Progress in Personalisation

A self-assessment tool for support providers

Contents

Introduction

The Scottish Government are determined that self-directed support should help individuals and their families gain more control over their lives and exercise real choices about the support they are given. Provider organisations are making changes in the way they support people in order both to comply with SDS legislation and to work in a more personalised way. This resource aims to help providers make that transition towards effective personalised support.

One way of measuring these positive changes is through self-assessment; this document sets out a framework for organisations to check their progress, measure what has been achieved in the development of self-directed support and what remains to be done.

This self-assessment tool was developed as part of a Scottish Government-funded programme called Changing Support Changing Lives. A group of people who use self-directed support, including a number of carers, played a vital role in its development, identifying the key outcomes that provider organisations should be achieving when individuals are effectively directing their own support. They also identified four areas of a provider organisation's activity to which these outcomes apply:

- Dignity, Integrity and Accountability
- Flexibility, Creativity and Innovation
- Meaningful Choice and Control
- Working Together, Collaboration and Participation in the Community

It is hoped that support providers will see this tool as a way of helping them to improve continuously, and make small but significant differences to how self-directed support is progressing within their organisations. It aims to offer a pragmatic and detailed template to measure progress and capture quality practice, in order to facilitate improved performance.

It has been piloted across a number of organisations, large and small, to make sure it is fairly easy to use actually helps to make a difference. It is intended to be a live document that can help shape how services

move individuals and their families from passively receiving services to actively determining how those services are designed and delivered. It is also intended to assess how far providers have come in supporting the people who use their services to become active citizens with an enhanced and sustained quality of life.

This self-assessment framework has been developed by The Scottish Consortium for Learning Disability (SCLD), Heartfelt Limited and Integratis Consultancy Services. We hope it is a useful way of signposting where you are, where you want to be and your strategy for getting there.

It is the lived experience of the individuals who helped shape this resource that places them in a unique position to determine what exactly can make self-directed support a success and what matters most to individuals and their families. As one member of this group said:

"We need to make sure everybody gets this right. Not just fancy talk but really trying to hand over power and authority to individuals and their families".

Self-Assessment Process

What is Self-Assessment?

Self-Assessment is simply a comprehensive, systematic, regular review of the progress of the organisation against recognised principles of *excellence*, carried out by people involved in the organisation, resulting in plans for improvement.

Self-Assessment is recognised worldwide as a key organisational and partnership tool and is the "direction of travel" for local authorities and others involved in the delivery of public services. Self-Assessment establishes an agreed, comprehensive picture of the organisation's current and future health. The simple goal is to reach consensus agreement on strengths and areas for improvement in relation to agreed excellence criteria. This is then used as the basis for creating and implementing plans for improvement. If more than one organisation is involved in providing the services within a formal partnership, the Self-Assessment (and improvement planning) should be carried out jointly.

Effective Self-Assessment provides:

- Identification of the organisation's strengths
- Identification of the organisation's areas for improvement
- Effective measurement of the organisation's progress
- A basis improvement in the way the organisation works

The process of carrying out Self-Assessment can also improve:

- Staff awareness of the organisation
- Staff *ownership* of improvements
- Values and habits of continuous improvement, synergy, trust & teamwork
- Understanding of what is required to improve the service
- Improvements in partnership relationships

"Self-Assessment is a key tool in the drive for continuous improvement. Continuous improvement is the challenge facing all organisations in the public or private sectors. Pressure on resources, increased expectations from customers and service users, technological advances and the increasing availability of comparative information mean that organisations are required to deliver more and better services to meet customer needs and maintain customer satisfaction."[1]

Continuous improvement requires a shift in culture and approach within organisations. Self-assessment can help deliver this because it creates new opportunities for involvement and ownership. It is also often less threatening for managers to identify and rectify organisational weaknesses themselves than have a third party to do it for them. This can shorten the time between recognising a problem or opportunity and acting on it.

---

[1] Audit Scotland, Assess Yourself, Using Self-Assessment for Performance Improvement

The Assessment Process

1. Engage Stakeholders

Involving key stakeholders at an early stage of the self-assessment process is critical to develop understanding, commitment and involvement, enabling participants to contribute, using the process as a learning opportunity. It should also facilitate the self-assessment becoming integrated into existing planning and review frameworks. This stage should include communication on:

- What the assessment is for.
- Who is involved and why.
- What is expected
- Timescales.
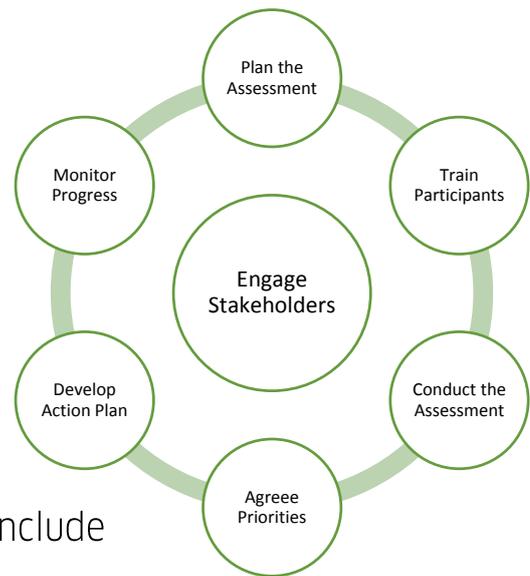
2. Plan The Assessment

Outcomes
What are the differences or changes that you are trying to make through our activities and services?

Indicators
What indicators will help you to determine whether you have made the difference that you hoped to make i.e. the Outcomes? What would the outcomes look like? There can be 3 types of Outcome Indicators:

- individual indicators that help you to assess the progress of individuals you are working with

- target or user group indicators that help you to measure the progress of the group of people you are working with.

- whole community or population indicators that help you to measure things for the wider community or population.

Once you have set out the indicators which will help you determine to what extent you are achieving the outcomes, you need to consider the most effective methods to gather information relating to these indicators. Some indicators will be objective and will simply require you to gather numerical information. Some indicators will be softer and more subjective and may benefit from a more imaginative approach. This could involve questionnaires, surveys, interviews or other appropriate ways of gathering information.

Accountability and Timescales

Who is going to be responsible for gathering the information and over what time period? Careful consideration needs to be given at this stage, ensuring the appropriate resources are in place.

To help organisations measure progress under these themes, we have looked at how organisations may do things operationally and would suggest that the following departments measure individually, and then the organisation collectively, how self-directed support is being developed:

- Finance and Administration
- Human Resources, Staff Development and Training
- Information and Communication
- Management, Strategy and Organising Supports

Not every organisation or service provider may have all these departments or staff who have a designated training role for example. However, no matter the size of the organisation or service provider, if that organisation is involved in offering self-directed support packages, then it will need to examine how budgets are organised, how much say people have in choosing their own staff, how individuals are informed about self-directed support, how support is managed, planned and organised and how staff are trained to do their jobs properly.

3. Train the Participants

There may be aspects of the self-assessment process that require staff to be trained or developed in some way. This may create some time pressures in the short term however the more competent and

comfortable staff are with the processes involved in Self-Assessment, the more successful the outcomes will be.

4. Conduct the Assessment
This is likely to take some time to complete, involving a range of stakeholders and a number of different activities.

Evidence
Before you start to analyse your evidence, think about what you need to know about the work you've done and the difference you hope you've made. You need to gather the key bits of information, decide who is going to analyse the information and set aside analysis time.

It's important that in gathering evidence, the focus should be on evidencing of Outcomes, and not inputs and outputs. The Self-assessment is focused on looking at the difference your resources and services are making for service users.

Your evidence can come in a variety of forms and may include spreadsheets, reports and pictures. Even if one person has the main responsibility it is good to involve others in analysing information, including service users or volunteers (bearing in mind confidentiality). Getting other people involved:
- increases their ownership of the assessment process
- helps them to understand how you will use the evidence they provide or gather and why you need to collect it in the first place
- gives different perspectives
- increases understanding of what evidence needs to be collected

Analysing your Evidence
- When you analyse evidence, you do not just read it or look at it, you need to critically review what it tells you. To do this you need to be clear what you are looking for. So you need to sort and assess the information you have collected to check:
- what difference you made (your outcomes)
- whether these were planned or unintended outcomes
- what you did to deliver your outcomes
- which activities or processes were most effective or important

- whether things worked in the way you expected

Scoring your Evidence

When allocating a score, take into account both

a) The quality of your organisation's delivery (as far as you can ascertain it)

b) The strength of evidence you have for this quality

When assessing the strength of the evidence please take into account how comprehensive the evidence is e.g. is it anecdotal or does it relate to everyone you support.

Also take into account whether the evidence relates to outcomes i.e. the difference your support makes to the lives of the people you support, or simply your organisational process or outputs. Evidence of good processes or outputs does not equate to good outcomes being achieved.

Here is a guide to scoring your organisation's performance:

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Sources of Evidence

There are many ways your service can produce evidence to demonstrate how well it is delivering a personalised service. Some sources of evidence e.g. staff manual, can show that policies and procedures support a personalised approach. However, on their own these sources of evidence are incomplete because they do not show that the policies have made a positive difference in the lives of those you support. Other sources of evidence that demonstrate outcomes are needed, for example a questionnaire completed by the individuals you support.

The following list gives examples of sources of evidence, both of service processes/outputs, and of outcomes. NB this list is not exhaustive or prescriptive.

- Service user questionnaire
- Support plans
- Updated support plans that show when outcomes are achieved
- Staff handbook
- Policies and procedures
- Accounting systems that show disaggregated budgets
- Annual conferences for people you support where they comment on their service
- Service user reviews
- External evaluations

5. <u>Agree Priorities for Improvement</u>

What did you learn?

What is Learning about?
- Practice - the way you work
- Products - the achievements, outputs and outcomes
- Policy - the legal context and wider issues affected
- Programme - the overall strategy or approach to an issue
- Knowledge - research or intelligence
- Culture - the values and behaviours that apply
- Process/system - the nuts and bolts of how things are done or administered
- People - how they feel, know or experience

Who is the learning useful to and why?
- Service users – will benefit from improved services
- Staff and volunteers – to plan their work
- Managers – to manage work and assess progress
- Sector - other organisations in your field can learn from your work
- Policy makers – your learning can feed into policy decisions
- Funders – to decide who to fund and how to invest
- Society - of interest or benefit to the wider public

You can use what you have learnt to:
- Identify and prioritise the areas where improvements and changes are required in order to become more effective at achieving the outcomes.
- get better at what you do – like improve services or motivate your staff
- involve and engage service users
- get more funding
- lobby for change – in government policy or local authority practice
- improve wider understanding of what works and why

6. Develop an Action Plan

Having analysed the evidence that has been gathered, identified and prioritised the key issues and learning points, an action plan should be developed. The action plan should identify the improvements that are to be implemented, by whom and over what timescales.

7. Monitor Progress

Ideally this activity should be integrated in to the existing planning and performance review framework within your organisation, ensuring alignment between strategy plans and performance and accountability.

Self-Assessment Tool

Organisation:			
Assessment Start Date:		Assessment Completion Date:	
Lead Assessor Name:		Assessment Team Names:	
Designation:			

Theme - DIGNITY, INTEGRITY AND ACCOUNTABILITY				
Sub Theme - FINANCE AND ADMINISTRATION				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix (Scores given are for illustration only)
Individuals and families know the size of their individual budget.				3
Individuals and families understand that their budget belongs to them, and that they control what the money is spent on.				2
Individuals and families know what their budget is spent on.				1
Average Score				

Scoring Matrix

1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome	

Theme - DIGNITY, INTEGRITY AND ACCOUNTABILITY

Sub Theme – HUMAN RESOURCES

Assessor Name -		Date of Assessment -			
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix	
Individuals and families are in control of who supports them.					2
Individuals and families have choice and control over where, when and how they are supported.					3
Individuals and families are supported to access independent advocacy services if they require it.					1
All of our training offers perspectives from individuals and families.					2
Staff are trained in value-based and outcome focussed practice.					2
Staff understand the principles of co-production and asset based approaches.					2
Average Score					

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - DIGNITY, INTEGRITY AND ACCOUNTABILITY

Sub Theme – INFORMATION AND COMMUNICATION

Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
Individuals know that they have the right to see any information we hold about them.				2
People's preferred methods of communication are known and our communications are tailored accordingly.				3
Conversations with individuals and families are open, honest and jargon-free.				4
Staff have good information on what is important to people in their lives – their aspirations and dreams, their relationships and interests.				1
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - DIGNITY, INTEGRITY AND ACCOUNTABILITY

Sub Theme – MANAGEMENT, STRATEGY AND ORGANISING SUPPORTS

Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
Individuals and families are in the driving seat about how support is managed and organised.				2
Individuals and families are supported to be involved in all our decision making.				3
Individuals and families are confident about telling us when they are unclear about, or dissatisfied with, how their support is managed, and we respond positively when they do so.				1
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - FLEXIBILITY, CREATIVITY AND INNOVATION

Sub Theme – FINANCE AND ADMINISTRATION

Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
We recognise that individual's budgets belong to them and not to us, and that they are choosing to spend their budget on our service.				2
Individual budgets are used flexibly and creatively to meet individuals' needs.				5
We can evidence clearly to the individual and families where and how their money has been spent.				2
We offer financial and administration systems which make sense to the individual and families.				2
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - FLEXIBILITY, CREATIVITY AND INNOVATION				
Sub Theme – HUMAN RESOURCES				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
We organise all our supports around the person, so that they have support for the activities which most interest them				3
The person gets support at the times they want it.				3
Staff understand how to put the principles of co-production, person-centred planning and asset based approaches into their practice.				2
Staff have had appropriate training to respond to requests for changes to the support which they offer from the person concerned and can do this quickly and imaginatively.				5
Staff are competent in person centred planning, community mapping, community bridge-building, value-based and outcome focussed practice.				5
Staff put these competencies into their practice.				3
Average Score				

Scoring Matrix

1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Sub Theme – INFORMATION AND COMMUNICATION

Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
People's preferred methods of communication are known and our communications are tailored accordingly.				2
Staff have good information on what is important to people in their lives – their aspirations and dreams, their relationships and interests.				2
All relevant staff learn about good practice among our workforce.				2
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - FLEXIBILITY, CREATIVITY AND INNOVATION				
Sub Theme – MANAGEMENT, STRATEGY AND ORGANISING SUPPORTS				
Assessor Name -		Date of Assessment -		
Outcome *What Difference or change do we want to make*	Indicator *How will we know things are changing*	Evidence *What evidence do we have*	What Have We Learned *What can we learn from the evidence and how can we improve*	Score *Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix*
Person centred support plans are in place for all those we work with and they are regularly reviewed and acted upon.				5
Our systems for managing SDS are designed to suit individuals and families rather than just our organisation.				5
Our vision for personalised support has resulted in flexible, creative and innovative practice.				5
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - MEANINGFUL CHOICE AND CONTROL				
Sub Theme - FINANCE AND ADMINISTRATION				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
Individuals and families know their budget in full and have access to it.				1
Individuals and families understand that individual budgets belong to them and not to us, and that they are choosing to spend their budget on our service.				3
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - MEANINGFUL CHOICE AND CONTROL				
Sub Theme – HUMAN RESOURCES				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
People who use our service participate in all stages of the recruitment process.				2
individuals get the right support from us to enable them to participate fully in recruiting their own support staff.				1
The perspectives of individuals and families are incorporated in all staff training.				5
Individuals and families are involved as co-trainers and presenters in staff training.				5
Staff have training in person centred planning, community mapping and community bridge-building.				5
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - MEANINGFUL CHOICE AND CONTROL				
Sub Theme – INFORMATION AND COMMUNICATION				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
Conversations with individuals and their families are honest, open and jargon-free.				1
People's preferred methods of communication are known and our communications are tailored accordingly.				1
Individuals and families are actively involved in making sure information and communications are accessible and inclusive.				2
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - MEANINGFUL CHOICE AND CONTROL				
Sub Theme – MANAGEMENT, STRATEGY AND ORGANISING SUPPORTS				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
We involve individuals and their families in developing strategy around SDS. We make sure that all of our organisation engages fully with individuals and their families.				2
Individuals and families are in the driving seat about how their support is managed and organised.				3
Individuals and their families understand that they are choosing to spend their budget on our service.				2
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - WORKING TOGETHER, COLLABORATING AND PARTICIPATION IN THE COMMUNITY				
Sub Theme - FINANCE AND ADMINISTRATION				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
We have clear agreements in place with individuals and families regarding financial tracking and transparency.				2
We have structures in place which actively involve individuals and families in determining and understanding how money is spent on them.				2
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - WORKING TOGETHER, COLLABORATING AND PARTICIPATION IN THE COMMUNITY				
Sub Theme – HUMAN RESOURCES				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
Our human resources section shares good practice with others about working with individuals and their families.				3
We make sure Individuals and families are involved at all stages of the recruitment process				3
We include individuals and families as co-trainers and presenters.				5
Staff are trained in person-centred planning, community mapping and community bridge-building.				5
Staff understand how to put the principles of co-production, person-centred planning and asset based approaches into their practice.				5
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - WORKING TOGETHER, COLLABORATING AND PARTICIPATION IN THE COMMUNITY

Sub Theme – INFORMATION AND COMMUNICATION

Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
Individuals and their families are actively involved in making sure our information and communication systems are accessible, inclusive and available in a range of formats				5
Individuals and families know what resources are available in the local community to meet their support plan outcomes; they get the support they need to access these resources				5
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Theme - WORKING TOGETHER, COLLABORATING AND PARTICIPATION IN THE COMMUNITY				
Sub Theme – MANAGEMENT, STRATEGY AND ORGANISING SUPPORTS				
Assessor Name -		Date of Assessment -		
Outcome What Difference or change do we want to make	Indicator How will we know things are changing	Evidence What evidence do we have	What Have We Learned What can we learn from the evidence and how can we improve	Score Based on Evidence and what we've learned Score 1 – 5 Refer to Matrix
All of our decision-making groups actively seek and then support the involvement of individuals and families.				5
We ensure that access to community mapping and community bridge-building are available to all staff.				3
We have person centred plans in place done with individuals and families and not to them.				3
Average Score				

Scoring Matrix				
1= No evidence or just anecdotal.	2= Little evidence of outcome	3= Some evidence of outcome	4=Significant evidence of outcome	5=Comprehensive evidence of outcome

Self-Assessment Score Summary

	DIGNITY, INTEGRITY AND ACCOUNTABILITY	FLEXIBILITY, CREATIVITY AND INNOVATION	MEANINGFUL CHOICE AND CONTROL	WORKING TOGETHER, COLLABORATING AND PARTICIPATION IN THE COMMUNITY	Average Sub Theme Score	Status
FINANCE AND ADMINISTRATION	1	1	1	1	1	Emerging
HUMAN RESOURCES	1.5	1.5	1.5	1.5	1.5	Established
INFORMATION AND COMMUNICATION	2	2	2	2	2	Established
MANAGEMENT, STRATEGY AND ORGANISING SUPPORTS	2.5	2.5	2.5	2.5	2.5	Established
Average Theme Score	1.75	1.75	1.75	1.75	1.75	
Status	Emerging	Established	Established	Established		

Scoring Matrix		
0<2 Emerging	=2<4 Established	4-5 Accomplished

Improvement Plan Template

EXAMPLE PAGE

Theme - WORKING TOGETHER, COLLABORATING AND PARTICIPATION IN THE COMMUNITY			
Sub Theme – Human Resources			
Outcome What Difference or change do we want to make?	Action What are we doing to improve?	Accountability Who is responsible for making the improvements?	Timescales When do we want to make improvement?
Our human resources section shares good practice with others about working with individuals and their families.			
We make sure Individuals and families are involved at all stages of the recruitment process			
We include individuals and families as co-trainers and presenters.			
Staff are trained in person-centred planning, community mapping and community bridge-building.			
Staff understand how to put the principles of co-production, person-centred planning and asset based approaches into their practice.			