

How good is our third sector organisation?

Evaluation resource

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Foreword

I am delighted to commend to you this new self-evaluation resource to support the third sector. The Scottish Government is committed to building the capacity of the third sector to better self-evaluate for improvement.

Third sector organisations are an integral part of a wider partnership, which delivers a range of services to children, adults, families and communities. This resource *How good is our third sector organisation?* therefore, has adopted the Framework for Evaluation of the Quality of Services and Organisations¹ common to most public services and which will be familiar to and used by some voluntary organisations. All the frameworks developed by Education Scotland sit under this overarching framework. HGIOTSO therefore, shares a common language and basis with other Education Scotland self-evaluation frameworks including *How good is our school?*, *How good is our community learning and development?* and *How good is our culture and sport?* All these frameworks are structured around six questions which are important for any service to answer.

1. What key outcomes have we achieved?
2. What impact have we had in meeting the needs of our stakeholders?
3. How good is our delivery of key processes?
4. How good is our operational management?
5. How good is our strategic leadership?
6. What is our capacity for improvement?

The quality indicators within *How good is our third sector organisation?* reflect the context within which third sector organisations operate. The quality indicators focus specifically on the impact of third sector services.

The emphasis on impact and outcomes reinforces the principle that self-evaluation is not an end in itself. It is worthwhile only if it leads to improvement. It is designed to help organisations to evaluate their performance and to identify priorities for action.

I would like to acknowledge the invaluable contributions of a wide range of individuals and third sector organisations to the development of this framework. It is important that the framework is owned by those who seek to use it for self-evaluation leading to quality improvement.

Signed



Bill Maxwell
Chief Executive Education Scotland

¹ http://www.educationscotland.gov.uk/Images/Overarching%20Framework%20updated%20131112_tcm4-736045.pdf

Using this Framework

Why use this resource

- It helps organisations and partnerships understand what they are doing well and what they can do better.
- It will support your organisation to understand and improve the impact it makes.
- It supports staff and volunteers², at all levels, to become more confident with self-evaluation.
- It is free to use.
- It gives you challenge questions to prompt discussion.
- You can use part or all of the resource.
- It can be used alongside other evaluation resources.
- It shares a common language with other evaluation frameworks developed by Education Scotland.

A note about the term 'self-evaluation'

This term is used to cover the way in which individuals, groups and in this case organisations and partnerships explore their progress, development and practice to identify what has improved and what still needs to improve. It is a way of using evidence to assess achievements, success and areas that require action. It is never an end in itself but a means to inform action which will lead to increasingly positive impacts on the people and communities you work with.

How to use it

As you look through the document you will see a number of quality indicators which focus on specific areas for improvement. They will help you identify strengths in the work of your organisation and areas for improvement. They will help you understand the difference you are making and what you need to do next. They are designed to support you in thinking about how well you use resources and ideas from elsewhere and plan for coming changes.

Each Quality Indicator has:

- A general statement and themes to tell you what it covers.
- Challenge questions you can ask yourself.
- Examples of evidence you could gather when exploring your organisation's strengths and areas for improvement and assessing the impact of these.
- Illustrations of what *very good* could look like.
These illustrations are intended to provide examples of evidence and practice, not to be fully comprehensive, nor used as a checklist.

² See Appendix 1: Glossary of terms for definitions of terms used throughout this framework

Getting started

You can start with any quality indicator and can look at them in any order. You do not need to use every quality indicator, but they do relate to each other so looking at more than one or two will give you a broader understanding of the impact of your organisation. Some organisations choose to start by looking briefly at all of the quality indicators. Through this they identify the ones that are most appropriate for them to explore in more detail.

Others may want to start with a particular quality indicator, for example, board members³ may find it helpful to start with quality indicator 'The role of trustees, boards and management committees' (9.6). Organisations whose main role is to support other organisations may want to start with quality indicator 'Impact on the organisations we support'⁴ (2.2). You might want to start with a QI which challenges you, or with an area in which you feel more confident. Some organisations and partnerships pull out challenge questions which they feel will provoke discussion and get them started.

If you are still not sure how to get started have a look through the case studies on the website (link above). Please keep in touch and tell us how you have been using this resource and make any suggestions for improvement. If you have any queries or feedback contact Education Scotland on HGIOTSO@educationscotland.gov.uk.

Who should be involved?

Everyone can contribute to self-evaluation. Usually the best way to use a self-evaluation resource is to involve a wide cross section of people from your organisation. You may also want to involve partners and other stakeholders.

Who is it for?

It can be used by anyone in the third sector⁵, volunteer, worker or other stakeholder. It is designed to support third sector organisations of all sizes, from small to large, local to national. It could also be used by those in cross-sector partnerships.

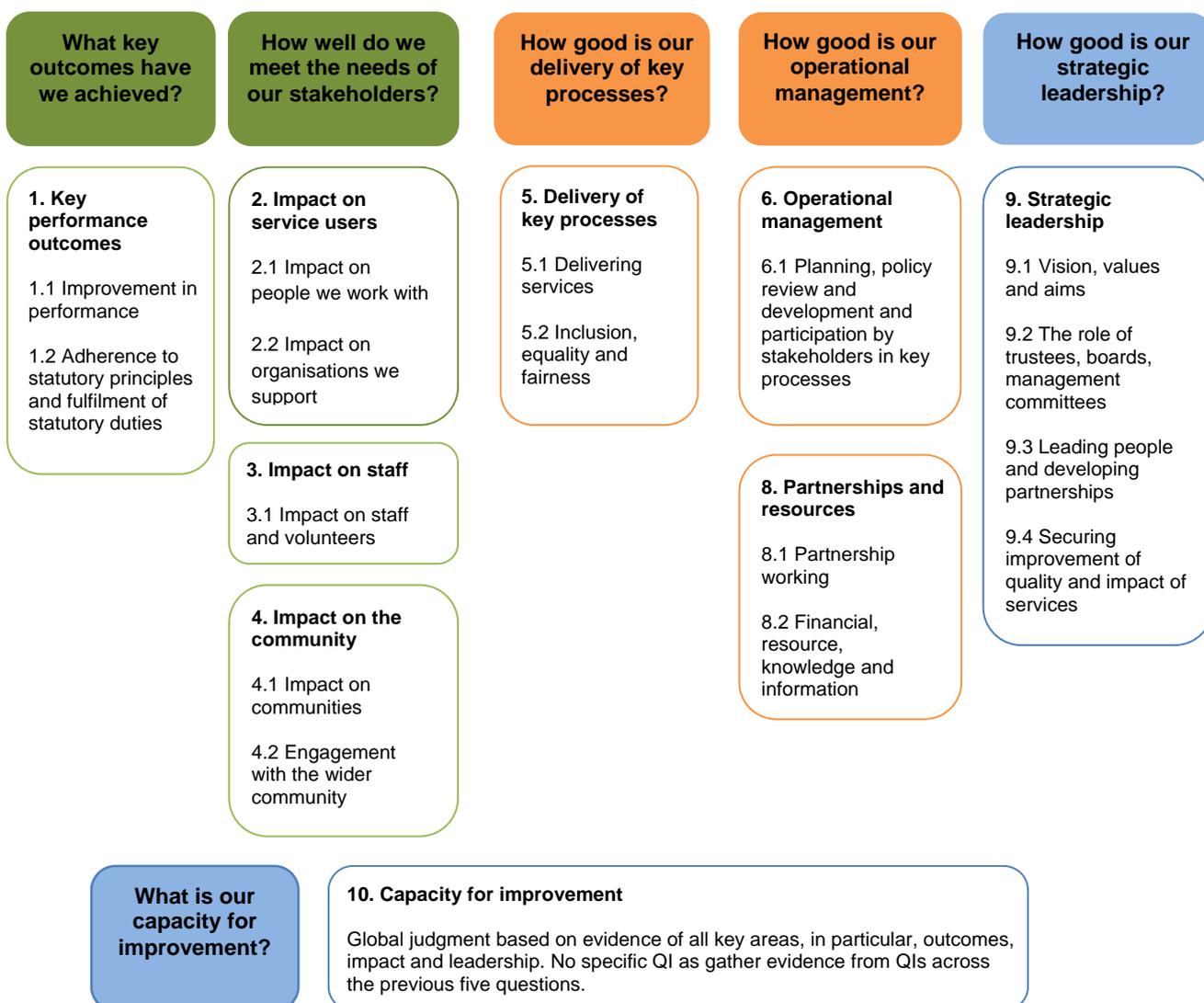
There is no expectation that organisations have to use this framework for self-evaluation and improvement planning. Many third sector organisations already have very good systems and processes in place for evaluation and improvement planning which they can continue to use.

Education Scotland's website has examples of how some organisations have used the quality indicators in practice:
<http://www.educationscotland.gov.uk/communitylearninganddevelopment/support/self-evaluation/hgiotso/casestudies.asp> .

³, ³ and ⁴ See Appendix 1: Glossary of terms for definitions of terms used throughout this framework

How good is our third sector organisation? framework diagram

This quality framework is organised under six key questions. These questions mirror those in the Framework for Evaluating the Quality of Services and Organisations (See Appendix 3), often referred to as The Overarching Framework, common to many public and voluntary services.



Those of you familiar with the Overarching Framework may notice that some of the Quality Indicators in this framework vary from those listed in it. This is to take into account the differing needs of this sector. This list in Appendix 3 shows which QI in this framework relates to which QI in the overarching framework

The Quality Indicators



What key outcomes have we achieved?

1.1 Improvements in Performance

This indicator relates to the achievements of the organisation. It relates to the organisation's overall performance and how the organisation gathers, analyses and uses data to improve. It takes account of how well the organisation performs against aims, objectives and targets.

Themes

- Gathering, analysing and using information to improve.
- Quality of activities.
- Performance against aims, objectives and targets.

Challenge questions

- How well do we select the information we gather? How do we ensure we gather information that is appropriate to our priorities and plans?
- How well and how consistently do we use information across the organisation?
- How well do we use performance information to inform future planning?
- What positive impacts and wider benefits does the information we gather demonstrate?
- What does our information tell us about trends over time? How do we use this trend information to plan for improvement?
- Are we good at sharing our information within the organisation, with partners and with stakeholders? How do we do this?
- To what extent do we benchmark and use comparative information to plan for improvement?
- How well are we performing against our aims, objectives and targets? How do we know?

Evidence of demonstrable outcomes will include but is not limited to:

- Information indicating improvements in the lives of the people we work with⁶, for example, gaining key skills, increasing independence, improving personal relationships.
- Performance information demonstrating benefits in relevant areas, for example, reductions in crime, improving health and wellbeing, positive attitudes/inclusive practice, environmental sustainability.
- Trends relating to the core areas targeted. This may include participation information showing who services are reaching.
- Benchmark and other comparative information showing how well the organisation is performing in comparison to others.
- Measurable outcomes from strategic, business and operational plans.
- Meeting or exceeding planned outcomes and targets.

Illustration of very good

- Performance information shows we are improving in the lives of the people we

⁶ See Appendix 1: Glossary of terms for definitions of terms used throughout this framework

work with and in some cases the wider community.

- Performance information demonstrates we are making continuous and sustained improvements.
- We gather and use information effectively to demonstrate impacts, show trends over time and to benchmark. Data on impacts, trends and benchmarks show a strong level of performance.
- Across the organisation, and in working with partners, we use information consistently to inform planning for improvement. This is improving outcomes for the people we work with.
- We consistently meet, and in some cases exceed, the ambitious aims, objectives and targets we set.
- Staff and volunteers, partners and other stakeholders understand how well our organisation is meeting its aims, objectives and targets. We all use this information effectively to inform our current and future practice.
- We are highly successful in engaging targeted groups and assisting those we work with to overcome barriers. There are sustained or increasing levels of involvement from targeted community groups and individuals. Disadvantaged and minority groups are targeted well by the organisation.

QIs in this framework	Relates to overarching framework QI/s
1.1 Improvements in Performance	1.1 Improvements in Performance

What key outcomes have we achieved?

1.2 Adherence to statutory principles and fulfilment of statutory duties

This indicator relates to how well the organisation meets appropriate legislative and regulation requirements and codes of practice and responds to guidance and policies. It also explores how well the organisation plans for changes to legislation, regulation, policies, guidance and codes of practice. It also looks at financial performance, in this aspect it should be read alongside QI 8.2 Financial, resource, knowledge and information management.

Themes

- Compliance with legislation, regulation and codes of practice.
- Responsiveness to and planning for change in legislation, regulation, codes of practice, guidance and policies.
- Consideration of wider legislative frameworks, policies and other relevant key drivers.
- Financial performance.

Challenge questions

- Are we aware of what legislation, regulation and codes of practice we need to comply with? How do we ensure we keep up to date with changes?
- How do we know that we comply with appropriate legislation, regulation, codes of practice? How do we check?
- How well do we take into account wider legislation, policies and other drivers which relate to our practice?
- How well do we meet relevant policies and guidance?
- How good are we at adjusting our work in response to changing legislation, regulation, codes of practice, guidance and policy?
- Are the management board, all staff and volunteers aware of their responsibilities in regards to legislation, regulation, codes of practice, guidance and policy? Do they all comply with what is required?
- Do we comply with all required financial processes to meet legislative, policy, best practice and where relevant charitable status requirements?
- Do our budget management processes and financial decisions enable us to best meet the needs of the people we work with?

Evidence of demonstrable outcomes will include but is not limited to:

- Quantitative and qualitative data from discussions with stakeholders including staff, volunteers, the people the organisation works with, and management boards.
- Evidence of compliance with appropriate legislation, regulation and codes of practice.
- Evidence of working to relevant policies and guidance.
- Evidence of consideration of wider legislation, policies and drivers and resulting changes to practice.
- Evidence of planning for change in legislation, policy and codes of practice.
- Analysis of financial performance, including analysis of data and any financial reviews or audits.

Illustration of very good

- We meet and/or exceed requirements set down in legislation, regulation, codes of practice.
- The management board, staff and volunteers at all levels comply and actively engage with all relevant legislation, regulation and codes of practice.
- We have systems in place to ensure we promptly become aware of and respond to changes in legislation, regulation, codes of practice, guidance and policy.
- Across the organisation and in our partnerships we meet relevant guidance and policy. This supports us to improve outcomes.
- We work towards and contribute to local and national guidance and policies.
- Financial performance takes account of local and national standards and priorities. The budgetary management and financial decisions we make reflect the needs of our organisation and the people we work with and have led to clear improvements in people's lives and their communities.

QIs in this framework	Relates to overarching framework QI/s
1.2 Adherence to statutory principles and fulfilment of statutory duties	1.2 Adherence to statutory principles and fulfilment of statutory duties

How well do we meet the needs of our stakeholders?

2.1 Impact on the people we work with

This indicator relates to the impact on the people your organisation works with and in some cases the wider community. It looks at whether the services delivered by the organisation are having a positive and sustained effect on the lives of the people you work with. It explores to what extent the people the organisation works with are involved in shaping the service. It also explores to what extent the organisation reaches and meets the needs of those potentially excluded or marginalised; in this regard it should be read alongside QI 5.2 Inclusion, equality and fairness.

Themes

- The extent to which the organisation is having a positive and sustained impact on the lives of the people it works with and in some cases the wider community.
- The extent to which the people the organisation work with report satisfaction with the service or support received.
- The extent to which the people and groups the organisation work with actively involved in shaping the services provided.
- The extent to which the organisation's services meet the needs of all potential users and contributors, including those from equalities groups.

Challenge questions

- How well do we meet the needs of the people we work with? What evidence do we have that we are making a positive and sustained impact on their lives? How do we know this?
- To what extent do the people we work with report satisfaction with the service received? How do we record this and address any concerns raised by the people we work with?
- What positive impacts do we have on the wider community? How do we know?
- What evidence do we have that we respond to the needs of the people we work with in an appropriate timescale?
- How well do we ensure the people we work with are involved in service design and improvement?
- As an organisation how well do we value, support and actively promote fairness, equity and diversity? How do we ensure that the people we work with are treated fairly and equally? How well do we advance equality of opportunity, eradicate discrimination and foster good relations?
- What does the data tell us about under-participating and under-performing groups? Who are we not working with and why not?
- Do we have effective systems to track the recruitment, retention, achievement and progression of the people we work with?

Evidence of demonstrable outcomes will include but is not limited to:

- Qualitative information that demonstrates the extent to which the organisation has a positive and sustained impact on the lives of the people the organisation works with. This may include direct observation, focus groups, case studies, feedback from both the people the organisation works with and key stakeholders in their lives including their families.

- Quantitative data which indicates positive impacts of the lives of the people the organisation works with. This may include participation rates, progression and trends over time.
- Qualitative and quantitative information which shows impact on the wider community.
- Evidence gathered from feedback from the people the organisation work with that shows their level of satisfaction.
- Collated and analysed surveys relating to the service provided.
- Records of change, progression, achievement. This may include but is not limited to successes, accreditation achieved, and progression to other services by the people the organisation works with.
- Information gathered from stakeholders; including partners, public, private and other third sector organisations and community organisations.
- Information demonstrating the effective consideration and inclusion of potentially underrepresented people including those from equalities groups.

Illustration of very good

- What we deliver clearly meets the needs of and has a positive and sustained impact on the lives of all or almost all of the people we work with.
- There are clear positive impacts on the wider community.
- Almost all of the people we work with report feeling satisfaction with the service or support received and that it is having a positive and sustained impact on their lives. All or almost all report clear improvements in their lives.
- The people we work with are strongly involved in service design and improvement and this is leading to demonstrable and positive changes.
- We respond to enquiries quickly and use appropriate timescales in planning and delivering services.
- There is clear evidence that the life chances of more vulnerable groups are being improved as a result of our engagement either directly or indirectly.
- The service is inclusive and promotes fairness, equity and diversity. We work with individuals and groups from a diverse range of backgrounds. We address the barriers to participation and needs of individuals and groups facing challenges including those from equalities groups and those who facing multiple and intersecting challenges. We actively work to eradicate discrimination and foster good relations.

QIs in this framework	Relates to overarching framework QI/s
2.1 Impact on the people we work with	2.1 Impact on service users Elements of 6.2 Participation of service users and other stakeholders

How well do we meet the needs of our stakeholders?

2.2 Impact on organisations we support

This indicator relates to the impact the organisation has on organisations they support. It applies to those organisations that act as an intermediary or umbrella organisation, have member organisations or in any capacity where they support other organisations. It covers how effectively the organisation increases the capacity of organisations they support to make positive and sustained impacts of the lives of the people they work with. It looks at communication and empowerment.

Themes

- Enhancing the capacity of other organisations to improve.
- Quality of communication.
- Empowerment of supported organisations.

Challenge questions

- To what extent do we make a positive contribution to the impact of those organisations we support? How well do we support them to effective, efficient and improve their practice? Does this result in them making positive and sustained impacts on the people they work with? What is the difference we make? How do we know?
- How well do we increase capacity in the organisations we support to;
 - influence and shape local and wider decision making?
 - understand and respond to national and local changes and priorities?
 - promote inclusion, equality and fairness?
 - be creative, innovative and learn from research and others?
 - improve their impact?
 - plan, monitor and evaluate to improve outcomes?
- How well do we enable organisations we support to meet their legal obligations and adhere to policies and codes of conduct?
- How well do we communicate with all the organisations we support? Is communication regular and in a format that suits each organisation we support?
- How effective are the networks we organise or support? How do we know?

Evidence of demonstrable outcomes will include but is not limited to:

- Quantitative and qualitative evidence from supported organisations, that they are improving outcomes as a result of our input.
- Collated and analysed surveys relating to the services the organisation provides to other organisations, which indicate improved impacts.
- Qualitative evidence gathered from direct observation, focus groups and other sources that our input is having a positive impact on the capacity of the organisations we support.
- Evidence which demonstrates the organisation is effective in enabling other organisations to be increasingly influential in local and national decision making and policy.
- Evidence that demonstrates increased understanding of and compliance with legislative requirements, regulation, codes of practice, policies and guidance by organisations that we support as a result of our input.

- Evidence that the organisation has high quality, efficient communication with the organisations it supports. Evidence from supported organisations which shows communication has relevant content and meets their needs. This will include any networks the organisation support or organise.

Illustration of very good

- All or nearly all of the organisations we support have increased capacity to deliver improving outcomes as a result of our input. This is resulting in positive and sustained impacts on the people they work with.
- We have a clear understanding of the needs of the organisations we support and as a result we provide relevant support which improves practice.
- All of the organisations we support have increased understanding and compliance with relevant legislation, regulation, codes of practice, policies and guidance as a result of our input.
- Partly as a result of our actions organisations we support regularly contribute to local, and where relevant national, developments. As a result of our actions they are familiar with current and coming changes in national priorities, legislation and policy.
- We communicate effectively and efficiently with organisations we support. This ensures organisations increasingly understand, use and share research, good practice and innovative ideas.
- Organisations we support are positive about networks we organise or support and can illustrate the difference such networks make to their practice.

QIs in this framework	Relates to overarching framework QI/s
2.2 Impact on the organisations we support	2.1 Impact on service users

How well do we meet the needs of our stakeholders?

3.1 Impact on staff and volunteers

This indicator focuses on the extent to which staff and volunteers are supported and empowered to deliver high quality services which have a positive effect on the lives of those people the organisation works with. It looks at how staff and volunteers are valued and treated, the impact of opportunities for them to learn, develop and improve their practices and the extent to which they are actively involved in the current and future direction of the organisation.

Themes

The extent to which staff and volunteers:

- are supported and empowered to deliver high quality services;
- feel motivated, confident and valued and are treated fairly;
- improve their practice through regular access to relevant, quality learning and development activities;
- work in teams and with partners effectively; and
- are involved in decisions about the organisation.

Challenge questions

- How do we support all staff and volunteers to deliver high quality services? How do we know what difference this support makes both to the staff and volunteers and to the people they work with?
- How well do we ensure staff and volunteers feel empowered, motivated, confident and valued and are all treated fairly?
- How do we recruit, treat and, where relevant, promote staff and volunteers? Are our practices inclusive, fair and meet equal opportunities requirements enabling all sections of the community to contribute to our organisation?
- Do we care for our staff and volunteers well? Do we ensure no-one experiences undue demand or pressure or feels under used? How do we know?
- How do we ensure learning and development;
 - needs are identified and addressed?
 - opportunities are accessible by and meet the needs of all staff and volunteers?
 - activities improve practice?
 - activities are recorded?
 - outcomes are analysed and used to improve impacts further?
- How well do staff and volunteers work in teams and with partners? How is this improving outcomes?
- How involved are staff and volunteers in contributing to decisions about the organisation? What difference does this make?
- What systems do we have in place for staff and volunteer feedback? How effective are they? What do they tell us? How do we use information gathered to take forward improvements?

Evidence of demonstrable outcomes will include but is not limited to:

- Responses to staff and volunteer questionnaires, surveys, focus groups, meetings and interviews.

- Analysis of staff and volunteer recruitment, treatment, promotion and uptake of learning and development opportunities indicating inclusive, fair and equitable access and participation.
- Quantitative and qualitative evidence demonstrating improved practice resulting from learning and development opportunities. Evidence showing improving knowledge, skills and confidence amongst staff and volunteers.
- The organisation achieving nationally recognised awards such as Investors in People/Volunteers.
- Feedback and information recording the impact of team working and partnerships.
- Feedback from staff and volunteers on how involved they are in making decisions about and taking forward the work of the organisation.

Illustration of very good

- All or almost all of our staff and volunteers are providing high-quality services and this is improving the lives of the people they work with.
- All or almost all of our staff and volunteers are motivated, confident and feel valued. Staff and volunteer recruitment, treatment and promotion are inclusive, fair and meet equal opportunities requirements. Our staff and volunteers are supported and cared for well.
- All of our staff and volunteers have access to and all or almost all engage in learning and development opportunities which improve their knowledge, skills and confidence. Learning and development activities are improving impacts.
- Our staff and volunteers take on responsibility for continuing improvement. Their views and skills influence how the organisation improves the quality of its work and its impact on the people it works with.
- Our staff and volunteers work together well in teams and with partners. In larger organisations this includes staff and volunteers from all levels including senior staff and board members working effectively together.
- Our staff and volunteers feel empowered and contribute to decisions about the organisation.

QIs in this framework	Relates to overarching framework QI/s
3.1 Impact on staff and volunteers	3.1 Impact on staff and elements of 7.1 Management and deployment of staff and 7.2 Career-long professional learning

How well do we meet the needs of our stakeholders?

4.1 Impact on communities

This indicator relates to the direct impact the organisation is having on communities whether geographic or of interest. It focuses on measuring the extent to which communities are stronger, more resilient, supportive, influential and inclusive as a result of the organisation's input. It asks what difference the services the organisation provides are making to improving local communities and communities of interest.

Themes

- Confident, skilled, active and influential community members.
- Community members involved in delivering local services, where appropriate, in response to priority needs.
- Productive networks and relationships with other agencies and organisations.
- Community groups and organisations with effective planning, management and evaluation arrangements that are inclusive and value social and cultural diversity.

Challenge questions

- How well do we support communities to be strong, resilient, supportive, influential and inclusive? What difference is this making?
- What positive impacts are we having on the communities we support or affect? How do we know?
- How well do we support people and communities to increase their connection to place? What evidence do we have that people's connection to place is improving and people are having a positive impact on place?
- What evidence do we have that the people and communities we work with are more confident, skilled and active as a result of our input? Are they more influential? What is the evidence of this?
- How successful is our organisation in supporting the people we work with to deliver services in their communities based on identified need? How well do we work with communities to deliver services which meet the needs of the people we work with?
- What contribution has our organisation made to improved and increased networking within communities? How effective are these networks? How involved are the people we work with in these networks?
- How effectively do we support the communities we work with to liaise with, influence and work in partnership with other organisations, including public services? How do we measure this?
- How well do we support community groups and organisations to plan, manage and evaluate their work, be inclusive and value social and cultural diversity? What progress are we making with this? How do we know?

Evidence of demonstrable outcomes will include but is not limited to:

- Qualitative evidence including discussion with stakeholders and feedback from community members, focus groups and other sources that shows a positive impact on communities.
- Quantitative data showing participation, retention, achievement, progression and

access to services by people and communities the organisation works with.

- Collated and analysed surveys.
- Attendance at networks.
- Records and evaluations of partnership working by community groups and organisations with other organisations and services that show the positive difference joint working is making.
- Records which demonstrate the influence of communities we support and where they have contributed to decision making.
- Quantitative and qualitative information demonstrated improved capacity by communities the organisation works with to plan, manage and evaluate their work, be inclusive and value social and cultural diversity.

Illustration of very good

- The people we work with are confident, skilled and active in their communities, both geographical and of interest.
- Communities we work with are well-informed and influence and shape the impact of changes that affect their specific community.
- Communities we work with have a strong connection to place and have a positive impact on it.
- Communities we work with are empowered and actively engage as equal partners with public, private and third sector organisations. Highly effective partnership working between communities we work with and others contributes to improving impacts.
- Almost all communities we support, where appropriate, deliver high-quality services and activities that respond to appropriately identified and researched priority needs in their particular community of interest or locality.
- Communities we support are open and inclusive in their membership. They promote their activities effectively and welcome participation from a wide cross-section of their community.
- Community organisations value social, disability, gender, race, religion, sexual orientation, language and cultural diversity. They ensure that equality and diversity differences including economic factors which cause deprivation are identified and well understood. Equality and diversity differences which could be barriers to participation are overcome.

QIs in this framework	Relates to overarching framework QI/s
4.1 Impact on communities	4.1 Impact on the local community

How well do we meet the needs of our stakeholders?

4.2 Engagement with the wider community

This indicator relates to the impact the organisation has on the wider community and how the wider community impacts on the organisation. The wider community means geographic and communities of interest at regional, national and international level. It looks at whether the organisation is open to new ideas, learns from leading practice elsewhere, is adaptable and responds flexibly to change.

Themes

- Encourages, supports and learns from creative and innovative practice and research.
- Influences wider policy or practice.
- Anticipates and responds rapidly and flexibly to change.

Challenge questions

- How well do we use and support others to use new thinking and research findings to shape policies and practices? What difference is this making? How do we know?
- How well do we develop and share innovative and creative new practice? How well do we learn from others' innovative and creative practice? What impact is this making?
- Are staff and volunteers empowered to be creative and innovative? Are linked risks well-managed? How well do we learn from and share what we have learnt from trying new practice?
- To what extent do we influence policy and practice at a regional, national or international level? To what extent do we support others to influence policy and practice at regional, national and international levels? How do we know?
- How well do we anticipate and plan for demographic or other changes? How flexible are we in responding to changing policy landscapes and emerging needs? To what extent is this improving the relevance and responsiveness of our service?
- How well do leaders within the organisation promote and support innovation, creativity and planning for change? How well do they take account of risk in proposed changes and innovations? How do we know?

Evidence of demonstrable outcomes will include but is not limited to:

- Quantitative and qualitative data from discussions with stakeholders.
- Records of a range of innovative and creative strategies and programmes that impact on and beyond the services delivered by the organisation.
- Activities that have their origins in best practice developed elsewhere.
- Information and records showing the sharing of innovative, creative and leading-edge practice and research. Evidence of the impact this is making.
- Evidence of influential contributions to national and international developments.
- Performance data and other information showing how the organisation identifies, plans for and responds to change.

Illustration of very good

- We have initiated a range of innovative and creative programmes, many in partnership with other organisations. These are, directly through operational work or indirectly through support to partner organisations, leading to significant improvements in the lives of people we work with, their families and communities.
- Staff and volunteers are actively encouraged to innovate and be creative and any risks are carefully assessed and managed well.
- There are many examples of leading-edge practice from other organisations and areas being adapted and used within the organisation. There are also examples of innovative and creative practice developed by us being taken up by partners and other organisations.
- We contribute to a range of regional, national or international bodies which are influencing national policy and practice. Our staff and volunteers are influential and often contribute to national advisory groups and policy development.
- We effectively forecast change, assess probable impact and plan to effectively meet changing needs. Where relevant, we support and work with other organisations to meet and embrace changing needs.
- Leaders within the organisation support creativity and innovation effectively. They manage risks associated with proposed changes and innovation well. Our staff and volunteers across the organisation are supported and challenged to learn from good practice elsewhere, share their good practice and try new ways of working.

QIs in this framework	Relates to overarching framework QI/s
4.2 Engagement with the wider community	4.2 Impact on the wider community and elements of 9.4 Leadership of Innovation, change and improvement

How good is our operational management?

5.1 Delivering services

This indicator relates to relevance, suitability and quality of the services the organisation delivers to individuals, organisations and others. It examines structures and arrangements for service delivery. It takes a closer look at how well the organisation tailors services to the needs of others, in doing so ensuring a degree of flexibility to accommodate unplanned changes. It also examines what systems are in place to secure accurate and honest feedback. The use of agreed service delivery agreements and quality improvement systems are also included.

Themes

- Services that are consistently delivered to the highest standard.
- Services that are well-planned and tailored to identified need.
- Flexible and adaptable approaches to service delivery.
- Agreements clearly set out services to be provided.
- Effective quality improvement measures.
- Services delivered within agreed timescales and within budget.
- Effective use of stakeholder feedback to inform improvements in service delivery.

Challenge questions

- How do we ensure our services are consistently delivered to a high standard, within agreed timescales and budgets? What is the evidence we are successful in this?
- How do we know the services we deliver are what the people or organisations we work with need? How quickly and effectively do we adapt service delivery in response to changing or emerging needs?
- How detailed are our service delivery agreements? How robust are we in ensuring quality improvement measures relating to service delivery are acted upon?
- How well do we plan the services we deliver? How often do we sit down with the people we work with and review progress against agreed targets?
- How much value do we place on feedback from the people we work with and other stakeholders? How well do we use this information to improve the services we deliver?

Evidence of demonstrable outcomes will include but is not limited to:

- Records of analysis of quantitative and qualitative information through which needs have been identified and progress monitored.
- The quality of service delivery plans, service agreements and agreed quality improvement measures.
- Feedback from stakeholders and the people the organisation works with on the quality of service provided.
- Collated and analysed stakeholder satisfaction surveys.
- Reviews of progress indicating agreed targets are met within planned timescales and budgets.

Illustration of very good

- We are successful in sustaining and in some cases improving the quality of service delivery to a high level.
- Services based on identified need are successfully delivered within timescales and budgets agreed.
- The structure of the delivery services is very well planned, flexible, and responsive to change and includes aspects of innovative practice.
- Detailed agreements are in place. These clearly set out the specification for the services being delivered. Robust quality improvement measures are agreed and acted on.
- The organisation regularly seeks feedback from stakeholders and participants on the service delivered. It is acted upon without delay. Considerable emphasis is placed on positive customer satisfaction.

QIs in this framework	Relates to overarching framework QI/s
5.1 Delivering services	5.1 Delivering services

How good is our operational management?

5.2 Inclusion, equality and fairness

This indicator relates to how well the organisation eradicates discrimination, advances equality of opportunity and fosters good relations by ensuring an inclusive environment which promotes the inclusion of all communities, groups and individuals taking account of social, cultural and economic differences. It also explores how well the organisation promotes fairness, equality and diversity.

Themes

- Approaches to inclusion.
- Recognising the impact of identity and lived experiences of discrimination and exclusion and taking this into account when planning and delivering services.
- Identifying and reducing barriers to access and participation taking account of social, cultural and economic differences and the protected characteristics.⁷
- Challenging prejudice and discrimination.
- Promoting and valuing fairness, equality and diversity.

Challenge questions

- How good are we at ensuring inclusion? How do we know?
- How effective are we in identifying and removing barriers to access and participation? How effectively do we recognise and take into account identity and lived experience of barriers to participation?
- Do we know who uses our services and who doesn't? How effectively do we monitor and address any issues in participation taking into account social, cultural and economic differences and using all the protected characteristics? How effectively do we target our work to reach those intended? How do we know?
- How well do we challenge prejudice? How well do we work to eradicate discrimination? How well do we foster good relations? How do we know?
- How well do we promote and value fairness, equality and diversity? How do we know?
- Do our strategic, business and operational plans ensure fairness and equality is part of all aspects of our work?
- How well do we welcome and celebrate diversity? How do we know?
- How well do we meet our legal obligations about eradicating discrimination, advancing equality of opportunity and fostering good relations. (see hyperlink to EHRC in appendix 2)

Evidence of demonstrable outcomes will include but is not limited to:

- Data which shows who is participating and who is not and changes after taking action to address under-participation by specific groups or parts of the community.
- Quantitative and qualitative feedback from a range of stakeholders including from those with less well known needs and experiences.
- Evidence of effective planning and action to meet the needs of those potentially

⁷ See Appendix 1: Glossary of terms for definitions of terms used throughout this framework

marginalised or excluded. Evidence of reaching targeted groups.

- Data which provides indications of the success of a service or organisation in maintaining or improving inclusion, equality and fairness.
- Evaluation from learning and development opportunities show volunteers and staff are better able to take forward inclusion, equality and fairness, challenge discrimination and foster good relations.
- Monitoring of plans which evidence commitment and action to promote, value and ensuring fairness, equality and diversity.
- Records which indicate action to address prejudice and eradicate discrimination.

Illustration of very good

- A strong ethos and practice of inclusion permeates all the work of the organisation at all levels. The people we work with are treated with respect and in a fair and just manner. Social, cultural and economic differences, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation do not become barriers to participation and achievement.
- Staff, volunteers and board members at all levels are clear about and undertake their roles and responsibilities in regard to inclusion, equality and fairness. They actively seek to eradicate discrimination, advance equality of opportunity and foster good relations.
- We actively seek and act on feedback from stakeholders including people with less well known needs and experiences to improve our capacity to be fair and inclusive and reduce inequity.
- We identify and overcome barriers to enable participation, progression and achievement. This includes support within universal services and targeted additional support.
- We promote and celebrate equality, fairness and diversity effectively in all aspects of our work.
- We challenge prejudice and discrimination effectively.

QIs in this framework	Relates to overarching framework QI/s
5.2 Inclusion, equality and fairness	5.3 Inclusion, equality and fairness

How good is our operational management?

6.1 Planning, policy review and development and participation by stakeholders in key processes

This indicator relates to the operational management of key processes. It looks at the management and review of policies and plans within the organisation. It explores the quality, coherence and impact of planning, monitoring, evaluation and management arrangements both within the organisation and those that are shared with partners. It also looks at the participation of stakeholders in the development and review of policies and plans. It is often helpful to read this alongside QI 9.1 Vision, values and aims

Themes

- Effective operational management.
- Clarity, appropriateness and coherence of policies and plans.
- Links with visions, values and aims and wider local and national priorities.
- Developing, implementing and evaluating policies and plans.
- Improvement planning internally and with partner organisations and services.
- Active participation by stakeholders in the key processes.

Challenge questions

- How well does our operational management contribute to us increasing the positive and sustained impact we have on the lives of the people we work with?
- Do we have clear, appropriate and coherent policies to guide our activities? What difference do they make?
- How well do our operational plans link to strategic plans, the vision, values and aims of the organisation and to wider local and national priorities?
- How well do operational plans support staff and volunteers to understand what is required of them and how their actions contribute to strategic and business plans and the vision, values and aims of the organisation and wider local and national priorities?
- How effective are our mechanisms for developing, implementing and evaluating plans across the organisation and with partners? How effective is the input of partners to planning?
- How well do we plan for improvement both internally and with partners? How do we know? What improvement has resulted? How well do we use performance information to inform and monitor our plan?
- How well do we involve stakeholders in the creation, monitoring and review of policies and plans? How can we demonstrate this?

Evidence of demonstrable outcomes will include but is not limited to:

- Clear, appropriate, coherent, effective, linked policies and plans which articulate well across the organisation and with wider local and national priorities.
- Analysis of performance information which demonstrates measurable outcomes from strategic and operational plans.
- Records of plans, including those developed with partners, being regularly monitored and evaluated by the partnership. Information demonstrating how these reviews impact future planning and practice.

- Feedback from stakeholders that indicates they understand and contribute to policies and plans.

Illustration of very good

- Effective operational management processes contribute to the organisation making positive and sustained improvement to the lives of the people we work with.
- We have clear, appropriate and coherent policies which guide our activities and support staff, volunteers and other stakeholders to improve outcomes.
- Operational plans clearly link to strategic and business plans. They support our activities to be delivered efficiently, effectively and coherently.
- Operational plans are clear, appropriate and coherent. Partly due to this, staff, volunteers and other stakeholders understand their roles and responsibilities and how their actions contribute to strategic and business plans, the vision, values and aims of the organisation and wider local and national priorities. Our staff and volunteers at all levels deliver to the organisations' plans.
- Our organisation has strong systems in place to develop, implement and evaluate plans across the organisation and within partnerships. This includes having clear targets and priorities, including those set out in various funding agreements, embedded in their plans. Reporting mechanisms deliver high levels of feedback on performance against these targets and priorities.
- The organisation plans for improvement effectively both internally and with partners. Performance information informs new plans. As a result performance is improving.
- Stakeholders play an active role in the creation, monitoring and review of policies and plans.

QIs in this framework	Relates to overarching framework QI/s
6.1 Planning, policy review and development and participation by stakeholders in key processes	Elements of 6.1 Policy review and development, 6.2 Participation of service users and other stakeholders 6.3 Planning of key processes

How good is our operational management?

8.1 Partnership working

This indicator refers to the role of the organisation in promoting, encouraging and undertaking effective partnership working. This can include how effective an organisation is when it takes a lead role in developing partnerships. It looks at how partnerships improve impacts. It also explores efficient and equitable working within partnerships.

Themes

- The development and promotion of partnerships.
- Clarity of purposes, aims, roles and responsibilities within a partnership including service level and funding agreements.
- Sharing of skills, knowledge and experience across partners and partnerships to improve outcomes. Learning from other effective partnerships.
- Joint planning and evaluation which supports accurate attribution and ensures the partnership adds value.

Challenge questions

- How well do we actively seek out, promote and respond positively to potential partnerships which will lead to better outcomes for the people we work with?
- When taking a lead role, either locally or nationally, how effectively do we support others to participate in, contribute to, understand and benefit from partnerships? How do we know?
- How clear are the partnership agreements we enter into, including those with funders? How well do we develop and agree shared priorities with partners? How well do we plan, monitor and evaluate our work with partners?
- How clearly have the purposes, aims, roles and responsibilities in our partnerships been communicated to staff and volunteers both within our organisation and across the partnership? How do we know?
- How well do we share skills, knowledge and experience across partners and partnerships? What improved outcomes result? How do we know?
- How well do we learn from successful partnerships? How do we use this information in partnerships we are in?
- How well do we plan, monitor and evaluate within partnerships? Are we clear what added value each partnership brings and what difference it makes to the people we work with? Do we have mechanisms for exploring attribution? Do we know what we have contributed to each partnership we are in?
- How well do we work with partners to plan for the future and meet changing and emerging needs? What difference does this make to the lives of people we work with? How do we know?

Evidence of demonstrable outcomes will include but is not limited to:

- Qualitative evidence of effective partnership working, including feedback from all partners involved, demonstrating the difference the partnership is making to the people the organisation works with.
- Partnership agreements that are clear, staff and volunteers work to and are regularly reviewed and evaluated.

- Evidence gathered from discussion with staff and volunteers at all levels that they are clear about their roles and contribution to partnerships.
- Evidence from partners on the effectiveness of the organisation to enable and co-ordinate others in any partnership where the organisation has a leadership role.
- Partners learning from each other which lead to better outcomes for children, young people, adults, families and communities.
- Clarity of evidence showing attribution by different partners to the impacts made through partnership working.

Illustration of very good

- Partners are clear about their roles and contributions to achieving the planned outcome. Partnership agreements set a framework in which joint working between partners is well established.
- Engagement and communication between partners is regular, structured, supportive and efficient.
- The organisation is actively engaged in planning, delivering, monitoring and evaluating joint projects. These joint projects result in improved services for the people they work with and offer value for money.
- Staff and volunteers understand their roles and responsibilities within partnerships. They constantly seek opportunities for improvement and development in all partnerships. They are clear about how their time is best spent within partnerships to secure positive impacts for service users, their families and communities.
- Where appropriate the organisation provides strong leadership and is a role model for other organisations in terms of building, sustaining and evaluating partnership working to improve outcomes.
- The organisation learns from good partnership working elsewhere and uses this to enhance their own partnership working.

QIs in this framework	Relates to overarching framework QI/s
8.1 Partnership working	8.1 Partnership working

How good is our operational management?

8.2 Financial, resource, knowledge and information management

This indicator refers to the organisation taking a rigorous and thorough approach to managing budgets and an enterprising approach to seeking funding. It relates to the organisations capacity to manage finances, resources, knowledge and information to deliver effective, efficient services which result in positive impacts on individuals, families and communities. Where the organisation acts as an intermediary or broker it also relates to their capacity to effectively manage the allocation of funding to deliver positive impacts

Themes

- Financial performance including; setting budgets, enterprise in securing funding, risk management, and sustainability.
- Financial procedures, controls and communication. Including, where relevant, providing effective intermediary or broker services.
- Resource management to support impact.
- Effective knowledge and information management.

Challenge questions

- How strong is our financial performance? Do we allocate budgets in line with planned internal, local and national priorities? Are we enterprising in securing additional funding? How well do we manage and reduce financial risk? How well do we plan for the sustainability of our finances?
- How comprehensive and effective are our financial procedures and controls? How well do we manage funds in the role of broker or funder?
- How well do we communicate and manage financial decisions within our organisation? How well equipped are budget holders to implement financial procedures and controls? How engaged are the board and all organisation leaders in reviewing the financial position of the organisation?
- Are our resources including accommodation, specialist equipment and information technology, sufficient, appropriate and accessible to meet the needs of the people we work with?
- How effective are our arrangements for collecting, storing, retrieving, analysing and evaluating data? Do these arrangements meet legislative and service needs?

Evidence of demonstrable outcomes will include but is not limited to:

- Financial plans which are coherent and rest within wider strategic and operation planning and include risk management and aim for sustainability.
- Successful securing of funding and other resources from a wide variety of sources.
- Sound financial procedures and checks which ensure income received by the organisation and which is allocated by the organisation to others supports positive impacts on individuals, families and communities.
- Regular communication of accurate financial information to the people we work with and other stakeholders.
- Funding arrangements set up by the organisation when acting in an intermediary,

grant awarding or broker role are clear and effective.

- Resources meet the needs of the people the organisation works with.
- Records indicating effective risk management including arrangements for protecting vulnerable groups.
- Quantitative and qualitative information gathered, stored and used effectively.

Illustration of very good

- Arrangements for financial planning and expenditure are transparent, use a wide range of performance information, involve risk management and aim for sustainability.
- Budgets are sourced and allocated to meet the priorities of the people we work with and other stakeholders, including funding bodies, and in line with organisation, local and national priorities. There are clear links between expenditure and the organisations' plans. We are enterprising in sourcing funding to best meet the needs, including changing and emerging needs, of the people we work with. Overall financial allocation improves impacts.
- We are clear about the financial risks and have controls in place to reduce these risks. We have an appropriate level of reserves.
- Leaders in the organisation contribute effectively to financial sourcing, planning, scrutiny and management. They actively monitor budget performance across all of the organisation's services. Annual accounts are produced to an appropriate timescale and understood by leaders within the organisation. There are clear procedures in place to identify and deal effectively with budget variances promptly.
- All staff and volunteers with financial responsibilities are clear about and follow the organisation's financial procedures. They are effectively supported in this by those with specific financial responsibilities for the organisation.
- When acting in an intermediary, funder or broker role we have clear and transparent financial procedures, including where necessary audit procedures, which are understood and followed by those organisations receiving funding.
- Resources are sourced, allocated and used efficiently and effectively to meet organisational, local and national priorities and the needs of the people we work with. Where required, specialist equipment or accommodation is used to enable participation by those with differing needs.
- Risks are well-managed; this includes robust arrangements to ensure the protection of vulnerable groups.
- Information is well-gathered, organised and used to support the organisation to improve outcomes. Our arrangements to store, retrieve, use and share information comply with legislation. We use data effectively to monitor, evaluate and support improvement.

QIs in this framework	Relates to overarching framework QI/s
8.2 Financial, resource, knowledge and information management	8.2 Financial management Elements of 8.3 Resource management 8.4 Knowledge and information management

How good is our strategic leadership?

9.1 Vision, values and aims

This indicator looks at how the organisation works internally and with partners to create shared visions, senses of purpose and direction which are ambitious, challenging and promote positive attitudes to economic, social and cultural diversity. It focuses on the extent to which visions, values and aims guide planning for improvement and how they impact on the quality of outcomes for those the organisation works with, their families and the wider community including, where relevant, at a national level. It relates to the corporate leadership within the organisation and the way in which it exercises its functions to ensure effective visions, values and aims.

Theme

- Appropriateness and coherence of vision, values and aims.
- Sharing and sustaining the vision.
- Promotion of positive attitudes to economic, social and cultural diversity which challenge discrimination, advance equality of opportunity and foster good relations.

Challenge questions

- What are our vision, values and aims? Do we have clear ones for both the organisation and any partnership we work in? Are our vision, values and aims consistent with local and national priorities?
- How ambitious and challenging are our vision, values and aims? How well do our vision, values and aims meet changing and emerging needs? Do they support us to retain clear purpose but be flexible, creative and innovative in our practice? Do they support improvement and excellence?
- How empowered are volunteers and staff to contribute to and work towards our vision, values, aims? How well do we support stakeholders, including those we work with, to understand and contribute to our vision, values and aims?
- How well do we work with partners to develop and work towards meeting joint visions, values and aims? How do we know?
- How well do our vision, values and aims promote economic, social and cultural diversity? Do they support us to meet the needs of all potential stakeholders? How well do they contribute to positive developments in equality of access and opportunity? How do we know?
- How well do our vision, values and aims aim to challenge prejudice and eradicate discrimination? How well do they foster good relations? How do we know?
- How well are we meeting our vision, values and aims? How do we know? How well do we communicate progress and change to our stakeholders?

Evidence of demonstrable outcomes will include but is not limited to:

- Planning and performance data which demonstrates the clear links between vision, values and aims and practice.
- Evidence of volunteers and staff and other stakeholders understanding, contributing to and acting on the organisation's vision and values.
- Evidence gathered from discussion with volunteers and staff at all levels that they

feel empowered to respond and contribute to the organisations aims. Evidence that this is enhancing the impact of the services they provide.

- Evidence identifying that the organisation reviews and adapts its visions, values and aims to meet changing and emerging needs.
- Evidence indicating that the organisation’s vision, values and aims promote positive attitudes to economic, social and cultural diversity, challenge prejudice and discrimination and foster good relations.
- Feedback from partner organisations and those the organisation supports indicating strong understanding of the organisation’s vision, values and aims.
- Evidence of clear, well-understood, acted upon and shared vision, values and aims for any partnership working that the organisation is involved in.

Illustration of very good

- Our vision, values and aims are ambitious, challenging, promote positive attitudes to economic, social and cultural diversity, change prejudice and discrimination and foster good relations.
- The vision, values and aims are in line with local and national priorities and are revisited regularly to meet changing and emerging needs. The vision, values and aims are continually revisited and reinforced in events and activities which result in a strong sense of common purpose.
- Our vision, values and aims are clearly communicated to and understood by stakeholders. The empowering culture of the organisation supports staff and other stakeholders to actively contribute to and act on the vision, values and aims.
- We work effectively with stakeholders; including partners and organisations we support, to enhance outcomes through clear, coherent and shared aims. These aims are developed through involving a wide range of stakeholders and clearly set out the organisation’s commitment to a culture of empowerment, improvement, innovation and excellence.

QIs in this framework	Relates to overarching framework QI/s
9.1 Vision, values and aims	9.1 Vision, values and aims

How good is our strategic leadership?

9.2 The role of trustees, boards, management committees

This indicator looks at the role of boards, management committees and trustees in third sector organisations. It is a starting point for those in such roles to explore how effective they are, including how well they contribute to the organisation. Other quality indicators can then be used to delve deeper into particular aspects of the organisation's work. It explores the role of those on such groups to influence, support and monitor the progress of the organisation.

Themes

- The make-up, knowledge and role of boards.
- Leadership, governance and planning for change.
- Monitoring performance to improve impact.
- Assessing the management of risks and meeting standards.

Challenge questions

- As board members how well do we represent the community and stakeholders the organisation serves? How diverse are we? Do we represent a cross section of the community? How well do we ensure stakeholder voices are heard?
- Do we have the right mix of skills, knowledge and expertise? Do we learn from practice of boards elsewhere and share our practice with others?
- Do we have clear roles which are distinct from the role of staff and volunteers? Are these roles mutually understood and respected?
- How well do we provide appropriate governance, or where relevant leadership, to support the vision, values and aims of the organisation? How do we know?
- How well do we understand the outcomes the organisation is trying to achieve? How well do we support the organisation to improve its impact? How well do we support the organisation to anticipate and plan for change?
- How well do we monitor the organisation's performance and management of risks? How well do we understand and respond to financial, legal and other information presented by staff and/or volunteers?
- Are we clear how well the organisation meets legislation, regulation and codes of practice and how well it works to policies and guidance? How do we know?

Evidence of demonstrable outcomes will include but is not limited to:

- Quantitative evidence relating to the make-up, attendance and regularity of meetings of the board/committee/group/trustees.
- Qualitative evidence of board members understanding, contributing to and leading on the organisation's vision, values and aims.
- Regular communication of financial and strategic plans and progress against them to board members. Evidence of board members providing appropriate challenge and scrutiny of plans and performance.
- Evidence which indicates the role of board members in contributing to the success of the organisation in meeting aims and improving outcomes.
- Feedback from volunteers, staff and stakeholders that indicates they understand the role and positive contribution of board members.

Illustration of very good

- We actively seek out board members with specific skill sets and knowledge and from a diverse background who are beneficial in ensuring the organisation is effectively managed.
- Board members are clear about the role of staff and volunteers and vice versa. Board members work effectively with staff and volunteers whilst respecting their mutual roles.
- Board members demonstrate strong governance skills and motivate others within the organisation. Communication between the board and stakeholders is open, transparent and effective.
- Our vision, values and aims are well understood and supported by board members. Board members are committed to supporting the organisations capacity to improve outcomes.
- Board members receive high quality reports and actively govern the progress and performance of the organisation. They work effectively with senior staff/volunteers to identify and manage risk.
- Board members are aware of and comply with their responsibilities in respect of legislation, regulation and codes of practice.

QIs in this framework	Relates to overarching framework QI/s
9.2 The role of trustees, boards, management committees	Elements of 9.2 leadership and direction

How good is our strategic leadership?

9.3 Leading people and developing partnerships

This indicator relates to the effectiveness of the organisation in building capacity for leadership at all levels within the organisation, with any organisation it supports and where relevant across the sector. It covers building positive working relationships and ensuring successful outcomes with stakeholders and partners. It also looks at the effectiveness of leaders in the organisation such as senior staff/volunteers and management boards in regard to leadership, co-working with partners and empowerment of the wider staff team.

Themes

- Developing leadership capacity.
- Building and sustaining relationships.
- Teamwork and partnerships.

Challenge questions

- To what extent does our leadership support a shared ethos of quality improvement and staff and volunteer empowerment?
- To what extent are staff, volunteers and any organisations we support empowered to take appropriate leadership in their own areas of work? How well do we develop the leadership capacities of staff and volunteers at all levels?
- How do we ensure that relationships with staff, volunteers and partners are characterised by trust?
- How do we ensure that the enthusiasm and commitment of staff, volunteers and key partners is mobilised and focused on securing improved impacts on the people and communities we work with? How do we know?
- To what extent does our ethos promote teamwork across the organisation and with other partners and stakeholders?

Evidence of demonstrable outcomes will include but is not limited to:

- Planning and performance data which demonstrates effective leadership.
- Qualitative evidence of staff, volunteers and other stakeholders being empowered to build their leadership skills and take on leadership roles.
- Evidence gathered from discussion with staff and volunteers at all levels that they feel supported to take on leadership roles and that this is enhancing the impact of the services they provide.
- Data which provides indications of the success of the organisation in maintaining or improving leadership and team working internally, through organisations it supports and within partnership working.
- Feedback from partner organisations and those the organisation supports indicating strong and effective relationships.

Illustration of very good

- Leaders in the organisation such as senior staff/volunteers and the management board use a wide range of effective leadership skills and motivate others to give of their best.

- We have an empowering culture which supports all staff, volunteers, partners and other agencies the organisation supports to develop their leadership capacities.
- Staff understand that they have a key role to play in taking forward the work of the organisation. They feel able and are confident to exercise initiative, share responsibility and adopt lead roles in their area of responsibility. Talents are recognised and nurtured.
- Relationships within the organisation, with partners and other stakeholders are based on trust and respect.

QIs in this framework	Relates to overarching framework QI/s
9.3 Leading people and developing partnerships	9.3 Leading people and developing partnerships

How good is our strategic leadership?

9.4 Securing improvement of quality and impact of services

This indicator relates to how organisations secure improvement in services through self-evaluation, being innovative and contributing to national and local outcomes. This includes how organisations with an intermediary role support other organisations to apply the findings of self-evaluation to bring about improvement. It provides a basis for evaluating how well services are evaluated, improved and reported to stakeholders. It examines the rigour, robustness and consistency of organisations' quality assurance and improvement arrangements.

Themes

- Evaluating information from stakeholders.
- Evaluating outcomes and impact.
- Arrangements for reflective practice and self-evaluation.
- Planning for improvement and monitoring progress.
- Reporting progress to stakeholders.

Challenge questions

- How effective are our mechanisms to evaluate information from the people we work with, communities and other stakeholders?
- How well do we evaluate the outcomes of planned activities? How do we know?
- How do we ensure that the feedback we obtain from participants and stakeholders gives us the information we need to improve?
- What improvements have resulted from reflective practice and self-evaluation?
- What improvements have resulted from planning?
- How do we ensure that stakeholders are kept fully informed about improvements?
- How well do we encourage organisations we support and partnerships we lead to evaluate for improvement?

Evidence of demonstrable outcomes will include but is not limited to:

- Qualitative data from feedback from stakeholders.
- Data from funded organisation showing systematic self-evaluation.
- Evidence demonstrating a cycle of self-evaluation is present and informing planning in each organisation.
- Evidence of work priorities and methods changed in light of information gleaned from self-evaluation.
- Examples of feedback reporting to stakeholders.

Illustration of very good

- We use a variety of effective methods to gather feedback from the people we work with and other stakeholders.
- Evaluation is rigorous, comprehensive, systematic and transparent.
- Our staff systematically evaluate the outcomes and impact of services they provide.
- Our staff and volunteers reflect regularly on their practice and make

improvements.

- Self-evaluation is conducted at regular intervals using self-evaluation frameworks and other high quality tools and improvements are made as a result.
- We have effective arrangements to plan and implement service improvements.
- We regularly use a range of effective methods to report progress to key stakeholders, including the people the organisation works with.
- We empower and encourage organisations we support and partnerships we are part of to use self-evaluation effectively to inform and improve impacts.

QIs in this framework	Relates to overarching framework QI/s
9.4 Securing improvement of quality and impact of services	9.5 Securing improvement of quality and impact of services

Useful Appendixes



Appendix 1: Glossary of terms

Within the context of this document, the terms we have used mean:

People we work with

This term covers any recipient of the services of a third sector organisation or a partnership a third sector organisation is part of. It includes, but is not limited to, people you may call; clients, customers, children, young people, adults, learners, stakeholders, participants. It includes the people that are supported by volunteers.

The third sector

The term 'third sector' is used throughout this resource to reflect a wide and rich diversity of organisations including; community groups, voluntary organisations, charities, social enterprises, co-operatives, development trusts and individual volunteers.

Board members

The term 'board members' is used to include trustees, board members, management committees. It can also be used to include advisory groups whilst recognising they have a different legal status.

Organisations we support

This term applies to other organisations that are supported in some way by the organisation. It covers the work of organisations that act as an intermediary or umbrella organisations, have member organisations, subsidiaries or in any capacity where they support others to deliver services to people and/or communities. It can also cover independent or semi-independent groups the organisation links to in a regulatory or supportive way such 'Friends Of' groups.

Volunteers

This term is used to cover all those who contribute to the organisation but are not paid by the organisation to do so. It will include all those called volunteers. It may also include others such as board members, trustees, management committee members, those on advisory groups, unpaid interns, those on work placements, those undertaking community service, volunteer fundraisers, helpers, those on secondment from other organisations (including the services and businesses).

Protected characteristics

The protected characteristics in the Equality Act (2010) are; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Appendix 2: Useful links

ACAS

For information about employee relations and HR advice.

<http://www.acas.org.uk/index.aspx>

ACOSVO - About us page

A forum for chief officers and senior managers in the third sector in Scotland.

<http://www.acosvo.org.uk/about-us.html>

Designing and Evaluating Behaviour Change Interventions

This document shows a 'logic model' approach to evaluation around crime and justice but may have a wider application.

<http://www.gov.scot/Resource/0047/00472843.pdf>

Equality and Human Rights Commission guidance for all

Information about protected characteristics and a glossary of terms.

<http://www.equalityhumanrights.com/private-and-public-sector-guidance/guidance-all>

Evaluation Support Scotland - Evaluation page

This site provides information and resources about self-evaluation. It provides more information about setting outcomes, collecting information, analysing and reporting, and learning from your findings.

<http://www.evaluationsupportscotland.org.uk/evaluation/>

Good Governance Code

Link to the Good Governance Code resource.

<http://www.governancecode.org/>

OSCR - Managing your charity

Find out more information on Trustee Duties, making changes to your charity, annual monitoring etc.

<http://www.oscr.org.uk/charities/managing-your-charity>

Scottish Council for Voluntary Organisations - Running your organisation

Information about a wide range of topics including financial management, legislation, managing staff and volunteers and training events.

<http://www.scvo.org.uk/running-your-organisation/>

Scottish Government - National outcomes

Scottish Government's webpage where they have summarised the 15 national outcomes with links to provide more information on each one.

<http://www.gov.scot/About/Performance/scotPerforms/outcomes>

Voluntary Action Scotland - Information on TSIs

Information on third sector interfaces and how they can support your organisation.

<http://www.vascotland.org/tsis>

Volunteer Scotland - Organisations page

Where you will find information on practical support for organisations that have volunteers.

<http://www.volunteerscotland.net/organisations/>

Some suggested key documents which you may want to reference and work to:

Getting it right for every child (GIRFEC)

<http://www.gov.scot/Topics/People/Young-People/gettingitright/background>

Curriculum for Excellence

<http://www.educationscotland.gov.uk/learningandteaching/thecurriculum/whatiscurriculumforexcellence/index.asp>

Education Scotland - Partnerships for Learning

<http://www.educationscotland.gov.uk/learningandteaching/partnerships/schoolcommunity/index.asp>

Other Education Scotland self-evaluation frameworks

How Good is Our Community Learning and Development?

http://www.educationscotland.gov.uk/Images/hgio2cld_tcm4-684586.pdf

How Good is Our Culture and Sport?

http://www.educationscotland.gov.uk/inspectionandreview/Images/HGIOCS%20-%20251012_tcm4-712897.pdf

How Good is Our School? (please note, a new version of How Good is Our School? is due to be published Autumn 2015)

https://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

Quality Management in Education

http://www.educationscotland.gov.uk/Images/QualityManagementinEducation2_tcm4-684222.pdf

Appendix 3: Framework for Evaluating the Quality of Services and Organisations (Overarching Framework)

This document is based on the Framework for Evaluating the Quality of Services and Organisations (known as the Overarching Framework). This framework is the basis for many models of evaluation across public services and the third sector.

The Overarching Framework provides a systematic structure for self-evaluation. It is firmly based on the principle that the most effective way of improving standards is to use a combination of rigorous evidence-based self-evaluation alongside independent external inspection or review.

The Overarching Framework is generic. It does not assume a particular organisational structure, type or size. It can be used in its entirety, or quality indicators can be selected to reflect the purpose of individual organisations and meet the specific needs of their stakeholders. Quality indicators can also be used selectively for external scrutiny or validation. The framework can also be used in conjunction with a number of other quality models and awards, for example, the Public Service Improvement Framework (PSIF), Investors in People, Customer Service Excellence Award and ISO 9001 (British Assessment Bureau). It can be used by individual services, but will have particular value where provision across partnerships is being evaluated.

The framework can also be used thematically by extracting key quality indicators or elements for a specific purpose. The Overarching Framework is organised under six high-level themes which enable systematic evaluation of the quality of services across ten inter-related key areas. The six high-level themes focus first on the demonstrable outcomes and impact of an organisation or service, and then look at the key areas which contribute to these.

How it links to How good is our third sector organisation?

At the end of each of the quality indicators (QIs) in this resource you will see a separate box. In this box is noted which quality indicators in the Overarching framework this QI relates too. Below the summary diagram of the Overarching Framework is a table of all the QIs in HGIOTSO? and the QIs they relate to in the overarching framework.

What key outcomes have we achieved?

- 1. Key performance outcomes**
- 1.1 Improvement in performance
 - 1.2 Adherence to statutory principles and fulfilment of statutory duties

What is our capacity for improvement?

- 10. Capacity for improvement**
- Global judgement based on evidence of all key areas, in particular, outcomes, impact and leadership

How well do we meet the needs of our stakeholders?

- 2. Impact on service users**
- 2.1 Impact on service users

- 3. Impact on staff**
- 3.1 Impact on staff

- 4. Impact on the community**
- 4.1 Impact on the local community
 - 4.2 Impact on the wider community

How good is our delivery of key processes?

- 5. Delivery of key processes**
- 5.1 Delivering services
 - 5.2 Developing, managing and improving relationships with service users and other stakeholders
 - 5.3 Inclusion, equality and fairness

How good is our operational management?

- 6. Operational management**
- 6.1 Policy review and development
 - 6.2 Participation of service users and other stakeholders
 - 6.3 Planning of key processes

- 7. Staffing**
- 7.1 Management and deployment of staff
 - 7.2 Career-long professional learning

- 8. Partnerships and resources**
- 8.1 Partnership working
 - 8.2 Financial management
 - 8.3 Resource management
 - 8.4 Knowledge and information management

How good is our strategic leadership?

- 9. Strategic leadership**
- 9.1 Vision, values and aims
 - 9.2 Leadership and direction
 - 9.3 Leading people and developing partnerships
 - 9.4 Leadership of innovation, change and improvement
 - 9.5 Securing improvement of quality and impact of services

QIs in this framework	Relates to overarching framework QI/s
1.1 Improvements in Performance	1.1 Improvements in performance
1.2 Adherence to statutory principles and fulfilment of statutory duties	1.2 Adherence to statutory principles and fulfilment of statutory duties
2.1 Impact on the people we work with	2.1 Impact on service users Elements of 6.2 Participation of service users and other stakeholders
2.2 Impact on the organisations we support	2.1 Impact on service users
3.1 Impact on staff and volunteers	3.1 Impact on staff and elements of 7.1 Management and deployment of staff and 7.2 Career-long professional learning
4.1 Impact on communities	4.1 Impact on the local community
4.2 Engagement with the wider community	4.2 Impact on the wider community and Elements of 9.4 Leadership of innovation, change and improvement
5.1 Delivering services	5.1 Delivering services
5.2 Inclusion, equality and fairness	5.3 Inclusion, equality and fairness
6.1 Planning, policy review and development and participation by stakeholders in key processes	Elements of 6.1 Policy review and development, 6.2 Participation of service users and other stakeholders 6.3 Planning of key processes
8.1 Partnership working	8.1 Partnership working
8.2 Financial, resource, knowledge and information management	8.2 Financial management Elements of 8.3 Resource management 8.4 Knowledge and information management
9.1 Vision, values and aims	9.1 Vision, values and aims
9.2 The role of trustees, boards, management committees	Elements of 9.2 Leadership and direction
9.3 Leading people and developing partnerships	9.3 Leading people and developing partnerships
9.4 Securing improvement of quality and impact of services	9.5 Securing improvement of quality and impact of services

Appendix 4: More about self-evaluation; 3 key questions, 3 key components, and triangulation

At the heart of self-evaluation are three questions:

How are we doing?

- Are we providing appropriate, accessible, high quality services/activities/opportunities?
- Are we setting and achieving ambitious targets for our actions/work/services?
- Are we systematically improving the quality of our actions/work/services?

How do we know?

- Are we gathering evidence to assess how we are doing?
- Are we continuously measuring and evaluating the impact of the services/activities/opportunities we provide?

What are we going to do now?

- Are we using the evidence we have gathered to support actions/work/services that have strong outcomes and change those that need more development?
- Are we using robust evidence to plan for future developments so they best meet the needs of the people we work with and other stakeholders?

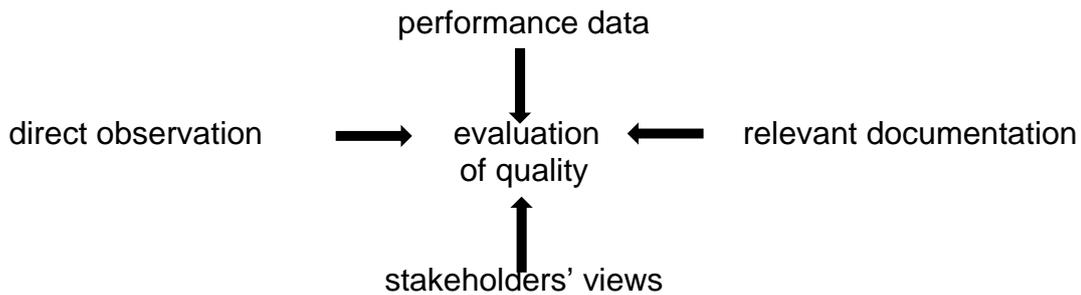
The three key components of a culture of evaluation and improvement are:

- **Looking Inwards** – to evaluate performance at every level and use the information gathered to decide on what needs to be done to improve;
- **Looking Outwards** – to learn from others, research, best practice and use this to facilitate innovation and creativity and inform improvement actions; and
- **Looking Forwards** – to explore what the future might bring and use this information to anticipate what change is required to ensure the organisation is responsive to future needs.

Triangulation (gathering evidence)

Self-evaluation includes gathering evidence which can tell us how well we are meeting the needs of the people we work with and other stakeholders, and what difference we are making for the children, adults, families and communities. There are four main sources from which evidence can ultimately be drawn and these are:

- performance data;
- relevant documentation;
- stakeholders' views and feedback; and
- direct observations of practice.



No single source will be sufficient to provide robust evidence and hence good self-evaluation will include a mix of evidence from a range of sources. The principle of triangulation has been tried and tested over many years. It entails looking at one source of evidence, backed up by another and agreed by at least a third line of enquiry.

Performance data

Examples of performance data would be statistical information relating to local and national outcomes.

Relevant documentation

Examples of relevant documentation could be a statement of an organisation's vision, values and aims, improvement plans and public performance reports.

Stakeholders' views

Information can be collected systematically when the people we work with are accessing and using the services. Information should also be collected systematically from non-users and community groups. Organisations should have procedures for surveying the views of the people we work with and other stakeholders using questionnaires and/or focus groups.

Whatever approach is used, gathering information from the people we work with is an essential part of the self-evaluation process. Without it, organisations will find it very difficult to understand the impact of their work. It is almost impossible to have any degree of confidence in the outcomes of self-evaluation without including the views of the people we work with.

Direct observation

Direct observation involves evaluators actually visiting activities and observing the inputs of staff/volunteers and the outcomes for participants first hand. This would involve looking at delivery models, methodology and resources as well as the motivation of the people we work with.

There are many tools, resources and organisations which can help you learn more about self-evaluation and planning for improvement. Links to some of the organisations that can help you with this are in Appendix 2.

Appendix 5: The six-point scale

Some organisations and partnerships like to assess their performance against a scale. The one below is used by Education Scotland. It is not necessary to use it, only do so if it helps you in your organisation or within partnerships to assess and understand your performance.

Level 6	excellent	outstanding or sector leading
Level 5	very good	major strengths
Level 4	good	important strengths with areas for improvement
Level 3	satisfactory	strengths just outweigh weaknesses
Level 2	weak	important weaknesses
Level 1	unsatisfactory	major weaknesses

An evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a judgement than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of **excellent** applies to provision which is sector-leading and where the experiences and achievements of the people we work with are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the organisation/partnership. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish service users' experiences. Whilst an evaluation of very good represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the organisation/partnership will take opportunities to improve and strive to raise performance to excellent.

An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of **good** represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of service users' experiences is diminished in some way by aspects in which improvement is required. It implies that the organisation/partnership should seek to improve further the areas of important strength and also take action to address the areas for improvement.

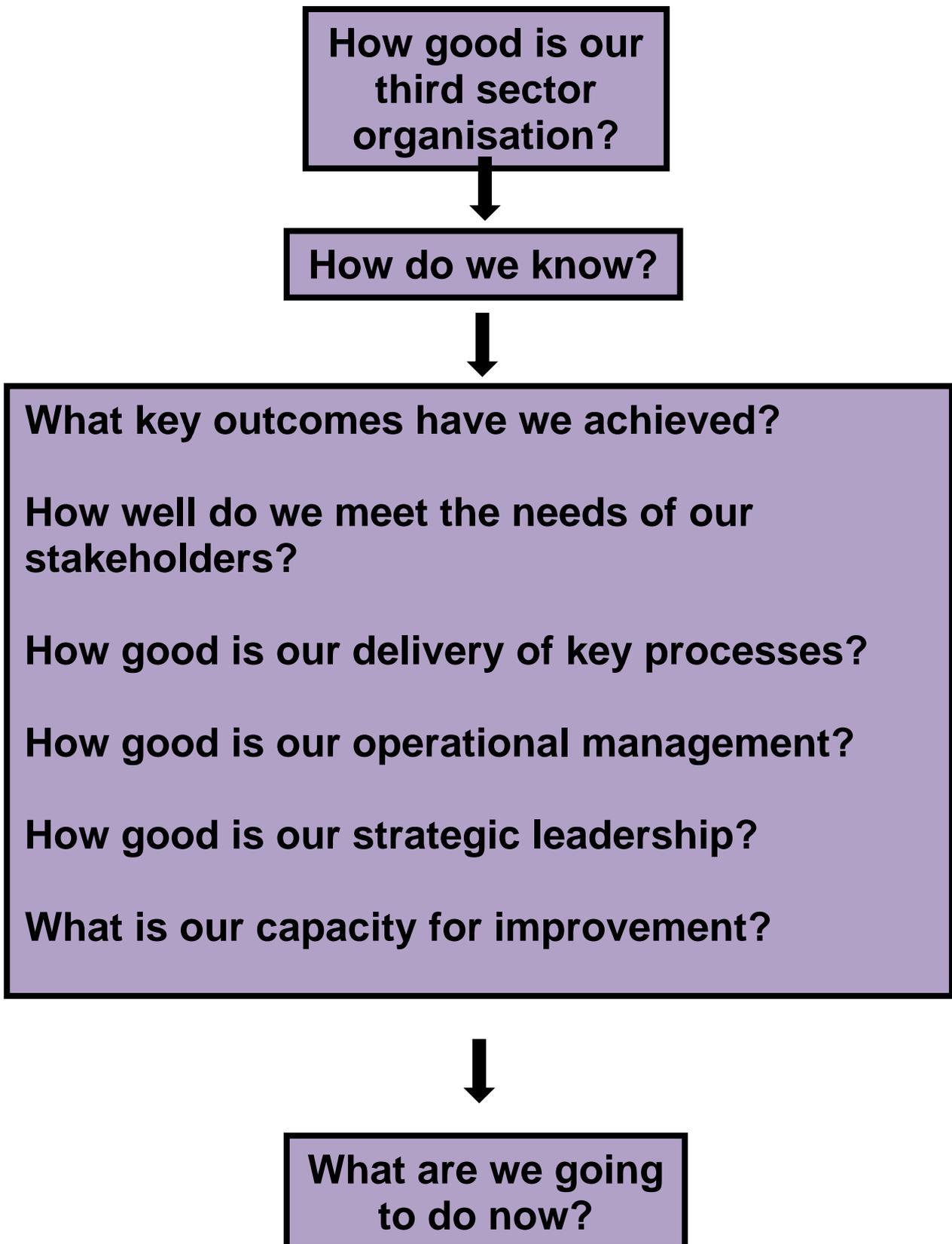
An evaluation of **satisfactory** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of **satisfactory** indicates that service users have access to a basic level of provision. It represents a standard where the strengths have a positive impact on service users' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they

do constrain the overall quality of service users' experiences. It implies that the organisation/partnership should take action to address areas of weakness by building on its strengths.

An evaluation of **weak** applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of **weak** may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish service users' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the organisation/partnership.

An evaluation of **unsatisfactory** applies when there are major weaknesses in provision requiring immediate remedial action. Service users' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as **unsatisfactory** will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the organisation/partnership.

Appendix 6: Key question diagram



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