

Towards an Excellent Service

*A Performance Management
Framework for Cultural Services*

January 2006

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Summary....

You cannot 'get TAES', or 'do TAES'. You can, however, choose to adopt the concepts, values, habits, process and practices involved in working Towards an Excellent Service. This is much more challenging than merely adopting a scheme or achieving a badge; however it is significantly more valuable in achieving successful results for your communities.

At the heart of TAES lies Self Assessment and improvement planning using the TAES Framework. This can bring the following to your organisation:

- ***Clear, workable improvement plans, containing breakthrough improvement projects, which will change the way the organisation works***
- ***Comprehensive measurement of the present and future health of the organisation***
- ***Opportunities to improve the intangible elements of the organisation, particularly synergy, consensus decision making and joint ownership of continuous improvement***
- ***Enhanced understanding of what Excellence means for the organisation and of the concepts and practices of continuous improvement***
- ***Enhanced values and habits of continuous improvement***

This will assist in achieving the following outcomes:

- **Improved customer satisfaction**
- **Improved staff satisfaction**
- **Improved efficiency**
- **Improvements in the health and well-being of communities through cultural services**
- **Increased recognition, respect and profile for the publicly funded cultural services**

The case for cultural services

If we are to continue to make the case for cultural services in terms of public policy and the allocation of public resources, we need to demonstrate that we are committed to improving how we provide these services and achieving real outcomes for our communities.

Cultural services can play a major role in delivering the “shared priorities” established between Central Government and local government:

- Improving the quality of life for young people at risk and for elderly people
- Promoting healthier communities and narrowing health inequalities
- Creating safer and stronger communities
- Transforming our local environment and ensuring sustainability
- Meeting local needs more effectively
- Promoting the economic viability of localities
- Raising standards across our schools.

However, the demonstration of the outcomes will depend on improving how the services are delivered and a commitment across the cultural sector to continuous improvement underpinned by effective performance management.

Towards a Excellent Service – a ‘Journey’ not a ‘Scheme’

Towards an Excellent Service (TAES) is not a ‘product’, or a ‘scheme’ or even ‘a process’; it is a ‘journey’ of improvement in all aspects of the way the organisation operates, in order to achieve excellent results. There is no end to this ‘journey’: it is an ongoing process of improvement because:

- The needs of the community change continually
- Customers’ expectations change continuously and because
- There are always ways in which the effectiveness and efficiency of an organisation or partnership can improve

The pursuit of excellence underpins success in all organisations (and individuals). It is essential for publicly funded organisations, because:

It creates the capacity for the organisation to achieve its stated outcomes and ‘make a difference’ to people’s lives

It improves staff satisfaction and helps to ensure sustainable jobs with personal development opportunities

The current external environment in which the publicly funded cultural services operate demands 'continuous improvement' and the TAES self-assessment helps organisations achieve this.

At the heart of this lies the TAES Framework, which sets out what it takes to achieve results in the cultural sector, and a cyclical Self -Assessment and improvement planning process using this Framework.

A number of other relevant models and standards exist (e.g. Quest and liP), which enable organisations to carry out Self Assessment of different parts of the organisation (e.g. the leisure centre or sport development unit or just the people management aspects of the organisation). It doesn't matter where you begin the journey or the direction you take; what matters is that you never arrive!

TAES is not about *perfuming the pig*: - it is not an initiative designed just to prove continuous improvement or 'quality', which is only pursued because of external pressure. This approach is reflected in the desire of many organisations to *badge chase* or to *tick* the various boxes. It is clear that many organisations choose the easiest route available to gain a plaque on the wall, high assessment score or statutory pass. Whilst the need to meet statutory requirements and perform well in mandatory and voluntary assessments is completely understandable, it should not be confused with Excellence!

Continuous Improvement

Continuous improvement is an attitude of mind and an integral approach to how the organisation works, a culture of desire.

TAES involves adopting values and habits of continuous improvement. The basic concept of continuous improvement for organisations and individuals is that, in order to achieve desired results, you need to:

- Clearly establish clearly what you are trying to achieve
- Establish what causes success
- Identify your current progress
- Take actions to improve towards your goal on a *continuous* (i.e. ongoing) basis
- Go back to step one and carry on

- Continuous improvement involves a passion for improvement and for the following pre-suppositions:
- You, your organisation and its people need to improve continuously
- It is always possible to improve
- The need to improve is not a criticism, a weakness, a problem or somebody's fault
- The clever people and organisations regularly identify areas for improvement in an objective, honest and positive way
- You shouldn't let barriers stop your progress – you can always overcome these or try something different
- Learning from others is vital if you are to improve

All organisations have strengths and all have areas where improvement is necessary. The acceptance of this, without fear of *failure*, is vital for every organisation.

“If it ain't broke, don't fix it” should be revised to “if it ain't broke, you just haven't looked hard enough”!

How the framework works

Towards an Excellent Service is a diagnostic self-assessment tool designed to enable organisations to define where they are against a model of best management practice. TAES has been developed initially within the sport and recreation sector and is primarily aimed at local government services. It is equally applicable to County, District, Unitary and Metropolitan authorities. TAES is however also adaptable to other organisations and a version has been developed by Sport England for County Sport Partnerships and a further version is under development for National Governing Bodies of sport. A version for Parks and Open Spaces is also under consideration. This version has been developed as a more generic model for those authorities that wish to apply the assessment across a wider range of cultural services at the same time.

TAES is based on the fundamental belief that the principles of good performance management are the same in any organisation whatever its size or structure.

TAES has been developed using existing quality management models, inspection frameworks and accreditation systems supplemented by consultation

with practitioners in the field.¹ This was supplemented by a piloting process with six local authorities independently evaluated by INLOGOV.

Some of these existing frameworks such as EFQM, IIP, the equality standard and Quest are recognisable building blocks in the process of seeking excellence but are by their very nature partial in their scope. TAES has sought to incorporate these in its design so organisations that are already using these tools will be well placed to achieve high ratings under the Framework. This latest version of TAES has been updated to reflect some of the learning gained from the pilot validation process which also took place in six authorities and independently evaluated by IDeA, and take on board the corporate peer review benchmark produced by IDeA in July 2005. This benchmark establishes from the evidence collated in all corporate peer reviews the elements that define an ideal authority. There is therefore consistency in terms of defining excellence in TAES and in the national peer benchmark.

From the analysis of these existing frameworks and the consultation it is clear that there are eight key factors that influence the quality of cultural services delivered to our users. Through effective management in all these areas we can improve the services we deliver on a continuous basis. These factors have been developed around eight “themes”.

1. Leadership
2. Policy and Strategy
3. Community Engagement
4. Partnership Working
5. Use of Resource
6. People Management
7. Standards of Service
8. Performance Measurement and Learning

Within each theme **criteria** have been identified which define the key aspects of a quality service, with “equality” and “service access” being effectively integrated into every theme. Within each criterion are a number of **descriptors** that further define the criteria against which the service can be measured using the **evidence** suggested in the schedule.

This then enables you to plot each descriptor, criteria theme and ultimately the position of the organisation at one of four levels:

¹ These have included among others: EFQM, Charter mark, IIP, the new Equality Standard, Quest, the CPA framework, Ofsted and SSI joint review methodology.

Poor:

A poor organisation is one where there is little, or no, evidence of the specific criteria, or no awareness or commitment to create or develop the criteria, e.g.:

- There is little or no evidence of leadership,
- Policy frameworks have not been developed, or fail to deliver local and national priorities,
- There is no attempt to engage with their communities, work in partnership with other sectors, use resources effectively, or train, develop and empower staff to improve performance;
- There is no evidence of setting and maintaining high standards of service or monitoring the performance of the organisation.

Fair:

A fair organisation will be one where there is evidence that the processes of planning and developing the criteria has commenced and is progressing, e.g.:

- The organisation is committed to and developing an improvement agenda.
- The leadership show some commitment to improvement,
- Policies and service planning are being developed
- Consultation and community engagement structures and processes are being put into place including the development of effective partnership arrangements,
- Budget and service planning are being integrated to support improvement and different procurement options are being investigated,
- Plans are being put into place to develop and train people and achieve levels 1, 2 or 3 of the Equality Standard,
- Service standards and customer care policies are being developed and structures and processes are being put into place to monitor performance.

Good:

A good organisation will be one where there is evidence that demonstrates the key criteria are in place, e.g.:

- There is strong leadership driving improvement,

- Clear policy frameworks driving national and local priorities have been influenced and shaped by effective community engagement
- Policies are delivered in partnership with other organisations including the voluntary and community sectors.
- The use of resources demonstrates value for money
- Staff are well trained and positive about what they do and level 4 of the Equality Standard has been achieved.
- Standards of service are improving in the light of user opinion
- There is a culture of performance management throughout the organisation.

Excellent:

An excellent organisation will be able to evidence all the aspects of a good organisation but will also be able to demonstrate that the key criteria have been in place long enough for it to evidence the impact of what it has achieved in terms of real outcomes.

An excellent organisation will also be able to demonstrate how it has learned from review and evaluation to a degree that it can evidence continuous improvement and how it has had a promotional effect on the rest of the organisation or others outside the service.

An excellent organisation will be proactive in the development and dissemination of good policy and practise whilst demonstrating innovation in delivery.

Planning the Self Assessment and Improvement Planning

It is important that there is a clear process for carrying out the self-assessment. Ideally it should be carried out by a cross section of people from various levels in the organisation. Where services are externalised a representative of the contractor or the trust should play an active part in the process. If the organisation being evaluated is a partnership all the stakeholders should play a role in the assessment. It may be that different groups of people are invited to carry out an assessment and then these are brought together to create a composite view. Alternatively different groups of people could be invited to assess each theme and then bring them together. If at all possible involve elected members in the self-assessment either as part of the assessment team or to get an alternative perspective. Above all it is important to avoid the most senior management team sitting in a closed room assessing themselves.

The self-assessment is based on making a judgement about each criteria defined by a series of descriptors set out under the 8 themes. Each descriptor is judged on one of four levels poor – fair – good – excellent.

Evidence should be available that enables a judgement to be made and the source of this evidence must be recorded. Where it is clear from the evidence that specific improvements are required in the area being assessed these should also be recorded on the sheet.

When the self-assessment has been completed the overall evaluation sheet can be completed to produce a comprehensive self-assessment of the service.

The assessment can then be used to:

- Identify areas of strength and of weakness;
- Identify, and explain, different people's interpretations of the service's position in each element and in the eight themes;
- Provide a basis for discussions with managers, partners, and other stakeholders about the way forward for the service;
- Set a benchmark to be used for subsequent discussions about how or where the service has improved;
- Set a benchmark that can be used for in-depth comparisons with other service providers;
- Provide evidence of the service's commitment to service improvement and its ability to improve;

There should be a clear plan and documented process for self-assessment and improvement planning, with clear responsibilities and timescales. This should include the following actions:

- Briefing the organisation fully including senior managers and members.
- Establishing the scope
- Establishing and briefing the Self Assessment Team
- Establishing the Self Assessment method
- Establishing the means of collecting documentary evidence
- Focus groups and interviews with core staff, partners and customers
- Feeding the above information into the Self Assessment sessions
- The number, timing, date and content of Self Assessment sessions
- When will improvement planning take place and who will complete this

- Plans for an annual review and improvement planning process for the future linking this with the normal business planning processes.

Scoping the assessment

It is essential before starting the self-assessment that the scope is clearly defined and articulated to all those involved in making the judgement so that they are all doing so on the same basis. The scope will vary from organisation to organisation: it will depend on the type of authority, scale, structure, and methods of service delivery, direct or indirect. For example, Culture and Sport services in some authorities may be provided partly through a Leisure Department, partly through an Education Department, through a range of partnerships or voluntary bodies and in some cases private contractors. In terms of Sport and Recreation It may include a range of different facilities including leisure centres, parks and playing fields, sports development, activities and other more general recreational activity. In the case of a wider cultural services self-assessment it may also include libraries, museums, arts facilities and activities, play facilities and general community facilities.

Where the service is delivered either by a trust or through a private contractor it is strongly recommended that they be included from the outset in the process of self-assessment. They are partners in the delivery of the services and will need to own and actively engage in the improvement process after the assessment.

Where services are part of a wider portfolio or department, the boundaries of the service in terms of management and resources may not be clear. Judgements about leadership, for example, could be related to the unit manager, departmental management and cabinet lead, the local authority Chief Executive and Leader of the Council, a partnership or the senior management structure of a private company or trust.

You must be very *clear* and *consistent* about the scope of the services covered by the self-assessment.

Before carrying out Self Assessment it is critical that the following has been discussed, clearly defined and communicated to those involved in the self - assessment:

- Who is in the “organisation” e.g. who is responsible for delivery of your strategy and your services?
- Should the scope include other sections of the authority including those that support you, external trusts or contractors, voluntary organisations on which you are dependent for delivery of service?
- For the purposes of the Self Assessment, who are the ‘leaders’ of the organisation, managerially and politically?
- Who are the Key Partners?

- What services are provided by the organisation?
- Who are your “Community” with whom you should engage?
- Who are the customers of the organisation (i.e. the recipients of the above services)?
- Which TAES Themes should apply to these other organisations?

Evidence.

Although TAES is a self-assessment tool it is evidence based. The evidence schedules are vital to the integrity of the framework. They identify the sorts of evidence required to demonstrate that a particular criteria has been met or not.

For self-assessment purposes the evidence schedule is an indicator of the type of evidence required leaving room for individual organisations to add or include other examples where they feel it supports the criteria.

The important factor is that you do not come to a judgement that you cannot evidence. A lack of evidence automatically suggests the organisation should be rated as poor.

Improvement planning

Improvement planning is the most important part of the process and is the very reason for carrying out self-assessment in the first place. The **final evaluation** will present you with a picture of your overall organisation and where it currently stands against the model of excellence. The analysis of your strengths and weaknesses can be drawn together and presented back to the organisation along with your improvement priorities. A format for your improvement plan is included in Appendix 3 Improvement planning is itself a critical process. It is important that:-

- Improvements are prioritised, focusing on those that will make the biggest impact.
- The plan must be SMART e.g. specific tasks identified that are realistic, resourced, with clear accountability and deadlines set for delivery.
- The improvements are themselves measurable and you can monitor if the actions planned are having the desired effect.

Validation

Detailed guidance on the validation process is available in a separate document. For those who wish to seek an independent challenge of their

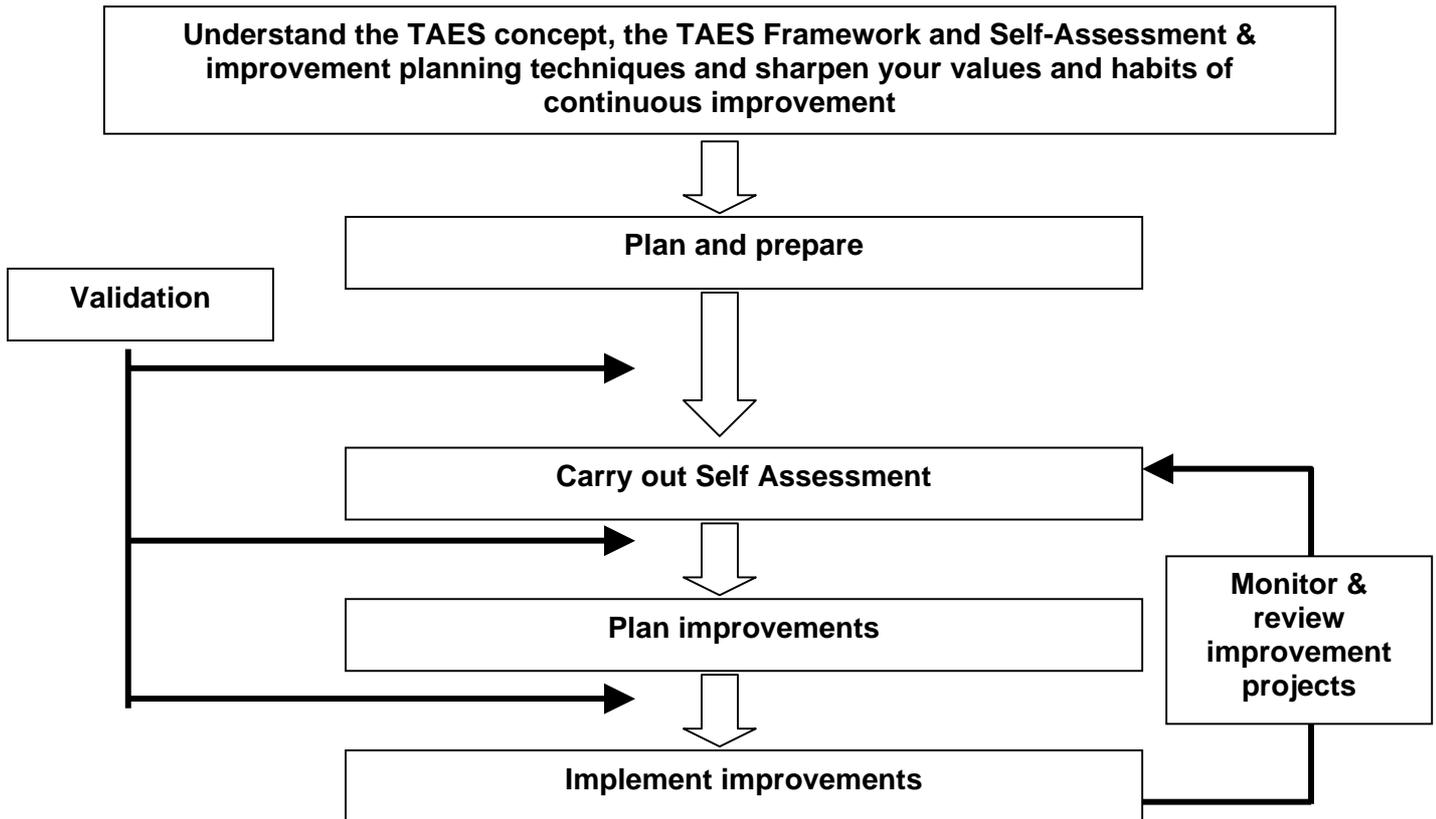
assessment a validation process has been developed, piloted in six authorities and independently evaluated by IDeA.

The validation process involves four stages.

1. Independent review and challenge of the organisations understanding of the process, the proposed scoping, and the recording of evidence. This would be done before the assessment commences and take up to 1 day depending on the size of the organisation.
2. Independent review of the self- assessment including random checking of selected criteria against identified evidence and reality checks. This will seek to validate the judgements made about the organisation. Depending on the size of organisation it is anticipated that up to three days would be required for this stage. Return visits would be required if validation could not be confirmed.
3. Independent review of the improvement plan and critical friend role to ensure the plan adequately addresses the agreed weaknesses. It is anticipated that up to a day would be adequate for this stage again depending on the size of the organisation.
4. Once all the stages have been completed, the final validation report can be issued. This will include the final record sheets including observations and judgements made at each stage.

The validation is carried out by a minimum of two people. A nominated IDeA consultant will oversee all three stages and produce the final report. A professional senior cultural services officer (accredited peer) with experience of the service would support the process participating on site in the second stage. Detailed guidance on the validation process is available in a separate document.

The TAES Self Assessment and Improvement Planning Process



The Framework

The next section sets out the full Framework within the eight themes outlined above.

Within each of the eight themes there is:

- A short **description** of the theme

- The **assessment criteria** with descriptions of 'poor', 'fair', 'good' and 'excellent' performance for each element of the criteria
- The **evidence schedule** identifying the sort of evidence that should be used to justify the judgement.
- An **evaluation** sheet for recording your assessment.

1. Leadership

The key decision makers and opinion formers in the organisation demonstrate leadership, a sense of ambition, direction and support for delivering and improving cultural services.

Note: your scoping exercise will have needed to define clearly “who” the leadership is in terms of the organisation being assessed. This should include political as well as managerial leadership.

Leadership: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
1.1 Leaders in the organisation develop the mission, vision and values, demonstrate ambition and are role models for continuous improvement	a	Leaders are not involved in developing the organisation’s policy framework.	Leaders are committed to being involved in developing the organisation’s policy framework.	Leaders are involved in developing the organisation’s policy framework.	Leaders have actively led the development of the organisation’s policy framework and can demonstrate clear outcomes for the organisation as a result of their involvement.
	b	Leaders do not act as role models in the development of excellence in service provision	Leaders are committed to acting as role models in the development of excellence in service provision.	Leaders are involved in acting as role models in the development of excellence in service provision.	Leaders are recognised across the organisation as role models in the development of excellence in service provision.
	c	Leaders do not stimulate and encourage empowerment, innovation and creativity by sponsoring learning and improvement opportunities and initiatives.	Leaders are committed to encouraging empowerment, innovation and creativity by sponsoring learning and improvement opportunities and initiatives.	Leaders encourage empowerment, innovation and creativity by sponsoring learning and improvement opportunities and initiatives.	Leaders have over time regularly stimulated and encouraged empowerment, innovation and creativity by sponsoring learning and improvement opportunities and initiatives.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	d	Leaders do not welcome internal scrutiny or external challenge.	Leaders welcome and are developing effective internal scrutiny and external challenge.	Leaders welcome and have in place effective mechanisms for internal scrutiny and external challenge.	Leaders welcome and can demonstrate how internal scrutiny and external challenge has assisted with continuous improvement.
	e	The organisation does not discern the need for change and does not have a strategic approach to scan, identify and manage the process of change.	The organisation has an ability to discern the need for change and is developing a strategic approach to scan, identify and manage the process of change.	The organisation has an ability to discern the need for change and has a strategic approach to scan, identify and manage the process of change.	The organisation has a well-developed ability to discern the need for change and has a record of managing significant processes of change with effective outcomes.
	f	Leaders are not committed to equal opportunities.	Leaders are committed to developing equal opportunity policies.	Leaders actively promote equal opportunities.	Leaders can demonstrate the positive impact of their active promotion of equal opportunities.
1.2 Leaders actively engage with key stakeholders manage and develop the reputation of the organisation.	a	Leaders are not aware of the need to build strategic relationships with key stakeholders.	Leaders are building strategic relationships with key stakeholders.	Leaders have built strategic relationships with key stakeholders.	Leaders are actively nurturing their strategic relationships with key stakeholders on an ongoing basis.
	b	Leaders do not manage their relationships with key stakeholders to develop the reputation of the organisation.	Leaders are seeking to manage their relationships with key stakeholders to develop the reputation of the organisation.	Leaders manage their relationships with key stakeholders to develop the reputation of the organisation.	Leaders have managed well their relationships with key stakeholders and as a result the credibility and reputation of the organisation is high.
	c	Leaders do not utilise their relationship with key stakeholders to enhance the achievement of their strategic objectives.	Leaders are seeking to utilise their relationship with key stakeholders to enhance the achievement of their strategic objectives.	Leaders utilise their relationship with key stakeholders to enhance the achievement of their strategic objectives.	Leaders have effectively utilised their relationship with key stakeholders to achieve strategic outcomes.
	d	Leaders do not monitor and review their strategic relationships to maximise the reputation of the organisation.	Leaders are planning to monitor and review their strategic relationships to maximise the reputation of the organisation.	Leaders monitor and review their strategic relationships to maximise the reputation of the organisation.	Leaders regularly monitor and review their strategic relationships to maintain the reputation of the organisation.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
1.3 Leaders are actively engaged with service users and partners.	a	Leaders do not listen and understand the cultural needs and expectations of the community.	Leaders are committed to listening and understanding the needs and expectations of the community.	Leaders listen and understand the needs and expectations of the community and can demonstrated how they have responded to them.	Leaders have listened and understood the needs and expectations of the community and can demonstrate that they have responded by empowering them to become involved.
	b	Leaders are not aware of the distinctive nature of the voluntary, community and private sectors and their value in providing services.	Leaders are aware of the distinctive nature of the voluntary, community and private sectors and their value in providing services.	Leaders can demonstrate the distinctive nature of the voluntary, community and private sectors and their value in providing services.	Leaders have regularly promoted the distinctive nature of the voluntary, community and private sectors and can demonstrate their value in providing services.
	c	Leaders do not encourage collaboration within the organisation, partners and the community in providing services.	Leaders are committed to encouraging collaboration within the organisation, partners and the community in providing services.	Leaders are involved in encouraging collaboration within the organisation, partners and the community in providing services.	Leaders have been regularly involved in encouraging collaboration within the organisation, partners and the community in providing and can demonstrate the outcomes achieved.
	d	Leaders do not promote, establish or facilitate the creation of partnerships .	Leaders are committed to promoting establishing or facilitating the creation of partnerships .	Leaders have promoted, established or facilitated the creation of partnerships .	Leaders have promoted established or facilitated the creation of partnerships and can demonstrate how they have helped improve services.
1.4 Leaders motivate, support and recognise people in the organisation to improve services.	a	Leaders are not visible and accessible in the organisation.	Leaders are committed to being visible and accessible in the organisation.	Leaders are visible and accessible to some people in the organisation.	Leaders are recognised in the organisation as being visible and accessible most of the time.
	b	Leaders play no role in communicating the organisation's vision, mission, and strategy to people.	Leaders are committed to playing a role in communicating the organisation's vision, mission, and strategy to people.	Leaders play some role in communicating the organisation's vision, mission, and strategy to people.	Leaders have regularly played an active role in promoting the organisation's vision, mission, and strategy to people.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	c	Leaders do not value or support people to achieve the organisation's goals.	Leaders are committed to valuing and supporting people to achieve the organisation's goals.	Leaders value and support people to achieve the organisation's goals.	Leaders can demonstrate how they have regularly and actively valued and supported people to achieve the organisation's goals.
	d	Leaders do not recognise and celebrate success.	Leaders are committed to recognising and celebrating success.	Leaders recognise and celebrate success.	Leaders have promoted and developed programmes or projects that celebrate success.

Leadership: Evidence

Criteria	Evidence
<p>1.1. Leaders in the organisation develop the mission, vision and values, demonstrate ambition and are role models for continuous improvement.</p>	<ul style="list-style-type: none"> • Managerial and political leaders have actively led and directed the development of missions, visions, and values • Managerial and political leaders have helped established a culture of excellence by their own behaviour in the organisation • Managerial and political leaders have been actively involved in developing and improving cultural services • Managerial and political leaders have attended and participated in learning events and activities • Managerial and political leaders demonstrate that they value new ideas and initiatives and are supportive when things go wrong • Managerial and political leaders have given priority to improvement initiatives in terms of how resources are allocated • Managerial and political leaders actively collaborate themselves within the organisation and encourage others to collaborate for the benefit of the organisation • Managerial and political leaders welcome and create opportunities for internal scrutiny and external challenge of service delivery. • Managers and staff can demonstrate how the organisation has opened itself up to external scrutiny • Managers and staff can demonstrate how leaders have advocated and managed positively the need for change • Managerial and political leaders have demonstrated their personal commitment to equal opportunities
<p>1.2 Leaders actively engage with key stakeholders to promote and manage the reputation of the organisation.</p>	<ul style="list-style-type: none"> • Managerial and political leaders have identified and engaged with key stakeholders. • Managers and staff can demonstrate how key decision makers and opinion formers manage the relationship with key stakeholders in a way that enhances the credibility and reputation of the organisation. • Managers and staff can demonstrate how key decision makers and opinion formers have utilised their relationship with key stakeholders to achieve organisational objectives. • Managers and staff can demonstrate how key decision makers and opinion formers monitor and review the views of key stakeholders to enhance the reputation of the organisation.
<p>1.3. Leaders are actively engaged with service users and partners.</p>	<ul style="list-style-type: none"> • Partners and service users can demonstrate how key decision makers and opinion formers have listened to their needs and aspirations and understand them • Partners can demonstrate how key decision makers and opinion formers have supported and promoted the establishment and maintenance of partnership working • Partners feel that their work is valued and recognised by key decision makers and opinion formers • Partners can demonstrate how key decision makers and opinion formers have become aware and understand the distinctive nature of the voluntary, community and private sectors • Partners' service users can demonstrate how key decision makers and opinion formers have created or facilitated joint activity between different organisations

1.4. Leaders motivate, support and recognise people in the organisation to improve services.

- Managers and staff can identify how key decision makers and opinion formers have communicated the organisation's vision, mission and strategy to them and others
- Managers and staff can identify the leaders in the organisation, have seen them regularly and consider they are accessible and approachable
- Managers and staff feel valued and supported by key decision makers and opinion formers
- Managers and staff can demonstrate how key decision makers and opinion formers have been involved in celebrating success

Leadership: Evaluation

Use the record sheet to make your assessment of the organisation for **Leadership**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
1.1 Leaders in the organisation develop the mission, vision and values, demonstrate ambition and are role models for continuous improvement.	a	Policy framework						
	b	Role models for improvement						
	c	Innovation and creativity						
	d	Internal scrutiny and external challenge.						
	e	Change management						
	f	Equal opportunities						
1.2 Leaders actively engage with key stakeholders to promote and manage the reputation of the organisation.	a	Aware of strategic relationships with key stakeholders						
	b	Manage relationships with key stakeholders						
	c	Utilise relationships with key stakeholders						
	d	Monitor and review relationships with key stakeholders.						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
1.3 Leaders are actively engaged with service users and partners.	a	Listen to community needs						
	b	Awareness of voluntary, community and private sectors						
	c	Collaboration						
	d	Partnerships						
1.4 Leaders motivate, support and recognise people in the organisation to improve services.	a	Visibility and accessibility						
	b	Communication						
	c	Value and support people						
	d	Celebrate success						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **leadership**?

Where does it need to improve?

What are the priorities?

2. Policy and Strategy

A clear sense of direction and priorities based on effective consultation with the community translated into measurable objectives, targets and outcomes.

Policy and Strategy: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
2.1 The organisation has a clear strategy for cultural services and delivering outcomes from it.	a	The organisation has no process for planning the development of the service.	The organisation is developing a process for planning the development of the service.	The organisation has developed a process for planning the development of the service.	The organisation has an established process for planning the development of the service.
	b	The organisation has few or no policies and strategies for the development of cultural services. .	The organisation is developing policies and strategies for the development of cultural services.	The organisation has developed policies and strategies for the development of cultural services	The organisation has developed policies and strategies for the development of cultural services
	c	The organisation has not taken into account national and regional service strategies and priorities where they exist.	The organisation is committed to taking into account national and regional service strategies and priorities where they exist.	The organisation has taken into account national and regional service strategies and priorities where they exist .	The organisation has taken into account national and regional service strategies and priorities where they exist and can demonstrate outcomes achieved.
	d	The organisation has not considered the potential contribution of the service to the Government's shared priorities.	The organisation is considering the potential contribution of the service to the Government's shared priorities.	The organisation has incorporated in its plans and strategies the contribution the service can make to the Government's shared priorities.	The organisation can demonstrate the outcomes achieved supporting the Government's shared priorities.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	e	Cultural services are not recognised as contributing to local priorities in the Community Strategy .	The organisation is considering how far cultural services can contribute to the local priorities in the Community Strategy .	The organisation has incorporated the contribution of cultural services to meeting the local priorities in the Community Strategy .	Cultural services are responsible for achieving key outcomes towards the local priorities in the Community Strategy.
	f	Policies and plans are not based on community, customer and staff consultation.	Policies and plans are being based on community, customer and staff consultation.	Most policies and plans are based on community, customer and staff consultation.	All policies and plans have been based on community, customer and staff consultation.
	g	Under-represented groups have not been included in the service planning process.	Ways of including under-represented groups in the service planning process are being developed.	Under-represented groups have been included in the service planning process.	Under-represented groups have regularly and effectively been included in the service planning process.
	h	The organisation has no capacity to respond appropriately to locally led initiatives and developments.	The organisation is developing the capacity to respond appropriately to locally led initiatives and developments.	The organisation responds appropriately to locally led initiatives and developments.	The organisation can demonstrate the outcomes from appropriately responding to locally led initiatives and developments.
	i	Equal opportunities are not evident in the organisation's policies and strategies. The organisation is not committed to achieving external accreditation to the Equality Standard.	The organisation is committed to incorporating equal opportunities in its policies and strategies. It has achieved external accreditation on the Equality Standard to level 1 or 3.	The organisation has incorporated equal opportunities in its policies and strategies. It has achieved external accreditation on the Equality Standard to level 3 or 4.	The organisation has incorporated equal opportunities in its policies and strategies and can demonstrate clear outcomes. It has achieved external accreditation on the Equality Standard to level 5.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
2.2 The organisation has set ambitious and achievable targets to achieve its aims and objectives.	a	The organisation does not set or communicate ambitious, achievable, or realistic targets for its objectives in relation to national or local priorities.	The organisation is setting and communicating ambitious, achievable, or realistic targets for its objectives in relation to national or local priorities.	The organisation has set and communicates ambitious, achievable and realistic targets for its objectives in relation to national and local priorities.	The organisation can demonstrate outcomes achieved in relation to national and local priorities.
	b	Service plans, team and individual work programmes contain no references to the organisation's aims and objectives.	Service plans, team and individual work programmes contain limited references to the organisation's aims and objectives.	Service plans, team and individual work programmes contain clear links to the organisation's aims and objectives.	The organisation's aims and objectives have been fully integrated into service plans, team and individual work programmes for a number of years.
	c	There is a general lack of clarity about responsibilities for target setting or their achievement and about resource implications.	Many staff and senior managers are unclear about responsibilities for target setting or their achievement, and are unclear about resource implications.	Most senior managers and staff know who is responsible for setting targets and their achievement and are generally aware of the resource implications.	All senior managers and staff know who is responsible for setting targets and their achievement and are aware of the resource implications.
	d	Service plans do not have ambitious and achievable targets linked to corporate equality and diversity objectives; they do not show how the service contributes to the organisation's Race Equality Scheme, diversity and equality objectives and the Disability Discrimination Act.	Service plans are developing ambitious and achievable targets linked to corporate equality and diversity objectives; some show how the service contributes to the organisation's Race Equality Scheme, diversity and equality objectives and the Disability Discrimination Act.	Most service plans have ambitious and achievable targets linked to many corporate equality and diversity objectives; many show how the service contributes to the organisation's Race Equality Scheme, diversity and equality objectives and the Disability Discrimination Act.	Service plans have had for a number of years ambitious and achievable targets linked to corporate equality and diversity objectives; and the organisation can demonstrate what the service has contributed to the organisation's Race Equality Scheme, diversity and equality objectives and the Disability Discrimination Act.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	e	Improvement targets are not a part of the service and budget planning process.	The organisation is developing improvement targets as part of the service and budget planning process.	The organisation has improvement targets as part of the service and budget planning process.	The organisation has used improvement targets as part of the service and budget planning process and can demonstrate the levels of improvement achieved.
	f	The organisation does not use benchmarking to set improvement targets.	The organisation is developing benchmarking to assist it set improvement targets.	The organisation uses benchmarking across a large number of work areas to set improvement targets.	The organisation has applied benchmarking and can demonstrate the level of improvement achieved against them.

Policy and Strategy: Evidence

Criteria	Evidence
<p>2.1 The organisation has a clear strategy for the development of cultural services and delivering outcomes from it.</p>	<ul style="list-style-type: none"> • Service planning processes and systems • Community Plan/Strategy • Cultural Strategy • Service specific plans • Links to the national and regional strategies and priorities • Links with the national shared priorities: <ul style="list-style-type: none"> - Health improvement - Local economic viability - Environmental sustainability - Community safety - Improving quality of life for people at risk - Raising education standards • Community, customer and staff consultation process supporting the service planning process • Involvement of under-represented groups in the service planning process • Examples of community led initiatives being supported and responded to • Equal opportunity policies and actions. Links to Equality strategy, Race Equality Scheme and the Equality Standard
<p>2.2 The organisation has set ambitious and achievable targets to achieve its aims and objectives.</p>	<ul style="list-style-type: none"> • Performance management systems and processes • Community Plan / BVPP • Corporate objectives documents • Cultural Strategy • Service plans / Business plans / Team and individual work programmes • Equality / Diversity plans and targets • Service specific plans • Benchmarking processes

Policy and Strategy: Evaluation

Use the record sheet to make your assessment of the organisation for **Policy and Strategy**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level	Level	Level	Level	Evidence	Improvement areas
			1 Poor	2 Fair	3 Good	4 <i>Excellent</i>		
2.1 The organisation has a clear strategy for the development of cultural services and delivering outcomes from it.	a	Service planning process						
	b	Policies and strategies						
	c	National and regional strategies & priorities						
	d	Shared national priorities						
	e	Community Strategy						
	f	Consultation						
	g	Under-represented groups and inclusivity						
	h	Response to local initiatives						
	i	Equal opportunities						
2.2 The organisation has set ambitious and achievable targets to achieve its aims and	a	Target setting						
	b	Service plans & work programmes						
	c	Responsibilities for target setting						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 <i>Excellent</i>	Evidence	Improvement areas
objectives.	d	Equality targets						
	e	Improvement targets						
	f	Benchmarking						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **policy and strategy**?

Where does it need to improve?

What are the priorities?

3. Community Engagement

The active involvement of communities in the process of planning, delivering and improving cultural services through communication, consultation and engagement.

Community Engagement: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
3.1 The organisation is actively developing community engagement to improve cultural services.	a	There is little or no commitment and support from the organisation to undertake consultation and community engagement to improve services.	The organisation is committed to undertaking consultation and community engagement to improve services.	The organisation undertakes consultation and community engagement to improve services.	The organisation has undertaken and demonstrated the value of consultation and community engagement to service improvement.
	b	There are no or few systems and processes for effective community engagement to predict or foresee future requirements and /or issues emerging in communities.	There are developing systems and processes for effective community engagement to predict or foresee future requirements and /or issues emerging in communities.	There are systems and processes in place for effective community engagement that enable the organisation to predict and foresee future requirements and /or issues emerging in communities.	The organisation has developed over time effective approaches and systems to engaging with communities, particularly under-represented groups that has enabled it to predict and foresee future requirements and /or issues emerging in communities.
	c	There is no community engagement strategy or framework being used.	The organisation is developing a community engagement strategy or framework.	The organisation has a clear community engagement strategy, which it regularly reviews.	The organisation can demonstrate integrated delivery of its community engagement strategy with other parts of the organisation and local stakeholders.
	d	The organisation has not identified the critical success factors or risks involved in engaging with communities.	The organisation has started to identify critical success factors and risks involved in engaging with communities.	The organisation is aware of and responds to the critical success factors and risks involved in community engagement.	The organisation can demonstrate it has responded to the critical success factors and managed the risks in community engagement.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
3.2 The organisation communicates to, consults with, and involves communities in providing services.	a	The organisation has no access to the relevant skills and experience to effectively communicate, consult and engage with its communities.	The organisation is developing access to the relevant skills and experience to effectively communicate, consult and engage with its communities.	The organisation has access to most of the relevant skills and experience to effectively communicate, consult and engage with its communities.	The organisation has developed the relevant skills and experience to continually improve how it communicates, consults and engages with its communities.
	b	The organisation does not attempt to identify and utilise best practice techniques or innovations to engage with its communities.	The organisation is attempting to identify and utilise best practice techniques or innovations to engage with its communities.	The organisation has identified and utilises best practice techniques or innovations to engage with its communities.	The organisation is recognised as creating best practice techniques or innovation in the engagement with its communities.
	c	The organisation has made no attempt to engage with under-represented groups.	The organisation is attempting to engage with under-represented groups.	The organisation engages with some under-represented groups.	The organisation has regularly engaged with most under-represented groups and improved services to them as a result.
	d	The organisation has not considered the implications of equal opportunity in its approach to communication, consultation and engagement.	The organisation is starting to consider the implications of equal opportunity in its approach to communication, consultation and engagement.	The organisation has incorporated the implications of equal opportunity in its approach to communication, consultation and engagement.	The organisation has embedded the implications of equal opportunity in its approach to communication, consultation and engagement and can demonstrate the impact of this on its services.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
3.3 The organisation is able to demonstrate the value of its work with communities in providing services.	a	The organisation cannot show how consultation and engagement has shaped its policies and objectives.	The organisation is using some of the results from its consultation and engagement to shape its policies and objectives.	The organisation can show how the results of its consultation and engagement have shaped its policies and objectives.	The organisation can demonstrate the impact of consultation and engagement on the shaping of its policies and objectives.
	b	The organisation cannot show how consultation and engagement has shaped how it plans or allocates its resources.	The organisation is using some of the results from its consultation and engagement to shape how it plans or allocates its resources.	The organisation can show how the results of its consultation and engagement have shaped how it plans or allocates its resources.	The organisation can demonstrate the impact of consultation and engagement on the shaping of how it plans or allocates its resources.
	c	The organisation has no clear view or accurate measurement of the outcomes from its engagement activity.	The organisation is developing mechanisms to measure outcomes from its engagement activity.	The organisation is measuring the outcomes from its engagement activity.	The organisation can demonstrate the impact of its engagement activity.

Community Engagement: Evidence

Criteria	Evidence
<p>3.1 The organisation is actively developing community engagement to improve cultural services.</p>	<ul style="list-style-type: none"> • Evidence of examples and results from Community Engagement in Council reports and minutes • Evidence of consultation and Community Engagement in Community Forum & user group minutes • Evidence of a community engagement strategy including risks and benefits • Evidence of planning for community engagement in: <ul style="list-style-type: none"> - Community Plan / Strategy - Cultural Strategy - Corporate Plan - Service plans / Business plans • Evidence of community engagement in: <ul style="list-style-type: none"> - Communications / Marketing Strategy • Managers are knowledgeable of the community engagement processes and plan community engagement as a natural part of their planning and managerial processes
<p>3.2 The organisation communicates to, consults with, and involves communities in providing services.</p>	<ul style="list-style-type: none"> • Audit of community engagement skills has been undertaken • Community engagement skills are evident in staff training programmes and competency frameworks • Evidence of effective communication with service users and non-users • Use of market research • Marketing plans and strategies • Evidence of consultation with users and non-users • Evidence of consultation with hard to reach and under-represented groups. • User feedback systems, satisfaction surveys • School or young people forums • Attendance at community forums or area committees • Evidence of positive outcomes from community engagement is evident in performance reports, service plans and so on

3.3 The organisation is able to demonstrate the value of its work with communities in providing services.

- Evidence of positive results from community consultation/engagement i.e. change of opening hours, new policies, new activity programmes
- Sustainability of development programmes is evident due to community engagement
- Evidence of change in plans or resource allocation due to community engagement
- Positive and improving results on community engagement demonstrated in public opinion surveys and consultation exercises
- Outcome measurements of its engagement activity based on objectives and priorities

Community Engagement: Evaluation

Use the record sheet to make your assessment of the organisation for **Community Engagement**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
3.1 The organisation is actively developing community engagement to improve cultural services.	a	Commitment						
	b	Engagement processes & systems						
	c	Engagement strategy						
	d	Success and risk factors						
3.2 The organisation communicates to, consults with, and involves communities in providing services..	a	Engagement skills						
	b	Best practice						
	c	Under-represented groups						
	d	Equal opportunity						
3.3 The organisation is able to	a	Impact on policy and objectives						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
demonstrate the value of its work with communities in providing services.	b	Impact on planning and resources						
	c	Measurement of the impact of engaging						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **community engagement**?

Where does it need to improve?

What are the priorities?

4. Partnership Working

Working effectively with other organisations to deliver and improve cultural services.

Partnership Working: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
4.1 The organisation can demonstrate a clear understanding and awareness of partnership working.	a	People in the organisation have little or no understanding and awareness of partnerships or other organisations and initiatives that may help achieve the organisation's strategic objectives.	There is a developing understanding and awareness in the organisation about how partnerships or other organisations and initiatives can help achieve the organisation's strategic objectives.	Most people in the organisation understand and are aware of how partnerships or other organisations and initiatives can help achieve the organisation's strategic objectives.	People throughout the organisation fully understand and are aware of how partnerships or other organisations and initiatives have helped achieve the organisation's strategic objectives.
	b	People are unclear about the status of partnerships and the decision-making responsibilities allocated to them.	People are learning about the status of partnerships and the decision-making responsibilities allocated to them.	Some people are clear about the status of partnerships and the decision-making responsibilities allocated to them.	People throughout the organisation are clear about the status of partnerships and the decision-making responsibilities allocated to them.
	c	People working in partnerships are unclear about their role and responsibilities to the partnership and the organisation.	People working in partnerships are learning about their role and responsibilities to the partnership and the organisation.	People working in partnerships are clear about their role and responsibilities to the partnership and the organisation and are managing the tension between them.	People working in partnerships are clear and confident about their role and responsibilities to the partnership and the organisation and have been empowered to take decisions on behalf of the organisation.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	d	The organisation's representatives on partnerships do not understand their role and rarely attend partnership meetings.	The organisation's representatives on partnerships are unclear of their role and only sometimes attend partnership meetings.	The organisation's representatives on partnerships understand their role and attend partnership meetings on a regular basis.	The organisation's representatives on partnerships fully understand their role and are active advocates of the partnership.
4.2 The organisation proactively develops relevant partnerships in order to meet its strategic objectives.	a	The organisation has not explored partnership working to achieve its objectives.	The organisation is developing partnerships relevant to meeting its aims and objectives.	The organisation has in place partnerships to meet its aims and objectives.	The organisation can demonstrate how partnerships have met its aims and objectives.
	b	There are no processes to ensure that the organisation's contribution to partnership working is informed by and relevant to the community.	Processes are developing to ensure that the organisation's contribution to partnership working is informed by and relevant to the community.	Processes are in place to ensure that the organisation's contribution to partnership working is informed by and relevant to the community.	Processes have been in place for some time to ensure that the organisation's contribution to partnership working is informed by and relevant to the community and the benefits of the partnerships and their work is communicated, understood and actively advocated in the organisation.
	c	The organisation does nothing to build capacity within the voluntary, private and community sectors to enable them to participate in partnerships.	The organisation is starting to build capacity within the voluntary, private and community sectors to enable them to participate in partnerships.	The organisation has built capacity within the voluntary, private and community sectors to enable them to participate in partnerships.	The organisation can demonstrate the impact of the capacity built within the voluntary, private and community sectors to enable them to participate in partnerships and improve services.
	d	The organisation is distrustful of its partnerships and seeks to exert control.	The organisation is cautious about its partnership arrangements and does not, therefore, participate fully. The organisation reacts cautiously to decisions made by the partnership.	The organisation is able to participate fully within its partnerships and is able to contribute to the partnerships' decision-making process.	The organisation is confident to work effectively within its partnerships and devolve decision making to them.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
4.3 The implications and impact on partnership arrangements are taken into account when taking policy and budget decisions.	a	The implications and impact on partnership arrangements are not considered by the organisation prior to the formation and endorsement of relevant policies and decisions.	The implications and impact on partnership arrangements are being recognised by the organisation prior to the formation and endorsement of relevant policies and decisions.	The implications and impact on partnership arrangements are considered by the organisation prior to the formation and endorsement of relevant policies and decisions.	The implications and impact on partnership arrangements have regularly influenced relevant policies and decisions made by the organisation.
	b	The implications and impact of budget decisions on partnership arrangements are not considered as part of the annual budget and service planning process.	The implications and impact of budget decisions on partnership arrangements are recognised within the annual budget and service planning process.	The implications and impact of budget decisions on partnership arrangements are considered within the annual budget and service planning process.	The implications and impact of budget decisions on partnership arrangements have regularly been taken into account within the annual budget and service planning process.
4.4 The organisation is committed to continuously reviewing and modifying its involvement in partnership arrangements and is able to demonstrate their value.	a	There is no monitoring and evaluation of the ongoing benefits to the organisation of its involvement in partnerships.	There is some monitoring and evaluation of the ongoing benefits to the organisation of its involvement in partnerships being developed.	There is monitoring and evaluation of the ongoing benefits to the organisation of its involvement in partnerships.	There is regular and effective monitoring and evaluation of the ongoing benefits to the organisation of its involvement in partnerships and the organisation is clear about what outcomes are being achieved.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	b	The organisation is not able to demonstrate the rationale and value of its partnership arrangements and to differentiate between them.	The organisation is committed to demonstrating the rationale and value of some of its partnership arrangements and to differentiating between them.	The organisation is able to demonstrate the rationale and value of most of its partnership arrangements and to differentiate between most of them.	The organisation is able to demonstrate the rationale and value of all of its partnership arrangements and differentiates between them in terms of outcomes achieved over time.
	c	There is no consistency in the views of other partners on the value of particular partnerships.	There is some consistency in the views of other partners on the value of particular partnerships.	There is consistency in the views of other partners on the value of particular partnerships.	There is clear consistency in the views of other partners on the value and outcomes achieved by particular partnerships.
	d	Partnerships are allowed to continue when of little or no benefit to the organisation.	The organisation recognises that partnership arrangements need to be reviewed but is slow to take action.	The organisation is able and willing to evaluate the value of partnership arrangements and take action to ensure improvements are made.	The organisation has its partnership arrangements under constant review and regularly evaluates the value of them. It can demonstrate taking effective action to ensure that the organisation does not waste resources in partnerships that do not meet its objectives.

Partnership Working: Evidence

Criteria	Evidence
<p>4.1 The organisation can demonstrate a clear understanding and awareness of partnership working.</p>	<ul style="list-style-type: none"> • People in the organisation at all levels can describe the theoretical benefits of partnership working • Evidence that involvement with any partnership has been fully considered e.g. minutes of meetings, internal discussions • Understanding of rationale for involvement common at all tiers of the organisation • Evidence that the organisation's ongoing commitment (time, funding and resources) is sustainable e.g. minutes of partnership meetings, attendance records, involvement in working of partnership and decision making, budget reports • Evidence that the organisation is actively involved in joint decision-making e.g. minutes of partnership meetings, attendance, level of involvement in meetings • Evidence that there are clear links between any partnership work and the organisation's strategic objectives e.g. the organisation's overall plan, Departmental or Service plans • Staff able to clearly articulate the contribution of a particular partnership arrangement to the achievement of their service objectives • Evidence that the organisation is aware of which partnerships contribute to what extent to the achievement of their own service objectives e.g. links between, the organisation's overall plan, Departmental or Service plans and partnership policies and strategies can be demonstrated • Evidence that the organisation is aware of the partnerships' objectives e.g. knowledge and understanding of partnership aims and objectives, partnership documents are regularly utilised

<p>4.2 The organisation proactively develops relevant partnerships in order to meet its strategic objectives.</p>	<ul style="list-style-type: none"> • The organisation has clear strategic objectives reflecting the added value of partnership development set out in planning documents • The organisation has Departmental or Service plans clearly linked to the organisation's overall plan setting out the value of partnership working • Implementation plans clearly demonstrate work with other partners e.g. Action and Implementation plans contain targets that clearly involve work with others • Evidence of regular joint work with key partners e.g. meetings, actions • Evidence of internal and external meetings held to discuss the potential for the achievement of strategic objectives via work with others: e.g. minutes of management meetings, strategic planning meetings with others • Knowledge of local and other relevant partner organisations within the education, health, police and business sectors and their work. • Evidence that such information is regularly sought and utilised. • Knowledge of local and other relevant partner organisations within the public sector and their work e.g. evidence of knowledge of and work with LSPs, SSPs, CSPs, other Local Authorities, community organisations, key contacts and personnel, policy documents. Evidence that such information is regularly sought and utilised • Knowledge of local and other relevant partner organisations within the voluntary and private sectors and their work. • Evidence that the organisation has mechanisms in place to ensure up to date knowledge of Government policy as it effects cultural services locally across the public, education, voluntary and health sectors e.g. Internet access and policy, publication subscriptions, support for CPD, evidence of attendance at regular training events • Evidence that staff are encouraged to develop partnerships e.g. job descriptions, interviews, and notes of internal meetings.
<p>4.3 The implications and impact on partnership arrangements are taken into account when taking policy and budget decisions.</p>	<ul style="list-style-type: none"> • Evidence of links between service objectives and the partnerships objectives e.g. links between the organisation's overall plan, Departmental or Service plans and partnership policies and strategies can be demonstrated • Evidence of regular budget considerations linked to the above e.g. minutes of meetings • Reports, Budget reports and reviews • Evidence of a monitoring and evaluation process e.g. Service plans, internal assessments, GIS mapping

4.4 The organisation is committed to continuously reviewing and modifying its involvement in partnership arrangement and is able to demonstrate their value.

- Evidence that the organisation is aware of the extent to which they can ensure the contribution of the partnership to the achievement of their own service objectives e.g. knowledge and understanding of any formal partnership arrangements
- Evidence that individuals understand the boundaries they are working within e.g. clearly stated guidelines in respect of the organisation's terms of reference in relation to their activity within the partnership
- Evidence of empowerment of decision making to representative of the organisation working within the partnership e.g. roles and responsibilities are explicit in individuals' job descriptions, recognised in partnership plans and evidenced in work programmes
- Evidence that partnerships are evaluated in the review processes of the organisation e.g. inclusion of partnership endorsement/ratification as part of the organisation's annual review process
- Mechanisms are in place to ensure that partnership inputs, outputs and outcomes are reviewed and acted upon on a regular basis e.g. reports outlining progress on partnership outputs and outcomes, annual statements of partnership development progress endorsed

Partnership Working: Evaluation

Use the record sheet to make your assessment of the organisation for **Partnership Working**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
4.1 The organisation can demonstrate a clear understanding and awareness of partnership working.	a	Awareness and understanding						
	b	Partnership status						
	c	Partnership role and responsibilities						
	d	Effective representation						
4.2. The organisation proactively develops relevant partnerships in order to meet its strategic objectives.	a	Partnerships to aims and objectives						
	b	Community influence and relevance						
	c	Capacity building						
	d	Trust						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
4.3 The implications and impact on partnership arrangements are taken into account when taking policy and budget decisions.	a	Policy impact						
	b	Budget impact						
4.4 The organisation is committed to continuously reviewing and modifying its involvement in partnership arrangement and is able to demonstrate their value.	a	Monitoring and evaluation						
	b	Rationale and value						
	c	Consistency among partners						
	d	Evaluation of partnerships						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **partnership working**?

Where does it need to improve?

What are the priorities?

5. Use of Resources

The efficient and effective use of resources to achieve service improvement.

Use of Resources: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
5.1 Financial resources are allocated in accordance with the strategic priorities of the organisation.	a	Budget decisions are not taken in accordance with the organisation's aims, objectives and priorities.	There are plans to take budget decisions in accordance with the developing aims, objectives and priorities of the organisation.	Budget decisions are taken in accordance with the organisation's stated aims, objectives and priorities.	The budget has been reshaped over time in accordance with the organisation's stated aims, objectives and priorities.
	b	Budget decisions are not taken to enable service improvement.	Budget decisions are being taken to enable service improvement.	Budget decisions have been taken to achieve service improvement.	Previous budget decisions have achieved desired outcomes in terms of service improvement.
	c	Where resources have been reduced or redirected it has resulted in a negative impact on customer service and staff relations.	Where resources have been reduced or redirected some effort was made to minimise the negative impact on customer service and staff relations.	Where resources have been reduced or redirected the process was managed to minimise the negative impact on customer service and staff relations.	Where resources have been reduced or redirected there was no impact on customer service and staff relations.
5.2 The organisation controls the use	a	Budget targets are not used to improve performance.	There are plans to set budget targets to improve performance.	Budget targets are being used to improve performance.	There is evidence that budget targets have led to improved performance.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
of its financial resources effectively.	b	There are no systems for monitoring financial performance at any level of management.	Systems for monitoring financial performance are being developed at some levels of management.	Systems for monitoring financial performance provide accurate and timely information at most levels of management.	There are well-developed systems for monitoring financial performance providing accurate and timely information to all levels of management.
	c	Managers are not able to take financial decisions to improve service and performance.	Managers are being trained and encouraged to take financial decisions to improve service and performance.	Managers take financial decisions to improve service and performance.	Managers have taken financial decisions and can demonstrate improvements in service and performance as a result.
5.3 The organisation achieves value for money in the use of its resources and adds value by its actions and activity.	a	The organisation cannot demonstrate how it improves efficiency and provides value for money.	The organisation is developing ways to demonstrate how it improves efficiency and provides value for money.	The organisation can demonstrate how it improves efficiency and value for money.	The organisation can demonstrate the impact of improving efficiency and value for money on the services.
	b	The organisation has not compared its financial performance with other organisations.	The organisation is planning to compare its financial performance with other organisations.	The organisation compares its financial performance with other appropriate organisations.	The organisation has used comparator financial data to improve the performance of the organisation.
	c	The organisation has no strategic process for procuring goods and service.	The organisation is developing a strategic process for procuring goods and service to support service improvement.	The organisation has a strategic procurement process for goods and service to support service improvement.	The organisation has a record of strategically procuring goods and service to support service improvement over a number of years.
	d	The organisation has not considered alternative service delivery mechanisms to achieve its objectives.	The organisation is investigating alternative service delivery mechanisms to achieve its objectives.	The organisation has used alternative service delivery mechanisms to achieve its objectives.	The organisation can demonstrate the impact of using a range of appropriate service delivery mechanisms to achieve its objectives.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	e	The organisation does not invest in innovation and creativity to achieve its aims and objectives.	The organisation is planning to invest in innovation and creativity to achieve its aims and objectives.	The organisation invests in innovation and creativity to achieve its aims and objectives.	The organisation can demonstrate the impact of investing in innovation and creativity that has led to it achieving its aims and objectives.
	f	The organisation does not have a systematic approach to project management	The organisation is developing a systematic approach to project management	The organisation has a systematic approach to project management	The organisation has a systematic approach to project management and can demonstrate how this has aided improvement in services.
	g	The organisation does not have a systematic approach to risk management applied to service delivery, projects and change management.	The organisation is developing a systematic approach to risk management applied to service delivery, projects and change management.	The organisation has developed a systematic approach to risk management applied to service delivery, projects and change management.	The organisation has had in place a systematic approach to risk management applied to service delivery, projects and change management and can demonstrate its impact on service improvement.
5.4 The organisation seeks and attracts resources from outside the organisation.	a	The organisation makes no attempt to attract external funding and other resources to achieve its aims and objectives.	The organisation is seeking to attract external funding and other resources but they are not targeted towards achieving its aims and objectives.	The organisation has attracted external funding and other resources to achieve its aims objectives.	The organisation can demonstrate the impact of attracting external funding and other resources to achieve its aims and objectives.
	b	External agencies and partners do not wish to invest in the organisation.	External agencies and partners are expressing interest in investing in the organisation.	External agencies and partners have invested in the organisation.	External agencies and partners continue to invest in the organisation over a number of years.
5.5 The organisation manages efficiently its physical assets	a	The organisation does not have an asset management plan.	The organisation is developing an asset management plan.	The organisation maintains its assets in accordance with an asset management plan.	The organisation can demonstrate the impact of maintaining its assets in accordance with a long-term asset management plan.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
(land and premises).	b	The organisation does not use available assets to achieve or maintain investment in the services provided.	The organisation is planning to use available assets to achieve or maintain investment in the services provided.	The organisation is using available assets to achieve or maintain investment in the services provided.	The organisation has used available assets to creatively develop and improve services over time.
5.6 The organisation uses alternative and new technologies to achieve its strategic objectives.	c	The organisation does not contribute towards the E-Government targets.	The organisation is seeking to contribute towards the E-Government targets.	The organisation contributes towards the E-Government targets.	The organisation has a record of accomplishment in contributing towards the E-Government targets to improve services.
	d	New technology is not used effectively in the organisation.	There are plans to utilise new technology to improve service and performance.	New technology is used to improve service and performance.	New technology has been used significantly in the organisation and has improved service and performance.

Use of Resources: Evidence

Criteria	Evidence
5.1 Financial resources are allocated in accordance with the strategic priorities of the organisation.	<ul style="list-style-type: none"> • Medium term budget strategy in place based on organisation's aims, objectives and priorities. • Evidence of budget decisions being taken to improve services in accordance with improvement priorities. • Use of zero based budgeting • Evidence of budget growth being targeted at priorities
5.2 The organisation controls the use of its financial resources effectively.	<ul style="list-style-type: none"> • Evidence of budget monitoring systems providing accurate and up to date information • Evidence of budget targets being set for expenditure and income. • Evidence of the accuracy of target setting being compared to actual performance • Evidence of budget monitoring taking place at different levels of management • Evidence of delegated and devolved budget management • Evidence of action being taken based on monitoring of budget performance • Overall financial performance and stability over recent years • Pricing policy and evidence of income generation
5.3 The organisation achieves value for money in the use of its resources and adds value by its actions and activity.	<ul style="list-style-type: none"> • Evidence of benchmarking costs, services and processes • Evidence of Best Value reviews, audit reports, independent consultant reports evaluating value for money • Formal procurement policy and process in place • Equality factors included in procurement process • Different service delivery mechanisms in place • Evidence of innovation and new ways of working. • Evidence of project management systems and processes being used, staff trained in project management. • Evidence of a risk management strategy, and risk management being applied to major projects and change programmes.
5.4 The organisation seeks and attracts resources from outside the organisation.	<ul style="list-style-type: none"> • Evidence of external resources being utilised in the organisation • Cost benefit analysis demonstrating value for money achieved in the process of attracting funding • Evidence of partners or potential partners seeking to invest resources in the service

<p>5.5 The organisation manages efficiently its physical assets (land and premises).</p>	<ul style="list-style-type: none"> • Asset management plan in place • Examples of property and land assets being used to stimulate and generate investment in the service
<p>5.6 The organisation uses alternative and new technologies to achieve its strategic objectives.</p>	<ul style="list-style-type: none"> • ICT strategy and E-Government route map in place for the organisation • Internet site providing information and booking facilities for users • Intranet site used to keep staff informed about the organisation and its performance • Access card technology used to monitor usage • Internet technology being used to support consultation activity

Use of Resources: Evaluation

Use The Record Sheet To Make Your Assessment Of The Organisation For **Use Of Resources**. Use One Tick On Each Line To Record Your Assessment. Then Total The Ticks For Each Column To Get An Overall View.

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
5.1 Financial resources are allocated in accordance with the strategic priorities of the organisation.	a	Budget setting in accordance with priorities						
	b	Budget setting in accordance with improvement priorities						
	c	Budgeting reduction and redirection management						
5.2 The organisation controls the use of its financial resources effectively.	a	Budget targets						
	b	Monitoring systems						
	c	Devolved financial decisions						
5.3 The organisation achieves value for money in the use of its resources and adds value by	a	Value for money						
	b	Comparison						
	c	Procurement						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
adds value by its actions and activity.	d	Alternative service delivery						
	e	Innovation and creativity						
	f	Project management						
	g	Risk management						
5.4 The organisation seeks and attracts resources from outside the organisation.	a	External resources						
	b	External investment						
5.5 The organisation manages efficiently its physical assets (land and premises).	a	Asset management plan						
	b	Effective use of assets						
5.6 The organisation uses alternative	a	E-Government targets						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
and new technologies to achieve its strategic objectives.	b	Effectiveness						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **use of resources**?

Where does it need to improve?

What are the priorities?

6. People Management

The effective management and development of people throughout the organisation to support service improvement (Based on IIP assessment framework).

People Management: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
6.1 The organisation is committed to recruiting, developing and empowering its people to improve its performance.	a	Senior management have few or no strategies or plans to manage and improve people to improve the organisation's performance.	Senior management are developing plans to put into place strategies to manage and improve people to improve the organisation's performance.	Senior management have put into place strategies to manage and improve people to improve the organisation's performance.	Senior management can describe strategies they have put into place to manage and improve people that have improved the organisation's performance.
	b	Managers cannot describe any specific actions that they have taken to improve the recruitment process and training and development of people.	Managers can describe some specific actions that they have taken or are currently planning to improve the recruitment process and training and development of people.	Managers can describe specific actions that they have taken to improve the recruitment process and the training and development of people.	Managers can describe specific actions that they have taken to improve the recruitment process and the training and development of people that have led to improvements in performance.
	c	People are unaware of any specific strategies and actions designed to improve recruitment, training and development.	People can confirm that some specific strategies and actions described by managers do take place.	People can confirm that most specific strategies and actions described by managers do take place.	People can confirm that the specific strategies and actions described by managers do all take place and that they are leading to improvements in performance.
	d	People have no confidence that the organisation is committed to supporting people.	People believe the organisation is committed to supporting people.	People believe the organisation demonstrates its commitment to supporting people.	People believe the organisation has over time demonstrated its commitment to supporting people to improve performance.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
6.2 People are encouraged to improve their own and other people's performance.	a	People are not encouraged to improve their own performance.	People believe they are encouraged to improve their own performance.	People can give examples of how they have improved their own performance.	People can demonstrate how they have improved their own performance and therefore the performance of the organisation.
	b	People are not encouraged to improve other people's performance.	People can give some examples of how they are being encouraged to improve other people's performance.	People can give many examples of how they have been encouraged to improve other people's performance.	People can demonstrate how they have improved other people's performance and therefore the performance of the organisation.
6.3 People believe their contribution to the organisation is recognised and valued.	a	People do not believe that their contribution to the organisation is recognised.	People believe the organisation is committed to developing ways to recognise their contribution.	People believe and can describe how their own contribution to the organisation is recognised.	People believe and can describe how their own contribution to the organisation is recognised as improving the performance of the organisation.
	b	People are not involved in developing the organisation's policy framework.	The organisation is committed to involving people in developing its policy framework.	The organisation involves people in developing its policy framework.	People can demonstrate the impact of their involvement in developing the policy framework.
	c	People receive little or no appropriate and constructive feedback on a timely and regular basis.	People receive some feedback on a timely and regular basis.	People receive appropriate and constructive feedback on a timely and regular basis.	People receive appropriate and constructive feedback on a timely and regular basis. This has helped them improve their own and the organisation's performance.
	d	There are few or no opportunities for two-way communications. People feel uninformed and feel that their opinions are not valued.	There are some opportunities for two-way communications and people feel informed about what is going on in the organisation.	The organisation has two-way communication with employees and people feel that they are well informed and that their opinions are valued.	The organisation has effective two-way communication with employees and people feel that they are well informed about the performance of the organisation and that their opinions are valued.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
6.4 The organisation is committed to ensuring equality of opportunity in the management and development of its people.	a	Senior management have no strategies in place to ensure equality of opportunity in the management and development of people.	Senior management are developing strategies to ensure equality of opportunity in the management and development of people.	Senior management can describe strategies they have put into place to ensure equality of opportunity in the management and development of people.	Senior management can describe strategies they have put into place to ensure equality of opportunity in the management and development of people that have improved the performance of the organisation.
	b	There are no structures, systems and processes that promote organisational equality.	The organisation is committed to developing structures, systems and processes that promote organisational equality.	Structures, systems and processes are being developed to promote organisational equality.	Structures, systems and processes that promote organisational equality are in place.
	c	Managers can describe few or no specific actions that they are currently taking or planning to ensure equality of opportunity in the management and development of people.	Managers can describe some specific actions that they are currently taking or planning to ensure equality of opportunity in the management and development of people.	Managers can describe specific actions that they have taken and are currently taking to ensure equality of opportunity in the management and development of people.	Managers can describe specific actions that they have taken and are currently taking to ensure equality of opportunity in the management and development of people that have improved the performance of the organisation.
	d	People believe the organisation inhibits or actively works against recognising the needs of different groups.	People confirm that some specific strategies and actions described by managers take place and recognise the needs of different groups.	People confirm that most specific strategies and actions described by managers take place and recognise the needs of different groups.	People confirm that all of the specific strategies and actions described by managers take place, recognise the needs of different groups and improve the performance of the organisation.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	e	People believe the organisation inhibits or actively works against equal opportunities in the management and development of people.	People have some confidence that the organisation is committed to improving equality of opportunity in the management and development of people.	People believe the organisation is genuinely committed to ensuring equality of opportunity in the development of people.	People believe the organisation is genuinely committed to ensuring equality of opportunity in the management and development of people, which is improving the performance of the organisation.
	f	The organisation is not committed to achieving external accreditation under the Equality Standard.	The organisation has achieved external accreditation under the Equality Standard at level 1/2 or 3.	The organisation has achieved external accreditation under the Equality Standard at level 4.	The organisation has achieved external accreditation under the Equality Standard at level 5.
6.5 The development of people is in line with the organisation's aims, objectives.	a	The organisation does not have clear priorities or targets which link the development of people to its aims and objectives at organisation, team and individual level.	The organisation is developing clear priorities or targets which link the development of people to its aims and objectives at organisation, team and individual level.	The organisation has clear priorities or targets which link the development of people to its aims and objectives at organisation, team and individual level.	The organisation has clear priorities or targets which link the development of people to its aims and objectives at organisation, team and individual level and which demonstrate the organisation is improving.
	b	People are unaware about what their development activities should achieve, both for them and the organisation.	People are aware of what their development activities should achieve, both for them and the organisation.	People clearly understand what their development activities should achieve, both for them and the organisation.	People clearly understand what their development activities should achieve, both for them and the organisation and how these have improved the performance of the organisation.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
6.6 People understand how they contribute to achieving the organisation's aims and objectives.	c	The organisation has no processes for involving employees both as individuals and groups in generating improvements.	The organisation is developing processes for involving employees both as individuals and groups in generating improvements.	The organisation has processes for involving employees both as individuals and groups in generating improvements.	The organisation has processes for involving employees both as individuals and groups in generating improvements on an ongoing basis.
	d	The organisation cannot demonstrate how it empowers its employees to take responsibility for decisions and changes that improve the service without significant risk to the organisation.	The organisation is developing means to empower its employees to take responsibility for decisions and changes that improve the service without significant risk to the organisation.	The organisation can demonstrate how it has empowered its employees to take responsibility for decisions and changes that improve the service without significant risk to the organisation.	The organisation can demonstrate how it has empowered its employees to take responsibility for decisions and changes that improve the service without significant risk to the organisation and how this has improved performance.
	e	People cannot explain how they contribute to achieving the organisation's aims and objectives.	People are aware that they contribute to achieving the organisation's aims and objectives.	People can explain how they contribute to achieving the organisation's aims and objectives.	People can explain how they contribute to achieving the organisation's aims and objectives and how this has improved performance.
	f	People do not feel empowered to act or take decisions that improve the performance of the organisation.	Some people feel the organisation is committed to empowering them to act or take decisions that improve the performance of the organisation.	People feel empowered to act or take decisions that improve the performance of the organisation.	People can demonstrate the impact of being empowered to act or take decisions that improve the performance of the organisation.

People Management: Evidence

Criteria	Evidence
6.1 The organisation is committed to recruiting and developing its people to improve its performance.	<ul style="list-style-type: none"> • Senior managers can describe strategies that they have put in place to support the development of people in order to improve the performance of the organisation e.g. Human Resource strategies and training plans • Managers can describe specific actions that they have taken or are currently taking to support the development of people • People can confirm that specific strategies and actions described by senior managers and managers take place • People believe the organisation is genuinely committed to supporting their development • The organisation is IIP accredited or seeking accreditation • The organisation uses competency based job descriptions and person specifications
6.2 People are encouraged to improve their own and other people's performance.	<ul style="list-style-type: none"> • People can give examples of how they have been encouraged to improve their own performance • People can give examples of how they have been encouraged to improve other peoples' performance
6.3 People believe their contribution to the organisation is recognised and valued.	<ul style="list-style-type: none"> • People can describe how their contribution to the organisation is recognised • People can demonstrate why they believe their contribution to the organisation is recognised • People receive appropriate and constructive feedback on a timely and regular basis
6.4 The organisation is committed to ensuring equality of opportunity in the management and development of its people.	<ul style="list-style-type: none"> • Senior managers can describe strategies that they have put in place to ensure equality of opportunity in the development of people • Managers can describe specific actions that they have taken and are currently taking to ensure equality of opportunity in the development of people • People confirm that specific strategies and actions described by senior managers and managers take place and recognise the needs of different groups • People believe the organisation is genuinely committed to ensuring equality of opportunity in the development of people

6.5 The development of people is in line with the organisation's aims, and objectives.	<ul style="list-style-type: none">• The organisation has clear priorities which link the development of people to its aims and objectives at organisation, team and individual level• People clearly understand what their development activities should achieve, both for them and the organisation
6.6 People understand how they contribute to achieving the organisation's aims and objectives.	<ul style="list-style-type: none">• People can explain how they contribute to achieving the organisation's aims and objectives

People Management: Evaluation

Use the record sheet to make your assessment of the organisation for **People Management**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
6.1 The organisation is committed to recruiting, developing and empowering its people to improve its performance.	a	Strategies						
	b	Actions						
	c	Awareness						
	d	Confidence						
6.2 People are encouraged to improve their own and other people's performance.	a	Self-improvement						
	b	Collective-improvement of other people						
6.3 People believe their contribution to the organisation is recognised and valued.	a	Recognition						
	b	Involvement						
	c	Feedback						
	d	Communication						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
6.4 The organisation is committed to ensuring equality of opportunity in the management and development of its people.	a	Strategies for equal opportunities						
	b	Promoting equality						
	c	Specific actions						
	d	Recognition						
	e	Developing people						
	f	Accreditation						
6.5 The development of people is in line with the organisation's aims, objectives.	a	Priorities or targets						
	b	Awareness						
6.6 People understand how they contribute to achieving the organisation's aims and objectives.	a	Involving						
	b	Empowerment						
	c	Contribution						
	d	Decisions						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **people management**?

Where does it need to improve?

What are the priorities?

7. Standards of Service

The development and maintenance of high standards of service in consultation with users to improve services.

Standards of Service: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
7.1 The organisation is committed to developing comprehensive and co-ordinated service standards reflecting customer needs.	a	The organisation has few or no comprehensive service standards.	The organisation is developing comprehensive service standards.	The organisation has developed comprehensive service standards.	The organisation has a record of accomplishment of operating comprehensive service standards over a number of years.
	b	The organisation has not taken equal opportunities into account when setting its service standards.	The organisation is taking equal opportunities into account when setting its service standards.	The organisation has taken equal opportunities into account in setting its service standards.	The organisation can demonstrate the impact of embedding equal opportunities into its service standards.
	c	The organisation is not committed to seeking external accreditation for their services	The organisation is committed to seeking external accreditation for their services	The organisation has achieved external accreditation for their services	The organisation has maintained external accreditation for their services for a number of years.
7.2 The public are aware of the organisations customer service standards and	a	The organisation does not have a customer care policy statement.	The organisation is developing a customer care policy statement and some staff are aware of its development.	The organisation has a customer care policy statement and most staff are aware of it.	The organisation has had for a number of years a customer care policy statement and all staff are aware of and committed to it.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
complaints policy.	b	The organisation does not have a customer feedback process to proactively encourage customer and potential customer feedback, both negative and positive.	The organisation is developing a customer feedback process to proactively encourage customer and potential customer feedback, both negative and positive.	The organisation has a customer feedback process to proactively encourage customer and potential customer feedback, both negative and positive and most staff have received training on it.	The organisation has a customer feedback process to proactively encourage customer and potential customer feedback, both negative and positive and all staff have received training on it.
	c	The organisation does not publish its standards and customer feedback process.	The organisation is committed to publishing its standards and customer feedback process.	The organisation publishes its standards and customer feedback process widely.	The organisation has published its standards and customer feedback process widely and publishes the analysis of its performance. It can demonstrate how complaints have been used to improve the service.
7.3 The public are aware that the organisation sets service standards, and actively involves users and non-users in setting them.	a	The organisation does not involve staff in setting the service standards.	The organisation is planning to involve staff in setting the service standards.	The organisation involves staff in setting the service standards.	The organisation can demonstrate the impact of involving staff in setting the standards on service improvement.
	b	The organisation has not attempted to involve users and non-users in setting service standards.	The organisation is committed to involving users and non-users in setting service standards.	The organisation involves users and non-users in setting service standards.	The organisation has involved users and non-users in setting the service standards for a number of years.
	c	The organisation does not involve users and non-users in monitoring the quality of the service and improving key processes.	The organisation is committed to involving users and non-users in monitoring the quality of the service and improving key processes.	The organisation involves users and non-users in monitoring the quality of the service and improving key processes.	The organisation has involved users and non-users in monitoring the quality of the service and improving key processes over a number of years .
	d	The organisation does not regularly measure customer satisfaction with its services.	The organisation is committed to regularly measuring customer satisfaction with its services.	The organisation regularly measures customer satisfaction with its services and publishes the results.	The organisation regularly measures customer satisfaction with its services and can demonstrate how the service has been improved as a result.

Standards of Service: Evidence

Criteria	Evidence
<p>7.1 The organisation is committed to developing comprehensive and co-ordinated service standards reflecting customer needs.</p>	<ul style="list-style-type: none"> • Examples of service standards, including relevant national and statutory standards • Evidence that the standards support the delivery of equal opportunities e.g. standards specific to particular client groups such as children, people with learning difficulties, produced in non English languages • Examples of external accreditation e.g. Museums accreditation, Quest, green Flag, Charter mark, Quality assurance, Equality standards, IIP
<p>7.2 The public are aware of the organisations customer service standards and complaints policy.</p>	<ul style="list-style-type: none"> • Published customer care policy supported by staff awareness and training • Published complaints policy and process supported by staff awareness and training • Evidence of complaints being used to change and improve service • Public surveys and reality checks
<p>7.3 The public are aware that the organisation sets service standards, and actively involves users and non-users in setting them.</p>	<ul style="list-style-type: none"> • Evidence of staff and users being involved in the setting of standards e.g. surveys, questionnaires, focus groups • Evidence of staff and users being involved in monitoring standards e.g. surveys, questionnaires, focus groups • Evidence of involving non-users in setting and monitoring standards, particularly hard to reach groups • Evidence of customer satisfaction levels being published • Public surveys and reality checks

Standards of Service: Evaluation

Use the record sheet to make your assessment of the organisation for **Standards of Service**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
7.1 The organisation is committed to developing comprehensive and co-ordinated service standards reflecting customer needs.	a	Service standards						
	b	Equal opportunities						
	c	External accreditation						
7.2 The public are aware of the organisations customer service standards and complaints policy.	a	Customer care policy						
	b	Complaints procedure						
	c	Published standards						
7.3 The public are aware that the organisation sets service	a	Staff involvement						
	b	Public involvement						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
sets service standards, and actively involves users and non-users in setting them.	c	User monitoring						
	d	Customer satisfaction						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are your organisation's strengths and weaknesses in **standards of service**?

Where does it need to improve?

What are the priorities?

8. Performance measurement & learning

The monitoring, review, and evaluation of service performance to facilitate learning and the continuous improvement of services.

Performance Measurement and Learning: Assessment

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
8.1 The organisation has developed a performance measurement culture.	a	The organisation has little or no understanding of the importance and need for performance measurement.	The organisation is developing an understanding of the importance and need for performance measurement at some levels.	The organisation has an understanding of the importance and need for performance measurement at many levels.	The organisation has a clear and thorough understanding of the importance and need for performance measurement at all levels.
	b	Staff are untrained in performance measurement and the use of performance indicators.	Staff have received some training in performance measurement and the use of performance indicators.	Staff are adequately trained in performance measurement and the use of performance indicators.	Staff are fully trained in performance measurement and the use of performance indicators.
	c	Staff do not assume responsibility for performance measurement in their own area of work.	Staff assume limited responsibility for performance measurement in their areas of work.	Staff assume responsibility for performance measurement in some of their areas of work.	Staff are accountable for performance measurement in all their areas of work.
	d	There is little or no evidence of service improvement through performance measurement and staff are not aware of the link between performance information and improvement.	Performance measurement is leading to limited service improvement and some staff are aware of the link between performance information and improvement.	Performance measurement has led to service improvements and many staff are aware of the link between performance information and improvement.	Performance measurement has led to a record of continuous service improvement in most areas and all staff are aware of the link between performance information and improvement.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	e	The organisation does not adequately monitor resource utilisation or review its structures, systems and work practices in response to its performance.	The organisation is developing means to adequately monitor resource utilisation and is committed to reviewing its structures, systems and work practices in response to its performance.	The organisation has in place means to monitor resource utilisation and reviews its structures, systems and work practices in response to its performance.	The organisation regularly and systematically monitors resource utilisation and can demonstrate how it has reviewed its structures, systems and work practices and improved its performance as a result.
	f	Equality and diversity objectives and targets are not part of performance measurement and clearly linked into service plans.	Equality and diversity objectives and targets are being included in performance measurement and there are some links into service plans.	There are equality and diversity objectives and targets integrated into performance measurement with many clear links into service plans.	Equality and diversity objectives and targets have been fully embedded into performance measurement with clear links into service plans that have achieved definable improvements.
8.2 The organisation has developed a well-balanced range of high quality data and information.	a	The organisation has an inadequate range and number of indicators and data. It is unable to measure its performance on its targets and priorities and the day-to-day management of services or to identify the reasons for under performance.	The organisation is developing a limited range and number of indicators and data but it is unable to adequately measure its performance on its targets and priorities and the day-to-day management of services or to identify many of the reasons for under performance.	The organisation's range of indicators and data is broad enough to enable it to measure performance in the majority of its targets and priorities and the day-to-day management of services. It can identify many of the reasons for over and under performance.	The organisation has developed a wide range of indicators and data that are sufficient to enable it to measure its performance on its targets and priorities and the day-to-day management of services. It can identify reasons for over and under performance.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	b	Information is incomplete, not easy to access or analyse, and is not easily understood. It is not adequately linked to priorities and targets or able to be easily communicated.	Information is largely but not wholly incomplete, not easy to access or analyse, and is not easily understood. It is linked loosely to priorities and targets and is communicated with some difficulty.	Information is mostly complete, accessible, able to be analysed and is linked to many priorities and targets. It is understandable for most people and is able to be easily communicated.	Information is complete, easy to access and analyse and is clearly linked to priorities and targets. It is understandable and has been communicated within the organisation.
	c	Indicators for equality and diversity targets and objectives are incomplete and insufficient to enable the organisation to assess its progress against its objectives.	Indicators for equality and diversity targets and objectives are being developed and will enable the organisation to assess its progress against a small number of its objectives.	Indicators for equality and diversity targets and objectives are broad ranging but incomplete, although they do enable the organisation to assess progress against most of its objectives.	Indicators for equality and diversity targets and objectives are complete, broad ranging and sufficient to enable the organisation to assess its progress against its objectives.
	d	Data is not collated on time or at regular intervals or in a format that allows ease of monitoring and evaluation.	Most data is not collated on time or at regular intervals or in a format that allows limited ease of monitoring and evaluation.	Most data is collated on time, and at regular intervals and in a format that allows monitoring and evaluation.	Data is collated on time, at regular intervals appropriate to objectives and timescales and in a format that allows ease of monitoring and evaluation.
	e	Analysis and dissemination is slow and does not allow timely appropriate action to be taken in any work areas.	Analysis and dissemination is slow and does not allow timely appropriate action to be taken in many work areas.	Analysis and dissemination is quick and allows timely and appropriate action to be taken across most work areas.	Analysis and dissemination is quick and allows timely and appropriate action to be taken across all work areas.
	f	Feedback on performance is not made freely or easily available within appropriate timescales to those involved.	Most feedback on performance is not made freely or easily available within appropriate timescales to those involved.	Feedback on most performance is made freely and easily available within appropriate timescales to those involved.	Feedback on all performance is made freely and easily available within appropriate timescales to those involved.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
8.3 The organisation monitors and takes action on performance information.	a	Monitoring does not focus on key priorities, objectives, or areas for service improvement.	Monitoring focuses on a few key priorities, objectives and areas for service improvement.	Monitoring focuses on most key priorities, objectives and areas for service improvement.	Monitoring focuses fully on key priorities, objectives and areas for service improvement.
	b	Monitoring does not enable the service to adequately identify any success or under performance and fails to prompt appropriate action.	Monitoring enables the service to identify a small number of successes and under performance but fails to prompt adequate action proportionate to targets.	Monitoring enables the service to identify most successes as well as under performance and results in many actions proportionate to the importance of the target, timescale and resources required.	Monitoring enables the service to fully identify successes as well as under performance and results in clear and appropriate action proportionate to the importance of the target, timescale and resources required.
	c	Reporting is not used to highlight or communicate progress or success and does not describe action to address under performance.	Reporting is used minimally to highlight or communicate progress or success and describes actions to address under performance in only a few areas.	Reporting is used to highlight and communicate many areas of progress and success and describes actions to address under performance in most cases.	Reporting is used to effectively highlight and communicate progress and success and fully describes actions to be taken to address under performance.
	d	Reporting is narrow and limited internally. Reports are infrequent and not adequately related to the targets and timescales involved.	Reporting is narrow and limited to a minority of people only. Reports are infrequent and not related to the targets and timescales involved.	A variety of reports is provided to a limited range of stakeholders (managers, Members, users and wider public as necessary) on a frequency appropriate to the targets and timescales.	A wide variety of reports is provided to a full range of stakeholders (managers, Members, users and wider public as necessary) on a frequency appropriate to the targets and timescales.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	e	Monitoring arrangements do not provide adequate, quality, information to enable Members, managers and staff to meet their responsibilities in performance management.	Monitoring arrangements provide only poor quality of information to enable Members, managers and staff to meet their responsibilities in performance management in only a small number of work areas.	Monitoring arrangements provide adequate quality information to enable Members, managers and staff to meet their responsibilities in performance management across most work areas.	Monitoring arrangements provide high quality information to enable Members, managers and staff to meet their responsibilities in performance management across all work areas.
	f	Monitoring reports are unclear or incomplete, do not cover the range of targets and service areas, lack clear purpose and do not include actions in response to under performance.	Few monitoring reports are clear and complete, cover the range of targets and service areas, have a clear purpose and include actions in response to under performance.	Many monitoring reports are clear and complete across a range of targets and service areas, have a clear purpose and include actions in response to under performance in most cases.	Monitoring reports are clear and complete across the range of targets and service areas, have a clear purpose and include actions in response to under performance.
	g	There is little action following monitoring. Action is not focused on under performance or improvement, does not involve relevant stakeholders and is not communicated to appropriate people.	Action following monitoring is limited and is not appropriate to the targets involved, timescales, extent of under performance, or resources. Action involves few stakeholders and is not communicated to appropriate people.	Action following monitoring is in most cases appropriate to the importance of the targets, the extent of under performance, timescales and resource requirements. Most actions involve relevant stakeholders and are communicated to appropriate people.	Action following monitoring is appropriate to the importance of the targets, the extent of under performance, timescales and resource requirements. All actions involve relevant stakeholders and are communicated to appropriate people.

Criteria		Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
	h	The organisation fails to reallocate people and financial resources to address under performance.	The organisation reallocates people and financial resources to address under performance identified in only a few cases.	The organisation is able to reallocate people and financial resources to effectively address under performance in most cases.	The organisation is thorough in reallocating people and financial resources to effectively address under performance.
8.4 The organisation learns from its performance measurement and utilises it in its future planning.	a	The organisation does not have a positive attitude to learning from performance and managers do not act as role models across the service.	Some managers and members in the organisation have a positive attitude to learning from performance and act as role models across some areas of the service.	Many managers and members in the organisation have a positive attitude to learning from performance and act as role models across most areas of the service.	All managers and members in the organisation have a positive attitude to learning from performance and act as role models across all areas of the service.
	b	Members, managers and staff do not encourage learning from monitoring and time is not made available for reflection and review. Past lessons and experiences are not fed into the forward planning process.	Few Members, managers, and staff encourage learning from monitoring and little time is made available for reflection and review. Few past lessons and experiences are fed into the forward planning process.	Members, managers, and staff encourage learning from monitoring and some time is made available for reflection and review. Many past lessons and experiences are fed into the forward planning process.	Members, managers, and staff are wholly committed and encourage learning from monitoring and adequate time is made available for reflection and review. Past lessons and experiences are fed into the forward planning process.
	c	The organisation is not open to voluntary external review and challenge.	The organisation is open to external review and challenge and is actively progressing opportunities.	The organisation is open to and has undertaken external review and challenge.	The organisation is open to and regularly undertakes external review and challenge. It can demonstrate the improvements emanating from these processes.

Performance Measurement and Learning: Evidence

Criteria	Evidence
<p>8.1 The organisation has developed a performance measurement culture.</p>	<ul style="list-style-type: none"> • Written evidence from staff and managers' "health checks" that performance management is understood • Staff discussion groups regularly discuss performance • Performance management / monitoring records / reports readily available and used • Service plans / Business plans / Teamwork programmes regularly monitored • Financial monitoring regularly considered • Performance management identified as a key management competency • Training records / plans / programmes reflect performance improvement • Service standards documents
<p>8.2 The organisation has developed a well-balanced range of high quality data and information.</p>	<ul style="list-style-type: none"> • National performance indicators • Local performance indicators • Service plan objectives and targets • Team and individual work programmes
<p>8.3 The organisation monitors and takes action on performance information.</p>	<ul style="list-style-type: none"> • Performance management / monitoring records and reporting systems • Performance monitoring meetings • Reports to management teams / Committees • Service plans and work programmes progress reporting • Managers / staff focus groups
<p>8.4 The organisation learns from its performance measurement and utilises it in its future planning.</p>	<ul style="list-style-type: none"> • Staff and managers' "health checks" assess progress • Performance monitoring systems used to demonstrate improvement • Annual review of all outputs and outcomes readily available and understood across the organisation • Examples of internal or external service reviews and evaluation • Examples of external challenge

Performance Measurement and Learning: Evaluation

Use the record sheet to make your assessment of the organisation for **Performance Measurement and Learning**. Use one tick on each line to record your assessment. Then total the ticks for each column to get an overall view.

Criteria			Level	Level	Level	Level	Evidence	Improvement areas
			1 Poor	2 Fair	3 Good	4 Excellent		
8.1 The organisation has developed a performance measurement culture.	a	Understanding						
	b	Training						
	c	Responsibility						
	d	Improvement						
	e	Resource utilisation						
	f	Equality and diversity						
8.2 The organisation has developed a well-balanced range of high quality data and information.	a	Data appropriateness						
	b	Information quality						
	c	Equality and diversity						
	d	Data collection						
	e	Analysis and dissemination						

Criteria			Level 1 Poor	Level 2 Fair	Level 3 Good	Level 4 Excellent	Evidence	Improvement areas
	f	Feedback						
8.3 The organisation monitors and takes action on performance information.	a	Priorities						
	b	Performance tracking						
	c	Communication						
	d	Quality of reporting						
	e	Responsibilities						
	f	Clarity and purpose						
	g	Action						
	h	Resource allocation						
8.4 The organisation learns from its performance measurement and utilises it in its future planning.	a	Learning						
	b	Reflection and review						
	c	External review and challenge						
		TOTAL						

You can make an overall assessment by transferring your totals to page 86

What are the organisation's strengths and weaknesses in **performance measurement and learning**?

Where does it need to improve?

What are the priorities?

Overall Evaluation Sheet

Theme	Criteria	Descriptors	Level 1 - Poor	Level 2 - Fair	Level 3 - Good	Level 4 - Excellent
Leadership	4	18				
Policy and Strategy	2	15				
Community Engagement	3	11				
Partnership Working	4	14				
Use of Resources	6	19				
People Management	6	22				
Standards of Service	3	10				
Performance Measurement and Learning	4	23				
TOTAL	32	132				

What are the organisation's strengths and weaknesses overall?

Where does it need to improve?

What are the priorities?

Appendix 1 Descriptive values used in the assessments

Within the descriptors are a number of words that need to be consistently understood by the evaluators and these are used to enable you to apply a judgement about the service. To assist you a definition of each word, as applied in the Framework, is given below:

Demonstrate	There is real evidence to support the activity being evaluated.
Actively	There is evidence that people in the organisation have made an effort to do something that is recognised by others in the organisation or outside as opposed to just passive involvement.
Committed to	There is evidence that people responsible for the activity have real support for it.
Planning to	There is evidence that people responsible for the activity have a real intent to do something and have taken some steps to commence the activity.
Outcomes	There is evidence that the intended changes have occurred as a result of the activity being evaluated and that these can be measured.
Impact	There is evidence that the activity has made the difference that was intended and that this can be measured.
Over time	There is clear evidence that the activity being evaluated has been in place long enough for it to have had an impact as opposed to only having been put into place recently. In most cases this will mean two to three years at least.
Number of years	In most cases this will mean two to three years or long enough to realistically anticipate the outcomes or impact.
Under-represented	People and groups that the organisation has recognised are not participating to a representative level.
Most people	There is evidence that the majority of people in the organisation are aware or are involved.

Appendix 3 Guidance to assist your self-assessment.

Planning the Self Assessment and Improvement Planning

You should plan and document a process for Self Assessment and improvement planning, with clear responsibilities and timescales. This should include the following actions:

- Briefing the organisation fully including senior managers and members.
- Establishing the scope
- Establishing and briefing the Self Assessment Team
- Establishing the Self Assessment method
- Establishing the means of collecting documentary evidence
- Focus groups and interviews with core staff, partners and customers
- Feeding the above information into the Self Assessment sessions
- The number, timing, date and content of Self Assessment sessions
- When will improvement planning take place and who will complete this

You should also plan an annual review and improvement planning process for the future linking this with your normal business planning processes.

Establishing the Scope

The scope will vary from organisation to organisation. Before carrying out Self Assessment it is critical that the following has been discussed, clearly defined and communicated to those involved in the Self Assessment:

- Who is in the “organisation” e.g. who is responsible for delivery of your strategy and your services?
- Should your scope include other sections of the authority including those that support you, external trusts or contractors, voluntary organisations on which you are dependent for delivery of service?
- For the purposes of the Self Assessment, who are the ‘leaders’ of the organisation, managerially and politically?
- Who are the Key Partners?
- What services are provided by the organisation?
- Who are your “Community” with whom you should engage?
- Who are the customers of the organisation (i.e. the recipients of the above services)?
- Which TAES Themes should apply to these other organisations?

Collecting the Evidence

The TAES Self Assessment is designed to be ‘evidence-based’. This means that documentary evidence should be able to support the perception of the Self Assessment Team. TAES is not designed to be a ‘paper-chasing’, ‘box ticking’ or ‘window-dressing’ exercise: documents do not have to be created ‘because of TAES’, or ‘because of the Validation’. The documents enhance and substantiate the Self Assessment Team’s perceptions of the Partnership’s approaches in relation to the TAES criteria.

The TAES Framework includes schedules of suggested evidence that the Self Assessment Team could use to substantiate the perceptions. These schedules are designed to be flexible and you should use them as a guide; other evidence can be used provided it is appropriate.

Some of the judgements require an analysis of people's perception about the organisation. These perceptions should be obtained from surveys, focus groups or interviews. Existing material can be used, providing the source and information is fit for purpose and objective enough to base a judgement on. In some cases the Self Assessment Team's perceptions could provide sufficient evidence.

The Self Assessment may also be informed by other assessments, such as liP, Quest or Crystal Mark.

A member of staff should be given the responsibility for collecting critical documents and making them easily available during the Self Assessment sessions (this does not mean producing the documents!). The evidence relating to each Criterion should be noted during the Self Assessment (remember that this could be the perceptions of Self Assessment Team members).

Improvement Planning

This stage involves reviewing and challenging the self-assessment in order to produce a SMART improvement plan. You should :-

- Review the key strengths and areas for improvement to identify priorities, bearing in mind long-term strategy and the views of partners
- Translate the priority strengths and areas for improvement into improvement projects to tackle the improvement priorities
- Establish a clear output for each improvement project
- Establish the necessary level of commitment and accountability for the actions
- Put in place project management and monitoring arrangements to ensure the changes are made
- Commit the necessary resources to enable the actions to be implemented in the timescales proposed