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# APPENDIX 1: A checklist for management committees

Management Committees have responsibilities in the following key areas:

## LEGAL

- ensuring the agency meets any legal contracts for goods or services; especially in relation to employment, Equal Opportunities, leases/tenancies, insurance and financial matters

## FINANCIAL

- ensuring the appropriate use of funds
- ensuring clear and up to date financial records and reports
- ensuring staff are paid wages and other expenses, the agency's bills are paid
- providing annual accounts and an audit

## INSURANCE

- ensuring that the organisation meets its legal obligations regarding employer's and public liability, buildings and contents insurance
- ensuring good practice by securing Professional Indemnity insurance for staff

## PREMISES

- meeting the conditions of any leases
- ensuring Health and Safety and planning and building requirements
- ensuring safe and secure premises and keeping them in a good state of repair and decoration

## EMPLOYMENT

- providing job descriptions/ person specifications for paid and volunteer staff
- ensuring open and fair recruitment and selection procedures in line with Equal Opportunities duties
- providing and meeting the obligations of Employment Contracts and in the case of volunteers any agreements regarding their employment
- providing staff with access to induction, training, support and supervision
- providing and managing a Disciplinary and Grievance procedure

## WORK PROGRAMME

- agreeing policy and setting objectives in line with this
- interpreting and adapting policy as circumstances demand
- making decisions on new work areas and agreeing with staff its delivery
- monitoring and evaluating the work

## ACCOUNTABILITY

- following constitutional and democratic procedures
- being active by keeping informed and interested, providing support
- ensuring good communication between the Committee, the staff and funders

## INDUCTION PACK CHECKLIST

- Constitution
- Roles and responsibilities of the Committee and any sub-committees or working groups

- Responsibilities of particular offices or posts
- A list of Committee personnel and staff members
- Main policies e.g. equal opportunities, confidentiality, recruitment and selection, disciplinary and grievance
- Financial information e.g. current budget, income and expenditure report
- Annual report, current work plan, strategic plan
- Staffing structure and job descriptions

## APPENDIX 2: A checklist for recruitment and selection

### ADVERTISING POSTS

Unless specifically ring-fenced, all posts should be advertised externally. Depending on the budget available consider using:

- appropriate community and voluntary groups and training organisations
- local and/or national press or recruitment services
- relevant minority press or community groups where a particular minority group is under-represented in the agency or where the post specifically demands applications from a minority group

### APPLICATION PACKS

Provide applicants with information about the post, the organisation and the selection process. A 'job pack' should contain the following:

- a job description and person specification
- an outline of the agency's current work programme and future plans
- the staffing structure
- statements on its policies on equal opportunity and criminal record procedures
- brief information about the selection process and closing and interview dates
- an application form to include:
  - a detachable section to meet the agency's monitoring procedures
  - the option for current/last employers not to be contacted for a reference unless the post is offered

### SHORTLISTING

The recruitment panel must be identified as soon as recruitment of a post is agreed. The panel is responsible for:

- ensuring they understand and have the skills to manage the whole process
- ensuring they are the only personnel involved in the process of shortlisting and interviewing candidates
- measuring all applications against the person specification and weighting them according to previously agreed criteria
- evaluating the information drawn from the monitoring process
- ensuring all applications and notes from the selection process are kept for at least 6 months

### SHORTLISTED APPLICANTS

All applicants invited to interview to be given:

- information on the time
- information on the format of the interview and sufficient time to prepare
- access to any equipment they require to conduct the interview process
- information on the amount of basic expenses they may claim to attend the interview

## **THE INTERVIEW**

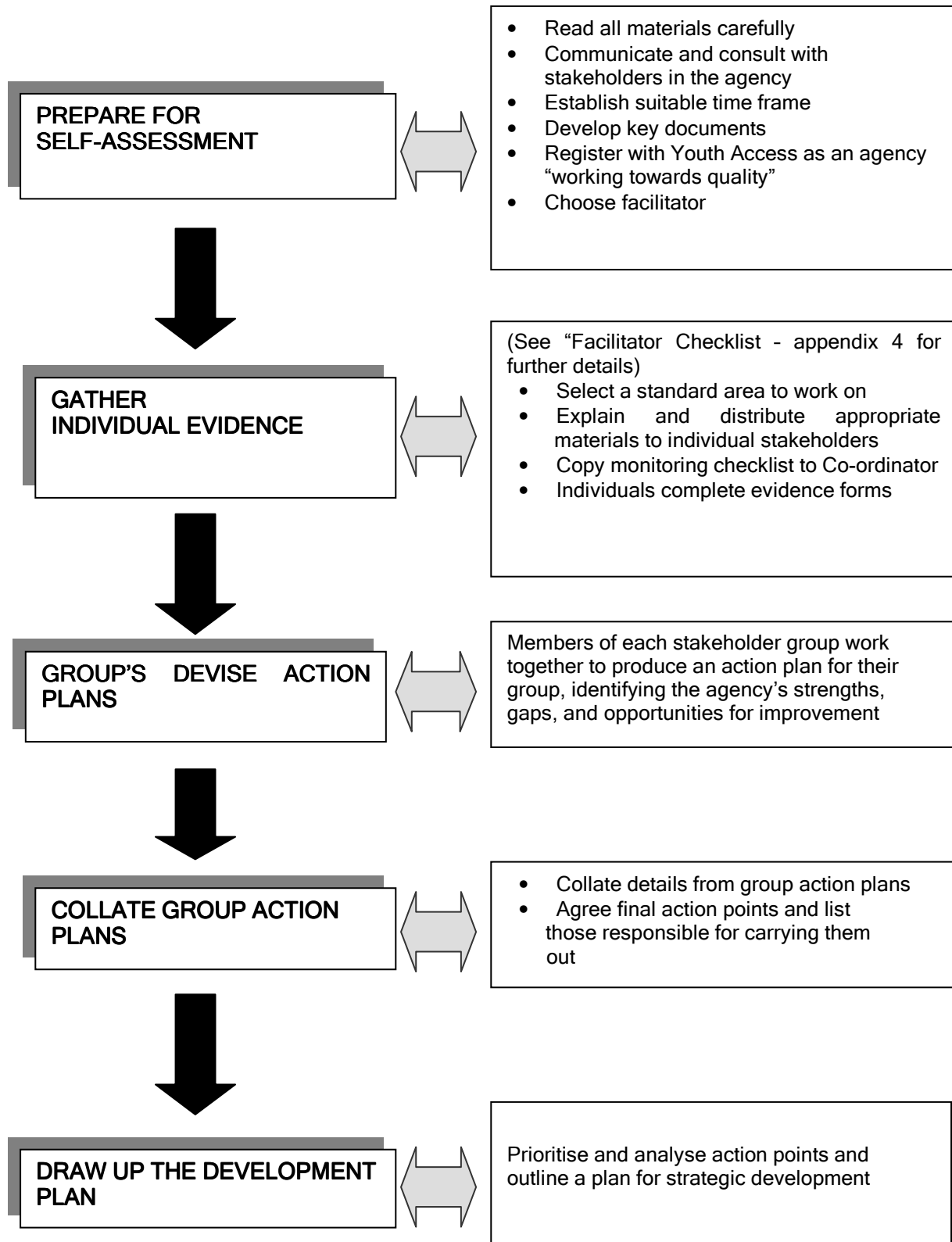
At interview:

- Someone outside the interview panel should ideally be available to provide informal discussion about the job and the agency
- The panel ask all applicants the same questions and offer supplementary questions only where it helps to draw out further information from the candidates on the topic being asked

## **THE DECISION**

- All candidates are informed of the interview panel's decisions as soon as possible
- All candidates are offered an opportunity for feedback on the interview through a previously agreed process
- All notes from the interview process are kept for a minimum of one year

# APPENDIX 3: A flowchart of the self assessment process



# APPENDIX 4: Facilitator checklist

- Read the Introduction to the Quality Manual including the framework and glossary of terms.
- Read “Preparing for the work on Quality” and the Introduction to Self-Assessment.
- Ensure that there has been effective communication about the decision to work towards the quality standards within the agency.
- Ensure that the agency has in place a written statement of purpose and a brief description of the services available as well as the three key policies relating to Equal Opportunities, User Involvement, and Confidentiality.
- Check whether the agency has registered with Youth Access as an agency “working towards quality”.
- Decide within the agency which of the Quality Standard areas you want to start work on and read the Quality Standard and the relevant Assessment materials.
- Explain the process and how it will be facilitated.
- Photocopy and give everyone a copy of
  - the relevant page from the Quality Manual for the standard area
  - the “evidence form - guidance notes” (Appendix Five)
  - the evidence sheets (to fill in individually) which refer to their role in the agency.
- Photocopy the appropriate monitoring checklist and give to the Co-ordinator.
- Photocopy group action plans proforma or write it up the form on flip charts.
- Bring each group together to discuss their evidence and to produce the Group Action Plan.
- Collate the findings from the Action Plans. Photocopy enough Collation of Group Action Plans pro-forma (if you have decided to use this method) or put the headings up on flip chart.
- Present the findings to the Management Body and/or assist in drawing up and monitoring The Development Plan.

# APPENDIX 5: Evidence form - guidance notes

[Guidelines to be given out to each individual stakeholder who has been asked to fill out an Evidence form].

## **Why have I been asked to fill out this form?**

The organisation you are involved with have asked you to fill out this form as part of an exercise they are carrying out to find out about their strengths as an agency and about what they could improve. In order to do this they are following a framework of Quality Standards developed by Youth Access (the national membership organisation for young people's information advice counselling and support services) in consultation with their members.

Everybody who has a stake in your agency is going to be consulted to find out what they think and feel about the agency. Along with this piece of paper, the person facilitating the self-assessment should have given you a copy of the standard area they are asking you to comment on and an Evidence form to fill out. This form gives you the opportunity to give your opinion about how well the agency is meeting the Quality standards.

## **How do I fill in the Evidence form?**

You will notice that the form starts by outlining the overall standard and then is broken down into smaller numbered statements. Each of these statements has boxes next to it and the form asks you to rate how well you think the agency is currently meeting each one. Please look at the key at the bottom of the form. You can choose between four letters from D (1 point) which is the lowest and means you think that your agency either doesn't meet this standard element, or meets it very little, through to A (4 points) which is the highest and means that you think the agency completely meets the standard element.

Next to the scoring boxes there is a space within which you are asked to note evidence for your answer. Please try and fill this in on as many elements as possible. It will help you remember why you chose to score in the way that you did when you come to have discussions with other people, and will give the facilitator some leads about what needs to be highlighted as a strength and what needs to be improved. At the end of the form you can add up your scores, or leave them for the facilitator to add up if you prefer. The scores are only intended as a guide to give a rough picture of how well the agency is doing, and as a kind of "benchmark" when the self-assessment is done again and the agency can see how well they have improved.

It is important to be as honest as possible when you fill out the form. Every agency, however good they are, can always make improvements and being a Quality service means that this happens on an ongoing basis. It is not about blaming or shaming anybody but about communicating honestly both about what is being done well and about what could be done better. Don't worry about disagreeing with other people's perceptions; it is important that everybody's point of view is listened to and understood. If you are worried about the possible consequences of being honest or if you have any other reservations, please try and talk to someone you trust in your agency, preferably the person who is facilitating the self-assessment.

## **What if I am involved with the agency in a variety of different ways?**

Within the agency there are four different "stakeholder" groups:

1. The management body
2. The Co-ordinator
3. The staff
4. Young people as users of the service



Each of these groups is answering questions that are relevant to them within the different standard areas. There may be some people who are involved with the organisation in different ways. For example you may be a young person that has used the service but who is also a member of the management committee. If that is the case, please make sure you are clear

which "hat" you are wearing when you are answering the questions- otherwise it can get confusing!

**What happens after I have filled in the form?**

The facilitator will either collect up all the forms or ask you to come to a meeting and bring it with you. You will meet with the other people in the agency that have filled out the same form and together you will discuss all the opinions and come up with an action plan about how to maintain strengths and make improvements.

Once each group has come up with an action plan the plans will all be collated and a "Development Plan" will be drawn up. Whoever is drawing this plan up will let everyone know about the decisions that have been made and will keep you informed of progress.

Thank you for taking the time to fill in the form. By doing so you are taking part in a national movement to strengthen and improve services for young people. If you are still unsure or unclear about how to fill it in, please do speak to the person who gave it to you and ask them to explain further.

# Appendix 6: Group action plan

STANDARD AREA:.....

STAKEHOLDER GROUP: .....

NO. OF GROUP MEMBERS CONSULTED:

Standard element	Total Group Scores				Strengths	Gaps/Opportunities for improvement	ACTION PLANS What specifically needs to be done? Who is responsible/needs to be involved?	Priority Area 1-5
	D	C	B	A				

**COPY AS MANY GROUP ACTION PLANS AS YOU NEED FOR EACH STANDARD AREA. WRITE DOWN EACH STANDARD ELEMENT IN A SEPARATE ROW.**

# APPENDIX 7: Collation of group action plans

Standard Area:	Standard Element	Total Scores				Priority Area: Suggested timescale for completion:
		D	C	B	A	
<u>Strengths</u>	<u>Gaps/Opportunities for improvement</u>	<u>Action Plan</u>				<u>Who needs to do it</u>

## APPENDIX 8: The development plan

1. Collate the stakeholder action plans from each group.
2. Outline action points for each standard area.
3. Feed the action points back in to the people responsible for planning in your agency (e.g. the managing body).
4. Decide and prioritise the final action points.
5. Decide how the development plan will be agreed with and communicated to the other stakeholders.
6. Outline a plan for carrying out the action.
7. Decide how the development plan will be monitored.

## The Development Plan (supplementary notes and questions)

### Q. What if we can't agree on an action point?

A. Where there is unresolved disagreement the action point may be to outline the need for further

### Q. What does the outline of the action need to contain?

#### A. The following details:

- what the initial steps are e.g. this might include “further investigation” of an option e.g. looking at the options for and practicalities of how to identify users needs. The extra knowledge gained from this investigation may lead to a decision not to proceed further in the short term.
- a specific objective to be achieved
- clearly defined responsibilities i.e. who will do it
- specific timescale e.g. achieve X by date Y
- an agreed estimate of the resources required

#### Questions to consider when making recommendations:

- What are the particular quality strengths which need to be acknowledged?
- How are these strengths currently maintained and by whom? Are they sustainable?
- Which strengths should be built on further?
- Which areas for improvement have been identified as urgent or essential?
- Which areas for improvement are acknowledged but do not need to be pursued as a priority?

### Q. How do we decide on our priorities?

There are different options for prioritising, you could choose one or a mixture of the following ways:

- On preference i.e. the things we would like to do
- Quick wins i.e. something we can achieve quickly and that will encourage us
- Choosing the things that impact on achieving the objectives of the organisation
- Choosing to introduce what is missing
- Addressing the underlying theme

# APPENDIX 9: The elements of counselling assessment practice and an assessment policy and procedure checklist

## Counselling assessment - understanding of and practice

YIACS may use a range of words to describe counselling assessment, for example, 'initial interview'. In terms of good practice and transparency an explanation of the purpose of the assessment process i.e. the decision as to whether counselling is appropriate or not and why, is more important than the words used. So even if the agency does not use the word assessment, the process must still be made absolutely clear to the young person. This process is described in the counselling assessment definition and the practice guidelines outlined in the quality standard.

A counselling assessment has several elements, including intake to counselling, defining the presenting need, identifying strengths and resources and assessing the appropriateness of counselling or another intervention to meet the young person's needs. *It should not be confused with a general service intake meeting.*

A common service assessment or an initial intake meeting is not the same as a counselling assessment. It is vital that there is clarity about any basic information collected from the initial contact with the young person and that taken at the counselling assessment meeting, to avoid a young person having to repeat them self.

The length and frequency of the counselling assessment process will vary between agencies to ensure flexibility and responsiveness to the needs of the local community of young people in your locality.

In summary the purpose of counselling assessment is to:

- Define the initial presenting difficulty/pain/confusion
- Identify the young person's strengths, resilience - personal and external resources and their unique ability to help create change
- Decide with the young person what is likely to be the most appropriate form of intervention.

# Counselling assessment policy and procedure checklist

Agencies should have the following policy and procedure that includes:

- A range of accessible methods to disseminate clear counselling assessment information to young people and other related individuals and agencies
- The information to be given to the young person at the assessment about the process, confidentiality, counsellor and client responsibility and safety
- The type of information collected as part of the assessment process e.g. name, address, age, GP contact, physical/mental/emotional health, current medication
- How and what areas of risk are assessed e.g. abuse, mental health, self-harm, suicide, alcohol and substance misuse
- Protocols on what, why and how information is exchanged internally and externally and review mechanisms
- How the agency uses the information it receives from other parties, including for example, assessments from mental health services, Personal Advisers, Social Workers, primary care staff etc.
- For young people under 16, how 'competence' is determined under the Gillick/Fraser Guidelines<sup>1</sup>
- Criteria and process for allocation to a counsellor, waiting times, changing and terminating counsellors/sessions
- Process for establishing contacts with for example GPs, social workers, mental health services
- The link with other internal policy/guidance 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 and 10 to 15
- How the agency's policy and practice works with the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy and the criteria for counsellor/psychotherapist accreditation or a nationally recognised equivalent
- The process for reviewing and evaluating counselling assessment practice.

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<sup>1</sup> For interpretation of the Gillick/Fraser Guidelines see <http://www.childpolicy.org.uk>, <http://www.dh.gov.uk> and <http://www.brook.org.uk>

# APPENDIX 10: Youth Access aide memoire for YIACS to assist the development of partnership agreements

The key elements underpinning good partnership and joint working in meeting young people's needs have been identified as follows:

- A clear strategic purpose
- A shared commitment to working together
- Mutual trust and confidence between the partners
- Willingness to be open-minded, flexible and prepared to listen
- The ability to manage complex relationships
- Key people with the right amount of power and influence willing to give up some resources, power and control to make it work
- Key personalities that can be replaced
- The meaningful involvement of all the stakeholders
- Partnership working, not empire building. The ability to exploit the advantages of co-terminous boundaries or to work together to overcome the gaps
- Secure infrastructure costs and long-term funding
- Partners have equal access to decision-making
- The commitment to ensure young people's services are established with the most appropriate provider
- A shared understanding of the effectiveness of the relevant helping interventions.
- A shared understanding of the differences in the core characteristics of young people's services
- Familiarity with the scope of young people's services in the locality.

The following checklist is intended to assist agencies to embody the elements outlined above in the development and delivery of partnership projects.

You may decide that only some of the areas are needed to form the main body of a written agreement, while others can be set out in appendices or referenced to other policy/practice documents. For example, if you are running a project that already has targets agreed with the funder(s), then this could be referenced to an appended 'Project Plan'.

The level of detail will be largely driven by the complexity of the work proposed and the relationships needed to deliver it.



**1. Statement of aims and objectives**

- Set out what all partners agree as the purpose, aims and objectives of the project or proposed area of joint working.
- Useful to also include details of the partners involved and in which way.

**2. Targets**

- Targets - these need to be SMART i.e. specific, measurable, achievable, realistic (resourced) and time-limited/bounded. If you have made a bid to develop a project these should be those already agreed with the funder and unless the funder agrees will remain as the targets.
- If this is not a newly funded partnership project, but a partnership where for example, you are working with another agency to provide a new form of service or different access point, it will still be useful to agree targets. You will want to ensure that these are consistent with and contribute to the overall targets of your agency.

**3. Added Value**

- Helpful to make explicit what it is that you can achieve together that is greater than what you could achieve individually. The questions to ask yourselves:
  - How will resources be used more efficiently?
  - What will young people gain from the partnership i.e. how will you be more effective?

**4. Statement of Intent**

- What are the partners going to do to make the project work? How are you going to bring the cultures of different organisations together to create a sense of cohesiveness and co-operation within the partnership? What can you do to ensure all staff within the different partner organisations understand the work of the partnership, even if they are not directly involved?
- What are the different partners' beliefs about and attitudes towards partnership? Are these compatible?
- What will you and the other partners do to support the partnership to achieve success e.g. consistency of personnel, prioritising time for meetings etc.
- What activities/resources will you contribute or access to ensure the healthy functioning of the partnership e.g. consultancy, team building?

**5. Legal Status**

- What is the status of the partnership?
- What contractual responsibilities do you have to the staff employed, the management of finance and any other resources? If in doubt seek advice!

**6. Structure, roles and responsibilities**

- Describe the structure of the partnership
  - Who are the managers?
  - Who are the staff?
  - What are their roles, responsibilities and lines of communication?

- There are many and varied forms of partnership structures. Examples are as follows:
  - Partners employ their own staff and thus all employment rights and responsibilities are retained by the organisation. The managers of the partner organisations form a management group to which the staff report and where partners account to each other for their contribution.
  - The partnership appoints a Project Manager who co-ordinates the activities of the partnership across the different partner organisations. S/he is employed by the agreed 'lead' partner and may have line management responsibilities for other partners' employees if they are seconded to the partnership.
  - A large scale partnership may decide to set up a new organisation to deliver the work of the partnership.
- Whatever structure is chosen the most important thing is that it is appropriate to and is capable of delivering the work of the partnership.

## 7. Decision-making

- Where and how do decisions get made? What level of decision-making do the staff of the partnership have? When and how do they consult with other partners and managers?
- What, if any, unilateral decisions can partner managers make about the work of the partnership? When and how do they consult with each other?
- Do all partners have an equal share in decision-making or are there instances where for example the 'lead' partner can make decisions on behalf of the partnership?

## 8. Accountability and line management

- The chosen structure and line management arrangements that are put in place will impact on the accountability trail within the partnership.
- What are the line management policies of each partner organisation? Are they compatible?
- Who are the line managers of staff involved in the partnership? How do they relate to each other?
- How are individual staff informed about their line management arrangements?
- How are staff from different partner organisations accountable to each other?
- What happens if staff in one of the partner organisation is in dispute with the staff of another partner? What is the process for managing disagreements, disputes and formal grievances?

## 9. Policy and Practice

- Which are the key areas of policy and practice that impact on the delivery of the project? Are there any tensions or conflicts e.g. confidentiality, information sharing?
- Are the partners existing policies sufficient and acceptable to all partners to enable the delivery of the partnership's work? Do specific policies need to be agreed to cover the work of the partnership?

## 10. Resources

- Are there particular resources belonging to one of the partners that will be used to support the delivery of the partnership e.g. use of premises, equipment, administrative help? How and when can these be used?
- Is the partnership going to generate new resources? Who and how do these get managed and used? What happens to these when the partnership terminates?

## 11. Finance

- If this is a separately funded project who holds the money and where is it held?
- How does the lead partner account for the use of funds to both the funders and the other partners?
  
- What are the responsibilities of each partner in relation to income and expenditure?
- How do budgets get agreed, income and expenditure reports produced?
- What are the responsibilities of each partner in relation to income and expenditure?

## 12. Marketing and Publicity

- How are the services to be marketed and publicised? Who and how is the wording of any publicity agreed?
- Are the media to be involved? How are approaches to and responses to the media managed?
- How are partners identified in any publicity e.g. use of existing logos, development of a new logo?

## 13. Ownership and Copyright

- At the end of the partnership what happens to any of the products generated by the project e.g. publications, resources, project names, logos etc.? Who holds the copyright or ownership?

## 14. Monitoring, Review and Evaluation

- What information do you need to monitor and measure to judge the success of the partnership?
- What systems need to be in place to enable the partnership to achieve this?
- What are the processes for reviewing and evaluating the work of the partnership?
- How will you report on and communicate what the partnership does and learns from the work?

## 15. Risk Assessment

- What are the risk factors that might impact on the partnership's ability to deliver e.g. funding, staff turnover?
- What steps need to be taken to minimise the risks?

## 16. Conflict resolution

- What happens if the partners cannot agree?
  - Do all partners have an equal voice?
  - How will you manage disagreement and conflict?
  - What are the stages of the processes need to go through?
  - What role for example might an outside mediator play?