

## Accreditation of Private Residential Homes and Special Schools

The rights of children in institutional care  
Stockholm november 2006

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## Elements of the accreditation model

|                            |   |
|----------------------------|---|
| Standards of accreditation | Service<br>Involvement and co-operation<br>Organisation<br>Evaluation                   |
| Selftests                  | Selftest<br>Enhanced dokumentation-selftest   |
| Board of accreditation     | The assessor organization<br>Supporting activities:<br>courses, support, pre-assessment |
| General information        | Website<br>Information  |



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## The assessor system

### The assessorteam:

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

### The board:

- Decides on a meeting wether the institution can be accreditatet



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## 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.



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## Standards of accreditation

- **Service**
- 1. Service specifications
- 2. Development plans
- 3. Health
- 4. Handling of medicine
- 5. Induction and reabsorption
- 6. Follow up – after care



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## Standards of accreditation

- **Involvement and co-operation**
- 1. Involvement of children/youngsters
- 2. Parents and network
- 3. Collaborators
- 4. Visitation
- 5. Supervision
- 6. Local community



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## Standards of accreditation

- **Organisation**
  - 1. Values
  - 2. Vision og strategy
  - 3. Management
  - 4. Qualifications
  - 5. Contingency plans
- **Evaluation**
  - 1. Evaluation



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## 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 placed children and youngsters



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## The internal development of the institution

- Through the process of describing and documenting the work of the institutions, 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 expects, the institutions doesn't experience accreditation as a heavy burden, but actually as an exciting project of development



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## Example of a standard

- Main area: Involvement and co-operation**
- **Standard 1: Involvement of children/youngsters**

### Introduction

- This accreditation standard 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 standard 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.



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## Example of a standard

### Accreditation standard

- 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 each individual experiences the involvement.



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## Example of a standard

### Indicators (Factors that indicate, that the institution meets the accreditation standard)

- 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?



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## Example of a standard

### Legislation/departmental orders and instructions

- Law of Social Service, § 58 and 58 a.
- Law of Legal Rights and Administration.
- Reform of placing children into care



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## Example of a standard

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

- 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.



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## Example of a standard

- 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](http://www.los.dk) under 'publikationer'.
- "Involvement" by Birgit Mortensen, UFC Børn og Unge, 2005



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## Accreditation in LOS

[www.los.dk](http://www.los.dk)  
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