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Introduction to self-assessment

You may find it useful to re-read the following prior to reading this document:

- Introduction, including the framework and glossary sections at the front of the Quality Standards Manual.
- Section 1 “Preparing for the work on Quality” in Quality Standards Manual.
- The flow chart of the self-assessment process (Appendix 3) and the checklist for facilitators (Appendix 4) which also provide a useful overview of the self-assessment process.

Self-assessment in context

As you will see from the introduction to the Quality Manual, each of the Standards listed represent key areas of an agency’s activities, which together create a quality service for young people. Each area identified has a statement of the Standard expected, followed by a number of ‘practice guidelines’. The practice guidelines outline the individual elements which go together to make the expected Standard.

The self-assessment materials relate to these elements and are numbered to correspond with the different practice guidelines. They are addressed to different stakeholders depending on their relevance. There is more detail about how to use the self-assessment forms further on in these guidelines.

There is no set order in which to carry out the self-assessment, although starting with the first four should ensure that a good deal of the management and support systems are in place which are needed to sustain the delivery of services. Within the first four, the management Standard is the largest and requires the most intensive involvement of the management body. This may influence your decision - it may be that you would prefer to begin by looking at one of the other three Standards so that the process is not so overwhelming for the management body. Alternatively, the management Standard does demonstrate how essential the management body are to the organisation, and arguably the more that this Standard has been worked through the easier it will be to work through the others.

We have found that once you have gone through self-assessment on one of the Standard Areas and people understand what is required of them and how it all works, the next area becomes easier to manage because the process is more familiar. One idea may be to do a pilot run through part of one Standard Area with some representatives of the different stakeholder groups to see what problems need to be ironed out before you tackle a whole Standard Area for real. There are no hard and fast rules here; it will depend very much on each agency’s individual circumstances.

It is important not to become disheartened if you are coming up with low scores, especially in the beginning. The whole point is to work towards quality and to make appropriate and sustainable improvements over time.

The stakeholder groups

It is important that “stakeholders” i.e. people with an investment in your agency, are consulted as an essential part of the self-assessment.

Youth Access have developed a series of questions on the “evidence” forms to help each of the stakeholder groups decide how well the agency meets each of the practice guidelines. (We have not outlined specific questions for the funders of your agency given the likely variety

of funders and funding arrangements. It is expected however that funders will have their own monitoring methods which are likely to complement the Youth Access Quality Standards, just as the self-assessment process is likely to furnish you with useful evidence to provide to the funders of your organisation).

The groups are consulted to different degrees depending on where they have a specific responsibility or their feedback is relevant. For example the first Standard relating to management puts a lot of questions to the management body, some to Co-ordinators and staff and only one to young people.

The different groups that will be consulted directly via the self-assessment materials are:

- **The Management Body.**
This refers to whoever has overall responsibility for the strategic management of your agency. It may be the management committee, board of trustees, steering group, or the Local Authority via the Youth Service.
- **Co-ordinators, Line Managers**
Some Standard Areas have specific questions for the Co-ordinators of a project. Some are focussed on those people with a line managerial responsibility. This division depends on the different Standard Areas that are being addressed. In other Standard Areas the co-ordinator or line manager is asked only to fill out the staff section of the evidence forms.
- **Staff**
These questions relate to all staff, whether full-time, part-time, paid or voluntary workers. (The Co-ordinators only need to fill out these questions if there are no evidence forms within the Standard Area specifically addressed to them).
- **Young People**
These questions are aimed at the young people who use your service. You may decide to ask young people individually or you may use a group work approach in order to gather their views. You may also decide to ask some of the Standard Area questions of young people who are not currently users of your service. Youth Access will be producing a publication later in 1999 outlining how you might develop policies and practice in relation to User consultation and involvement.

Using these self-assessment materials will enable you to cross reference between the different stakeholder groups, and to ensure that all the relevant people's knowledge and impressions are included so that your assessment is as objective as possible.

The self-assessment forms

Evidence

The Evidence forms are the first forms you will be using. Each sheet is headed with the Standard Area and with the group it aims to consult. The forms are given an illustration (see left) to help you identify them within the manual. Each stakeholder group has different statements to consider, which relate either to their role or to their perceptions of how well the Standard is met within the agency. The statements are numbered and relate to the Practice Guidelines given in the Quality Standard. Where the statement breaks down into more than one answer there are a corresponding number of boxes on the form. The sheets can either be filled out individually or separately, individually within a group situation followed by discussion, or by a group coming to consensus on each point.

The answers are rated (please see key on the evidence sheets) in order to give some idea of how well the organisation is currently meeting each Standard element according to the individual being consulted. There is a space, which invites the individual to provide supporting evidence.

Group action plans (Appendix 6)

The stakeholder groups each work together to produce an action plan for their group. The action plans identify the agency's strengths, and any gaps or opportunities for improvement. There is one pro-forma copy of an action plan, which should be copied as often as needed for each stakeholder group. The group action plans bring together the total scores from within each group as well as the observations that they made on their evidence sheets.

The scores are to help you find out approximately where you are in relation to best practice and to give you a benchmark against which to measure your progress as an organisation. They are intended as a guideline only. Total scores are reached by multiplying the number of statement answers possible within each Standard Area by 4 (highest possible rating) and then multiplying by the numbers of people in each stakeholder group that have been consulted.

Individuals work with their respective groups to produce a collective response. Each Standard element is given a priority number from 1-5 with 1 being the most important or urgent element to be improved.

Collation of group action plans (Appendix 7)

This form provides space to transfer all the strengths and opportunities for improvement from the group action plans, and records the suggested action, and the people who need to do it. The collation can either be done by the facilitator or by bringing together representatives from all the groups, (or indeed all the groups themselves, although this would obviously be harder to manage). The most important part of this whole process is that it will generate lots of discussion and possibly some disagreement. Communication is vital. It is as important to have the debate as it is to complete the paper exercise.

Monitoring Forms

These forms contain a list of monitoring methods for each Standard Area, which expand on the brief example list already given in the Quality manual. The three key policies of User Involvement, Confidentiality and Equal Opportunities will always appear at the beginning of the checklist. The rest of the list has tick boxes against all the paper evidence that you will need to have in place and on file. Other appropriate systems are listed as well as a list of groups from whom you will need to have feedback.

The Development plan (Appendix 8)

The development plan is devised from the evidence gathered on the collated action plans from each group of stakeholders, and from the monitoring form filled out by the Co-ordinator. The facilitator ensures that action points have been outlined for each Standard Area. Where there is unresolved disagreement the action point may be to outline the need for further discussion and negotiation. Examples of action points may include:

- Writing a policy
- Re-arranging a filing system
- Putting together an induction pack for management body members
- Looking at ways of consulting young people more widely
- Taking out professional indemnity insurance for counsellors
- Re-writing your publicity leaflets
- Developing a training programme

Supplementary notes and questions on the second side of the Development plan provide some guidance about how to design the plan and how to follow it through.

Standard Area 1: Management

Management body member

The agency has clear and accountable management structures and systems					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
1.1i I was appointed in line with the agency's Equal Opportunities policy. I understand my responsibilities for meeting its requirements.					
1.1ii I have a copy of the agency's constitution (where relevant). I understand my responsibilities as a member of the management body.					
1.2i I underwent an induction into the work of the agency.					
1.2ii I received an information pack about the agency. I fully understand the work of the agency. I fully understand my responsibilities as a manager.					
1.3i I have copies of the agency's annual budget.					
1.3ii I have copies of the agency's recent statement of income and expenditure.					

1.3iv	I know the agency has sufficient funding to meet its financial obligations.					
1.3v	I understand the agency's policies on recruitment.					
	I understand the agency's policies on salary structures					
	I understand the agency's policies on training					
	I understand the agency's policies on supervision					
	I understand my responsibilities for staff					
1.3vi	I have seen a copy of the Health and Safety policy.					
	I am aware of how this policy is applied and monitored in practice.					
1.3vi i	I know the agency is adequately insured.					
1.4i	I have a copy of the agency's annual work plan and targets.					
1.4ii	I have enough information and skills to enable me to:					
	- monitor the work of the agency					
	- to take decisions					
	- to contribute to forward planning					
1.5i	I understand the agency's confidentiality policy.					
	I know how staff record their work with young people.					

1.5ii	I receive feedback from staff about the agency and its work. I use the feedback in my decision making					
1.5iii	I receive feedback from young people about the agency and its work. I use the feedback in my decision making.					
1.5iv	I receive copies of the minutes of previous meetings and relevant papers in good time for all meetings.					
1.6	I am offered opportunities to attend internal and external training events that relate to my management role.					
TOTAL:						

Standard Area 1: Management

Co-ordinator

The agency has clear and accountable management structures and systems						
		D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
1.3i	I provide the management body with regular information about how the agency is using its resources, including finance.					
1.3ii	I think the management body effectively undertakes its responsibilities for legal and financial matters.					
1.4i	I believe the management body understands the agency's work and it policies and makes good decisions.					
1.4ii	I feel supported by the management body and believe that my views are accepted and taken account of in the decision making process.					
1.5	I provide the management body with regular information about how the agency is meeting its targets.					
TOTAL:						

Standard Area 1: Management

Other Staff

The agency has clear and accountable management structures and systems					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
1.4i I understand how to get my views heard by the Management Body.					
1.4ii I understand what decisions the management body is responsible for and how it makes them.					
1.4iii I know where to find the minutes and papers of appropriate meetings of the management body.					
1.4iv I feel the management body values my contribution to the agency's work.					
TOTAL:					

Standard Area 1: Management

Young people

The agency has clear and accountable management structures and systems					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
1.4i I think this is an agency that listens to young people.					
TOTAL:					

Later, Standard Areas will consult on more questions with young people. You may want to ask a series of young people the above question individually. Alternatively you could get a group of young people together to discuss the question and their response to it.

We are producing a briefing paper on User Consultation and Involvement, which will detail ways of consulting and involving young people.

Standard Area 1: Management

Monitoring methods

The agency has clear and accountable management structures and systems

DOCUMENTATION: (see also Management Committee Checklist., Appendix One)

- 4 Equal Opportunities Policy
- 4 Confidentiality Policy
- 4 User Involvement Policy
 - o Induction pack
 - o Agency Constitution
 - o Annual budget and income and expenditure records for the current financial year
 - o Signed audited accounts for previous year
 - o Signed staff contracts and job descriptions
 - o Police checks
 - o Health and Safety policy
 - o Insurance certificates
 - o Annual workplan and targets
 - o Staff reports on the agency's work

MINUTES OF MEETINGS:

- o Management body
- o Staff meetings
- o User Consultation meetings

FEEDBACK FROM:

- Management
- Staff
- Young People
- Funders

Standard Area 2: Line management supervision

Management body member

The agency provides competent and regular line management supervision for all paid and volunteer staff as part of the accountability process

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
2.1 I know that all line managers have the skills and experience necessary to provide effective line management supervision.					
2.2i I understand and can explain the difference between line management and case supervision.					
2.2ii I have seen the supervision policy.					
I know that it clearly outlines roles and responsibilities regarding frequency and location.					
I understand how supervision links to staff appraisal and the disciplinary procedure.					

2.3i I understand the line management structure and know that all staff have a designated line manager.					
2.3ii I know that all staff either have an employment contract or a volunteer agreement.					
2.3iii I know that all staff regularly attend line management supervision. I know that the level is appropriate to their workload.					
TOTAL:					

Please use the space below for any additional comments.

Standard Area 2: Line management supervision

Line managers

The agency provides competent and regular line management supervision for <u>all</u> paid and volunteer staff as part of the accountability process					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
2.1i I am trained/or experienced in delivering line managerial supervision.					
2.1ii I have appropriate experience or understanding of working with young people and the issues that affect them.					
2.2i I am familiar with the agency's policy on staff supervision.					
2.2ii I understand the purpose of line management supervision and its relationship to other forms of supervision.					
2.3i I regularly meet my supervisee(s) for supervision.					
2.3ii I only cancel supervision when an absence from work or an emergency occurs.					
2.4i I have copies of my supervisee's (s') job description(s), work plan(s) and targets.					
I use these as a basis for planning and reviewing work.					

2.4ii	I have agreed a method for recording supervision sessions with each supervisee, including any decisions or actions agreed.					
2.4iii	I have a system which enables supervisees to have access to their supervision notes.					
2.4iv	I know and understand the relevant professional codes and/or quality Standards governing my supervisee's(s') work.					
2.5	I provide annual appraisals for my supervisee(s).					
TOTAL:						

Please use the space below for any additional comments.

Standards Area 2: Line management supervision

Staff

The agency provides competent and regular line management supervision for <u>all</u> paid and volunteer staff as part of the accountability process					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
2.2i I know the agency's supervision policy and its relationship to staff appraisal and the disciplinary procedure.					
2.2ii I feel able to raise issues and contribute to setting the agenda for supervision sessions.					
2.3i I feel my line manager sees my supervision as a priority and rarely cancels our meetings.					
2.3ii I feel respected and valued by the supervision process.					
2.4i My line manager understands my job and helps me to monitor and evaluate how I am meeting targets.					
2.4ii I always leave supervision with a clear idea of any decisions agreed or action to be taken.					
2.5 My development and training needs are assessed and agreed at annual appraisal.					
TOTAL:					

Standard Area 2: Line management supervision

Monitoring methods

The agency provides competent and regular line management supervision for all paid and volunteer staff as part of the accountability process

DOCUMENTATION:

- 4 Equal Opportunities Policy
- 4 Confidentiality Policy
- 4 User Involvement Policy
 - o Staff Supervision Policy
 - o Appraisal System
 - o Disciplinary Procedure
 - o Signed staff contracts and volunteer agreements
 - o Job descriptions for all staff
 - o Work plans and targets for all staff
 - o Relevant professional codes governing the supervisee's work

RECORDS:

- o Supervision notes, including dates, content of meeting, decisions and actions outlined.

FEEDBACK FROM:

- o Line Managers
- o Staff

Standard Area 3: Recruitment, selection and induction of staff

Management body member

The managing body has clear and equitable recruitment and selection procedures for paid and volunteer staff and provides relevant and effective induction within the first three months of their appointment					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
3.1					
I know the agency's procedure for staff recruitment and selection. I ensure the whole process is monitored to meet the agency's Equal Opportunities policy.					
3.2					
I am given the opportunity to approve all job descriptions and person specifications prior to advertising.					
3.3					
I know the agency always takes up reference before confirming appointments. I know the agency where appropriate take up police checks before confirming appointments.					
3.4					
I have sufficient training and/or experience to undertake staff recruitment and selection.					
3.5					
I know there are signed copies on file of each staff member's job description and employment contract or volunteer agreement.					
TOTAL:					

Standard Area 3: Recruitment, selection and induction of staff

Staff (appointed in the last 18 months)

The managing body has clear and equitable recruitment and selection procedures for paid and volunteer staff and provides relevant and effective induction within the first three months of their appointment					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
3.1i I felt the agency provided clear information at all stages of the recruitment and selection process.					
3.1ii My appointment seemed a fair and open process. I felt I was treated with respect.					
3.6i I met my line manager on my first day. I met frequently with her/him during my induction period.					

3.6ii	I was provided with a useful induction programme with clear objectives and targets for a specified period.					
3.6iii	I have access to a staff handbook, which sets out all the agency's policies affecting my employment.					
	As part of my induction, all the policies were explained to me.					
3.6iv	During my induction I was given opportunities to establish contact with the local "youth" and referral network.					
3.7	My training needs were considered during my induction.					
3.8	At the end of my induction, I attended a review meeting with my line manager where I received and was able to give feedback on my experience.					
TOTAL:						

Please use the space below for any additional comments.

Standard Area 3: Recruitment, selection and induction of staff

Monitoring methods

The managing body has clear and equitable recruitment and selection procedures for paid and volunteer staff and provides relevant and effective induction with the first three months of their appointment

DOCUMENTATION: (see also A Checklist for Recruitment and Selection, Appendix Two)

- 4 Equal Opportunities Policy
- 4 Confidentiality Policy
- 4 User Involvement Policy
- o Job Descriptions
- o Person Specifications
- o Signed staff contracts and Volunteer Agreements
- o Police checks
- o Induction Pack
- o Health and Safety Policy
- o Complaints Procedure
- o Disciplinary and Grievance Procedure
- o Record of induction review

o **TRACE THE PROCESS OF THE LAST RECRUITMENT**

o **CHECK THE TRAINING OF THE PANEL MEMBERS**

FEEDBACK FROM:

- o Recently appointed staff

Standard Area 4: Training

Management body member

The agency has an active, relevant and equitable training programme for all staff					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
4.1					
I have helped to agree an annual training budget and/or I know alternative ways for staff to access training.					
4.2					
I know how individual training needs are assessed. I know how the agency sets about meeting these needs.					
4.3/8					
I know and understand the agency's training policy. I know and understand its relationship to the Equal Opportunities policy.					
4.4					
I have enough information to contribute to agreeing whole agency training needs.					
4.6					
I know that individual staff records have information about training identified, offered and taken up.					
TOTAL:					

Standard Area 4: Training

Staff

The agency has an active, relevant and equitable training programme for all staff					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
4.2 I know the agency has a staff training policy.					
I know what the policy outlines in terms of my entitlement to training.					
4.3 I undertake training in Equal Opportunities as part of an ongoing programme in my agency.					
4.4i I have an annual training appraisal with my line manager, which takes account of my professional and personal development needs.					
4.4ii I believe that I receive sufficient relevant training to enable me to carry out my work within the agency.					
4.5i Before I attended my last training, the agency arranged for me to discuss its relevance to my current work.					

4.5ii	After my last training course, I reviewed with my line manager how the training applied to my work.					
4.5iii	I feel I can share my skills and knowledge with other staff in the agency.					
4.5iv	I am given sufficient time to keep up to date with issues relevant to my work through reading, contact time with others in similar posts and/or methods I find useful.					
4.7	I have access to relevant information kept within the agency about training opportunities.					
TOTAL:						

Please use space below for any additional comments.

Standards Area 4: Training

Monitoring methods

The agency has an active, relevant and equitable training programme for all staff

DOCUMENTATION:

- 4 Equal Opportunities Policy
- 4 Confidentiality Policy
- 4 User Involvement Policy
 - o Training Budget
 - o Training Policy
 - o Training Plan
 - o Records of staff attendance at training during the previous two years

FEEDBACK FROM:

- o Staff

Standard Area 5: Publicity and promotion

Management body member

The agency has effective ways of promoting and publicising its services to ensure that potential users are aware of the services available		D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
5.1	I know how the agency identifies potential users of its services.					
	I know which groups of young people the agency is trying to reach.					
	I know that these strategies are successful.					
5.2i	I think our publicity is up to date, well produced and consistent with the agency's values and aims.					
5.2ii	I think the type of service offered by our agency is clearly identified in our publicity.					
	I think there are clear descriptions in our publicity about how the services are provided.					
5.3	I know that the agency has good connections with a variety of relevant local and national organisations and networks.					

5.4 I help to agree a marketing and publicity budget.					
TOTAL:					

Please use the space below for any additional comments.

KEY: D = No evidence or very little (1 point)
 C = To some extent (2 points)
 B = To a significant extent (3 points)
 A = Completely meet the Standard element (4 points)

Standard Area 5: Publicity and promotion

Co-ordinator

The agency has effective ways of promoting and publicising its services to ensure that potential users are aware of the services available					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
5.1i I know the catchment area of this agency. I ensure that this agency keeps up to date information about the demography of the local community . I know which particular groups of young people the agency needs to reach and why.					
5.1ii I ensure that the agency tries to reach the young people in its target groups in a variety of ways. I know which methods are the most useful for contacting potential users.					
5.1iii I think the agency is successful at reaching the young people in its target groups.					

5.2	<p>I know that the agency's publicity is well produced and has up to date information describing:</p> <ul style="list-style-type: none"> • its services • how to make contact • opening times • location and access • confidentiality statement • equality of access statement • complaints procedures 					
5.3	I ensure that the agency actively participates in and is represented at relevant local and national networks and meetings					
5.4	I involve my colleagues in work that promotes our agency and raises awareness of young people's needs					
TOTAL:						

Standard Area 5: Publicity and promotion

Staff

The agency has effective ways of promoting and publicising its services to ensure that potential users are aware of the services available					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
5.1i I know the catchment area of this agency. I help to identify which particular groups of young people the agency needs to reach.					
5.1ii I know the agency tries to reach the young people in its target groups in a variety of ways. I know how the agency promotes and publicises its services to potential users.					
5.1iii I think the agency is successful at reaching the young people in its target groups.					

5.2 I think the agency's publicity is well produced and has up to date information describing: <ul style="list-style-type: none"> • its services • how to make contact • opening times • location and access • confidentiality statement • equality of access statement • complaints procedures 					
5.3 I know that the agency actively participates in and is represented at relevant local and national networks and meetings.					
5.4 I am involved, along with my colleagues, in work that promotes our agency and raises awareness of young people's needs.					
TOTAL:					

Standard Area 5: Publicity and promotion

Young people, carers and referring organisations

The agency has effective ways of promoting and publicising its services to ensure that potential users are aware of the services available

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
5.2i I think the agency's publicity looks interesting.					
5.2ii I think the publicity gives enough information.					
5.2iii I think the publicity is clear and accurate.					
5.2iv I understand what they mean by a confidential service.					
5.2v I think this publicity welcomes different groups and types of young people.					

5.2vi I know what I can do if I do not get the kind of service I expect.					
5.3/5.4 I think this agency is well known in our local community as a service for young people.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 5: Publicity and promotion

Monitoring methods

The agency has effective ways of promoting and publicising its services to ensure that potential users are aware of the services available

DOCUMENTATION:

- 4 Equal Opportunities Policy
- 4 Confidentiality Policy
- 4 User Involvement Policy
- o Information about the geographical and demographic profile of the community the agency aims to serve
- o Strategy for identifying and targeting potential users of the service
- o Complaints procedures
- o Contact list of relevant local agencies
- o Publicity and Marketing strategy

RECORDS

- Minutes of local network meetings attended
- Records of referrals made to the agency by young people, carers and referring organisations

PUBLICITY MATERIAL

- Publicity material which may include: leaflets, posters, cards, computer websites advertising the service (as outlined in practice guideline 5.2)
- Information held on the agency in appropriate local and national directories

FEEDBACK FROM:

- Management
- Staff
- Young People
- Carers
- Referring organisations

Standard Area 6: Initial access

Management body member

The agency is accessible to all young people in its catchment area or target group					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
6.1i I understand the agency's need to ensure access for all young people in its target group.					
6.1ii I know the agency's Equal Opportunities policy makes clear statements about young people's access to the agency.					
6.1iii I ensure funding and/or other resources are sought to enable different groups of young people to access the service.					
6.2 I know the agency's users represent the local population including those in particular risk groups.					
6.3 I know the agency provides clear information on opening times on its answer phone and entry point I know the agency provides information on relevant emergency contacts on its answer phone and entry point I know the agency is open at times that are most appropriate to meeting young people's needs					

6.4 I am confident that all relevant staff are trained for reception duties, including how to manage contact with young people in crisis.					
6.5 I know that the agency regularly reviews its opening hours and drop in and/or appointment systems and ensures that young people's feedback is incorporated in this process.					
TOTAL:					

Please use the space below for any additional comments.

Standard Area 6: Initial access

Co-ordinator

The agency is accessible to all young people in its catchment area or target group					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
6.1i					
6.1ii					
6.2i					
6.2ii					
6.3					

6.4	I ensure that all relevant staff are trained for reception duties.					
	I ensure that someone who has sufficient skills to manage an emergency or crisis always staffs our reception.					
6.5i	I ensure that the agency regularly reviews its opening hours, drop in and/or appointment systems.					
6.5ii	I ensure that young people's feedback is incorporated in this process.					
	I know that young people think our opening hours are right.					
TOTAL:						

Please use the space below for any additional comments.

Standard Area 6: Initial access

Staff

The agency is accessible to all young people in its catchment area or target group					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
6.1i					I understand why it is important that this agency is accessible to all young people in its catchment area or target group.
6.1ii					I know that any young person who makes contact with the agency during opening hours is given time to see whether we can help.
6.1iii					I know what steps to take if I recognise that certain groups/individuals are not able to make use of our service.
6.2					I keep my statistics/contact sheet up to date, because it helps the agency to monitor its effectiveness in reaching and working with young people.
6.3					I know who is responsible for ensuring that information given on the answer phone and at our entry point is correct and well presented.

6.4	I know that someone who has sufficient skills to manage an emergency or crisis always staffs our reception.					
6.5i	I am involved when the agency reviews its opening hours, drop in and/or appointment systems.					
6.5ii	I know young people think our opening hours are right.					
TOTAL:						

Please use the space below for any additional comments.

KEY: D = No evidence or very little (1 point)
 C = To some extent (2 points)
 B = To a significant extent (3 points)
 A = Completely meet the Standard element (4 points)

Standard Area 6: Initial access

Young people

The agency is accessible to all young people in its catchment area or target group					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
6.1i When I first made contact with the agency, people were friendly and made me feel welcome.					
6.1ii I think all kinds of young people would feel OK about coming here.					
6.3 If I had an emergency when the agency was shut, I know where else I could go.					
6.4 It feels safe when I attend the drop in and/or wait for my appointment in reception.					
6.5 The opening hours are useful for me.					
TOTAL:					

Standard Area 6: Initial access

Monitoring methods

The agency is accessible to all young people in its catchment area or target group

DOCUMENTATION

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Local demographic and other relevant information of young peoples needs

RECORDS

- Statistical records of the agency's users
- Records of reviews of opening hours/drop in times/appointments systems
- Staff training records

PUBLICITY MATERIAL AND OTHER INFORMATION

- Publicity materials
- Notice near entry point giving emergency numbers
- Out of hours telephone call to the agency

FEEDBACK FROM:

- Management Body
- Staff
- Young people

Standard Area 7: Premises

Management body member

The agency provides a safe, secure and appropriate environment for its services					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
7.1					I know that the agency is committed to maximising the access and use of all its services by different user groups.
7.2i					I ensure the agency has a health and safety policy.
					I ensure that there is a procedure for ensuring that checks are carried out.
					I know when the last check was carried out.
7.2ii					I ensure that the agency appoints a member of staff to be the Health and Safety Officer.
					I ensure that the Health and Safety Officer has a working knowledge of Health and Safety Legislation.
7.2iii					I know the agency has a written policy and procedures to manage emergencies.
					I know my responsibilities in the event of an emergency.

7.2iv	I know the agency has a written policy and procedures for the provision of any refreshments.					
7.2v	I have seen the policy and displayed statement regarding the expected behaviour of young people and staff.					
	I know what kinds of behaviours are not tolerated by the agency and which might lead to a young person being excluded.					
	I know what kinds of behaviours might lead to a staff member being disciplined.					
7.3	I know that staff do not work alone during opening hours.					
	I know that the numbers of staff are sufficient to ensure staff and young people's safety.					
7.4	I know that the agency's reception arrangements respect young people's confidentiality.					
7.5i	I know that the premises are kept clean and in a state of good repair.					
7.5ii	I know that the rooms and facilities within the agency are suitable for the services being provided.					
7.6	I think that the agency's signs, posters and information are consistent with the agency's values and policy statements.					
7.7	I know that the agency's complaints procedures are clearly displayed and explained.					

7.8	I understand the content and implications of any leases, contracts or agreements entered into by the agency.					
	I make sure relevant agreements include “youth-friendly” clauses.					
TOTAL:						

Please use the space below for additional comments.

Standard Area 7: Premises

Co-ordinator

The agency provides a safe, secure and appropriate environment for its services					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
7.1 I have researched and understand the needs of different user groups of the agency. I ensure that the working environment helps all young people to feel comfortable when accessing and using the service.					
7.2i I know that there is a written Health and Safety policy. I know that there is an appointed Health and Safety Officer. I know that there are procedures to check health and safety. I ensure that these procedures are carried out.					

7.2ii	I ensure that there is a policy relating to the management of emergencies.					
	I understand the procedures that I need to follow in the event of an emergency.					
	I ensure that the staff are clear what constitutes an emergency and that they are aware of the procedures they need to follow in an emergency.					
7.2iii	I ensure that there is a policy and procedures for the provision of any refreshments					
	I ensure that these procedures are followed.					
7.2iv	I ensure that there is a policy and statement relating to the expected behaviour of young people and staff.					
	I ensure that the above statement is displayed.					
	I ensure that the staff are aware of and that we all abide by this policy.					
	I ensure that young people are made aware of their rights and responsibilities as users of the project.					
7.3i	I ensure that staff do not work alone in the building during opening hours.					
7.3ii	I ensure that the numbers of staff on duty are sufficient to ensure staff and young people's safety.					
7.4	I ensure that the reception arrangements respect young people's confidentiality.					

7.5i	I make sure that the premises are clean, comfortable and in a state of good repair.					
7.5ii	I make sure that the agency has private rooms for one-to-one work.					
7.5iii	I think we have the right facilities for all the services we provide in this agency.					
7.5iv	I think the premises provide staff with a reasonable working environment.					
7.6	I make sure the agency's own and other materials on display reflect the agency's values and policies.					
7.7i	I ensure that staff understand the agency's complaints procedure.					
7.7ii	I make sure that young people know how they can complain.					
7.8	I know that where the agency is involved in sub-letting or the provision of services outside its premises, there are written agreements that include "youth-friendly" clauses.					
TOTAL:						

Standard Area 7: Premises

Staff

The agency provides a safe, secure and appropriate environment for its services					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
7.1 I am aware of the different needs of users of the agency. I know what my responsibilities are with regard to making sure that all young people feel comfortable when accessing and using the service.					
7.2i I understand my responsibilities for my own and other people's health and safety.					
7.2ii I know the kinds of incidents that may constitute an emergency. I know the procedures that I need to follow in the event of an emergency.					
7.2iii I know the procedures that I need to follow if I am involved in the provision of any refreshments to young people.					
7.2iv I know how I am expected to conduct myself as a member of staff.					
7.2v I understand young people's rights and responsibilities as users of the agency.					

7.2vi	I know where our statement regarding the expectations of staff and users' behaviour is displayed.					
7.3	I make sure that I do not work alone in the building during opening hours.					
7.4	If I am on reception I make sure young people are offered some privacy when they need to discuss anything with a member of staff.					
7.5i	I think the premises contribute to young people feeling welcomed.					
	I think we have the right facilities for the services we provide in this agency.					
7.5ii	I think the premises provide me with a reasonable working environment					
7.6	I know who is responsible for making sure the agency's own and other materials on display reflect the agency's values and policies.					
7.7	I understand the agency's complaints procedure and make sure young people have information about it.					
TOTAL:						

Please use the space below for any additional comments.

Standard Area 7: Premises

Young people

The agency provides a safe, secure and appropriate environment for its services					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
7.1 I think this is an agency where all different kinds of young people would feel comfortable.					
7.3 I feel safe in this building.					
7.4 I know that if I want to speak to a member of staff in private when I come into the reception, I can.					
7.5i I think this building is clean and comfortable.					
7.5ii I think the rooms in the building give young people and staff enough privacy to talk together.					
7.6 I think the agency's signs, posters and information are right for young people of all different kinds.					
7.7 I know how I can make suggestions or complain about the service if I need to.					
TOTAL:					

Standard Area 7: Premises

Monitoring methods

The agency provides a safe, secure and appropriate environment for its services

DOCUMENTATION:

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Health and Safety policy which meets any legal and fire safety requirements
- Procedures to check health and safety
- Policy and procedures to manage emergencies, including clear definitions/examples of what constitutes an emergency
- Policy and procedures for the provision of any refreshments
- Policy regarding the expected behaviour of young people and staff
- Policy and procedures regarding staff cover on the premises
- Complaints procedures

RECORDS

- Copies of any sub-letting agreements
- Copies of agreements relating to the provision of services outside the agency's premises

PUBLICITY MATERIAL AND OTHER INFORMATION

- Displayed statement regarding the expected behaviour of young people and staff
- Displayed complaints procedure
- Signs, posters and information consistent with agency's values and policy statements

VISIT TO PREMISES

- Access by different users
- Reception arrangements
- Décor and furnishings
- Private rooms for one-to-one work
- Clean and appropriate toilet facilities

FEEDBACK FROM:

- Management body
- Staff
- Young people
- Visits from other agencies

Please use space below for any additional comments.

Standard Area 8: Information services

Management body member

The agency provides accessible information to enable young people to make decisions and choices					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
8.1 I know that the agency has a clear and accurate statement of its information provision. I know that the agency's statement covers everything outlined in the practice guideline 8.1. I understand my responsibilities for ensuring that the statement translates into corresponding practice.					
8.2i I ensure that there is an adequate annual budget for information materials.					
8.2ii I know that all relevant staff are appropriately trained in collecting, storing, retrieving and updating of information.					

8.3 I know that all relevant staff are appropriately trained in the presentation and delivery of information to young people.					
8.7 I receive regular reports from staff about the information service, including the monitoring of requests from young people and referrals made to other agencies.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 8: Information services

Co-ordinator and person responsible for line management of the information service

The agency provides accessible information to enable young people to make decisions and choices					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
8.1 I ensure that the agency has a clear statement of its information provision which includes <ul style="list-style-type: none"> • a definition of its information provision • confidentiality • how users can access the provision • complaints procedures • rights and responsibilities of users 					
8.2i I know who is responsible for maintaining the information system and what I have to do to manage and support this activity.					

8.2ii	I ensure that there are procedures in place to ensure that all information is kept up to date.					
8.2iii	Where relevant I ensure that the Information Technology strategy reflects the agency's information needs.					
8.3i	I ensure that the information we hold is organised and well presented.					
	I ensure that the information we hold is consistent with the agency and national statements of core values and principles.					
8.4i	I ensure that staff know how to respond to young people's information requests and that the work undertaken by them is within their capability.					
8.4ii	Where an enquiry is outside the scope of staff's knowledge, I ensure they know who they should refer to.					
8.5	I make sure that all relevant staff are able to use the information systems.					
8.6	I make sure staff give young people opportunities and appropriate support to make independent use of the agency's information.					
8.7i	I know that all information requests made by young people are recorded and monitored.					
8.7ii	I ensure that the information team regularly review what kinds of information young people want from our agency.					
TOTAL:						

Standard Area 8: Information services

Staff with responsibilities for providing information

The agency provides accessible information to enable young people to make decisions and choices					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
8.1i					I understand and work within the agency's statement of its information provision.
8.1ii					I know and understand my responsibilities under the agency's Confidentiality and Child Protection procedures.
8.2					I know who is responsible for maintaining the information system and what I have to do to support this activity.
8.3					I think the information we hold reflects the agency's values and respects the different needs of young people.
8.4i					I think that our information system is sufficiently comprehensive.
8.4ii					I can describe the scope of my role as an information provider and I know when I reach the limits of my competence.
					When I am unsure about any problems or decisions I know who I need to talk to within this agency.

8.4iii	When the agency cannot provide information in response to a young person's request, I have access to a comprehensive list of other agencies. These agencies can either give me the information or I can signpost/refer the young person to them.					
8.5	I am confident that I am able to use this agency's information systems.					
8.6	I know how to help young people to use the information system on their own.					
8.7i	I carry out my responsibilities for recording information requests made by young people.					
8.7ii	I take part in regular reviews of the kinds of information young people want from our agency.					
TOTAL:						

Please use space below for any additional comments.

Standard Area 8: Information services

Young people

The agency provides accessible information to enable young people to make decisions and choices					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
8.1i I understand what kinds of information the agency provides and how I can make use of it.					
8.1ii I know what my rights and responsibilities are as a user of the information project.					
8.3 I think the information in the agency is well organised and well presented.					
8.4 The staff are either able to help me find the information I want, or they tell me where else I can go to find it.					
8.5 I know how to find the information I need independently if I want to.					
TOTAL:					

Standard Area 8: Information services

Monitoring methods

The agency provides accessible information to enable young people to make decisions and choices

DOCUMENTATION:

- ✓ Equal Opportunities Policy
- ✓ Confidentiality Policy
- ✓ User Involvement Policy
- A statement of the agency's information provision as outlined in practice guideline 8.1
- A document identifying those involved in delivering the information service and identifying those key members of staff who have ultimate decision making authority
- Insurance that provides the necessary protection under the Public Liability Act.
- Annual budget for information materials
- Complaints procedures
- A statement outlining the rights and responsibilities of users
- Written systems for collecting, storing, retrieving and updating information
- Agency or national statement of core values and principles

RECORDS:

- Training records of staff (including copies of relevant external qualifications)
- Records of all information enquiries and all referrals made
- Records of all instances where no appropriate service provider could be found
- Evidence that the level of service is regularly reviewed
- Records of complaints including the date and brief description
- Reports to management body from staff members
- Minutes of relevant external network meetings (e.g. Community Legal Service partnerships)

I INFORMATION MATERIAL: <ul style="list-style-type: none"><input type="checkbox"/> Information bank available in line with statement of provision<input type="checkbox"/> Relevant lists and directories containing agencies that staff can signpost and/or refer young people to (e.g. the latest Community Legal Service directory)<input type="checkbox"/> Information up to date<input type="checkbox"/> Information well organised<input type="checkbox"/> Information well presented
FEEDBACK FROM: <ul style="list-style-type: none"><input type="checkbox"/> Management Body<input type="checkbox"/> Staff<input type="checkbox"/> Young People

Please use the space below for any additional comments.

Standard Area 9: Advice services

Management body member

The agency provides a competent and empowering advice service to young people						
The information generated within this Standard Area should be considered in conjunction with that from Standard Areas 8, 13 and 14 in particular.						
		D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
9.1	I know that the agency has a clear and accurate statement of its advice provision.					
	I know that the agency's statement of its advice provision covers everything in the quality Standard practice guideline 9.1.					
	I understand my responsibilities for ensuring that the statement translates into corresponding practice.					
9.2	I know that all advice staff have sufficient training to competently carry out their responsibilities, with reference to any nationally recognised Standards and to any changes in relevant policy and practice.					
9.3	I know that all advice work with young people is carried out within the principles outlined in practice guideline 9.3.					
9.4	I know the agency has policies and processes for responding to young people's preference with regard to the advice worker.					

9.7i	I know and understand my responsibilities under the agency's Confidentiality and Child Protection procedures.					
	I know that the advice staff are trained in and understand these policies and procedures.					
9.7ii	I know that staff are properly insured.					
9.9i	I receive regular reports about the advice services from the Co-ordinator and/or other staff.					
9.9ii	I know that the advice workers maintain case records.					
9.10	I know that advice staff attend both line management and casework supervision.					
9.11	I know that the agency has procedures to check the accuracy of the advice work given (examples would include supervision and independent file review).					
TOTAL:						

Standard Area 9: Advice services

Co-ordinator and person responsible for the line management of the advice service

The agency provides a competent and empowering advice service to young people The information generated within this Standard Area should be considered in conjunction with that from Standard Areas 8, 13 and 14 in particular.					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
9.1 I ensure that the agency has a clear statement of its advice services, which includes: <ul style="list-style-type: none"> • a definition of its advice services • confidentiality • how to access the service • complaints procedure • rights and responsibilities of users 					
9.2i I feel I have had sufficient training to competently carry out my responsibilities as a line manager of advice workers.					
9.2ii I know the training and qualification structures available for advice work with young people.					

9.2iii	I ensure that the advice workers have access to further training in order to regularly update and maintain their knowledge of relevant policy and practice.				
9.2iv	I ensure that all advice workers have sufficient reference guides and a mechanism for updating this information.				
	I ensure that all advice workers have information about local and national resources.				
	I ensure that all advice workers have links to second tier help lines or other contacts in order to provide a service.				
9.2v	I ensure that all advice workers understand and follow the agency's policies on: <ul style="list-style-type: none"> • supervision • record keeping • referral 				
9.3i	I ensure that all advice workers are trained to give young people opportunities to express their needs and feelings about their situation.				
9.3ii	I ensure that all the advice workers have an appropriate awareness of equality issues and how they may impact on work with young people.				
9.3iii	I ensure that all advice workers recognise the different needs of young people.				
9.3iv	I ensure that all advice workers provide young people with clear information relevant to their needs.				
9.3v	I ensure that all advice workers have the skills to clearly explain options available to young people.				
9.3vi	I ensure that all advice workers are trained to work in a way that enables young people to make their own decisions and choices.				

9.3vi i	I ensure that all advice workers seek young people's agreement to any action taken on their behalf, unless this is overridden by confidentiality or child protection issues.					
9.4	I ensure that the agency has policies and processes for responding to any young person's preference with regard to the advice worker (provided the request is in line with the agency's values and principles).					
9.5	I ensure that advice workers have access to and provide information in line with Standard Area 8.					
9.6	I ensure that advice workers operate referral procedures in line with Standard Area 13.					
9.7	I ensure that all advice staff are trained and understand their responsibilities regarding the agency's policies on Confidentiality and Child Protection.					
9.8	I ensure that all advice workers have a working knowledge of interpersonal communication skills (sometimes known as counselling skills) .					
	I ensure that all advice workers use these skills only within guidelines set out by relevant national codes of ethics and practice.					
9.9	I ensure that advice workers maintain case records in line with Standard Area 14.					
9.10i	I ensure that all advice workers attend line management supervision in line with Standard Area 2.					

9.10i I ensure that all advice workers attend casework supervision in line with Standard Area 15.					
9.11 I ensure that the agency has procedures to check the accuracy, breadth and depth of any advice work undertaken.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 9: Advice services

Staff with responsibilities for providing advice

The agency provides a competent and empowering advice service to young people The information generated within this Standard Area should be considered in conjunction with that from Standard Areas 8, 13 and 14 in particular.						
		D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
9.1	I understand and work within the agency's statement of its advice provision.					
9.2i	I know the training and qualification structures available for advice work with young people.					
9.2ii	I feel I have had sufficient training to competently carry out my responsibilities as an advice worker.					
	I know who to speak to within the agency if I feel that I have reached the level of my competence in advising a young person and need more help and advice.					
	I know when I need to refer a young person on, either internally or externally.					
9.2iii	I have access to training and other resources in order to update and maintain my knowledge of relevant policy and practice.					

9.3i	I am able to help young people express their needs and feelings about their situation.				
9.3ii	I am able to provide young people with clear information and advice that is relevant to their needs.				
9.3iii	I am able to clearly explain the implications of options available to each young person.				
9.3iv	I work in a way that allows young people to make their own decisions and choices.				
9.3v	I make sure that I seek young people's agreement to any action taken on their behalf, unless confidentiality or child protection issues override this.				
9.4i	I believe I have an appropriate awareness of equality issues and how they may impact on my work with young people.				
9.4ii	I am able to recognise the different needs of young people.				
9.4iii	I know how to respond to a young person who may want to see someone else.				
9.5i	I have sufficient reference guides to provide a good service to young people.				
	I know these reference guides are regularly updated.				
9.5ii	I have sufficient information about local and national resources to provide a good service to young people.				
9.5iii	I have sufficient links to second tier help lines or other contacts to provide a good service to young people.				
9.6	I know how to operate the agency's referral procedures (in line with Standard Area 13).				

9.7	I have been trained in the agency's policies on Confidentiality and Child Protection.				
	I know what my responsibilities are in relation to these policies.				
	I know what to do when a question arises about Child Protection and a young person's entitlement to Confidentiality.				
9.8	I have a working knowledge of interpersonal communication skills (otherwise known as counselling skills).				
	I use these skills only within guidelines set out by relevant national codes of ethics and practice.				
9.9	I maintain case records (in line with Standard Area 14).				
9.10i	I attend line management supervision on a regular basis.				
9.10i	I attend casework supervision on a regular basis				
9.10iii	I receive useful and effective supervision of my advice work practice.				
9.11	I feel supported and helped by the checks the agency carries out on the quality of advice that I provide to young people.				
TOTAL:					

Standard Area 9: Advice services

Young people

The agency provides a competent and empowering advice service to young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
9.1i					
9.1ii					
9.3i					
9.3ii					
9.3iii					

9.3iv	I felt that I was free to make my own decisions and choices.					
9.3v	I know that if the worker needed to contact anyone else on my behalf, that they would usually talk to me about it first.					
9.3vi	At the end of the session I knew what the worker and I would do next.					
	I felt I was kept informed about what was happening.					
TOTAL:						

Please use the space below for any additional comments.

KEY: D = No evidence or very little (1 point)
 C = To some extent (2 points)
 B = To a significant extent (3 points)
 A = Completely meet the Standard element (4 points)

Standards Area 9: Advice services

Monitoring methods

The agency provides a competent and empowering advice service to young people

DOCUMENTATION

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Statement of advice provision in line with practice guideline 9.1
- A document identifying those involved in delivering the advice service and identifying those key members of staff who have ultimate decision making authority
- Agency or national statement of core values and principles
- Policy and procedures for responding to young person's preference with regard to advice worker
- Child Protection procedures
- Complaints procedures
- Professional Indemnity insurance policy
- A statement outlining the rights and responsibilities of users
- Procedures to check the quality of advice, e.g. Casework supervision and independent file review

RECORDS

- Training records of staff (including copies of relevant external qualifications)
- Staff reports to management body
- Records of line managerial supervision
- Records of casework supervision
- Case records
- Records of cases reviewed
- Records of all advice enquiries
- Records of all referrals made
- Records of all instances where no appropriate service provider could be found

- Records of complaints including the date and brief description
- Records of gaps/inconsistencies in law in relation to social policy for young people
- Evidence that the level of service is regularly reviewed
- Minutes of relevant external network meetings (e.g. Community Legal Service partnerships)

INFORMATION MATERIAL

- Information bank available in line with statement of provision
- Relevant lists and directories containing agencies that staff can signpost and/or refer young people to (e.g. the latest Community Legal Service directory)
- Information up to date
- Information well organised
- Information well presented

FEEDBACK FROM:

- Management Body
- Staff
- Young People

Please use space below for any additional comments.

Standard Area 10: Counselling Assessment

Management body member

The agency offers a timely, transparent, respectful, collaborative and counselling assessment process					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
10.1 I know the agency provides clear and transparent information to young people about the counselling assessment process					
I know young people understand the information and find it helpful					

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
<p>10.2 I know that all counselling staff conducting counselling assessments are/have:</p> <ul style="list-style-type: none"> ▪ sufficiently trained in line with Standards 10 and 11 <ul style="list-style-type: none"> ▪ completed a minimum of 450 hours of supervised counselling practice, of which a minimum of 150 hours must be subsequent to completion of training; over a period of not less than 3 and not more than 6 years; supervised to a minimum of 1.5 hours per month (or can provide evidence of meeting the equivalent standards of a nationally recognised body) ▪ successfully completed Youth Access or equivalent counselling assessment training 					
<p>10.3 I know the agency has processes to ensure that its counselling assessment practice meets the practice guidelines of 10.3</p>					

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
10.4 I know that the agency has policy and procedure on counselling assessment which covers all the areas required in Appendix 9					
10.5/ 10.6 I know that the agency's referral criteria and its cross-referral and information sharing protocols are informed through regular reviews of their effectiveness, including the views of key/ relevant voluntary and statutory and agencies					
TOTAL:					

Standard Area 10: Counselling assessment

Co-ordinator

The agency offers a timely, transparent, respectful, collaborative and counselling assessment process					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
10.1 I know young people are provided with clear accessible information about the agency's counselling assessment process, so that they are helped to understand:					
▪ What a counselling assessment is					
▪ How they can access a counselling assessment appointment and the maximum waiting time					
▪ Why the agency makes an assessment of counselling need					
▪ How an assessment benefits them					
▪ Who takes part in the counselling assessment process					
▪ How, what and why information is gathered					
▪ Who has access to information from the assessment					
▪ What happens following the assessment?					

<p>10.2 I know that all counselling staff conducting counselling assessments are/have :</p> <ul style="list-style-type: none"> ▪ sufficiently trained in line with Standards 10 and 11 ▪ completed a minimum of 450 hours of supervised counselling practice, of which a minimum of 150 hours must be subsequent to completion of training; over a period of not less than 3 and not more than 6 years; supervised to a minimum of 1.5 hours per month (or can provide evidence of meeting the equivalent standards of a nationally recognised body) ▪ successfully completed Youth Access or equivalent counselling assessment training 					
<p>10.3 I ensure that staff providing counselling assessments operate a process that:</p> <ul style="list-style-type: none"> ▪ enables young people to feel central and to understand what counselling is and how it may or may not be of help ▪ supports young people to exchange relevant information about their difficulty/pain and/or confusion ▪ facilitates young people to begin to articulate how their difficulty/pain and/or confusion is affecting their life and what they want to change ▪ recognises and builds on a young person's resilience, strengths, personal and external resources ▪ explains the range of help available in YIACS and other 					

services and how they will be supported to access this					
10.4 I ensure staff are inducted into and provided with the on-going training and support required to implement the agency's policy and procedure on counselling assessment outlined in Appendix 9					
10.5 I ensure that the agency's referral criteria and its cross-referral and information sharing protocols are informed through regular reviews of 10.6 their effectiveness, including the views of counselling staff and key/ relevant voluntary and statutory agencies					
10.7 I ensure that staff understand and operate all referrals to and from a counselling assessment in line with Standard Area 13 and the agencies confidentiality, consent and information sharing policies, procedures and/or protocols					
TOTAL:					

Please use the space below for any additional comments.

KEY: D = No evidence or very little (1 point)
C = To some extent (2 points)
B = To a significant extent (3 points)
A = Completely meet the Standard element (4 points)

Standard Area 10: Counselling assessment

Staff

The agency offers a timely, transparent and respectful counselling assessment process					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
<p>10.1 I ensure that all young people attending a counselling assessment fully understand:</p> <ul style="list-style-type: none"> ▪ what a counselling assessment is ▪ how young people can access a counselling assessment appointment and the maximum waiting time ▪ why the agency makes an assessment of counselling need ▪ how an assessment benefits them ▪ who takes part in the counselling assessment process ▪ how, what and why information is gathered <ul style="list-style-type: none"> ▪ who has access to information from the assessment <ul style="list-style-type: none"> ▪ what happens following the assessment? 					

10.2	<p>I can demonstrate my competence to conduct counselling assessments because I am/have:</p> <ul style="list-style-type: none"> ▪ sufficiently trained in order to competently perform my responsibilities as outlined in Standards 10 and 11 ▪ completed a minimum of 450 hours of supervised counselling practice, of which a minimum of 150 hours must be subsequent to completion of training; over a period of not less than 3 and not more than 6 years; supervised to a minimum of 1.5 hours per month (or can provide evidence of meeting the equivalent standards of a nationally recognised body) ▪ successfully completed Youth Access or equivalent counselling assessment training 					
10.3	<p>I attend on-going training and regularly review my learning and development in supervision and by using client feedback, to ensure I operate a process of counselling assessment that:</p> <ul style="list-style-type: none"> ▪ ensures young people feel central to the process ▪ enables young people to exchange relevant information ▪ facilitates young people to articulate how their difficulty/pain and/or confusion is affecting them ▪ builds on a young person's resilience, strengths, personal and external resources 					

<p>10.4</p>	<p>I confidently apply my learning on assessment agency policy and procedure by knowing and understanding the/how:</p> <ul style="list-style-type: none"> ▪ methods of disseminating accessible counselling assessment information ▪ aspects of the agencies confidentiality policy I should explain ▪ and when to use the Gillick competency framework ▪ to explain counsellor and client responsibility and safety ▪ to collect and record information in line with agency policy ▪ to assess areas of risk e.g. abuse, mental health, self-harm, suicide, alcohol and substance misuse and the agency procedure to follow re taking any action ▪ agency's cross-referral information sharing procedures ▪ criteria and process for allocation, waiting times, changing and terminating counsellors/sessions ▪ link between agency policy on equality, diversity and access, staff training and development, counsellor's reporting responsibilities, referral, recordings, supervision and monitoring and evaluation in line with Standards 4 , 10,11 and 13 to 15 ▪ agency policy and practice works with the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy or nationally recognised equivalent 					
TOTAL:						

Please use the space below for any additional comments.

KEY: D = No evidence or very little (1 point)
C = To some extent (2 points)
B = To a significant extent (3 points)
A = Completely meet the Standard element (4 points)

Standard Area 10: Counselling assessment

Young people

The agency offers a timely, transparent and respectful counselling assessment process					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
<p>10.1 The information I was given about counselling assessment was clear and helped me to understand :</p> <ul style="list-style-type: none"> ▪ what a counselling assessment is, why you have one and how it could help ▪ how I could get a counselling assessment appointment and how long it would take ▪ who I would see and the questions they might ask ▪ what happens to the information I might give and who might see it ▪ what happens after the assessment 					

<p>10.3 The counsellor supported me to:</p> <ul style="list-style-type: none"> ▪ feel that my needs and difficulties were important ▪ to give the information I felt was needed ▪ describe how my difficulty/pain and/or confusion has affected my life and how I would like it to be different ▪ recognise my strengths, what has gone well and who else I can get support from ▪ understand how to get help from different services in this agency and other services for young people 					
<p>10.3 cont. Even though counselling was not right for me, the counsellor helped me to understand how to get help from different services in the agency and from other services for young people</p>					
<p>10.4 I am under 16 and the counsellor explained how my parents and/or carers could be involved or not</p>					
TOTAL:					

Standard Area 10: Counselling assessment

Monitoring methods

The agency offers a timely, transparent collaborative and respectful counselling assessment process

DOCUMENTATION:

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Guidelines on the dissemination of information to be given to young people about counselling assessment in line with practice guideline 10.1
- Guidelines on the training and practice requirements for staff conducting counselling assessment in line with practice guideline 10.2
- Policy guidance on counselling assessment practice and process in line with practice guidelines in 10.3 to 10.7
- BACP Ethical framework for Good Practice in Counselling and Psychotherapy
- BACP Criteria for Counsellor/Psychotherapist Accreditation
- Complaints procedure
- Professional Indemnity Insurance

RECORDS

- Training records of staff including copies of relevant qualifications and practice records
- Complete record of assessment including referrals to a counselling assessment and onward to a counsellor or external agency, including reason for non-referral or the counsellor allocation and criteria used, and any recommendations
- Record of complaints
- Record of line management supervision
- Record of casework supervision
- Staff report to management body

FEEDBACK FROM:

- Management
- Staff
- Young People
- Funders

Standard Area 11: Counselling services

Management body member

The agency provides an effective counselling service to young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
11.1i					
I know that the agency has a clear statement of its counselling services.					
I know that the statement of its counselling services covers everything listed in quality Standard practice guideline 11.1.					
I understand my responsibilities for ensuring that the statement translates into corresponding practice.					
11.1i					
i					
11.2					
I know that all counselling staff have sufficient training to competently perform their responsibilities and with reference to national Standards.					
11.3					
I know that the agency carries out an initial assessment either prior to or at an initial counselling session that covers everything in quality Standard practice guideline 11.3.					
11.4					
I know that the agency has policies and processes for responding to any young person's preference with regard to the counsellor.					

11.9i	I know and understand my responsibilities under the agency's confidentiality and child protection procedures.				
11.9i	I know that all counselling staff are trained and understand their responsibilities regarding the agency's policy on Confidentiality and Child Protection.				
11.11i	I know that all counselling staff maintain case records.				
11.11i	I receive regular reports about the counselling services, from the Co-ordinator and/or other staff.				
11.12i	I know that all counselling staff attend regular line management supervision in line with Standard Area 2.				
11.12i	I know that all counselling staff attend regular casework supervision in line with Standard Area 15.				
TOTAL:					

Please use space below for any additional comments.

Standard Area 11: Counselling services

Co-ordinator

The agency provides an effective counselling service to young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
11.1 I ensure that the agency has a clear statement of its counselling services which includes: <ul style="list-style-type: none"> • a definition of counselling • confidentiality • practical issues (e.g. time limits, waiting lists, costs) • theoretical background • complaints procedures • rights and responsibilities of the user 					
11.2 I ensure that all counselling staff have sufficient training to competently perform their responsibilities and with reference to national Standards.					

11.3	<p>I ensure that the agency has policies and processes to ensure that at an initial counselling session, counsellors begin to:</p> <ul style="list-style-type: none"> • help a young person clarify how counselling might meet their needs, or whether other forms of support may be more appropriate • explain how counselling operates within the agency and outline the boundaries of the counselling relationship • explain the agency's confidentiality policy and the purpose of supervision • explain the processes for record keeping and where relevant typing of notes and/or taping sessions for supervision • explain a young person's right to access their case records and where relevant their choice with regard to the taping of sessions. 					
11.4	I ensure that the agency has policies and processes for responding to any young person's preference with regard to the counsellor.					
11.5	I ensure that counsellors seek young people's permission before using any client work or notes for any external purposes (except where courts subpoena information).					
11.6	I ensure that the counsellors help young people to negotiate counselling contracts relevant to their individual needs.					
11.7	I ensure that counsellors operate referral procedures in line with Standard Area 13.					

11.8	I ensure that counsellors undertake regular reviews with their clients with a view to ensuring that the counselling continues to be purposeful and effective.					
11.9	I ensure that all counselling staff are trained and understand their responsibilities regarding the agency's policy on Confidentiality and Child Protection.					
11.1 0	I ensure that all counselling staff have a working knowledge of and work within relevant national codes of ethics and practice.					
11.1 1	I ensure that all counselling staff maintain records in line with Standard Area 14.					
11.12i	I ensure that all counselling staff attend regular line management supervision in line with Standard Area 2.					
11.12i i	I ensure that all counselling staff attend regular casework supervision in line with Standard Area 15.					
TOTAL:						

Standard Area 11: Counselling services

Staff with responsibilities for providing counselling

The agency provides an effective counselling service to young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
11.1i I understand and work within the agency's statement of its counselling services.					
11.1i I know how my theoretical background relates to and supports the agency's statement of its counselling services.					
11.2i I understand the training and qualification structures available for counselling work with young people.					
11.2i I believe that I have had sufficient training to competently perform my responsibilities as a counsellor with young people.					
11.3i I understand and follow my responsibilities in relation to the assessment of young people for counselling.					
11.3i I believe the agency's procedures for assessing and reviewing whether the agency and young people can work together in the counselling relationship are working well.					
11.4i I have sufficient training, supervision and an awareness of equality to help me feel able to work with young people, their differences and the issues they bring.					

11.4ii	I know how to respond to a young person who may want to see someone else.					
11.5	I always follow the agency's guidelines in relation to my use of my client work or notes for any external purposes.					
11.6	I enable young people to negotiate counselling contracts with me that are relevant to their individual needs.					
11.7	I always follow the agency's guidelines when making a referral of a young person to another service.					
11.8i	I undertake regular reviews with my clients in line with the agency's guidelines.					
11.8ii	I create sufficient space and give encouragement in order to enable young people to contribute to the reviews.					
11.9i	I have received training in the agency's policy on Confidentiality and Child Protection.					
11.9ii	I know what to do when a question arises about Child Protection and a young person's entitlement to Confidentiality.					
11.10	I have a working knowledge of and work within national counselling codes of ethics and practice.					
11.11	I maintain case records in line with the agency's guidelines.					
11.12i	I attend regular line management supervision.					
11.12ii	I attend regular casework supervision.					
11.12iii	I receive useful and effective supervision of my counselling practice.					
TOTAL:						

Standard Area 11: Counselling services

Young people

The agency provides an effective counselling service to young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
11.1i The leaflet about the counselling service is very clear.					
11.1i I know how I can make suggestions or complain about the counselling service.					
11.2 I felt the counsellor/s that I saw listened to me and understood.					
11.3i In an assessment, or at one of my first sessions, a counsellor explained what counselling is to me in a way that helped me understand it.					
11.3i I understand what a confidential service is and the limits of the confidentiality offered to me within this agency.					
11.3iii I know what my rights are within the counselling service.					
11.3iv I know what my responsibilities are within the counselling service.					
11.3v The counsellor helped me to work out what I wanted from counselling.					

11.8i The counsellor explained that we would regularly review how we were getting on in the counselling. When we had a review, I found it was a good way of checking whether the counselling was useful to me.					
11.8i I felt the counselling helped me. i					
TOTAL:					

Please use the space below for any additional comments.

Standard Area 11: Counselling services

Monitoring methods

The agency provides an effective counselling service to young people

DOCUMENTATION

- ✓ Equal Opportunities Policy
- ✓ Confidentiality Policy
- ✓ User Involvement Policy
- Statement of counselling provision in line with practice guideline 11.1
- A document identifying those involved in delivering the counselling service and identifying those key members of staff who have ultimate decision making authority
- Agency or national statement of core values and principles
- National codes of counselling ethics and practice
- Child Protection procedures
- Complaints procedures
- Professional Indemnity insurance policy
- A statement outlining the rights and responsibilities of users
- Policy and procedures for responding to young person's preference with regard to counsellor
- Guidelines for contract between counsellors and clients

RECORDS

- Training records of staff (including copies of relevant external qualifications)
- Records of all counselling enquiries
- Case records, including initial assessment session/s
- Records of cases reviewed
- Records of all referrals made
- Records of all instances where no appropriate service provider could be found
- Records of complaints including the date and brief description
- Records of line managerial supervision

- Records of casework supervision
- Staff reports to management body

FEEDBACK FROM:

- Management Body
- Staff
- Young People
- Casework Supervisors

Please use space below for any additional comments.

Standard Area 12: Other personal support services

Management body member

The agency provides effective and clearly defined personal support services to young people (e.g. Befriending, informal support, drop-in work)					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
12.1i I know that the agency has a clear statement of its personal support services.					
I know that the statement of its support services covers everything listed in quality Standard practice guideline 12.1.					
I understand my responsibilities for ensuring that the statement translates into corresponding practice.					
12.1i I know that all staff are properly insured.					
12.2 I know that all personal support staff have sufficient training and skills to competently carry out their responsibilities.					
12.3 I know that all personal support work with young people is carried out within the principles listed in quality Standard practice guideline 12.3.					

12.7	I understand my responsibilities under the agency's confidentiality and child protection procedures.					
12.9i	I know that the support staff maintain case records.					
12.9i	I receive regular reports about the support services from the Co-ordinator and/or other staff					
12.10i	I know that the support staff attend regular line management supervision.					
12.10i	I know that the support staff attend regular casework supervision.					
TOTAL:						

Please use space below for any additional comments.

Standard Area 12: Other personal support services

Management body member

The agency provides effective and clearly defined personal support services to young people e.g. befriending, informal support, drop-in work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
12.1i I know that the agency has a clear statement of its personal support services.					
I know that the statement of its support services covers everything listed in quality Standard practice guideline 12.1.					
I understand my responsibilities for ensuring that the statement translates into corresponding practice.					
12.1i I know that all staff are properly insured. i					
12.2 I know that all personal support staff have sufficient training and skills to competently carry out their responsibilities.					
12.3 I know that all personal support work with young people is carried out within the principles listed in quality Standard practice guideline 12.3.					

12.7	I understand my responsibilities under the agency's confidentiality and child protection procedures.					
12.9i	I know that the support staff maintain case records.					
12.9i	I receive regular reports about the support services from the Co-ordinator and/or other staff					
12.10i	I know that the support staff attend regular line management supervision.					
12.10i	I know that the support staff attend regular casework supervision.					
TOTAL:						

Please use space below for any additional comments.

Standard Area 12: Other personal support services

Co-ordinator and line manager of personal support services

The agency provides effective and clearly defined personal support services to young people e.g. Befriending, informal support, drop-in work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
12.1 I ensure that the agency has a clear statement of its personal support services, which includes; <ul style="list-style-type: none"> • a definition of the type of support available • confidentiality • practical issues e.g. how to contact • complaints procedures • rights and responsibilities of users 					
12.2 I ensure that all staff have sufficient training to competently carry out their responsibilities.					

12.3	<p>I ensure that all personal support work with young people is carried out within the following principles:</p> <ul style="list-style-type: none"> • young people are individually helped to understand the boundaries of the support available e.g. time limits, confidentiality • young people are provided with opportunities to express their needs and feelings • young people are enabled to make their own decisions and choices • young people agree to and are aware of, any action undertaken by staff and by when 					
12.4	I ensure that the agency has policies and processes for responding to any young person's preference with regard to the support worker.					
12.5	I ensure that staff operate referral procedures in line with Standard Area 13.					
12.6	I ensure where relevant that staff have access to and provide information in line with Standard Area 8.					
12.7	I ensure that all staff are trained and understand their responsibilities regarding the agency's policies on Confidentiality and Child Protection.					
12.8	I ensure that when staff employ interpersonal communication skills (otherwise known as counselling skills), they have a working knowledge of and work within relevant national codes of ethics and practice.					
12.9	I ensure that all staff providing personal support maintain case records in line with Standard Area 14.					

12.10i I ensure that all staff attend regular line management supervision in line with Standard Area 2.					
12.10i I ensure that all staff attend regular casework supervision in line with i Standard Area 15.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 12: Other personal support services

Staff with responsibilities for providing personal support services

The agency provides effective and clearly defined personal support services to young people e.g. befriending, informal support, drop-in work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
12.1 I understand and work within the agency's statement of its personal support services.					
12.2 I feel that I have the training that I need to provide this service.					
I have a working knowledge of interpersonal communication skills (otherwise known as counselling skills).					
I use these skills only within guidelines set out by relevant national codes of ethics and practice.					
12.3i I always help young people to understand the boundaries of the support available.					
12.3i I provide young people with opportunities to express their needs and feelings.					

12.3iii	I work in a way that encourages young people to make their own decisions and choices.				
12.3iv	I make sure that I seek young people's agreement to any action taken on their behalf, unless Confidentiality or Child Protection issues override this.				
12.4i	I have sufficient training, supervision and an awareness of equality to help me feel able to work with young people, their differences and the issues they bring.				
12.4i i	I am able to recognise the different needs of young people.				
12.4iii	I know how to respond to a young person who may want to see someone else.				
12.5	I always follow the agency's guidelines when making a referral of a young person to another service.				
12.6	If I am involved in providing information to young people as part of the personal support service, I make sure that I follow the agency's policies and procedures regarding information provision (See Standard Area 8).				
12.7	I have been trained in the agency's policies on Confidentiality and Child Protection.				
	I understand how my role might complement the work of other staff both within and outside the agency and understand my responsibilities for safeguarding young people's confidentiality.				
	I know what to do when a question arises about Child Protection and a young person's entitlement to Confidentiality.				
12.9	I maintain case records in line with the agency's guidelines.				

12.10i I attend line management supervision on a regular basis.					
12.10i I attend casework supervision on a regular basis. i					
12.10ii I receive useful and effective supervision of my personal support work practice.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 12: Other personal support services

Young people

The agency provides effective and clearly defined personal support services to young people e.g. befriending, informal support, drop-in work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
12.1i The leaflet describing the personal support services is very clear.					
12.1ii I know what kind of help I can get in this agency.					
12.1iii I know how I can make suggestions or complain about the personal support services.					
12.1iv I understand what a confidential service is, and the limits of the confidentiality offered to me in this agency.					
12.3i I feel the worker/s listen and understand. I feel supported by the worker/s here.					
12.3i I know what my rights are within the personal support service. i					
12.3iii I know what my responsibilities are within the personal support service.					
TOTAL:					

Please use space below for any additional comments.

KEY: D = No evidence or very little (1 point)
C = To some extent (2 points)
B = To a significant extent (3 points)
A = Completely meet the Standard element (4 points)

Standard Area 12: Other personal support services

Monitoring methods

The agency provides effective and clearly defined personal support services to young people e.g. befriending, informal support, drop-in work

DOCUMENTATION

- ✓ Equal Opportunities Policy
- ✓ Confidentiality Policy
- ✓ User Involvement Policy
- Statement of personal support services in line with practice guideline 12.1
- A document identifying those involved in delivering the personal support services and identifying those key members of staff who have ultimate decision making authority
- Agency or national statement of core values and principles
- National codes of counselling skills
- Child Protection procedures
- Complaints procedures
- Staff insurance forms
- A statement outlining the rights and responsibilities of users
- Policy and procedures for responding to young person's preference with regard to personal support worker

RECORDS

- Training records of staff (including copies of relevant external qualifications)
- Records of all personal support contacts
- Case records
- Records of all referrals made
- Records of all instances where no appropriate service provider could be found
- Records of complaints including the date and brief description
- Records of line managerial supervision

- Records of casework supervision
- Staff reports to management body

INFORMATION MATERIAL (where relevant)

- Information bank available in line with statement of provision
- Information up to date
- Information well organised
- Information well presented

FEEDBACK FROM:

- Management Body
- Staff
- Young People
- Casework Supervisors

Please use the space below for any additional comments.

Standard Area 13: Referral

Management body member

The agency operates effective internal referral procedures and establishes clear mechanisms for inter-agency referral					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
13.2 I have read and understand the agency's referral policy.					
13.3 I understand the referral policy's relation to the Confidentiality and Child Protection policy.					
TOTAL:					

Standard Area 13: Referral

Co-ordinator

The agency operates effective internal referral procedures and establishes clear mechanisms for inter-agency referral					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
13.1 I ensure that there are checks in place to determine that young people are making voluntary use of this agency's services.					
13.2 I ensure that this agency has policies and processes to ensure that young people actively agree to and understand the purpose of referral either to other staff within the agency or to another organisation.					
13.3i I ensure that there are procedures to determine that young people have actively agreed to the exchange of any personal information, either within this agency or where appropriate externally.					
13.3i I ensure that this agency specifies other agencies that may have access to the above information (unless there are confidentiality or child protection issues which override this).					
13.4 I ensure that this agency's literature explains how young people can refer themselves to our agency's services.					

13.5 I ensure that this agency seeks to develop and regularly reviews protocols with significant local agencies to enable appropriate referral.					
13.6 I ensure that this agency holds up to date information on other agencies appropriate to its services and is part of relevant local networks to assist effective referral.					
TOTAL:					

Please use the space below for any additional comments.

KEY: D = No evidence or very little (1 point)
 C = To some extent (2 points)
 B = To a significant extent (3 points)
 A = Completely meet the Standard element (4 points)

Standard Area 13: Referral

Staff

The agency operates effective internal referral procedures and establishes clear mechanisms for inter-agency referral					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
13.1 I always check when another person refers a young person to our service that the young person voluntarily wants to use this agency.					
13.2i I always ensure that young people understand how confidentiality is held within the agency rather than by any one individual member of staff.					
13.2i I always ensure that young people understand why I may need to refer them, either within this agency or to an external agency.					
13.3i I always obtain the young person's permission before I pass on any personal information to anybody external to this agency.					
13.3i I know when and how to refer on where there is a Confidentiality or Child Protection issue.					
13.4 I think the agency's literature clearly explains how young people can refer themselves to the agency's services.					

13.5 I know with which organisations we have organised protocols, regarding referral.					
13.6i I know how to find information about relevant services I may want to refer young people to in my work.					
13.6i I know who is responsible for ensuring that the agency is part of the local networks of services to which we might refer young people.					
TOTAL:					

Please use the space below for any additional comments.

Standard Area 13: Referral

The agency operates effective internal referral procedures and establishes clear mechanisms for inter-agency referral

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
13.1 I know that it is my choice to use the agency.					
13.2i When I was referred to another worker in the agency, I knew why this was happening.					
13.2i When I was referred to another agency I understood why I needed to go.					
13.3i When I was referred to another worker in the agency I knew what they were told about me.					
13.3i When I was referred to another organisation I understood what information this agency passed on to them.					
13.4 When I first decided to contact this agency, I understood how I could refer myself.					
TOTAL:					

KEY: D = No evidence or very little (1 point)
C = To some extent (2 points)
B = To a significant extent (3 points)
A = Completely meet the Standard element (4 points)

Standard Area 13: Referral

Monitoring methods

The agency operates effective internal referral procedures and establishes clear mechanisms for inter-agency referral

DOCUMENTATION

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Agency or national statement of core values and principles
- Agency leaflet explaining how young people can refer themselves to your service
- Agency referral policy and procedures
- Child Protection procedures
- Referral protocols for use with local agencies

RECORDS

- Records of all referrals made
- Records of all instances where no appropriate service provider could be found
- Copies of agreements made with local agencies regarding referrals
- Minutes from meetings of relevant local networks

INFORMATION

- Register of other appropriate agencies

FEEDBACK FROM:

- Management Body
- Staff
- Young People
- Relevant local agencies

Standard Area 14: Case records

Management body member

The agency has effective and secure systems for recording work carried out with young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
14.1i I know the agency's policy on case records.					
14.1ii I understand the policy's relationship to the Confidentiality and Child Protection policy and the law.					
14.2i I know how the agency ensures that all appropriate staff are aware of and implement the policy on case records.					
14.2i I know that samples of advice work, (where advice work is carried out within the agency) are independently reviewed to ensure the quality of advice provided and adherence to service procedures.					
I know that this review is carried out in line with relevant national Standards e.g. Community Legal Service Quality Mark.					

14.3 I know that our policy is consistent with current data protection requirements.					
14.4 I know that all work is recorded in ways that are consistent with the help offered.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 14: Case records

Co-ordinator and line managers of relevant services within the agency

The agency has effective and secure systems for recording work carried out with young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
14.1 I ensure that the agency has a policy setting out: <ul style="list-style-type: none"> • what case records should contain • how case records, notes and where applicable, tapes are kept confidential and secure • who has access to records • how long records are kept and how they are disposed of 					
14.2i I make sure that the agency has procedures to ensure that all appropriate staff are aware of and understand their responsibilities in relation to the policy on case recordings.					

14.2i i	I ensure that samples of advice work, (where advice work is carried out within the agency) are independently reviewed to ensure the quality of advice provided and adherence to service procedures.					
	I ensure that this review is carried out in line with relevant national Standards, e.g. Community Legal Service Quality Mark.					
14.3	I know the legal requirements regarding data protection					
	I ensure that the agency complies with these legal requirements					
14.4i	I ensure that advice workers maintain case records to ensure continuity and accuracy in the issues explored, any information and advice provided and any action taken.					
14.4i i	I ensure that counsellors maintain case records to monitor their client work and ensure accountability to the agency's stated aims and policies.					
14.3iii	I ensure that staff maintain appropriate records for other personal support work in order to monitor their work and ensure accountability to the agency's aims and policies.					
TOTAL:						

Standard Area 14: Case records

Staff

The agency has effective and secure systems for recording work carried out with young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
14.1i I know the agency's policy on case recording.					
14.1ii I keep my case records confidential.					
14.1iii I keep my case records secure.					
14.1iv I know who is able to see or check my case recordings and how this relates to the confidentiality policy and the law.					
14.1v I know how long case records are kept and how they are disposed of.					
14.2i I feel confident that I understand my responsibilities in relation to the policy on case recording.					
14.2ii I feel that the case recordings that I keep assist my supervisor/line manager and myself to monitor and evaluate the work I do with young people.					

14.3 I know that the agency complies with data protection requirements.					
14.4i I make sure that I maintain case records of all my work with young people in line with the agency's specific service case recording guidelines.					
14.4ii I understand that I maintain these records in order to monitor the client work, to ensure continuity and accuracy and to ensure accountability to the agency's stated aims and policies.					
TOTAL:					

Please use the space below for any additional comments.

Standard Area 14: Case records

Young people

The agency has effective and secure systems for recording work carried out with young people					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
14.1i I understand what the agency means by the word "confidential".					
14.1i I know what type of information the agency writes down about young people.					
14.1iii I know why the agency records this information about the young people that they see.					
14.1iv I know what information I can see about myself if I want to.					
14.1.v I know how to ask to see this information.					
14.1vi I know who else may see the information written down about me.					
TOTAL:					

Standard Area 14: Case records

Monitoring methods

The agency has effective and secure systems for recording work carried out with young people

DOCUMENTATION

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Agency policy on case recording, including elements set out in practice guideline 14.1 and with reference to current recognised national best practice
- Agency procedures to ensure staff understand and carry out the case recording policy
- Agency service specific case recording guidelines for advice work, counselling and personal support work with young people
- Outline of legal requirements under data protection act

RECORDS

- Staff training and induction records
- Case records (which should be retained for a minimum of 6 years)
- Records of random client file checks
- Records of independent file reviews
- Records of checks on security arrangements

FEEDBACK FROM:

- Management Body
- Staff
- Young People

Standard Area 15: Casework supervision

Management body member

The agency ensures that all staff in direct contact with young people receive appropriate casework supervision, either individually and/or in groups to promote their professional and personal development					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
15.1i I know the skills-base of the casework supervision required for the agency's staff.					
15.1ii I know that all casework supervisors are appropriately competent and experienced and preferably hold, or are working towards, a relevant qualification.					
15.2i I understand the purpose of casework supervision.					
15.2ii I understand the contracts issued to external supervisors. I know where these contracts are kept.					
15.2iii I understand how the casework supervision relates to policies on Equal Opportunities, Confidentiality, Child Protection and Discipline and Grievance.					

15.2iv	I know the requirements on the frequency, format and recording of supervision sessions.					
15.2v	I ensure that there is an annual budget for staff casework supervision.					
15.3	I know that all face-to-face staff have individual agreements for their casework supervision in line with practice guideline 15.3.					
15.4	I know that the agency has a policy on the confidentiality and accessibility of casework supervision notes and records.					
15.5	I know that all staff's individual supervision needs are assessed and agreed at an annual appraisal					
15.6	I know the agency has individual records of staff attendance at casework supervision.					
TOTAL:						

Please use the space below for any additional comments.

Standard Area 15: Casework supervision

Co-ordinators and service managers

The agency ensures that all staff in direct contact with young people receive appropriate casework supervision, either individually and/or in groups to promote their professional and personal development					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
15.1 I ensure that all casework supervisors: <ul style="list-style-type: none"> • are competent and appropriately experienced practitioners and preferably hold, or are working towards, a relevant qualification. • have experience or understanding of working with young people. • understand the issues affecting young people. • are familiar with and agree to uphold relevant national and professional codes relating to the activity being supervised. 					
15.2i I ensure that the agency has written contracts with all casework supervisors, in line with relevant national codes for supervisors.					

15.2i i	<p>I make sure that the contract for each supervisor sets out:</p> <ul style="list-style-type: none"> the purpose of casework supervision to whom and how the supervisor is accountable to the agency the limits of the supervisor's authority the supervisor's responsibility in relation to the agency's policies in particular Confidentiality, Child Protection and Disciplinary and Grievance requirements on the frequency, format and recording of supervision sessions 					
15.2iii	I ensure that there is a clear induction procedure that is followed for each casework supervisor, which includes informing them about the work of the agency.					
15.3i	I ensure that all face-to-face staff have individual casework supervision agreements.					
15.3i i	<p>I ensure that staff supervision agreements set out:</p> <ul style="list-style-type: none"> the purpose of casework supervision and its relationship to relevant national codes how supervision relates to particular areas of the agency's policy on e.g. Confidentiality, Child Protection and Discipline and Grievance requirements on the frequency, format and recording of supervision sessions requirements regarding the use of notes and recordings arising from staff's work with young people 					

15.4	I ensure that the agency has a policy on the confidentiality and accessibility of casework supervision notes and records.					
15.5	I ensure that all staff's individual supervision needs are assessed and agreed at an annual appraisal.					
15.6	I ensure that the agency has individual records of attendance at casework supervision.					
TOTAL:						

Please use the space below for any additional comments.

Standard Area 15: Casework supervision

Staff in direct contact with young people

The agency ensures that all staff in direct contact with young people receive appropriate casework supervision, either individually and/or in groups to promote their professional and personal development					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
15.1 I think that my casework supervisor is a competent and appropriately experienced practitioner.					
15.2 I understand how my individual agreement with my supervisor relates to the contract the agency has with her/him.					
15.3i I know and understand the purpose of casework supervision in relation to my own needs and those of the agency.					
15.3i I know how my casework supervision relates to relevant national codes.					

15.3iii	I understand how my casework supervision relates to the agency's policies on Confidentiality, Child Protection and Discipline and Grievance.					
15.3iv	I prepare for casework supervision and use it to help me in my work with individual young people and to consider my professional and personal development.					
15.3v	I have regular supervision sessions with my casework supervisor.					
	I know that the frequency of my casework supervision is in line with relevant national good practice guidelines.					
15.3vi	I know that my supervisor records my supervision sessions.					
	I believe my supervisor's recordings to be accurate and comprehensive accounts of the sessions.					
15.3vi i	I know that my supervision agreement details requirements regarding the use of notes and recordings arising from my work with young people.					
15.4i	I understand the agency's policy on the confidentiality of casework supervision notes and records.					
15.4i i	I know how I can access my casework supervision notes and records.					
15.5i	I attend an annual appraisal at which my supervision needs are assessed and agreed.					

15.5i I feel that my supervision sessions are purposeful and supportive and provide me with positive challenge.					
15.5iii I believe that I have sufficient supervision to meet my needs.					
15.6 I know that the agency keeps individual records of attendance at casework supervision.					
TOTAL:					

Please use the space below for any additional comments.

Standard Area 15: Casework supervision

Casework supervisors

The agency ensures that all staff in direct contact with young people receive appropriate casework supervision, either individually and/or in groups to promote their professional and personal development					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
15.1i I believe that I am an appropriately experienced and competent supervisor. I hold, or where available am working towards, a relevant qualification.					
15.1ii I have experience or understanding of working with young people. I have experience or understanding of the issues affecting young people.					
15.1iii I am familiar with and uphold national professional codes relating to the activity that I supervise.					
15.2i Prior to my appointment as a supervisor for the agency I was given clear information about the scope of the agency's work .					
15.2ii I believe that my appointment was consistent with Equal Opportunities employment practice.					

15.2iii	I have a written contract with the agency.					
15.2iv	I agree with the purpose of casework supervision as set out by the agency in my contract.					
15.2v	I know to whom and how I am accountable within the agency.					
15.2vi	I know the extent and limits of my authority as a casework supervisor for this agency.					
15.2vii	I know my responsibility in relation to the agency's policies in particular Confidentiality, Child Protection and Disciplinary and Grievance.					
15.2vi ii	I know and abide by the agency's requirements on the frequency, format and recording of supervision sessions.					
15.3	I know and understand how my contract with the agency relates to the agreement I have with the individuals I supervise.					
15.4	I know and abide by the agency's policy on the confidentiality and accessibility of casework supervision notes and records.					
15.6	I keep individual records of supervisee's attendance at my casework supervision sessions.					
	I understand the procedures the agency has for checking attendance at sessions.					
TOTAL:						

KEY: D = No evidence or very little (1 point)
C = To some extent (2 points)
B = To a significant extent (3 points)
A = Completely meet the Standard element (4 points)

Standard Area 15: Casework supervision

Monitoring methods

The agency ensures that all staff in direct contact with young people receive appropriate casework supervision, either individually and/or in groups to promote their professional and personal development

DOCUMENTATION

- Equal Opportunities Policy
- Confidentiality Policy
- Copies of relevant national codes for supervisors
- Job Descriptions and Person Specifications for Casework Supervisors
- Disciplinary and Grievance procedures
- Child Protection policy
- Agency policy on the confidentiality and accessibility of casework supervision notes and records
- Staff annual appraisal policy and procedure

RECORDS

- Casework supervisors appointment records, including references
- Written contracts with all agency casework supervisors in line practice guideline 15.2
- Copies of staff individual casework supervision agreements in line with practice guideline 15.3
- Records of staff annual appraisals
- Records of attendance at casework supervision

FEEDBACK FROM:

- Management body
- Staff
- Casework supervisors

Standard Area 16: Monitoring and evaluation

Management body member

The agency has clear procedures and processes for monitoring and evaluating all aspects of its work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
16.1i I receive quantitative and qualitative information showing the use young people make of the agency's services.					
16.1ii I receive quantitative and qualitative information showing how the agency is meeting its work targets.					
16.2 I receive information about young people's views of the services provided and any suggestions they have for improving them.					
16.3i I can contribute to an evaluation of the agency's services using the information given by staff and young people.					
16.3ii I contribute to developing and planning the future direction of the agency and identifying the finance and resources required.					
16.3iii I know how the agency raises awareness of the issues affecting its users.					
16.3iv I know how the agency raises awareness of gaps in other relevant organisations and services.					

16.4	I know that the views of staff, young people, funders and members of the management body are actively included in performance measurement and quality assurance.					
16.5	I receive an annual report of the agency's work.					
16.6i	I know the agency has procedures for recording, responding to and resolving complaints.					
16.6ii	I understand my role and responsibilities in relation to the agency's complaints procedure.					
TOTAL:						

Please use the space below for any additional comments.

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Standard Area 16: Monitoring and evaluation

Co-ordinator

The agency has clear procedures and processes for monitoring and evaluating all aspects of its work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
16.1i I ensure that the agency maintains systems for monitoring and reporting on: <ul style="list-style-type: none"> the use of its services the extent to which it is meeting its work targets 					
16.1ii I ensure that these monitoring reports are used to meet both internal requirements and the requirements of funders.					
16.2 I ensure that the agency has systems for making the views of service users central to its monitoring and evaluation process.					

<p>16.3 I ensure that the agency uses collected information to:</p> <ul style="list-style-type: none"> • evaluate its services • contribute to its development and future planning • inform its fund-raising strategy • raise awareness of the issues affecting its users • raise awareness of gaps in other relevant organisations and services 					
<p>16.4 I ensure that the agency's performance measurement and quality assurance systems includes feedback from:</p> <ul style="list-style-type: none"> • staff • users • management body • funders 					
<p>16.5 I ensure that the agency provides an annual report of its work.</p>					

16.6 I ensure that the agency has a complaints procedure detailing: <ul style="list-style-type: none"> the recording of complaints procedures for responding to and resolving complaints 					
TOTAL:					

Please use space below for any additional comments.

Standard Area 16: Monitoring and evaluation

Staff

The agency has clear procedures and processes for monitoring and evaluating all aspects of its work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
16.1i I monitor all my contact with young people using both quantitative and qualitative systems.					
16.2 I take part in systems that ensure that the views of the young people who use our service are sought and recorded and used as part of the monitoring and evaluation process.					
16.3i I feel able to contribute to the overall evaluation of the agency's services.					
16.3i I feel appropriately involved in the development and future planning of the agency.					
16.3iii I plan my work to ensure I meet the targets agreed with my line manager and understand how these targets relate to those of the whole agency.					

16.3iv	I contribute to the ways the agency uses the information collected to raise the awareness of others.					
16.4	I feel my views and those of other staff are actively included in performance measurement and quality assurance.					
16.5	I contribute to an annual report of the agency's work.					
16.6	I understand my responsibilities in relation to the complaints procedure and contribute where necessary to changes in procedures or practice as a result of a complaint being upheld.					
TOTAL:						

Please use space below for any additional comments.

Standard Area 16: Monitoring and evaluation

Young people

The agency has clear procedures and processes for monitoring and evaluating all aspects of its work					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
16.2 I know that this agency is interested in finding out what the people who use it think about the service.					
16.3 I know why the agency collects and monitors information about how its service is used.					
16.4i I know that young people are asked to give feedback as part of the agency's commitment to offering a quality service.					
16.4i I know what to do if I want to make a suggestion to the agency about their service.					
16.5 I know where I can find a copy of the agency's annual report.					

16.6i I know what to do if I want to make a complaint.					
16.6i One of the agency workers has explained to me what happens when a complaint is made.					
TOTAL:					

Please use space below for any additional comments.

Standard Area 16: Monitoring and evaluation

Monitoring methods

The agency has clear procedures and processes for monitoring and evaluating all aspects of its work

DOCUMENTATION

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- System for monitoring
- System for gathering service users views
- Complaints procedure

RECORDS

- Statistics for last year
- Records of complaints and suggestions
- Evaluation reports
- Information found in development plans and funding strategies
- Information found in plans to target service users
- Agency's annual report

FEEDBACK FROM:

- Management Body
- Staff
- Young People
- Funders

Standard Area 17: Partnership

Management body member

The agency develops partnership and joint working arrangements relevant to the achievement of its strategic goals. Such partnerships support improvements in the development of, and access to safe, age and developmentally appropriate interventions and services for young people in the locality					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
17. I am familiar with and understand the agency's statement of purpose, its strategic goals, core values and principles underpinning its work with young people and ensure the views of young people and other stakeholders inform its work					
17.1 I know that the agency keeps regularly updated information on the full range of statutory and voluntary organisations and policy initiatives relevant to meeting the needs of all young people in its locality					
TOTAL:					

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
17.2 I know that the agency provides existing and potential partners with up to date information on the: <ul style="list-style-type: none"> ▪ Agency, its purpose and services ▪ Diversity and distinct needs of local young people ▪ Core values and principles of young people's services ▪ Youth Access quality Standards and its glossary definitions for services ▪ Evidence of good practice, unmet need and gaps in services 					
17.3 I know that the agency is pro-active in seeking opportunities to represent the agency's work and increase awareness of young people's needs through: <ul style="list-style-type: none"> ▪ external working groups ▪ contact with key personnel responsible for planning, funding and commissioning young people's services 					

17.4 I know that the agency works closely with other statutory and voluntary providers to ensure that young people are able to have access to services and professionals in settings that best meet their needs					
17.5 I know the agency has established protocols for joint referral and information exchange with relevant statutory and voluntary agencies					
17.6 I know the agency has written agreements with organisations it has formal partnership arrangements which include: <ul style="list-style-type: none"> ▪ a commitment to ensuring services for young people are established with the most appropriate provider ▪ a definition of the roles and responsibilities of each partner ▪ any financial arrangements ▪ monitoring and evaluation requirements 					
TOTAL:					

Standard Area 17: Partnership

Co-ordinator

The agency develops partnership and joint working arrangements relevant to the achievement of its strategic goals. Such partnerships support improvements in the development of, and access to safe, age and developmentally appropriate interventions and services for young people in the locality					
	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
17					
17.1					

<p>17.2 I ensure that our existing and potential partners and those responsible for commissioning services have access to up-to-date and appropriate information about the:</p> <ul style="list-style-type: none"> ▪ Agency, its purpose and services ▪ Distinct needs of young people ▪ Diversity of young people with whom the agency works ▪ Core values and principles of young people's services ▪ Youth Access Quality Standards and the definitions and differences for example between counselling, mentoring, befriending, crisis listening, counselling skills, advice and information services ▪ Evidence of good practice, unmet need and gaps in services 					
<p>17.3 I ensure that all the staff are pro-active in seeking opportunities to represent the agency's work and increase awareness of young people's needs for e.g. through attendance at external working groups and making contact with key personnel responsible for planning, funding and commissioning young people's services</p>					
<p>17.4 I ensure that all staff work in co-operation with other statutory and voluntary providers to ensure that young people can have access to services and professionals in settings that best meet their needs</p>					

17.5 I ensure that the agency works with relevant service providers in both the statutory and voluntary sectors to establish protocols for joint referral and information exchange e.g. with statutory mental health services, social services, housing organisations, legal advice services, NHS, Connexions and youth services					
17.6 I ensure that the agency has written agreements with organisations with which it has formal partnership arrangements that include: <ul style="list-style-type: none"> ▪ a commitment to ensuring services for young people are established with the most appropriate provider ▪ a definition of the roles and responsibilities of each partner ▪ any financial arrangements ▪ monitoring and evaluation requirements 					
TOTAL:					

Please use the space below for any additional comments.

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Standard Area 17: Partnership

Staff with responsibilities for developing partnership and joint working arrangements

The agency develops partnership and joint working arrangements relevant to the achievement of its strategic goals. Such partnerships support improvements in the development of, and access to safe, age and developmentally appropriate interventions and services for young people in the locality

	D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
17. I understand and promote the agency's purpose, strategic goals and core values and the principles underpinning its work with young people					
I am pro-active in seeking the views of young people and key stakeholders about our services and ensure this is fed into the process of defining the agency's strategic goals					

<p>17.1</p> <p>I make active use of and contribute to the agency's information about the full range of statutory and voluntary organisations in the locality</p> <p>I keep up to date with relevant policy initiatives impacting on local young people</p>					
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KEY: D = No evidence or very little (1 point)
 C = To some extent (2 points)
 B = To a significant extent (3 points)
 A = Completely meet the Standard element (4 points)

<p>17.2 I help to disseminate up-to-date and appropriate information to existing and potential partners and those responsible for commissioning services about the:</p> <ul style="list-style-type: none"> ▪ Agency, its purpose and services ▪ Distinct needs of young people ▪ Diversity of young people with whom the agency works ▪ Core values and principles of young people's services ▪ Youth Access Quality Standards and the definitions and differences for example between counselling, mentoring, befriending, crisis listening, counselling skills, advice and information services ▪ Evidence of good practice, unmet need and gaps in services 					
<p>17.3 I am pro-active in seeking opportunities to represent the agency's work and increase awareness of young people's needs e.g. through external working groups and making contact with key personnel responsible for planning, funding and commissioning young people's services</p>					

17.4	I work in co-operation with other statutory and voluntary providers to maximise young peoples' access to services and professionals in settings that best meet their needs					
17.5	I comply with the joint referral and information exchange protocols agreed between the agency and providers in the statutory and voluntary sectors					
17.6	I understand and comply with the agency's written partnership agreements					
TOTAL:						

Please use the space below for any additional comments.

Standard Area 17: Partnership

Young people

The agency develops partnership and joint working arrangements relevant to the achievement of its strategic goals. Such partnerships support improvements in the development of, and access to safe, age and developmentally appropriate interventions and services for young people in the locality		D	C	B	A	EVIDENCE E.g. How do you know? What is the evidence? Where is it located? What needs to be done to make improvements?
17	I have been asked for feedback on the agencies services I have used					
	I understand that the information I give is used to help improve and develop services for young people					
17.1	I know that if I need information about other local young people friendly services I can get this from the agency					
TOTAL:						

Standard Area 17: Partnership

Monitoring methods

The agency develops partnership and joint working arrangements relevant to the achievement of its strategic goals. Such partnerships support improvements in the development of, and access to safe, age and developmentally appropriate interventions and services for young people in the locality.

DOCUMENTATION:

- Equal Opportunities Policy
- Confidentiality Policy
- User Involvement Policy
- Written formal partnership agreement which considers suggested content in the Aide Memoir (see Appendix 10)
- Statement of the agency's purpose, strategic goals, core values and principles underpinning its work with young people
- Database and information on all the statutory and voluntary organisations and policy initiatives that are relevant to meeting needs of young people locally
- Up to date agency data on young people's needs locally, diversity of users, evidence of good practice, unmet need and gaps in services
- Policy on cross-sector referral and information exchange

RECORDS/MINUTES

- Minutes of partnership meetings, agreements, suggestions and recommendations
- Record of complaints
- Complete record of assessment including referrals to a counselling assessment and onward to a counsellor or external agency, including reason for non-referral or the counsellor allocation and criteria used, and any recommendations
- Record of report to management body

FEEDBACK FROM:

- Management
- Partners
- Staff
- Young People
- Funders

“Working Towards Quality” Registration

Once an agency has decided to work towards adopting the Quality Standards they should complete this form, demonstrating that they have the following in place:

- A written statement of purpose for the agency and a brief description of the services which are available.
- Written policies in three areas: Equal Opportunities, Confidentiality and User Involvement.

There is no requirement for agencies to send copies of these documents with this form, however Youth Access are entitled to request copies for auditing purposes at any time.

In the introduction to the Quality Standards manual, we have listed the different elements that the policies need to encompass. It is important that individual agencies consult and involve people from within the agency in writing their own policies in order to ensure that everyone involved knows why the policies are there, what they mean, and how they will be applied.

On receipt of a completed registration form and registration fee, Youth Access will register the agency as “Working Towards Quality”. The agency would then receive a window sticker and labels with which to mark its stationery.

Notes

1. Please complete the form in full - attachments will not be accepted.
2. Registration is open to Youth Access Corporate members only.

SECTION ONE: YOUR AGENCY

Agency Name:

Address:

Telephone No:

Facsimile No:

E-mail:

Contact Name:

Youth Access Membership No:

SECTION TWO: STATEMENT OF PURPOSE/SERVICES PROVIDED

Agency Statement of Purpose (no more than 100 words):

An outline of the services which are available (please see Section 3: Glossary for Definitions):

- Information
- Advice
- Counselling
- Personal Support

Other Support Services:

- Mobile
- Drugs/Alcohol Project
- Sexual Health Project
- Accommodation
- Education/Training
- Coffee Bar
- Meals
- Groupwork (Please list below)

SECTION THREE: KEY WRITTEN POLICIES

I confirm that the above agency has the following key written policies in place and that we are happy to provide an inspection copy for Youth Access if requested to do so:

- Equal Opportunities
- Confidentiality
- User Involvement

SECTION FOUR: REGISTRATION FEE

The fee for registration is £10.00.

- I enclose a cheque for £10.00 made payable to "Youth Access"
- Please invoice my agency.

Name:

Position:

Signature:

Date: