

Commercial in Confidence



SURREY ADULT LEARNING

ASSESSMENT SERVICES
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1. Organisation – Information, Introduction and Overview

Surrey Adult Learning (SAL) offers a broad range of learning opportunities to meet both local needs and government priorities. The organisation provides a wide portfolio of targeted courses alongside a broad universal Community Learning Service offer via the seven dedicated adult learning centres in North and South West Surrey as well as over 100 community venues.

The organisation is funded in the main by the Skills Funding Agency as well as through income generation from learner fees.

Broadly speaking the SAL curriculum is centred upon four key areas:

- Universal Programme - incorporating languages, movement and wellbeing, cookery, humanities, arts, craft and ICT. Additionally, the Universal programme includes accredited English and Maths courses with pre GCSE and GCSE accredited provision
- Supported Learning - delivered across the 7 adult learning centres and 2 external venues. Here provision is centred upon inspiring and enabling clients with learning difficulties and/or disabilities
- Outreach Learning - a small team targeting disadvantaged individuals. This provision is part of a growth area for SAL, with current activities including providing support and learning for homeless adults and Nepalese learners
- Family Learning - provision here aims to encourage family learners to learn together. Programmes include a suite of opportunities for intergenerational learning including Family English, Maths and Language (FEML). Crucial to successful delivery of Family Learning is effective partnerships with schools and children's centres.

At the core of SAL is an information, advice and guidance (IAG) service that supports adult learners to embrace learning and development and to develop plans to enable the achievement of learning, work, career and life goals.

Having previously met the **matrix** Standard for discreet curriculum areas, the senior leadership team reached a decision in 2015 to return to the **matrix** Standard and this time via a whole organisation Initial Assessment. In the words of one manager *'IAG is everywhere in SAL. It is broader than just, say, the customer service team. We recognise that all staff play some part in supporting, motivating and inspiring individuals and for this reason we want a whole organisation accreditation'*.

Throughout the Initial Assessment it was clear that there are two distinct levels of IAG:

Foundation level IAG - here highly competent front line staff across all centres provide bespoke face to face information and advice support to the public. The learning centres benefit from a central Customer Service Team based in Woking. Here advisers continually displayed excellent customer service skills in supporting clients by 'phone and email to explore whether SAL is the most appropriate learning provider to help them achieve their goals.

Customised IAG - enhanced IAG is a core competence of Curriculum Managers and Assistant Curriculum Managers. Their IAG provision builds upon the foundation support and includes initial assessment. This level of IAG explores in some detail the potential learner's goals and explains how a learning solution can help the individual to realise their potential. Following this diagnostic IAG, on programme tutor support is then clearly implemented throughout the learner journey. Here IAG is most explicit at induction, ILP reviews and at the progression and exit stages of the learner journey.

Overall, this Initial Assessment showcased an organisation that is passionate about making a difference to each and every learner. IAG practices are entrenched in principles of impartiality, empowerment and enabling social inclusion and motivation. Importantly IAG is well understood by all staff and valued as a golden thread embedded within the SAL learner journey. Managers and delivery staff inspire, raise aspirations and are firmly focused upon playing their part in contributing to wider Council priorities of wellbeing, sustaining economic prosperity and providing a responsive value for money resident experience.

2. Areas of Particular Strength

A number of strengths were identified during the assessment. These are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- SAL is passionate about embedding adult learner centred ethics and values of dignity, respect and embracing second chances. Equality and diversity is truly embraced and celebrated across the whole organisation. Supported learning is absolutely bespoke, with impartial IAG informing the look and feel of each individual's learning and learner support experience. Family learning and outreach provision reaches out to the more vulnerable groups in and around Surrey. By reaching out to designated deprivation wards in the county, SAL is making a difference to people's wellbeing, economic prosperity and resident experience. (1.3)
- Information resources that sit at the core of the wider IAG approaches are written in accessible language with rigorous reviewing in place to ensure that all in house produced materials are current, accurate and inclusive. Feedback from tutors and students highlighted that the suite of progression information resources makes a real difference in helping to ensure that learners are basing their informed decision making upon quality information. (2.2)
- The breadth of the IAG service provided by SAL is truly holistic and spans learning, work and career centred goals but is also focused upon helping the individual plan life goals. The latter is particularly the case for the delivery of family learning with IAG supporting parents and carers with aspects of child development. The IAG service is truly whole organisational. It is joined up and well coordinated with the full range of staff (including general office, catering and caretaker colleagues) playing some part in information and signposting. Staff inspire students to set aspirational targets and then provide bespoke support to help them overcome challenges and barriers. The service is targeted at particularly high need cohorts and is making a difference to achievement and success key performance indicators. (3.2)
- Partnership approaches include structured review practices with the full range of outreach and family networks across the County. A process of termly or annual reflection combines qualitative and quantitative approaches. The partnership evaluation leads to action with many examples of how SAL responds with new learner and IAG provision. Across the organisation, it is Family Learning partnership evaluation practices that are leading the way. However, there is much cross fertilisation with other curriculum areas to ensure consistency of approach and impact. (4.4)
- Quality assurance practices are particularly robust and well managed by the Deputy Principal. Importantly, self assessment and quality improvement plan activities have very clear reference to IAG practices and how these link to the wider strategic priorities of the organisation. Observation of teaching, learning and assessment explicitly captures learner support IAG provision, with all tutors receiving feedback on their performance. The quality assurance 'plan, do, review' cycle leads to improvements, with service wide training days and CPD customised to strengthen all aspects of service delivery. (4.5)

3. Areas for Continuous Improvement

A number of areas for continuous improvement were identified during the assessment which may develop or enhance the service delivered. These are detailed below and for the organisation to consider as part of its ongoing continuous quality improvement actions. The numbers in brackets refer to the element and criteria of the **matrix** Standard. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments.

- There is no question that each curriculum area has in recent months made progress in defining and then monitoring IAG client outcomes. This however remains a work in progress with some provision (for instance the Outreach IAG service) likely to benefit from reflecting upon existing practice. Across such a diverse portfolio of provision it is appropriate that IAG outcomes slightly differ to account for funders', clients' and partners' needs. Impressively, Family Learning is piloting attitudinal outcomes approaches. A similar approach could be applied across the recently refreshed Outreach service. Here, as part of the outcome based planning developments, it is suggested that clarity on softer outcomes (for example increased self awareness, improved decision making skills and the confidence to compete for employment and training) is explored to help ensure Outreach staff have a more consistent understanding. These expected outcomes will then inform delivery approaches and, crucially, evaluation practices. By strengthening outcome evaluation (via a blended quantitative and qualitative approach), staff delivering these services will have an outcome rich evidence base of impact to demonstrate to senior managers, students and partners. (1.5, 4.2)
- Promotion of IAG within the centres and across the Moodle platform would benefit from a review. Enhanced visibility of pre entry, on course and progression support should help to remind learners of their entitlement to impartial support to help them achieve and explore future options. In strengthening IAG marketing and promotion there may be merits in mirroring the highly effective Safeguarding and Equality and Diversity approaches. (1.6)
- Throughout the assessment a number of tutors and front line staff expressed a desire to access continued CPD on effective IAG delivery. Investing in IAG training will help to continue to raise standards and sustain consistency of delivery. Certainly, any revision to the service definition and outcome based approaches will need to be effectively communicated across the whole organisation to enable continued consistency of delivery. Any injection of CPD is likely to be of most benefit to staff if it is customised to their job role. The imminent coaching course being rolled out to some colleagues is likely to include some generic IAG skills training. This training may well help trigger ideas for a similar course for front line staff. Additionally, there may be merits in training up IAG champions to act as internal experts. Training for these colleagues could include training to realise full or part IAG qualifications. (2.4)

- Whilst staff were able to clearly define their IAG service, this differed somewhat from the written definition promoted across staff and learner handbooks. Over the coming weeks the organisation may benefit from revisiting the written definition to ensure it accurately reflects the service that is so well delivered by the workforce. In so doing it may be helpful to explore the revised draft definition with a focus group of learners to help with accessibility of language. Any new definition should be well promoted with staff awareness sessions to ensure continued consistency of implementation. (3.1)
- SAL may wish to reflect on the business benefits of a colleague from the management team undertaking the Internal **matrix** Standard Champions programme. There is no question that the organisation is benefitting from the **matrix** standard and the suggested training opportunity would ensure that SAL has an internal manager to continue to deeply apply the framework across all aspects of the organisation. (4.8)

The annual **matrix** Continuous Improvement Check will allow the organisation to demonstrate on an ongoing basis the developments they are continuing to make in order to support individuals <http://matrixstandard.com/continuous-improvement-checks/>. These may include the Areas for Continuous Improvement above.

Please note that annual Continuous Improvement Checks are mandatory and non-completion within the required timescale will impact on your organisation's accreditation.

4. Methodology

The following methods were used to gather evidence against the **matrix** Standard during the assessment process.

- One-to-one interviews with the senior leadership and management team (15)
- One-to-one and small group interviews with key managers and staff delivering the service (22)
- One-to-one interviews with external partners (4)
- Small group interviews with a diverse and representative sample of clientele (29)
- Visits to delivery centres (3)
- A review of planning and evaluation documentation which staff used to help illustrate examples of business planning, monitoring and impact.

5. Findings Against the matrix Standard

Organisation, Direction and Achievements

Leadership and management of IAG is impressive, with the senior leadership team and Curriculum Managers consistently explaining the importance of this service to SAL. In recent years energies have been centred upon ensuring a one service approach to delivery and throughout this Initial Assessment it was clear that communication approaches are working well. Sharing good practices across the curriculum teams is positively encouraged and this brings with it silo busting approaches.

The Principal, Deputy Principal and Curriculum Managers were able to explain the crucial role and function to be played by the IAG service in contributing to the wider SAL Strategic Priorities as well as those of the County Council. IAG is seen as being a priority service to achieve recruitment, retention, achievement and success targets. Additionally, progression and exit IAG links to positive destinations.

Examples of measurable objectives for 2014/15 that specifically link to the IAG service include: delivering IAG to over 9,000 students; supporting adults throughout their SAL learner journey and so contribute to Community Learning retention (94%), attendance (82.8%), achievement (97%) and success (91.2%) targets.

Monitoring and evaluation of datasets is robust and well managed by the Information Technology and Funding Manager. 2014/15 data confirmed that Community Learning achieved all the above measures with highly impressive 94.1% retention, 97.4% achievement and 91.7% success.

Monitoring and evaluation of measurable key performance indicators (KPIs) lead to improvements in an organisation that reviews, reflects and improves. A particularly impressive example relates to English and Maths provision and IAG. Challenging datasets for these two GCSE courses confirmed the need for pre GCSE progression units for students not yet GCSE ready. Alongside the broadening of the English and Maths offer came enhanced pre entry IAG delivered by Curriculum Managers with more effective initial assessment practices to help students make informed English and Maths course decisions.

Delivery of the IAG service is aligned to KPIs, with the Customer Services team and front line staff at centres providing very high levels of customer service to help potential and future students explore their options. Curriculum Managers and their teams of tutors then progress IAG delivery with a well structured learner journey incorporating IAG 'checks and balances'. These approaches vary slightly across the curriculum teams to reflect the client types. Importantly, the learner reviews motivate learners to overcome adversity and challenges and thus enjoy the SAL environment as one that is safe and conducive to learning and achievement.

Resources are of a good standard and premises are friendly, welcoming and particularly well managed by Centre Coordinators. Interview rooms are available to ensure confidentiality, and training rooms have up to date technology to support e-based advice, guidance and job hunting. External resources include visits from the National Careers Service. This service is deployed appropriately to enhance internal provision with an emphasis placed upon progression opportunities and options.

Over recent months, colleagues leading the **matrix** Standard journey have placed an increased emphasis on outcome based practices. These practices remain 'work in progress' with a need to strengthen their visibility in some areas of SAL (such as the Outreach programme) to more fully capture the full impact of such strong IAG delivery.

Staff were able to cite numerous examples of intended IAG outcomes. These varied across curriculum areas but cross cutting expected IAG outcomes included: improved motivation and confidence to participate and achieve; students feeling safe and healthy; increased understanding of options available; informed decision making skills and the ability to implement a plan of action. Family Learning and Supported Learning practices are both piloting IAG outcome activities to more fully capture skills, attitudes and behaviours and showcase independence, resilience, reflection and communication.

The expected outcomes highlighted above are then captured through a blend of monitoring and evaluation activities. Managed and implemented by the Deputy Principal, a series of focus groups is scheduled into the academic year. These always include key questions around welfare support and IAG. Focus groups lead to a 'you said, we did' response which is well promoted across centres. Case studies also capture impact and outcomes as does the Learning Ambassador approach. One recent Family Learning development is the piloting of Wider Outcomes in Family Learning methodology. This questionnaire based approach is monitoring the extent to which the curriculum and IAG support has enhanced: family communication; parent/carer skills; confidence; motivation and volunteering/employment readiness.

Evaluation of outcomes is more than simply capturing a measure. Rather, the evaluation activity informs service development and design. This was particularly well projected across Supported Learning. Here, skilful tutors reflect upon the learner feedback about life skills sessions. This feedback then informs future IAG activities to further enhance life skill developments.

SAL is highly responsive and listens to the voice of staff and students. The customer complaints process is the same as that of the County Council. Complaints in recent years have been effectively actioned. Client satisfaction feedback and evaluation practices are working well. Questionnaires at key stages of the learner journey include IAG questions to capture perceptions of the IAG delivery, its strengths and improvement areas.

All monitoring and evaluation activities highlighted above are brought together to ensure that staff voice and learner voice findings inform future planning and take the form of the tutor evaluations, self assessment reporting and finally the Quality Improvement Plan. End of course evaluations are impressive and are centred around taking action to achieve impact. The 2015/16 QIP is well managed by the senior leadership team, with 'plan, do, review' approaches ensuring the whole organisation continues to grow and develop.

Service Delivery

Marketing of the IAG service combines internal and external approaches. Externally the organisation maximises technology with a website (that has recently been upgraded) and both Facebook and Twitter accounts to reach out to current and potential learners. Two main prospectuses are produced with the generic learning offer guide promoted across community venues and supermarkets. A Supported Learning prospectus is made available to SEND organisations. Both prospectuses are produced to a high quality and clearly promote IAG.

One of the most successful modes of marketing for the service is community engagement activities with Family Learning and Outreach colleagues proactively targeting Surrey's priority wards to encourage social inclusion and participation in lifelong learning.

Information resources are of a very high standard and include Newsletters, course information sheets and progression leaflets for all courses. Customer Service staff are diligent in ensuring that all course information and progression information is reviewed termly to ensure currency and accuracy. The team listens to learner feedback and survey responses and acts upon these when refreshing content for future learners. The highly accessible Learner Handbook is well utilised and understood amongst students, with IAG definitions promoted.

The full range of staff make good use of the National Careers Service resources and sector specific websites, with research activities that include seeking out job profiles and labour market information.

Staff across the whole organisation provided a clear explanation of their IAG service and at every opportunity highlighted that service delivery is absolutely impartial and objective. The level of understanding of IAG and its importance to SAL's key priorities was consistently well described with comments such as, *'IAG is the glue that joins up our learner journey'* and *'information and advice is the focus of our job to ensure the student is on the right programme and at the right level to set them up to succeed'*.

Verbal IAG explanations are enhanced with the friendly and widely promoted Learner Charter and the more detailed IAG description in learner handbooks.

Feedback from a diverse sample of learners across three centres consistently confirmed that they know how to access IAG support and why it may be of benefit to them.

Colleagues provided many examples of how they present potential and current learners with options and opportunities. Throughout the Assessment staff continually showcased how approaches to decision making are factored in to IAG delivery. For instance at centre receptions, staff use excellent interpersonal skills to encourage clients to explain their query. Elsewhere Customer Service telephone support encourages learners to explore a range of courses and empowers the caller to review options before meeting with Curriculum Managers.

Detailed IAG sessions with Curriculum Managers can often last 45 minutes with person centred approaches focused upon enabling informed decision making and inspiring adults to commence their learning.

The Individual Learning Plan is a document that is truly owned by learners. Staff skilfully build the ILP review into teaching and learning sessions to review achievement and present further goal and options. The ILP template has been customised for Supported Learning and Family Learning and in so doing has been modified to keep the document a meaningful and relevant one.

The range of clients interviewed confirmed that they had received detailed explanations of the options open to them, and that they felt in total control of the decision making process.

When asked about their IAG experience, SAL IAG clients were overwhelmingly positive:

'SAL has not only helped me with my GCSE English, it has boosted my confidence immensely. Living in a hostel I was struggling with severe anxiety. Today I am much more at ease and have the life skills needed to succeed in my new flat';

'My tutor has been inspirational. Not only has she helped me to understand the UKs education system, she has changed my outlook on life and what I can achieve in the years ahead';

'I love learning here. My tutor cares about the individual goals of each and every learner';

'I'm so thankful that I saw the adult education leaflet in my supermarket. The whole experience has helped me to move from being institutionalised to one where I have the confidence to express myself to the wider world'.

The delivery of IAG is further enhanced through making more effective use of technology. Customer Service staff and Centre Administrators encourage and support potential learners to complete the on line e-registration. Elsewhere tutors have all been trained to support their learner cohort to open up email and Moodle accounts. Technology impact is monitored to review the extent to which it improves service delivery. For instance the on line enrolment evaluation reviewed the extent to which this new development had helped learners to more swiftly enrol from the comfort of their home. The reduction in telephone enrolment by 50% at key peaks of the year is impressive.

A rich IAG offer requires effective signposting and referral to help ensure the provision is joined up. Supported Learning and Family Learning tutors continually signpost and refer their learners to a wider Surrey network. Client follow up activities, particularly during ILP reviews, help monitor how students benefit from signposting and referral services.

Staff Competency

SAL is firmly committed to developing its workforce, with staff very positive about how they are inducted, trained and developed to realise their own potential.

For all posts there are job descriptions with key accountabilities that include the delivery of learner support, help and, explicitly, the provision of IAG. The roles and functions for posts are mapped to the service wide aims and objectives.

All newly recruited staff are expected to successfully complete an induction into the organisation. The induction combines a wider Surrey County Council corporate introduction with bespoke SAL and job specific support. Feedback from staff recruited in the last 12 months was very positive:

'My induction was very well structured and surpassed even my last large corporate induction in terms of quality. The induction book and probationary reviews were really helpful enabling me to complete my probationary period on time. I am very clear on how our role links to IAG targets around recruitment and retention'.

Support from the SAL leadership team continues beyond the induction phase and includes on the job training and a particularly rigorous observation approach to maintain quality and consistency. Tutor mentoring is very much part of wider staff support and received very positive feedback from mentors and mentees.

Sessional tutors also receive a support package which includes observation of teaching, learning and assessment and on line training modules. A tutor handbook clearly describes the IAG service with all additional policies (including the IAG policy) and procedures readily available on the SAL shared staff drive. Tutor feedback was very positive indeed.

Staff continuous professional development remains a high priority for the organisation, with staff effusive about the CPD support they receive from SAL. Examples of training which has particularly informed staff competencies and the internal skill set include: Safeguarding; Equality and Diversity; Prevent; leadership and management; updates on the refreshed Common Inspection Framework and applying the **matrix** Standard across curriculum areas. Staff also benefit from the Surrey County Council training offer with managers particularly looking forward to coaching techniques scheduled for spring 2016.

SAL is keen to grow its own workforce and internal progression is encouraged. Throughout the Initial Assessment there were numerous examples of staff who have progressed internally. In all cases staff have felt very well supported by their manager with bespoke support determined by the needs of the role and those of the recently promoted colleague.

In looking ahead, some staff were keen to highlight that advice and guidance training would be welcomed to continue to ensure consistency of approach and ensure that IAG services are developed in line with the wider sector's professional developments. As well as advice and guidance qualifications, colleagues are likely to benefit from shorter CPD courses on themes such as motivational interviewing techniques and capturing IAG outcomes within the Individual Learning Plan.

Quality Assurance and Infrastructure

SAL is firmly focused upon maintaining quality assurance practices. Led by the Deputy Principal the whole organisation implementation of quality assurance practices is a key strength. At the core of the quality review cycle is the implementation of the Learner Involvement Strategy, curriculum area/whole SAL self assessment reporting and Quality Improvement Plan activities. These processes have been revised in recent months to reflect the refreshed Common Inspection Framework.

Equality and diversity, impartiality and professional integrity are highly visible across all aspects of service delivery. Customer Service officers and centre based front line staff are firmly focused upon outstanding customer care and the team provides information in accessible, user friendly and upbeat formats. Individual Learning Plans are truly bespoke, with learner support packages designed to help learners with additional needs to benefit from the SAL learning portfolio. Supported Learning tutors provide quality person centred support to their learners with diversity truly celebrated across each and every centre. Proactive approaches to enable social inclusion include Family Learning and Outreach tutors seeking out those residents in greatest need and residing in wards with the highest deprivation.

Legislation is complied with and staff were able to clearly outline how they are updated in Safeguarding, Prevent and health and safety. Staff keep abreast of changes across the education and skills landscape and were able to explain how they respond to changes internally and externally with highly accessible guides and e-based resources produced to support colleagues across all curriculum teams.

The importance of staff performance reviews to SAL's infrastructure was demonstrated throughout the Initial Assessment. Staff described how these performance reviews, and continual one to one supervision, provide opportunities to discuss strengths and areas for development. The reviews are a key platform to set objectives in line with their relevant curriculum area and in turn link to the Surrey County Council strategic priorities. Sessional tutors explained how their performance is reviewed and the rigour of their teaching, learning and assessment (that includes some IAG) observations.

SAL absolutely recognises the importance of networking to their infrastructural development. The organisation proactively works with children's centres, schools, hostels and a network of SEND agencies. The emphasis here is true partnership to add value and minimise duplication and thus ensure value for money to the community of Surrey. Evaluation of partnerships is ongoing and a key strength, with the Curriculum Managers and Assistant Curriculum Managers reflecting upon networking activities to help shape future delivery approaches for the coming year.

Partners were effusive in confirming how SAL embraces feedback as well as highlighting their contribution to networking. One organisation explained:

'It is a pleasure to work with Surrey Adult Learning. Their approaches are so client centred and they make a huge difference to our adults. They are a listening organisation that embraces partnership working and always delivers quality programmes!'

6. Conclusion

Surrey Adult Learning's whole organisation Initial Assessment against the **matrix** Standard showcased that high quality IAG support permeates all aspects of the learner experience. Through effective leadership and an inspirational workforce, IAG is championed and embedded as a key feature of the learner entitlement.

The organisation is firmly focused upon strengthening the suggested areas for continuous improvement and welcomes the opportunity to benefit from the annual Continuous Improvement Checks provided by Assessment Services.

NB: Continued accreditation is subject to annual Continuous Improvement Checks at twelve and twenty-four months following assessment and three-yearly on-site accreditation reviews. If checks/reviews are not undertaken in a timely way this will have an impact upon the organisation's accreditation.

Assessment Type	INITIAL ASSESSMENT
Assessor's Decision	STANDARD MET
Assessor's Name	STUART MCRILL
Visit Date	02/02/2016 - 05/02/2016 (3.5 days)
Client ID	C18917
Assessment Reference	PN101508

7. The matrix Standard Evidence Grid

Element 1 Criteria		Met	Not Met	Strength	AfCI
1.1	The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims.	✓			
1.2	The service is provided with clear leadership and direction	✓			
1.3	The organisation implements policies to promote equality and diversity, impartiality, confidentiality and professional integrity in all aspects of service delivery	✓		✓	
1.4	The organisation complies with existing and new legislation which might impact upon the service	✓			
1.5	The organisation defines client outcomes and uses them as a measure of success for the service	✓			✓
1.6	The organisation promotes the service in ways which are accessible to all those eligible to use it	✓			✓
1.7	Clients and staff influence the design and development of the service	✓			
1.8	The organisation establishes effective links with other appropriate partnerships and networks to enhance the service	✓			

Element 2 Criteria		Met	Not Met	Strength	AfCI
2.1	The organisation uses its resources effectively to deliver the service	✓			
2.2	Clients are provided with current, accurate and quality assured information which is inclusive	✓		✓	
2.3	The organisation defines the skills, knowledge, competencies and qualifications, in line with current national recognised professional qualifications and frameworks, for individual staff roles, linked to the aims and objectives of the service	✓			
2.4	Staff are supported in undertaking continuous professional development and provided with opportunities for career progression	✓			✓
2.5	Effective induction processes are in place for all staff	✓			

Element 3 Criteria		Met	Not Met	Strength	AfCI
3.1	The service is defined so that clients are clear about what they might expect	✓			✓
3.2	The service is delivered effectively to meet its aims and objectives	✓		✓	
3.3	The service provided is impartial and objective	✓			
3.4	Clients are given appropriate options to explore and understand that they are responsible for making their own decisions	✓			
3.5	When exploring options, clients are provided with and supported to use appropriate resources including access to technology	✓			
3.6	Clients benefit from signposting and referral to other appropriate agencies or organisations	✓			

Element 4 - Criteria		Met	Not Met	Strength	AfCI
4.1	The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements	✓			
4.2	The organisation monitors and evaluates client outcomes to support and improve service delivery	✓			✓
4.3	The organisation evaluates feedback on the service to build upon its strengths and addresses any areas for improvement	✓			
4.4	The organisation evaluates the effectiveness of its partnerships and networks to improve the service	✓		✓	
4.5	The organisation defines quality assurance approaches which are used to improve the service	✓		✓	
4.6	Staff performance, linked to their role within the aims and objectives of the service, are reviewed and evaluated to improve the service	✓			
4.7	Effective use is made of technology to improve the service	✓			
4.8	The organisation continually reviews improvements to help inform the future aims and objectives of the service	✓			✓

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