

Quality Improvement Framework

Section 5 – Reflective Practice

Subsection: **Action Planning**

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>To ensure that the self-reflective and evaluative strategies have an impact on driving quality improvement, it is essential that a clear and concise action plan is maintained.</p> <p>It should evidence the actions and recommendations from your most recent inspection, as well as the advice and guidance offered by supporting agencies/other professionals.</p> <p>By recording and identifying next steps, leaders and managers should be able to monitor progress effectively.</p> <p>Managers and leaders should agree time-scales and accountability, this will alert them to progress made and any delays and support can then be targeted appropriately.</p> <p>A sound action plan pulls together the different areas for improvement identified through reflective practice. It should evidence the actions and recommendations from your most recent inspection, as well as the advice and guidance offered by supporting agencies/other professionals.</p> <p>By recording the next steps, leaders and managers should be able to effectively monitor progress being made.</p> <p>Where progress is made, there should be a section in the action plan to capture evidence of the impact made in the identified areas for improvement.</p> <p>There are many different forms of action planning and it is therefore important that providers reflect on the current process</p>	<ul style="list-style-type: none"> • How do you currently evidence the progress you are making against identified areas for improvement? • Is there an overall action plan in place to document actions identified across all areas of practice? • Are individual targeted action plans in place, related to specific areas of practice? e.g. improving the outdoors • How detailed is your current format? Does it give you enough information/evidence? • Does your current action plan allow you to monitor progress being made? • Are people identified as being tasked with specific actions? If not, how does this impact on productivity? • Do you include achievable timescales to ensure that momentum is not lost? • Are staff tasked with particular actions, effectively supported to achieve them e.g. time out of the room, assigned budgets or resources etc. • Does your current action plan allow you to evidence progress and monitor the impact of changes made? • Are parents and carers encouraged to contribute to the action plan? 	<p>Q Cards</p> <p>Training</p> <p>Useful Links</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

in place and how this supports them in achieving their goals.

Different learning styles will impact on how effectively team members can contribute to an action plan. For some, a more visual and fluid action plan such as a mind map is ideal. For others, a more linear and prescriptive approach such as a SWOT analysis is preferred. What is important is that all staff feel that they can contribute to the process and are confident of the expectations placed upon them.

- Do you consult other professionals in the action planning process?
- Does your action plan incorporate the actions and recommendations from your most recent inspection?
- How do practitioners contribute to the action plan?
- Are all team members aware of the action plan/s in place and the role they play?
- How frequently do you review your action plan?

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