

How good is our culture and sport? 2

Evaluation Resource

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FOREWORD

It gives me great pleasure to present How good is our culture and sport?2 to our service sector. VoCAL have worked proactively with key stakeholders and partners to develop this resource. A resource which shares common language and is aligned with other evaluation frameworks and can be used to help us understand and improve the services we deliver and the impact that they have on our communities.

The framework supports staff, volunteers and stakeholders at all levels to become more confident with self-evaluation and the flexibility of being able to use part or all of the resource allows for a targeted approach where the greatest need is identified.

Together, we are facing unprecedented financial challenges. It is more critical than ever that the process of self-evaluation and the development of a framework allow us to evaluate our contribution to achieving local and national outcomes and to evidence the contribution our sector and services make to improving the wellbeing of our communities.

My thanks go to all who have contributed to the development and production of this resource.

Richard Grieveson, Chairman, VoCAL.

INTRODUCTION

The **How good is our culture and sport? 2 (HGIOC&S?2) framework** is for providers of culture and sport activity in Scotland to evaluate their contribution to achieving local and national outcomes. It has been designed to support the sector as a whole including culture and sport services provided directly by local government, services commissioned by local government and wholly independent culture and sport organisations. The framework can be used in a wide range of contexts to evaluate culture and sport activity in the third sector, the voluntary sector and for national and regional organisations, membership bodies, etc. Using the HGIOC&S?2 framework will help organisations to understand the impact of their services and activities, evaluate their performance and identify priorities for action. It has been supported by VoCAL (the national association for culture and leisure managers) and designed by practitioners based on many years of experience in the culture and sport sector working in partnership with Education Scotland.

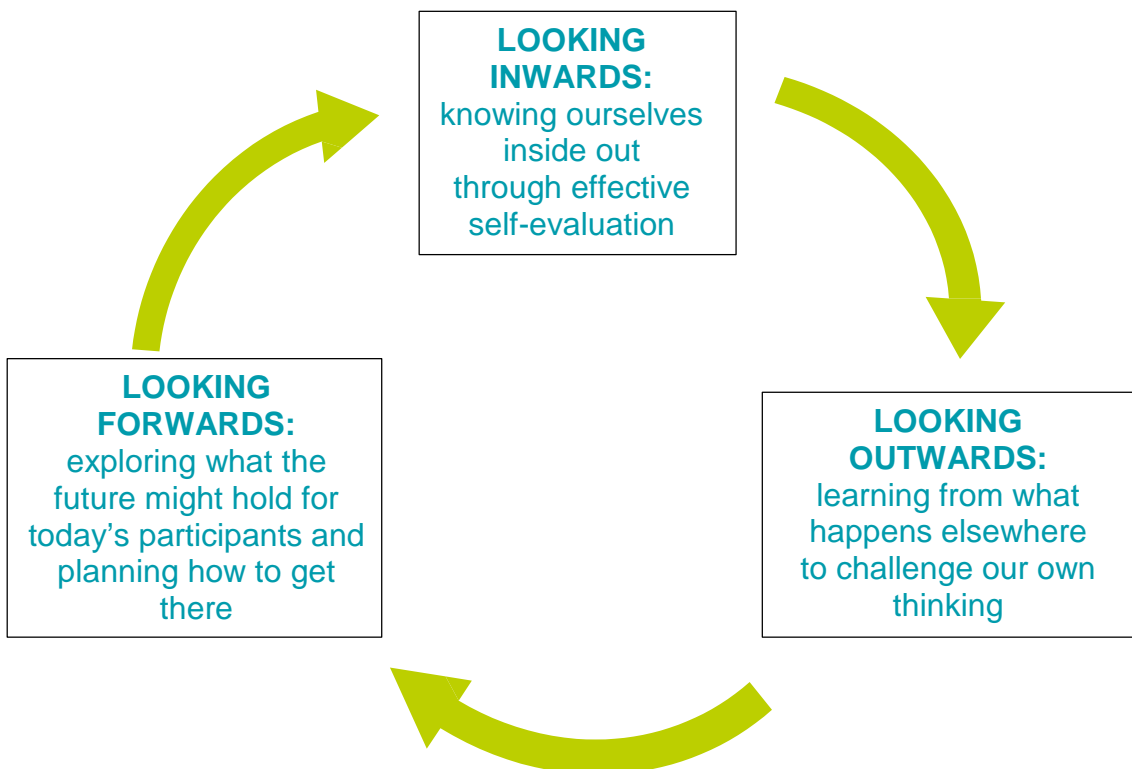
Self-evaluation

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

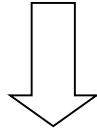
Looking Forwards to explore what the future might bring and use this information to anticipate what change is required to ensure the organisation is responsive to future needs.



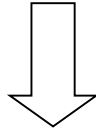
At the heart of self-evaluation are three questions:

- How are we doing?
- How do we know?
- What are we going to do now?

How good is our culture and sport?2



How do we know?



Self-evaluation

What key outcomes have we achieved?

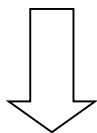
What impact have we had in meeting the needs of our stakeholders*?

How good is our delivery of key processes?

How good is our operational management?

How good is our strategic leadership?

What is our capacity for improvement?



What are we going to do now?

*see glossary for definition of stakeholders

Why use this resource?

HGIOC&S?2 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. The framework supports staff and volunteers, at all levels, to become more confident with self-evaluation. You can use part or all of the resource and all of the quality indicators (QI) provide challenge questions to prompt discussion and help plan improvements. HGIOC&S?2 shares a common language with other 'How Good Is?' evaluation frameworks developed by Education Scotland and can also be used alongside a range of other evaluation resources. It complements other frameworks and standards including European Foundation for Quality Management, Investors in People, Public Sector Improvement Framework, UK Quality Scheme for Sport and Leisure and Customer Service Excellence.

How to use HGIOC&S?2

As you look through the document you will see a number of QIs which focus on specific aspects of your work. They will help you identify strengths in your organisation and areas for improvement. The QIs 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 to plan for coming changes. You may find it useful to use the template included in Appendix 2 which provides a way to group your responses to the challenge questions with reference to best practice, what you are currently doing and the opportunities you can identify for taking action.

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.

Getting started

You can start with any QI and can look at QIs in any order. You do not need to use every QI, 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 QIs. 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 QI, for example, board members may find it helpful to start with QI 11: Organisational Design and Governance. Organisations whose main role is to support other organisations may want to start with QI 6: Partnerships. Some organisations will choose to focus on one theme such as Leadership and look through all the leadership QIs. 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 as a way to get them started.

Summary Diagram of all the Quality Indicators



List each Quality Indicators and its themes

OUTCOMES AND STAKEHOLDERS

- Quality Indicator 1: IMPROVEMENTS IN PERFORMANCE
Themes: Collecting, analysing and using performance information
Using trends and benchmarking to plan for improvement
Quality of activities and services
- Quality Indicator 2: IMPACT ON THE PEOPLE WE WORK WITH
Themes: Positive and sustained impact
Increasing life chances
Meeting needs
- Quality Indicator 3: IMPACT ON STAFF AND VOLUNTEERS
Themes: Enabled to deliver high quality activities and services
Valued, confident, motivated
Empowerment and influence
- Quality Indicator 4: IMPACT ON COMMUNITIES
Themes: Meeting community needs
Building capacity in communities
Thriving culture and sporting communities

PROCESSES AND OPERATIONAL MANAGEMENT

- Quality Indicator 5: ENGAGEMENT AND COMMUNICATION
Themes: Communication and inclusion
Stakeholder involvement
Understanding and influencing
- Quality Indicator 6: PARTNERSHIPS
Themes: Developing and sustaining partnerships
Efficient and effective partnerships
Impact of partnerships
- Quality Indicator 7: ACTIVITIES AND SERVICES
Themes: Planning activities and services
Culture and sport infrastructure
Standards
- Quality Indicator 8: INCLUSION, EQUALITY, DIVERSITY AND FAIRNESS
Themes: Approaches to inclusion and equity
Identifying and reducing barriers
Promoting and valuing fairness, equality and diversity
- Quality Indicator 9: ORGANISATIONAL RESPONSIBILITY
Themes: Compliance with legislation, policy and guidance
Financial performance and procedures
Resource and knowledge management

LEADERSHIP

Quality Indicator 10: VISION, VALUES AND AIMS
Themes:
Clear vision, values and aims
Culture and ethos
Communication

Quality Indicator 11: ORGANISATIONAL DESIGN AND GOVERNANCE
Themes:
Governance and management arrangements
Governance processes
Roles and responsibilities

Quality Indicator 12: LEADERSHIP AT ALL LEVELS
Themes:
Developing leadership capacity
Building and sustaining teams
People and partnerships

Quality Indicator 13: IMPROVEMENT AND CHANGE
Themes:
Planning for improvement
Creativity and innovation
Leading change

The six point scale

The six point scale is a tool for grading the quality indicators. It is not necessary to use this scale although you may choose to do so. The QI levels are as follows:

LEVEL 6	Excellent	Outstanding and 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

There are many ways in which performance can merit a particular evaluation. It should be kept in mind, however, that evaluation is not a technical process and decisions on levels of performance should be based on professional judgment. The following general guidelines should be consistently applied.

- An evaluation of **excellent** applies to performance which is a model of its type. The outcomes for participants along with their experience of provision in culture and sport are of a very high quality. An evaluation of *excellent* represents an outstanding standard of performance which exemplifies best practice and is worth disseminating beyond the organisation. It also implies these very high levels of performance are sustainable and will be maintained.
- An evaluation of **very good** applies to performance characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish the impact, outcomes and experiences for participants and other stakeholders. While an evaluation of *very good* represents a high standard of performance, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to deliver culture and sport services without significant adjustment. However, there is an expectation that the organisations will continue to take opportunities to improve and strive to raise performance to *excellent*.
- An evaluation of **good** applies to performance characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of performance in which the strengths have a significant positive impact. However, the impact, outcomes and experiences for participants and other stakeholders are diminished in some way by aspects in which improvement is required. It implies that organisations should seek to improve further the areas of important strength, but also take action to address the areas for improvement.
- An evaluation of **satisfactory** applies to performance characterised by strengths which just outweigh weaknesses. An evaluation of *satisfactory* indicates that participants and other stakeholders have access to a basic level of provision which may not fully meet their needs or aspirations. It represents a standard where the strengths have a positive impact on the outcomes and experiences for participants and other stakeholders. However, while the weaknesses will not be important enough to have a substantially adverse impact, they will constrain the overall impact, outcomes and experiences of participants and other stakeholders. It implies that organisations should take action to address areas of weakness while building on strengths.
- An evaluation of **weak** applies to performance characterised by 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, the important weaknesses will, either individually or collectively, be sufficient to diminish the impact, outcomes and experiences for participants and other stakeholders in substantial ways. It implies the need for structured and planned action on the part of organisations.

- An evaluation of **unsatisfactory** applies to performance characterised by major weaknesses in critical aspects requiring immediate remedial action. The impact, outcomes and experiences for participants and other stakeholders are at risk in significant respects. In almost all cases, practitioners responsible for provision evaluated as *unsatisfactory* will require support to plan and carry out the necessary actions to effect improvement. This may involve working alongside staff from other organisations. Urgent action will be required to ensure that participants and other stakeholders have their needs and aspirations addressed.

For each QI in the framework there is an illustration of what an evaluation of “very good” might look like which is level 5 on a six point scale. These illustrations are intended to support professional dialogue and critical reflection during ongoing self-evaluation.

Challenge questions

A number of challenge questions are presented for each QI, all of which are designed to provoke discussion. The list of questions is not exhaustive and you may well find that your process of self-evaluation using challenge questions for one QI will lead you to consider another indicator.

Gathering and using evidence

Each QI lists examples of evidence, much of which will be relevant to consider in relation to more than one QI. Where evidence can clearly support more than one QI this is referenced. As is the case for the challenge questions, the evidence list is not exhaustive and it is very likely you will have evidence that is particularly relevant to the work of your organisation and may not be listed here. Gathering evidence to use for self-evaluation 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 them. 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. Evidence can be triangulated by looking at one source of evidence, backed up by another and agreed by at least a third line of enquiry.



OUTCOMES AND STAKEHOLDERS

Quality Indicator 1: IMPROVEMENTS IN PERFORMANCE

THEMES

- a) Collecting, analysing and using performance information
- b) Using trends and benchmarking to plan for improvement
- c) Quality of activities and services

This indicator considers how information demonstrating culture and sport's performance is collected, analysed and compared and how it is used to plan for and drive improvement. It focuses on achievement against aims, objectives outcomes and demonstrating impact.

CHALLENGE QUESTIONS

1. How effective are our arrangements for collecting, storing, protecting, retrieving and analysing data? Do these arrangements meet legislative and service needs?
2. What performance information do we gather? Do we have all the information we need and does it help us understand performance in relation to current and emerging priorities?
3. How effective are we at using information to plan, monitor and evaluate our work? Does it inform and shape strategy?
4. How well do we use data about demographics and other relevant data to understand the needs of the people we work with? How do we use this understanding to support planning for improvement?
5. Are culture and sport services and activities tailored appropriately to meet needs on a prioritised basis? Do targets reflect this tailored approach and are they adequately ambitious?
6. How well have our objectives, priorities and outcomes been identified, communicated and achieved? What are the positive impacts of our work and how are these demonstrated?
7. How well are we performing against relevant targets, benchmarks and comparators?
8. How successful are we at working with our partners and stakeholders to agree and achieve joint outcomes, and demonstrate impact?
9. Are trends in performance improving over time?
10. What positive recognition have we had for the work that we do?

OUTCOMES AND STAKEHOLDERS

ILLUSTRATION OF VERY GOOD – LEVEL 5

Collecting, analysing and using performance information

Performance information is effectively used to continuously improve and to inform the strategic and operational planning process. Culture and sport services and activities are developed which demonstrate an understanding of local challenges and empower communities. Culture and sport providers and partner agencies make use of research including community profiles to map out all existing activity and infrastructure.

Challenging targets are set and there is a strong shared understanding of progress against outcomes and targets. Performance information clearly demonstrates positive impact on the people we work with.

Using trends and benchmarking to plan for improvement

Trends in participation and inclusion of culture and sport services and activities are positive. Success in engaging targeted groups can be demonstrated, breaking down barriers to access, and tailoring activity to meet needs. Targets and objectives are consistently met or exceeded and performance is positive against benchmarks and comparators. Opportunities to learn and build on best practice are sought out and embedded in planning documents and processes.

Quality of services

Positive results are received from self-assessment activity, external audit and scrutiny. Partnership working is successful with culture and sport services and activities able to clearly demonstrate positive impacts. The achievements of culture and sport services and activities are wide ranging and this achievement is recognised by key stakeholders. Opportunities to achieve recognition for quality in a national context are pursued and some activities aim to achieve recognition in an international context.

TYPES OF EVIDENCE

- Quantitative data including audience numbers, visitor numbers, participation rates, social media engagement figures, web visits and membership numbers.
- Data evidencing the profile of audiences, participants, people and communities reached.
- Trends in relation to use of services for example; participation in activities and customer engagement patterns.
- Business plans, marketing plans, service plans and strategic plans.
- Qualitative and quantitative data demonstrating positive and sustained impacts for the people we work with, for example, increased employment rates, improved health and well-being; increased participation and inclusion in culture and sport services; community cohesion and economic growth.
- Information to demonstrate effectiveness in targeting and engaging with *potential* culture and sport audiences, for example, participants, tourists and service users.
- Self-assessment, audit reports, improvement plans, performance and progress reports, case studies.
- Achievement of recognised Quality Standards, certificates and awards, accolades and demonstration of positive reputation.

OUTCOMES AND STAKEHOLDERS

Quality Indicator 2: IMPACT ON THE PEOPLE WE WORK WITH

THEMES:

- a) Positive and sustained impact
- b) Increasing life chances
- c) Meeting needs

This indicator looks at the extent to which the activities of the organisation are having a positive and sustained effect on the people we work with. It understands that the people we work with identify in many different ways including customer, audience member, club member, spectator, participant, learner, visitor, virtual visitor, etc. It considers how culture and sport providers and partner agencies work together to shape, deliver and enable activities to meet people's needs. The transformational potential of culture and sport is considered including how culture and sport helps people to explore identity personal and community, build self-esteem, problem-solve and challenge. It also explores the extent to which people in the greatest need are reached and, **in this regard, should be read alongside QI 8: Inclusion, Equality and Fairness.**

CHALLENGE QUESTIONS

1. How well do we identify and 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?
2. To what extent are the people we work with actively involved and motivated?
3. How well do we support the people we work with to develop and progress? Does engagement with culture and sport achieve outcomes including an increase in life chances, improved physical and mental health and wellbeing, greater economic wellbeing, improved learning, etc?
4. How well do we value, support and actively promote fairness, equality and diversity?
5. How well do we support individuals and groups who are not realising their potential and what attempts do we make to reach out to potential users? Who are we not working with and why not?
6. To what extent do the people we work with report satisfaction with the service or support they receive? How do we record this and address any concerns raised?
7. Are we helping people to achieve a wide range of positive outcomes including good mental and physical health and wellbeing, a strong sense of identity, creativity and purpose?
8. How well do we recognise and celebrate achievement?

OUTCOMES AND STAKEHOLDERS

ILLUSTRATION OF VERY GOOD – LEVEL 5

Positive and sustained impact

People we work with report high levels of satisfaction with services, activities, opportunities and support they receive. People are actively involved and clearly motivated by their culture and sport experiences which impacts positively for their health, sense of wellbeing and identity. The achievements of the people we work with are recognised and celebrated. The quality of culture and sport activity and its positive impact for the people we work with is recognised in a national context as best practice. Some of the work to ensure that culture and/or sport has a significant impact for the people we work with is recognised as ground breaking.

Increasing life chances

Effective strategies are in place to make full use of the potential for culture and sport to help improve the life chances of people facing challenges. The people we work on a targeted basis are reporting improvements in their wellbeing as a result of their engagement in culture and sport activity. There is clear evidence that the life chances of more vulnerable groups are being improved as a result of their engagement.

Meeting needs

The social, economic and health and wellbeing needs of the wide range of people we work with are well understood and activities are tailored accordingly to meet these needs. Activities and services are inclusive and promote fairness. Individuals and groups from a diverse range of backgrounds are represented. Barriers to participation by individuals and groups facing challenges are effectively addressed.

TYPES OF EVIDENCE

- Qualitative information that demonstrates the extent to which there is positive and sustained impact on the lives of the people the organisation works with. This may include direct observation, social media discussions, focus groups, surveys, case studies, feedback from participants, customers, visitors, etc.
- Quantitative data indicating positive impact on the lives of the people the organisation works with. This may include participation rates, progression and trends over time.
- Evidence gathered from feedback which shows the level of satisfaction of the people the organisation works with.
- Information and feedback gathered from stakeholders, including partners, community organisations and individuals.
- Information demonstrating how the organisation has effectively considered and included potential users, including those from equalities groups.
- Marketing plans, audience development plans, strategic plans, needs assessments; equalities impact assessments.

OUTCOMES AND STAKEHOLDERS

Quality Indicator 3: IMPACT ON STAFF AND VOLUNTEERS

THEMES

- a) Enabled to deliver high quality activities and services
- b) Valued, confident, motivated
- c) Empowerment and influence

This indicator looks at how staff and volunteers are empowered to develop and provide activities that have a positive impact on the lives of the 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.

CHALLENGE QUESTIONS

1. How well do we support all staff and volunteers to develop and sustain quality activities and services? How do we know what difference this support makes to staff, volunteers and to the people they work with?
2. How well do we ensure staff and volunteers feel empowered, motivated, confident and valued? How do we know? Do we support staff and volunteers to be innovative and creative?
3. To what extent are staff supported to develop their leadership skills? How effective is this support and what difference does it make?
4. What systems do we have in place for gauging staff and volunteer feedback? How effective are they? What do they tell us?
5. 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?
 - contribute to effective working within teams and partnerships?
 - outcomes are analysed and used to improve impacts further?
6. How well do staff and volunteers work in teams and with partners? How is this improving outcomes?
7. How involved are staff and volunteers in contributing to decisions about the organisation and how often are they able to shape strategy and practice? What difference does it make?

OUTCOMES AND STAKEHOLDERS

ILLUSTRATION OF VERY GOOD – LEVEL 5

Ensuring the quality of activities and services

Staff and volunteers are providing high-quality activities and services which are positively impacting on the lives of the people the service works with. Staff and volunteers work together well in teams and with partners and these relationships are impacting positively on the people we work with.

Valued, confident, motivated

There are clear policies and procedures in place to support the wellbeing of staff and volunteers which has a positive impact and has led to a culture of understanding and engagement. Staff and volunteers have access to and engage in learning and development opportunities which improve their knowledge, skills and confidence. Learning and development activities are improving practice and have positive impact.

Empowerment and influence

Staff and volunteers take on responsibility for their own personal development and engage positively in a process to discuss, agree and implement plans for training and personal development. There is effective support for staff to enable them to develop leadership skills. This has led to improved practice and increased opportunities. Staff and volunteers feel empowered and contribute to decision-making in the organisation and are regularly involved in the shaping of strategy and good practice.

TYPES OF EVIDENCE

- Responses to staff and volunteer questionnaires, surveys, focus groups and interviews.
- Provision 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, e.g. records of qualifications gained, policy changes successfully implemented due to learning.
- Evidence of improved knowledge, skills and confidence amongst staff and volunteers, e.g. annual performance and development review records, interviews.
- Feedback and information recording the impact of team working and partnership working.
- Feedback from staff and volunteers on how they are involved in making decisions, shaping and improving strategy and continuously developing good practice.
- Staff retention rates, sickness absence levels.
- Achievement of recognised quality standard awards, e.g. Investors in People.

OUTCOMES AND STAKEHOLDERS

Quality Indicator 4: IMPACT ON COMMUNITIES

THEMES

- a) Meeting community needs
- b) Building capacity in communities
- c) Thriving culture and sporting communities

This indicator focuses on the impact of culture and sport on the community. It deals with the quality of local provision, the extent of participation and the success of initiatives to involve under-represented groups in culture and sport. It also considers how culture and sport achieve a wide range of national and local outcomes and looks at the role of culture and sport as a key contributor to the economy of the local area. **It should be read alongside QI:4 Engagement and Communication which considers the process of achieving impact.**

CHALLENGE QUESTIONS

1. What communities do we engage with and why? Who are we not working with and why not?
2. What evidence do we have that our engagement and/or support makes a positive impact to communities of interest?
3. What evidence do we have that people are confident, skilled and active in their community of interest?
4. How are people in our community given the opportunity to influence and shape local and wider decision-making about priorities that directly impact on their community of interest?
5. How inclusive are the organisations in our community? How do we know?
6. Does the evidence show that social, disability, gender, race, religion, sexual orientation, language and cultural differences are recognised and inclusion and common values celebrated?
7. How do we ensure member organisations value, support and actively promote diversity and inclusion?
8. To what extent have we supported our community to develop innovative and creative new practice?
9. To what extent have we anticipated demographic or other changes to improve the relevance and responsiveness of our service and the services provided by those we support?

PROCESSES AND OPERATIONAL MANAGEMENT

ILLUSTRATION OF VERY GOOD – LEVEL 5

Meeting community needs

Strong and productive relationships have been formed with community, voluntary and other local organisations. Providers work with stakeholders to identify and overcome barriers to access. As a result, access and participation has become broader. Local people enjoy a wide range of culture and sport activities that are accessible, affordable and stimulating. Providers, including community organisations, are flexible and creative in order to respond to changing needs.

Building capacity in communities

Community groups are empowered and actively engaged as equal partners with public, private and third sector organisations. Community groups provide high-quality activities that respond to priority needs in their community and reflect the diversity of the local communities in which they are situated. Culture and sport partners provide effective support for community organisations which is improving their capacity to meet local needs. Active community members and leaders involved in culture and sport receive very effective support and training to develop their skills and confidence.

Thriving culture and sporting communities

Communities have a strong connection to 'place' and have a positive impact on it. The achievements of individuals and organisations are promoted and celebrated. Culture and sport is a key aspect of wider community development. This is leading to a range of positive outcomes which may include health, economic, community safety and learning impacts.

TYPES OF EVIDENCE

- Quantitative data showing participation, attendance, retention, achievement, progression and access to services by communities.
- Evidence of engagement with communities to plan, develop and change culture and sport services and activities to meet priority needs, e.g. planning events, direct observation, social media engagement, surveys, focus groups, etc.
- Evidence of direct and indirect economic impact due to culture and sport, e.g. tourism, the ability of a local area to attract inward investment, skills development and employability, business growth.
- Achievement of nationally recognised awards.
- Performance data and trends over time (see also QI:1) including increased participation and inclusion in culture and sport services; improved health and well-being, community cohesion and economic growth.
- Strategic plans identifying priority outcomes.
- Evidence of partnership working to achieve shared outcomes.

Quality Indicator 5: ENGAGEMENT AND COMMUNICATION

THEMES

- a) Communication and inclusion
- b) Stakeholder involvement
- c) Understanding and influencing

This indicator considers how culture and sport providers and partner agencies identify the needs and aspirations of local communities. It focuses on the tools and methods that are in place to provide information and gather insight and understanding on the needs and preferences of communities in order to inform plans, decision making and improvements to the service. It also considers engagement from a marketing perspective and considers customer behaviour, audience development, etc. and anticipating needs in this context.

CHALLENGE QUESTIONS

1. How effectively do we ask people what they think? Are we systematic about regularly seeking feedback? How well do we seek the views of people who are not currently engaged in culture and sport activity?
2. Are our internal systems and procedures for community engagement well developed? Do we use national tools such as the National Standards for Community Engagement and VOICE to design and enable effective community engagement?
3. How are stakeholders involved in shaping activities and services? What methods do we use to measure satisfaction such as surveys, focus groups, feedback schemes, panels etc.? Do we use feedback from stakeholders to inform decisions and plans?
4. How well are the people we work with, especially vulnerable and marginalised groups, underrepresented groups encouraged and enabled to participate in the reviewing and raising of standards?
5. How well do we use data and analysis from other culture and sport providers and partners in the wider community to compare, share, benchmark and inform planning?
6. How well do we use an appropriate range of channels including social media to interact with the community and share experiences? Are staff knowledgeable and confident about the use of social media channels and other digital services for engaging individuals and communities?
7. To what extent do we support others to influence policy, plans, services and activities at local, regional and national level?

PROCESSES AND OPERATIONAL MANAGEMENT

ILLUSTRATION OF VERY GOOD – LEVEL 5

Communication and inclusion

Information about all sport and culture activities and services in the community is easily available to the public and is regularly updated. Providers are well aware of their stakeholders and use appropriate and varied methods to communicate with them. Engagement and participation is a dialogue which supports access and participation. Culture and sport providers are committed to social inclusion and comply with equalities legislation, policy and best practice guidelines. Commercial considerations are appropriately balanced with social needs and priorities.

Stakeholder involvement

Staff and volunteers have good knowledge and awareness of how to involve stakeholders in key processes and are supported to increase their community engagement skills over time. They engage effectively with communities to jointly identify priorities for action and are encouraged to use engagement and evaluation tools to record, analyse and plan. As a result there is clear evidence that stakeholders are actively involved in the creation and monitoring of policies and plans. Impact is clearly demonstrated and high levels of positive customer satisfaction are reported. Strategies to engage potential users are achieving success and many individuals within targeted groups are accessing culture and sport regularly.

Understanding and influencing

Individuals and community groups have a wide range of opportunities to influence decisions. Community and voluntary organisations are supported effectively. They are aware of and collaborate well with similar groups operating in their area. This enables them to learn from each other and promote joint action. Marketing data and knowledge of customer behaviour informs planning for culture and sport services and activities. This understanding informs planning to anticipate needs and shape the market where necessary to address any barriers to inclusion. Culture and sport providers have clear and transparent plans to meet needs and aspirations.

TYPES OF EVIDENCE

- Exit surveys, customer relationship marketing data, customer surveys, mystery visits, focus groups, social media discussion threads, user generated content.
- Strategies and Plans for Marketing, Communication, Business Development.
- Benchmarking data including statistics, financial performance data and national performance indicators for engagement and communication.
- Quality standard awards entries, e.g. Quality Scotland, Association for Public Service Excellence (APSE) awards, CoSLA awards, Arts and Business Scotland Awards, local sport recognition/award schemes, etc.
- Records of complaints, testimonials and other feedback from customers and partners.

PROCESSES AND OPERATIONAL MANAGEMENT

Quality Indicator 6: PARTNERSHIPS

THEMES

- a) Developing and sustaining partnerships
- b) Efficient and effective partnerships
- c) Impact of partnerships

This indicator considers how culture and sport activities and services are developed, delivered and enhanced through partnership working. It looks at how culture and sport partnerships are secured and sustained and take forward shared local and national visions, values and goals. It explores how effective partnership working is encouraged and promoted.

CHALLENGE QUESTIONS

1. How well do we actively seek out, promote and respond positively to potential partnerships?
2. Are we clear what added value each partnership brings, what we have contributed to each partnership and how this leads to better outcomes for the people we work with and our communities?
3. How well do we develop and agree shared priorities with partners?
4. Do we regularly plan, monitor and evaluate our work with partners and consider the progress and effectiveness of our partnerships?
5. 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?
6. How do we know that working in partnership has made a difference? Do we understand the effectiveness of our partnership?
7. How clear are the partnership agreements we enter into, including those with funders and those we fund?
8. How well do we share skills, information, knowledge and experience within partnerships?
9. How well do we learn from successful and any unsuccessful partnerships?
10. Do we engage in shared professional learning opportunities with partners?

PROCESSES AND OPERATIONAL MANAGEMENT

ILLUSTRATION OF VERY GOOD – LEVEL 5

Developing and sustaining partnerships

Culture and sport partnerships set out a clear strategic framework within which joint working between partners is established and flourishes. An ethos of partnership working is central to the continuous development and provision of culture and sport activities and services. Partnerships exist with a wide range of key services, agencies, businesses, voluntary, public and private sector bodies. Partners plan their engagement to secure the active participation of all relevant people and agencies.

Efficient and effective partnerships

Key partners are clear about their roles and contribution to achieving outcomes of culture and sport strategies and associated plans, about what matters most and how their time will be best spent. Consultation and communication between partner agencies is regular, structured, supportive and efficient. Multi-agency and multi-disciplinary partnerships are highly developed and productive. They are actively engaged in planning, delivering, monitoring and evaluating joint projects.

Impact of partnerships

Joint projects are value for money and result in improved outcomes for communities and others in relation to agreed objectives. Partners plan, monitor and evaluate the impact of culture and sport activities and services. Partnerships seek opportunities for improvement and development and, as a result, services and activities are improving.

TYPES OF EVIDENCE

- Strategic plans demonstrating shared vision and plans for joint working to achieve shared outcomes.
- Formal written agreements including Service Level Agreements and protocols.
- Clear terms of reference concerning roles and remits.
- Minutes of regular partnership meetings and records of Annual Review processes.
- Customer satisfaction data (see also QI: 2).
- Evidence of profile achieved through partnership working, e.g. press coverage, records of events and activities, joint marketing arrangements.
- Qualitative evidence including feedback from all partners involved, demonstrating the difference the partnership is making to the people we work with.
- Partner surveys, social media engagement data, direct observation, focus groups.

Quality Indicator 7: ACTIVITIES AND SERVICES

THEMES

- a) Planning activities and services
- b) Culture and sport infrastructure
- c) Standards

This indicator considers how culture and sport providers plan and deliver high quality services and activities. It looks at how well the needs of individuals, communities and organisations are met and how changing or emerging need is addressed. The extent to which structures and arrangements for providing services and activities are fit for purpose is also considered.

CHALLENGE QUESTIONS

1. How do we know that our services and activities meet the needs of individuals and the communities we serve?
2. How do we respond to changing or emerging needs?
3. How do we work with others to plan our services and activities?
4. How do we get feedback from the people we work with and other stakeholders? Does the feedback come from a representative range of participants, customers, audiences, visitors, partners, staff and volunteers?
5. How do we use information about performance to make improvements in our services and activities?
6. How do we ensure that our local policies, strategies and plans are being appropriately implemented? How do we involve key stakeholders in the creation, monitoring and review of policies, strategies and plans?
7. How do we ensure that our services and activities are delivered to a consistently high standard? What evidence do we have to support this?
8. Do we support innovation and provide opportunities to learn from experience of both success and failure? Do we review services and activities regularly to ensure they still meet needs?
9. How do we recognise achievement and celebrate success? What do we learn from this process to inform future planning?

PROCESSES AND OPERATIONAL MANAGEMENT

ILLUSTRATION OF VERY GOOD – LEVEL 5

Planning activities and services

There is a robust process in place for planning services and activities. Systematic analysis of participant and wider stakeholder views informs practice and improvement planning. There is a strong emphasis placed on meeting need for individuals and communities and on customer satisfaction with the service or support they receive. Resources are targeted well to meet identified need.

Culture and sport infrastructure

The infrastructure for culture and sport services and activities is very well planned, responsive, of a high quality and supports innovative practice. There are clear systems in place for implementing policies, strategies and plans effectively. Appropriate targets, measurable outcomes and timescales are identified. Evaluation and review procedures are robust and performance is assessed on a regular basis.

Standards

Activities and services are consistently delivered to a high standard. Robust quality improvement measures are agreed and acted upon. There is a strong emphasis on recognising and celebrating achievement.

TYPES OF EVIDENCE

- Plans identifying clear outcomes, targets and timescales.
- Surveys and evaluation analysis that informs service and activity improvement.
- Records of analysis of qualitative and quantitative information showing needs identified and monitored, progress against targets, etc. (see also QI: 1).
- Feedback from the people we work with and wider stakeholders on the quality of activities and services, for example, focus groups, surveys (see also QI: 2).
- Clear operational plans, service agreements and evidence of quality improvement measures.
- Records of achievement and celebration including awards, certificates, press coverage.

PROCESSES AND OPERATIONAL MANAGEMENT

Quality Indicator 8: INCLUSION, EQUALITY, DIVERSITY AND FAIRNESS

THEMES

- a) Approaches to inclusion and equity
- b) Identifying and reducing barriers
- c) Promoting and valuing fairness, equality and diversity

This indicator considers how culture and sport promote inclusion, equality, diversity and fairness. It looks at how providers engage with groups and individuals that are traditionally hard to reach or are under-represented. It also examines how providers challenge prejudice and discrimination.

CHALLENGE QUESTIONS

1. How well do we promote and value fairness, equality and diversity in our services, activities, partnerships, organisations or groups? What difference is it making and how do we know?
2. How do we use our planning process to ensure inclusion and equity are considered in relation to all aspects of our work? To what extent do we achieve success?
3. How are we responding to local and national challenges, for example, social isolation, physical and mental health barriers, the effects of poverty?
4. How effectively do we target our work to reach those intended? How inclusive is our practice and how do we know?
5. How effective are we in identifying and removing barriers to access and participation? How is this recorded and monitored to influence change?
6. How effectively do we challenge prejudice and discrimination?
7. How effectively do we welcome and celebrate diversity within our communities?
8. How do we ensure that we meet our legal requirements with regard to equalities?

PROCESSES AND OPERATIONAL MANAGEMENT

ILLUSTRATION OF VERY GOOD – LEVEL 5

Approaches to inclusion and equity

Culture and Sport providers have a strong emphasis on fairness and equality in all aspects of the planning and delivery of activities and services. There is a strong ethos and practice of inclusion. People are treated equally, fairly and with respect.

Inclusion and equality leads to improved outcomes for participants.

Identifying and reducing barriers

Age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. There are a range of effective methods used for engaging groups and individuals that are traditionally hard to reach or under-represented. There is a clear focus on identifying and overcoming barriers to enable better access and participation in sports and cultural activities. There is a good range of support services and resources to meet specific needs

Promoting and valuing fairness, equality and diversity

Culture and sport providers consistently promote positive attitudes to social and cultural diversity and challenge prejudice and discriminatory practices. Culture and sport providers comply with all relevant equalities policies and provide training that meets legislative requirements and promotes compliance with equalities legislation.

TYPES OF EVIDENCE

- Data showing who is participating and who is not (see also QI: 1, QI: 2, QI: 4).
- Qualitative and quantitative feedback from a range of stakeholders.
- Evidence of engagement with excluded individual, groups or communities.
- Evidence of effective planning and action to break down barriers to participation and of targeting resources.
- Data that provides evidence of promoting inclusive practice, equality and fairness including the monitoring of plans.
- Data showing the availability of a range of resources and support services to meet the needs of people with disabilities or additional support needs.

PROCESSES AND OPERATIONAL MANAGEMENT

Quality Indicator 9: ORGANISATIONAL RESPONSIBILITY

THEMES

- a) Compliance with legislation, policy and guidance
- b) Financial performance and procedures
- c) Resource and knowledge management

This indicator looks at organisational responsibility including compliance, regulation and risk. It also looks at financial management and covers both the management of budgets and approaches to seeking funding. The efficient and effective use of knowledge and information is considered and the extent to which resources are used to achieve positive outcomes. Risk management is considered as a key issue for safeguarding and the prevention of harm. The possibility of taking appropriate risks to support planning for ambitious outcomes is also considered.

CHALLENGE QUESTIONS

1. Do we allocate resources in line with planned internal, local and national priorities? To what extent has our allocation of resources to date been responsible for the achievement of positive outcomes?
2. Are our resources - including facilities, specialist equipment and information technology - sufficient, appropriate and accessible? Do they help us to adequately meet the needs of the people we work with?
3. Do we comply with all required processes to meet legislative, policy, best practice and, where relevant, charitable status requirements?
4. What risk management processes are in place? Do we have robust systems and processes to ensure the safeguarding of vulnerable people? Are there processes to ensure the safety of data and support knowledge management?
5. Do our planning and review processes consider managing risk as a means to support ambition as well as reduce the potential for harm? Is there an appropriate balance between uncontrolled innovation and excessive caution? Is risk considered when developing work with partners?
6. Do the organisation's financial recording and reporting processes appropriately support scrutiny and decision making responsibilities? Are leaders fully engaged?
7. What is our budgeting process? How well do we allocate budgets in line with planned priorities? Do we make full use of all our resources including knowledge and information and the skills of key staff?
8. How well do we manage change including changes in resource levels and the identification of new risks and opportunities?

LEADERSHIP

ILLUSTRATION OF VERY GOOD – LEVEL 5

Financial performance and procedures

Services are planned with reference to all the resources available to the organisation. Resources are deployed in a cost effective way to achieve the greatest positive impact. Financial risks are anticipated and controls are in place to manage these risks. Annual accounts are produced to an appropriate timescale and there are clear procedures in place to identify and deal effectively and promptly with any budget variances.

Compliance with legislation, policy and guidance

People at all levels in the organisation are aware of and comply with their responsibilities with regard to legislation, regulation and codes of practice. There is a system in place to monitor changes in legislation, regulation and codes of practice and the organisation responds appropriately to these changes. Internal communication about financial performance, risk management and compliance is frequent and clear. People at all levels in the organisation are aware of their responsibilities to safeguard vulnerable people including service users, customers, staff, volunteers and partners. They are confident about procedures to raise concerns and know when to use them.

Resource and knowledge management

Performance data is recorded and monitored with reference to the achievement of strategic objectives, risk management, organisational sustainability and value for money. 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. Information is well-gathered and organised and is used to support the organisation to improve outcomes. Arrangements to store, retrieve, use and share information comply with legislation.

TYPES OF EVIDENCE

- Analysis of financial performance, including analysis of data and any financial reviews or audits.
- Evidence of compliance with relevant legislation, regulation and codes of practice, e.g. disclosure checks (PVG - protected vulnerable groups), risk assessments, incident and accident reports, health and safety checks.
- Board effectiveness reviews, staff succession plans.
- Risk registers, procurement process records, business continuity plans.
- Procedures and associated training records to ensure the protection of vulnerable people.

LEADERSHIP

Quality Indicator 10: VISION, VALUES AND AIMS

THEMES

- a) Clear vision, values and aims
- b) Culture and ethos
- c) Communication

This indicator looks at how the organisation creates a shared vision by working in partnership with stakeholders. It considers the role of organisational leaders and how staff and volunteers are involved in the development and implementation of the vision, values and aims. It focuses on the extent to which vision, values and aims guide planning for improvement and how they impact on the quality of outcomes for people we work with. It may be useful to look at this QI alongside QI 8 (Inclusion, Equality, Diversity and Fairness) and QI 5 (Engagement and Communication).

CHALLENGE QUESTIONS

1. How do we capture, share and communicate the vision, values and aims for our organisation and any partnership we work in?
2. Do we empower staff and volunteers and the people we work with to contribute to development, implementation and review processes for our vision, values and aims?
3. How do we involve partners and stakeholders in defining, reviewing and implementing our vision, values and aims?
4. How ambitious and challenging are our vision, values and aims? How do they relate to key policy objectives such as education, health and economic development? Are they informed by and contributing to national vision, values and aims for culture and sport?
5. How well are we meeting our vision, values and aims? Do they underpin all of the work that we do?
6. How well do we communicate progress and change to our stakeholders?
7. 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?
8. How well do our vision, values and aims contribute to positive developments in equality of access and opportunity? How do we know?
9. Do our vision, values and aims support improvement and excellence? How do we know?

LEADERSHIP

ILLUSTRATION OF VERY GOOD – LEVEL 5

Clear vision, values and aims

Our vision, values and aims are strong, clear and ambitious. They have been developed through an inclusive process and support the ambitions of our partners as well as providing us with a distinctive identity in leadership terms. The link between our vision, values and aims and strategic plans is robust. This link supports us to retain clear purpose whilst being flexible, creative and innovative in our practice. The vision, values and aims are in line with local and national priorities and are revisited regularly to meet changing and emerging needs.

Culture and ethos

Staff, volunteers and the people we work with have a sense of owning our vision, values and aims. They are central to the development and implementation of the vision, values and aims and people's actions make the vision, values and aims real. There is a culture of striving to improve and testing the efficacy of the vision, values and aims. The vision, values and aims are not static; they continuously evolve to remain effective, pertinent and adequately ambitious.

Communication

Staff and volunteers feel able to question and challenge in order to explore and evidence how the vision, values and aims are being implemented. Vision, values and aims are communicated effectively to stakeholders who are empowered to question, challenge and monitor how well they are being met. The vision, values and aims are continually revisited and reinforced in events and activities which result in a strong sense of common purpose. There is widespread recognition of our vision, values and aims and as such the profile of our services and activities is high.

TYPES OF EVIDENCE

- Written strategies and plans: explicit and implicit reference to vision, values and aims.
- Ability of internal stakeholders to articulate and interpret the vision, values and aims.
- Examples of staff, volunteers and key partners enacting the vision, values and aims.
- Evidence of processes to develop, implement and review the vision, values and aims on the basis of engaging, involving and empowering internal and external stakeholders as contributors and owners.
- Examples of local cultural and sporting identity forming and being informed by the vision, values and aims.
- Evidence indicating that the organisation's vision, values and aims promote positive attitudes to economic, social and cultural diversity.
- Feedback from partner organisations and those the organisation supports indicating strong understanding of the organisation's vision, values and aims.

LEADERSHIP

Quality Indicator 11: ORGANISATIONAL DESIGN AND GOVERNANCE

THEMES

- a) Governance and management arrangements
- b) Governance processes
- c) Roles and responsibilities

This indicator looks at how the organisation is organised to make it efficient and effective in terms of achieving positive impact for people, communities and partnerships. The extent to which governance and management arrangements are robust, effective, transparent and accountable is addressed. The ability of structures to support strategic decision-making is also explored including the function of governance as a key component of strategic leadership.

CHALLENGE QUESTIONS

1. To what extent are our structures and arrangements for scrutiny, governance and commissioning robust and fit for purpose? How do we know?
2. Are our governance and management structures able to draw on an appropriate mix of skills, diverse backgrounds and expertise to guide strategic purpose?
3. How appropriate and effective are relationships between senior leaders and others in the organisation, including paid staff and volunteers? How well are roles and responsibilities clearly understood and respected?
4. How effective are the arrangements for governance and organisational design in driving a quality improvement agenda? Are structures, policies and other activities in place to serve this agenda?
5. What information is presented to boards and committees? Does it support the organisation to actively govern the progress and performance of the organisation?
6. Are key stakeholders offered the opportunity to scrutinise performance? Is performance transparent and publicised?
7. Do we learn from practice elsewhere to design the structure and processes of the organisation and its governance? Do we share our practice with others?
8. How well is the organisation's performance monitored? Are financial, regulatory, legal, best practice and risk management issues well understood? How do we know?

LEADERSHIP

ILLUSTRATION OF VERY GOOD – LEVEL 5

Governance and management arrangements

Leaders demonstrate strong governance skills, motivate others and encourage engagement in the management of change. The organisation's board or committee has robust policies and procedures in place to recruit and develop members and to assess the overall effectiveness of governance. Board recruitment processes take account of best practice to ensure that the organisation is supported by an appropriate mix of skills, knowledge and experience. The composition of the board is reviewed and refreshed at appropriate intervals with reference to the need for specific skills and diversity.

Governance processes

The quality of activities and the achievement of priority outcomes is well understood by stakeholders and is seen as an integral feature of organisational and governance structures. There is proactive approach to performance management and improvement planning. People in governance and scrutiny roles work well with senior management to lead this proactive approach which is informed by analysis of high quality data, very good relationships with key stakeholders and a commitment to realising the vision, values and aims of the organisation. Any changes made are designed to drive the improvement agenda and increase efficiency and impact and are well supported by a change management process.

Roles and responsibilities

Roles and responsibilities are clear because they are agreed through a process and are mostly recorded in writing. Where service level agreements are used they clearly specify the requirements of the commissioning/funding body. All agreements about roles and responsibilities specify outcomes as well as quality standards and arrangements are in place to monitor progress. People in governance and scrutiny roles are clear about the role of staff and volunteers and vice versa. They work effectively with staff and volunteers whilst respecting their mutual roles. All parties in governance, scrutiny and leadership roles are aware of and comply with their responsibilities in respect of legislation, regulation and codes of practice.

TYPES OF EVIDENCE

- Clear organisational structure.
- Minutes of relevant committees and boards, planning day activities, etc.
- Strategic plans.
- Training and development plans for individual staff, leadership teams and people in governance and scrutiny roles.
- Professional review and development programme reports demonstrating the achievement of objectives previously identified at the planning stage.
- Review reports demonstrating clear terms of reference for the review process, options appraisal and decision making process based on evidence, best practice, consultation, improvement planning and achieving strategic purpose.
- Feedback from staff, volunteers and stakeholders that indicates they understand the role and positive contribute of people in governance and scrutiny roles.

LEADERSHIP

Quality Indicator 12: LEADERSHIP AT ALL LEVELS

THEMES

- a) Developing leadership capacity
- b) Building and sustaining teams
- c) People and partnerships

This indicator relates to the responsibility of leaders in building capacity for leadership at all levels within the organisation. It focuses on the fair and proper recruitment and selection of staff and highlights important features such as ethos and shared values for building and sustaining highly effective teams. It looks at the effectiveness of leaders within the organisation to support capacity building and empowerment of staff and partners to achieve outcomes.

CHALLENGE QUESTIONS

1. Do leaders create the conditions and empower staff to develop effective leadership at all levels? Are talented staff identified, nurtured and used to best effect?
2. What is in place to ensure that staff and volunteers are clear about lines of responsibility?
3. How transparent are our recruitment, selection and performance management procedures and are they consistent with current legislation and local and national agreements? What evidence do we have that these are effective?
4. Is there a culture of learning in the organisation? How does this impact on practice?
5. Are effective leadership development programmes in place? How do we assess their impact?
6. Do leaders, staff and partners work effectively as a team? How do we know? How do we identify areas of success and development?
7. Does the organisation have an appropriate balance between support and challenge as a feature of leadership at every level?
8. Do leaders provide, encourage and facilitate opportunities for collegiate and partnership working? What benefits are derived from these processes?
9. Are partnerships formal or informal? Do we have robust systems and processes for evidencing progress towards outcomes? How are these reviewed?
10. To what extent does our ethos promote leadership and teamwork across the organisation and with other partners and stakeholders?

LEADERSHIP

ILLUSTRATION OF VERY GOOD – LEVEL 5

Developing leadership capacity

There is an empowering culture that supports all staff, volunteers and partners to develop their leadership capacities. This is supported by robust written documentation. Opportunities for building leadership capacity can be identified by staff and volunteers within the organisation. Leaders ensure that opportunities for progression are transparent and staff are engaged at all levels. As a result, staff and volunteers at all levels contribute effectively to achieving outcomes.

Building and sustaining teams

Leaders at all levels promote, exhibit and emphasise the importance of effective working relationships in the delivery of culture and sport activities. Staff and volunteers understand that they have a key role to play in taking forward the work of the organisation as individuals and as part of a wider team. They feel able and confident to exercise initiative, share responsibility and adopt lead roles in their area of responsibility.

People and partnerships

Leaders proactively support succession planning and this is evident within programmes and processes. Engagement and collegiate working is evidenced within and across teams and partners. Relationships with partners are productive, reflective and constantly evolve to maximise opportunities. There is a proactive approach to tackling any prejudice-based discrimination and all staff, volunteers and partners feel valued and supported.

TYPES OF EVIDENCE

- Examples of leadership at all levels throughout the organisation, (direct observation, interviews, stakeholder feedback).
- Evidence of opportunities for development of leadership including formal and informal activities e.g. training programmes, coaching and mentoring etc.
- Evidence of an ethos of individual, team and organisational improvement being promoted, supported and reinforced by senior managers, e.g. training plans, personal review and development plans, Investors in People award.
- Succession plans, skills audits, workforce development plans, records of team development activities.

LEADERSHIP

Quality Indicator 13: IMPROVEMENT AND CHANGE

THEMES

- a) Planning for improvement
- b) Creativity and innovation
- c) Leading change

This indicator focuses on the ability of leaders to secure improvements through the development of a shared vision for change. It examines how leaders challenge staff to improve performance and provide support for creativity and innovation. It questions if leaders ensure that the case for change is well understood and if processes for change are well planned to secure a positive impact. The indicator identifies the need for leaders to identify clear outcomes and to evaluate the impact of change.

CHALLENGE QUESTIONS

1. How effectively do leaders involve staff, volunteers, stakeholders and partners in planning for improvement?
2. What are the arrangements for managing change? Do all stakeholders understand and contribute to processes to review both strategic purpose and operational efficiency?
3. In what ways do leaders promote and support innovation, creativity and enquiry leading to positive change?
4. How well do leaders create conditions where staff feel confident to initiate well-informed change proposals and are committed to collective responsibility in the process of change?
5. Are change programmes based on analysis of options and clear assessment of the improvements change can achieve?
6. Do leaders identify best practice in culture and sport elsewhere to inform planning? What mechanisms are used to share and analyse this information internally?
7. Is change proactive or reactive? Is change continuous or are there periods of stability followed by short periods of transformation? Has the approach used to date been effective?
8. Do senior leaders effectively guide and manage the strategic direction and pace of change taking good account of risks to ensure follow through on strategies for achieving change? Is this process carefully planned and implemented?
9. Are the impacts of change assessed? If so, how? Do the impacts of change align with our expectations? How effective are our approaches to evaluating and monitoring the impact of change?

ILLUSTRATION OF VERY GOOD – LEVEL 5

Planning for improvement

Planning is evidence based, ambitious in its aspirations and robust in its implementation. Effective practice informs planning and organisational plans drive improvement and innovation. Evaluation is rigorous, comprehensive, systematic and transparent. As a result, outcomes are improving. Communication with stakeholders about change is productive and change fatigue is avoided. Operational outcomes reflect strategic and business planning.

Creativity and innovation

Senior leaders promote and support innovation, creativity and leadership at all levels which leads to positive change. Stakeholders regularly engage in critical, reflective and creative thinking. Structures and systems are aligned to secure improvements and find ways to limit the potentially negative impact of weaknesses. The people we work with are encouraged to be confident and ambitious and people work together creatively to develop communities through engagement in culture and sport activity.

Leading change

Leaders in culture and sport manage change effectively and strategically by prioritising and focusing and communicating well with staff and volunteers at all levels. They have a very good overview of what constitutes best practice within their organisation. As a result, they develop increased capacity to respond and adapt to change. Leaders within culture and sport ensure the organisation changes to meet new and emerging needs. Change is considered, well managed and engages all stakeholders. Staff and volunteers regularly reflect on their practice and make improvements as a result.

TYPES OF EVIDENCE

- Quantative and qualitative performance data (see QI 1).
- Evidence demonstrating continuous self-evaluation is routine and informs planning for future activities (direct observation, interviews, strategic plans, minutes of meetings).
- Examples of innovative ideas or improved practices proposed by staff being implemented by leaders within culture and sport and examples of excellence and innovative practice being celebrated within the organisation and beyond.
- Tools used to inform change management processes, e.g. options appraisals, risk registers, business case models, etc.
- Evidence of improved outcomes due to change and business transformation processes (see QI 2, QI 3, QI 4).
- Evidence of staff and partner engagement with the change process (e.g. minutes of staff meetings, social media engagement threads, away day records, feedback from stakeholders).

APPENDIX 1: USEFUL ADDITIONAL INFORMATION

There is a wide range of information and resources of relevance to the culture and sport sector, much of which is available online. Websites of relevance include

VOCAL

[Active Scotland Outcomes Framework](#)

[Physical Activity Implementation Plan](#)

[National Standards for Community Engagement](#)

[National Youth Strategy](#)

[Play Strategy for Scotland](#)

[National Public Libraries Strategy](#)

[Adult ESOL Strategy 2015–2020](#)

[Adult literacies in Scotland 2020 strategic guidance](#)

[Unlocking Potential, Embracing Ambition: the national 10 year arts plan for Creative Scotland](#)

[Reaching Higher: Building on the Success of Sport 21](#)

[Our Place in Time – The Historic Environment Strategy for Scotland](#)

[The National Strategy for Scotland's museums and galleries](#)

There is a wide range of legislation, guidance and codes of practice of relevance for culture and sport activities and services. Legislation of relevance includes the Public Libraries Consolidation (Scotland) Act 1887, equalities and anti-discrimination legislation, codes of practice and legislation on data protection, confidentiality, information sharing, etc. A summary of the key legislation is described below.

- The Community Empowerment Bill (Scotland) 2015 expands the number of public sector bodies that are subject to community planning duties to include health and social care integration Joint Boards, Historic Environment Scotland, Scottish Natural Heritage, VisitScotland and sportscotland. Consultation on draft guidance and regulation (March 2016) highlights the importance of community planning as a means to bring together local public services and the communities they serve. Key themes for the guidance include understanding local communities' needs, circumstances and opportunities, tackling inequalities, community participation and co-production and the prevention of problems and poor outcomes.
- The Act for Wellbeing is Part 3 of The Local Government in Scotland Act 2003 which focusses on the power to advance wellbeing, enabling local authorities to do anything they consider is likely to promote or improve the wellbeing of their area and/or persons in it. This includes providing access to the arts and leisure opportunities, lifelong learning, training and skills development and the promotion of good health with an emphasis on provision that has a positive impact on health outcomes and/or reduce health inequalities.
- The Equality Act 2010 and The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 places specific duties on local authorities to foster good relations amongst people who share a protected characteristic and those who do not.
- It is the statutory duty of local authorities in Scotland to provide library services which is governed by the Public Libraries and Museums Act 1964.
- The Requirements for Community Learning and Development (Scotland) Regulations 2013 (CLD Regulations): state that Community Learning and Development (CLD) should

be “delivered as a consistent, central element of public services in Scotland” (CLD Strategic Guidance, June 2012). This legislation places the responsibility for the production and implementation of CLD plans with Community Planning Partnerships.

Self-evaluation Form

Quality Indicator: _____

Challenge Question:	What evidence have we considered?	What difference are we making?	What challenges are we facing?	What action can we take?
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APPENDIX 3: GLOSSARY OF TERMS

Benchmarking

Comparing performance/best practice with other organisations.

Building community capacity

Work that strengthens the ability of community organisations and groups (for example, by building their structures, systems, people and skills) so that they are better able to set out and achieve their aims. This can include supporting them to be better at being involved in consultation and planning, managing community projects and taking part in partnerships and community enterprises. Adapted from Steve Skinner, Building Community Strengths (Community Development Foundation, 1997).

Closing the gap

This refers to the gap between those living in Scotland's least and most disadvantaged homes. Many people living in lower-income households have significantly worse health outcomes, for example, than people from better-off homes.

Collaboration

Working together to develop knowledge skills and understanding.

Community

People living in one particular area or people who are considered as a unit because of their common interest, social group, nationality, etc.

Community empowerment

A process where people work together to make change happen in their communities by having more power and influence over what matters to them.

Community engagement

Developing and sustaining a working relationship between one or more public body and one or more community group, to help them both to understand and act on the needs or issues that the community experiences.

Consultation

The action or process of gathering information and/or discussing something with someone in order to gain an understanding of their opinion and/or solicit their advice.

Empowerment

To give power or authority to another individual or organisation to make decisions or deliver activities or services on behalf of the organisation.

Engagement

When culture and sport providers seek to engage people and communities this is a proactive process which can include encouraging written feedback, creating opportunities for group discussion, online forums, etc.

Equality

Equality is the removal of barriers and widening of opportunities for people whose access may be otherwise limited. Where equality is embedded in practice there will be no prejudice-based discrimination.

Equity

Treating people fairly, but not necessarily treating people the same. Equity may involve taking personal and social circumstances into account - such as gender, ethnic origin or family background - to better support people to achieve positive outcomes.

Governance

All the structures and processes that coordinate and control an organisation's resources and actions. This includes the framework of rules and practices where senior leaders such as a board of directors, management committee or elected members ensure accountability.

Involvement

The process whereby stakeholder groups are involved meaningfully in a process from inception to delivery (and through the analysis of performance)

Outcomes

Outcomes are all the changes and effects that happen as a result of action taken. They are changes that occur or the difference that is made for individuals, groups, families, organisations or communities. Outcomes are the final product or end result and are used as a focus for planning improvements. In contrast, outputs are activities undertaken and are only important in so far as they lead to the outcomes that are needed.

People we work with

This term covers any recipient of culture and sport services or activities. It includes, but is not limited to, people you may call; customers, visitors, audiences, spectators, service users, members, clients, children, young people, adults, older people, learners, families, stakeholders, participants. It includes the people that are supported by volunteers.

Positive impact

To have a strong effect on someone or something which leads to positive and sustained change.

Protected characteristics

This is the term used in The Equality Act 2010 to describe who is protected by law. Protection varies depending on whether a person is at work or using a service. There are eight protected characteristics of people who use services: disability, sex (gender), gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation and age.

Safeguarding

Protecting the health, wellbeing and human rights of vulnerable people and enabling them to live free from harm, abuse and neglect.

Services

Activities that are provided on a planned basis which may include activities provided to meet statutory requirement (e.g. Library Services)

Stakeholders

Any individual or organisation that has a potential or actual interest in culture and sport as a provider, delivery partner, sponsor, user or potential user.

Volunteers

This term is used to cover all those who are not paid but give up their time to contribute to culture and sport activity. This may include board members, trustees, those on advisory groups, those involved in organised community clubs and groups, unpaid interns, those on work placements, helpers, etc.

Endorsed by



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