 	<ul style="list-style-type: none"> • Examples of literature provided to young people • Website content • Service user survey 	<ul style="list-style-type: none"> • Action plan • Service user feedback 	<ul style="list-style-type: none"> • User group meetings • Action plan
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CORC ACCREDITATION STAGE

DOMAIN 15: COLLABORATIVE SETTING OF GOALS AND CHOICE OF MEASURES

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Some young people or their family have set their own goals and chosen measures together with their practitioner	Children and young people set goals and choose measures together with their practitioner in 50% of cases	Children and young people set goals and choose measures together with their practitioner in 75% of cases	All children, young people, parents or carers have set goals and chosen measures, and these are reviewed regularly and changed as relevant.

EXAMPLE EVIDENCE

<ul style="list-style-type: none"> • Service user feedback • CORC report 	<ul style="list-style-type: none"> • Service user feedback • CORC report • File audit 	<ul style="list-style-type: none"> • Service user feedback • CORC report • File audit 	<ul style="list-style-type: none"> • Service user feedback • CORC report • File audit
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CORC ACCREDITATION STAGE

DOMAIN 16: SERVICE USER'S FEEDBACK ON SUPPORT

STAGES OF PRACTICE

Stage 1	Stage 2	Stage 3	Stage 4
Children, young people, parents or carer views are recorded using a feedback measure. Mechanisms are in place to collect/gather complaints and compliments from service users.	The organisation demonstrates that it values service user feedback by acting upon it. Mechanisms in place to disseminate information to children, young people, parents or carers about actions taken as a result of feedback.	Feedback measures are regularly used with children, young people, parents or carers and acted upon. Staff consult children, young people, parents or carers about information garnered from feedback measures and make changes to work if required.	Children, young people, parents or carers are involved in decisions relating to the service as a whole.

EXAMPLE EVIDENCE

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> • Relevant policy/procedure • Evidence of use of feedback measures in casework | <ul style="list-style-type: none"> • Evidence of feedback being acted upon • Examples of how actions have been communicated to service users | <ul style="list-style-type: none"> • Evidence of service user's views taken into account in supervision • Evidence of feedback measures being used in casework • Service user feedback | <ul style="list-style-type: none"> • Action plans • Examples of actions taken • User forum |
|---|--|---|---|

CORC ACCREDITATION STAGE

CORC Best Practice Framework Summary Checklist

Once the available evidence for each domain has been considered alongside the analysed CORC staff survey results, this checklist can be completed as a summary of which stage of practice has been reached for each element of the CORC Self-Assessment Framework.

LEADERSHIP AND MANAGEMENT	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Organisational vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Organisational commitment to collection and collation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Organisational commitment to interpretation and use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Organisational culture supportive of use and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
STAFF DEVELOPMENT	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Understanding of different data sources (including measures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Use of measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Training and Continued Professional Development (CPD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Review of measures and feedback in supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

INFRASTRUCTURE AND INFORMATION MANAGEMENT	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Enabling use of data in direct practice with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Enabling use of data at practitioner level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Enabling use of data at team level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Enabling use of data at service level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
SERVICE USER EXPERIENCE	Stage achieved				Summary of Self-Assessment	
	1	2	3	4	Areas of Strength	Areas for Development
Service user's understanding of measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Communication with service users about measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Collaborative setting of goals and choice of measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Service user's feedback on support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Action Planning

Consider which areas for development to prioritise and set SMART actions. Be clear about timescales and responsibilities and ensure these are communicated widely.

DOMAIN e.g. 'Organisational Vision'	ACTION What do you need to do?	RATIONALE Why do you need to do it?	WHO? Who will be responsible?	WHEN? Completion date	MEASURES How will you know it has been completed and a success; Do you need to measure anything?

Notes

References

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The Child Outcomes Research Consortium (CORC) is the UK's leading membership organisation that collects and uses evidence to improve children and young people's mental health and wellbeing.

Founded in 2002 by a group of mental health professionals determined to understand the impact of their work, today our members include mental health service providers, schools, professional bodies and research institutions from across Europe and beyond.

We hold data relating to mental health and wellbeing outcomes of more than 400,000 children and young people in the UK, representing the largest data set of this kind worldwide.

