



Additional Guidance for the Health Sector

The Health Sector and the matrix Standard



Introduction

The NHS Constitution for England¹ highlights the importance of workforce development and support:

“The NHS commits to provide all staff with personal development, access to appropriate training for their jobs and line management support to succeed”

¹ NHS Constitution

<http://www.nhs.uk/choiceintheNHS/Rightsandpledges/NHSConstitution/Pages/Overview.aspx>

High quality information, advice and guidance is core to this achievement and the **matrix** Standard can help managers achieve this goal.

Ensuring that those working in healthcare are maximising their skills, not only benefits patients, service users and employees – it also makes sense from a business perspective. Organisations that invest in the skills of their people typically report that employees are more productive, better motivated and demonstrate higher levels of loyalty. There are benefits for recruitment and retention too and the best talent will always opt to join an organisation in which they can fulfil their potential. Those with the right skills and competences are more able to deal with change – essential within modern day health when a greater flexibility is required and as new roles and working practice are developed.

Whilst the healthcare sector has made great strides in encouraging employees to access and progress through the career framework, improve skills and competences, and encourage personal and organisational development there is always more that could be done.

The need for high quality Information, Advice and Guidance has never been greater. Effective Information and Advice supports individuals and signposts their progress at every stage of their professional and work related development. Its purpose is to ensure that people are informed about what options are open to them; both in terms of taking up a career in the healthcare sector or, if they are already working in the sector, in relation to how they can move forward in their job or their learning. It is equally important that such information is consistent, uses resources efficiently, matches skills with needs and motivates employees.

Over the past decade the health sector has embraced the **matrix** Standard as a framework to help improve an organisation’s business development. The **matrix** Standard has acted as a core tool in supporting many Trusts to effectively implement their workforce development strategies to improve outcomes for the workforce.

The **matrix** Standard complements the NHS Leadership Framework and enhances existing quality standards that many health sector employers have already achieved or are considering, such as Improving Working Lives, the Health and Wellbeing Good Practice Award and Investors in People. It also supports the QIPP plans and the development of a lean management approach.

The **matrix** Standard recognises the pressures faced by the health sector and its flexibility means that it may not involve any extra paperwork. The **matrix** standard can help the health employer identify and communicate its top level workforce development objectives and provide the framework to realise planned outcomes.

Benefits cited by **matrix** Standard accredited health employers have included:

- **Establishing a departmental plan** that is focused upon making a difference and achieving outcomes for employees that in turn help the health employer realise wider organisational objectives (element 1)
- **More effective deployment of resources** – ensuring that training and development budgets are maximised to help a health organisation achieve organisational strategic goals (element 2)
- **Motivated employees** - providing impartial high quality support that has led to staff feeling increasingly motivated and empowered to continue on their professional and personal development pathway (element 3)
- **Capturing results and impact** – by reviewing practices against set objectives workforce development organisations have been able to show that the training and development support is making a difference and showing a return on investment (element 4)

This guide has been written for all health sector employers. At times the reference may be leaning towards the NHS but the **matrix** Standard is flexible enough to apply to all employers within the sector.



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This guide supports:

- Those health employers that have already been accredited and are planning for a future review
- New health employers that are wanting to work with the **matrix** Standard to improve the outcomes and impact of their service

The guide explores what the **matrix** Standard might mean for your organisation and service. It is part of a suite of supportive tools being produced by emqc Ltd. This edition has been developed in collaboration with Skills for Health.

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What is the matrix Standard?

The **matrix** Standard is the unique quality framework for the effective delivery of information, advice and/or guidance that supports individuals in their choice of career, learning, work and life goals. It promotes the delivery of high quality information, advice and/or guidance by ensuring organisations review, evaluate and develop their service, and that they encourage both the take up of professionally recognised qualifications and the continuous professional development of their staff.

What is the structure of the matrix Standard?

The **matrix** Standard comprises of four elements:

- 1** Leadership and Management
- 2** Resources
- 3** Service Delivery
- 4** Continuous Quality Improvement

Each element contains criteria, all of which need to be met in order to achieve the Standard. The following narrative outlines the elements that make up the **matrix** Standard and provides some suggestions on how to use the Standard to maximise the outcomes of your organisation's service.

The 'What this means' section found within each element highlights the flexibility of the **matrix** Standard. The Standard is non prescriptive and organisations can and do provide a range of outcome based evidence to show the effectiveness of their services. Where appropriate we have also provided some additional guidance that, whilst non prescriptive, may help you to consider the types of evidence to show and tell your Assessor. The 'examples' columns provides guidance set in the context of Health Sector organisations, using terms that are commonly found in this sector.

The planning of every assessment is tailored to suit each organisation; your Assessor will ensure their approach to evidence gathering is in line with your service management and delivery.



The following are key terms used throughout the **matrix** Standard:

The Organisation

This refers to the body which manages, administers and delivers the service and has applied for initial accreditation or accreditation review against the **matrix** Standard.

The Service

This is the information, advice, and/or guidance provided by the organisation to support individuals in their choice of career, learning, work and life goals.

Clients

This refers to people who access the service, whether they are employees of the organisation or external users of the service.



Primarily your Assessor will use interviews as the focus of evidence collection and, as such, your assessment will be planned to include a selection and diverse range of people. The process will include one-to-one interviews with managers, group interviews with clients/staff/volunteers and telephone interviews with partner organisations.

Whilst having processes in place may be important, these do not necessarily lead to the defined outcomes. It should be noted that Assessors are more interested in what examples managers and staff are able to provide to demonstrate that they clearly understand the requirements of the criteria in order to make a judgement.

Additional Support

For further information about working with the Standard please visit the **matrix** Standard website at:

www.matrixstandard.com

On the site there are a range of resources available to assist you such as:

- A self-assessment tool
- A costing model
- A search function for working with a Registered **matrix** Advisor
- Downloadable documents including the **matrix** Standard guidance leaflet, commitment form and a copy of the booking form

Alternatively you can contact emqc Ltd directly using the online enquiry form on the **matrix** website, by calling **0845 304 8600** or via matrix@emqc.co.uk

The Assessment Approach

The **matrix** Standard is an outcome based standard. This means that as an organisation seeking Accreditation you will need to evidence not only what you do, but how you are measuring your successes, or, in other words, the impact of your organisation's service.

As you explore closely the requirements of each element, you should be able to provide evidence where you are already demonstrating outcome based examples as well as highlighting areas where there may be need for improvement. When reviewing your organisation's service against the **matrix** Standard in the following pages, ask yourself the following questions:

- How well are we doing?
- What are our priority areas for attention?
- Who needs to do what, by when and with what resources?
- What can we show to an Assessor as part of an assessment or review?



Terms used

In the context of the wider health sector when working with the **matrix** Standard the terms service and clients is likely to mean the following:

Service

The support you provide to employees to help them make informed choices in learning, job progression etc. this may include some of the following:

- The Personal Development Review or appraisal
 - Support accessed as part of the Knowledge Skills Framework activities
 - Telephone, intranet/website help and signposting
 - Corporate induction
 - Support throughout a learning programme at induction, during the programme and at exit
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Clients

These are likely to be (the list is not exhaustive):

- Employees of the trust
- Sub contracted staff
- Students on placement
- Clinical and non clinical staff
- Apprentices
- Employees undertaking learning
- Union members supported by union learning representatives
- Volunteers
- Health service users

How might the matrix Standard apply to your service?

The **matrix** Standard has already been effectively used as an improvement framework to support workforce development activities across a broad range of health and social care settings.

The **matrix** Standard is relevant to your organisation or department if it does any of the following (this list is not exhaustive):

- **Provides information about learning and development opportunities** – for example training leads ensuring that staff are on an appropriate course of training or learning with the right support.
- **Has responsibility for carrying out appraisals** - for example as part of KSF practices your personal development reviews may include examples of training opportunities available within your organisation or available externally
- **Provides information on jobs or careers** – this information may be within a course directory, website, newsletter or be a as part of supervision or one to one discussions
- **Advises/ guides people about job or careers progression** – provides support to individuals on how they might progress in their current role or explore future aspirations for an alternative role

Below are just some key points at which support on learning and work is most necessary when providing workforce development:

- **Entry to the health sector** – accurate information and advice can help to ensure that recruitment is at the right point and to a role that is appropriate to both the individual and the organisation
- **Staff induction** – support for new staff members at the induction stage helps individuals understand their role and their entitlement to services to help them perform competently within the workplace
- **Initial Assessments** including Skills for Life- any assessment of need needs to be supported with information and advice to remove any fear factor and ensure the individual is motivated to have the skills and support to function at the level required within their job role
- **Appraisals/Performance Development Reviews** - staff performance reviews and plans for the future often include identified areas for continuous professional development. These reviews and appraisals are better understood when support includes appropriate information and advice
- **During the learning process** - helping to ensure that the learning which is taking place is appropriate to the individual and the needs of the organisation

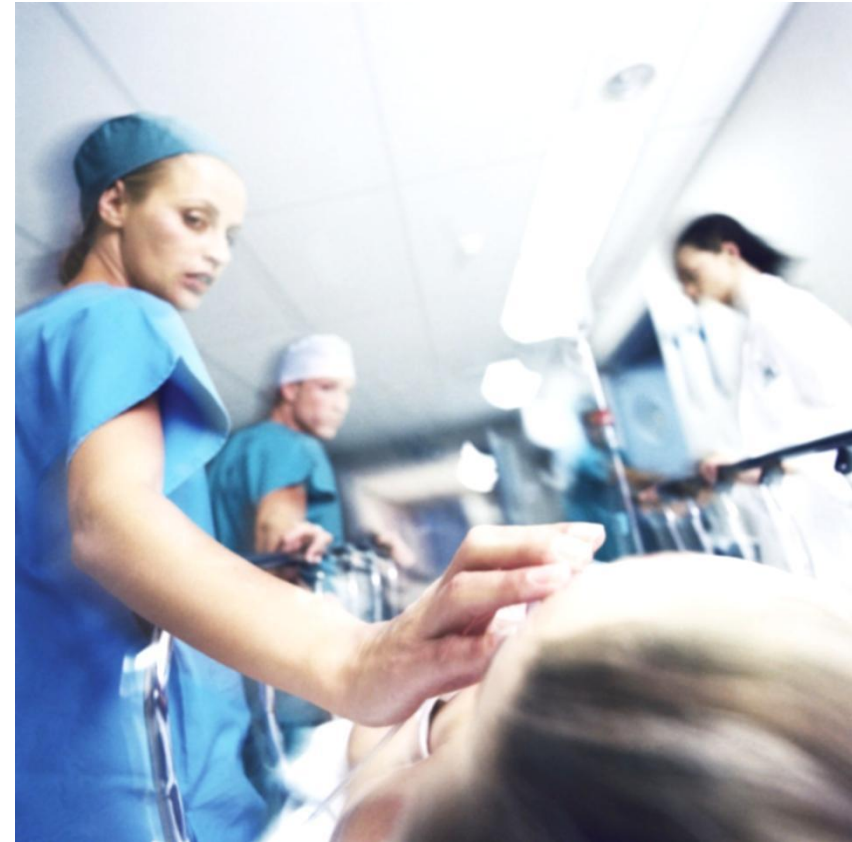
Remember that whatever terminology your organisation uses to describe this activity, whether it is IAG, workforce development support, help, information and advice - the **matrix** Standard principles remain the same and the framework will help you improve the service you provide.

Why is good quality Information and Advice so important to the health sector?

The healthcare sector requires an active, productive and flexible workforce in order to meet a number of challenges that lie ahead. These include the changing nature of:

- Demand for healthcare services – incorporating the effects of demographic changes; the increase in public and patient expectations; growth in community based care and on-going technological advances
- The supply of healthcare services – including changes in the composition of the workforce; adjustments in working patterns; improvements to productivity; changes driven by technological improvements and the drive to promote more and better self care and better use of the workforce
- Professional practice – incorporating the need to develop new skills; placing a greater emphasis on team working, including changes in accountability, leadership and independent practice; and taking into account changes in the relationships between clinicians and managers.

The **matrix** Standard ensures that high quality Information and Advice support employers in meeting these challenges.



ELEMENT 1

LEADERSHIP AND MANAGEMENT

This element is about the way in which the organisation is led and managed to develop an effective service

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>1.1 The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims.</p>	<p>Management and staff are able to describe and give examples of measurable aims and objectives of the service and how they link to the wider organisational strategic aims. Managers and staff can describe how they are involved in developing the aims and objectives.</p>	<p>Your organisation needs to demonstrate a clear understanding of where it is heading, how it is going to get there and how you will know when the destination has been reached.</p> <p>Milestones that are used to monitor progress will need to be clear so that you can explain how all the services that you deliver link to the wider organisational strategy.</p>	<p>The matrix Standard recognises the pressures faced by the health sector and its flexibility means that it may not involve any extra paperwork. The matrix Standard can help the health employer identify and communicate its top level workforce development objectives and provide the framework to realise planned outcomes.</p> <p>Some health organisations are very large and it may not be practical initially to take a 'whole organisation' approach to the matrix Standard. It may be more appropriate that a departmental approach is a better option. For example, a Training department may find that the matrix Standard supports departmental outcomes and thus decide to seek accreditation as a department. Their plans and outcomes will, in turn, fit into the organisational development plans and strategic aims.</p> <p>There are some strong linkages between element one of the matrix Standard and the NHS Leadership Framework.</p> <p>Consider your service's operational plan and work stream plans. How are these linked to the wider organisational strategic objectives?</p> <p>The measurable aims and objectives may be defined within the health organisation's Widening Participation Strategy, Workforce Development Plan or Learning and Development Strategy. For example:</p> <p>Service aim example: To develop careers pathways for staff within bands 1 to 4.</p> <p>Service objective: To provide targeted support to 100 staff within bands 1 to 4.</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>1.2 The service is provided with clear leadership and direction.</p>	<p>Managers can describe how they lead and direct people. Staff can describe how well managers lead them to deliver the service.</p>	<p>Your leadership team has effectively communicated what the organisation is striving to achieve and how this relates to the service or services being delivered.</p>	<p>The NHS Leadership Framework involves developing and delivering the Trust's overarching strategy by developing and agreeing strategic plans and ensuring that these are translated into achievable operational plans.</p> <p>Leadership may be provided from a variety of sources, e.g. Learning and Skills Service, Workforce Development Unit, Lifelong Learning Manager.</p> <p>Illustrating how the department working with the Standard links into the organisational strategic plans.</p>
<p>1.3 The organisation implements policies to promote equality and diversity, impartiality, confidentiality and professional integrity in all aspects of service delivery.</p>	<p>Managers and staff can describe and give examples of how they promote equality, diversity, impartiality, confidentiality and professional integrity.</p>	<p>Ensure you can demonstrate how these core policies and practices are effectively implemented.</p> <p>Can you and your team describe what quality assurance methodologies are in place to ensure that these policies and practices are reviewed and kept up to date?</p>	<p>How do health organisations promote Equality and Diversity in <u>all aspects</u> of service delivery?</p> <p>This criteria expects the health project/centre to have these policies in place and be able to demonstrate how they are effectively implemented. For example how do you ensure that staff working shifts or at remote delivery points have access to the service in a fair, transparent and accessible manner.</p> <p>The NHS constitution established the principles and values of the NHS in England.</p>
<p>1.4 The organisation complies with existing and new legislation which might impact upon the service.</p>	<p>Managers and staff can describe and give examples of legislation including how it impacts on the service.</p>	<p>Appropriate legislation is likely to vary depending upon the nature of the service being delivered and the client group. It is important that all staff and volunteers can provide examples of appropriate legislation and how they are updated with any changes. For example can your people demonstrate how the organisation has ensured rigorous safeguarding, and/or how health and safety legislation is an integral part of day to day activities?</p>	<p>How does the unit/centre show that staff have received the latest training on for example mental health, safeguarding, the Equalities Act 2010.</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>1.5 The organisation defines client outcomes and uses them as a measure of success for the service.</p>	<p>Examples of definitions of client outcomes are provided. Managers can describe how they are set and who is involved. They can describe how they are reviewed.</p>	<p>You can describe how as part of your planning process you have identified client outcomes in relation to each service provided.</p> <p>For example in addition to achieving contractual deliverables what other added value benefits do you offer that will have greater impact on the service being delivered. These will have been identified at the beginning of the clients' journey/intervention.</p> <p>Would your team be able to give examples of how client outcomes have been met?</p>	<p>Have you defined what outcomes you hope your clients will achieve from the service?</p> <p>For example how do you know and how can you demonstrate that you have made a difference to staff working across bands 1 – 4</p> <p>Do you use these measures and outcomes as a benchmark to measure success?</p> <p>Continuing the examples cited above with 1.1 outcomes could be:</p> <p>5% increase in bands 1 to 4 embarking upon a training pathway.</p> <p>10% increase in satisfaction levels regarding the support provided whilst on their specified learning programme.</p>
<p>1.6 The organisation promotes the service in ways which are accessible to all those eligible to use it.</p>	<p>Managers and staff can explain different methods of how the service is promoted - what works well and why in relation to the eligible client group.</p>	<p>Consider how your service is promoted including how different methods of marketing and promotion have been used to ensure that information about the service is accessible to all clients.</p> <p>Do you have a marketing strategy, a statement of service, a website and/or any other promotional materials that outline your service?</p> <p>Do you know, and can you describe, which promotional activity works best and why in relation to the eligible client group?</p>	<p>Many services that provide Information, Advice and Guidance/workforce development support make a contribution to the whole organisation corporate induction. This is where the range of opportunities for support available are explained to new recruits.</p> <p>Additionally the support service may be promoted via email and newsletters or perhaps via dedicated pages within the staff intranet or good use of staff notice boards. Activity can also be promoted via staff members such as Union Learning Representatives (ULRs).</p> <p>There may be additional events e.g. linked into Adult Learners Week that can be used for promotional activity.</p> <p>However you choose to promote your service, consider the effectiveness of the promotion and how you ensure it is accessible to all those that you are targeting/eligible to use it.</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>1.7 Clients and staff influence the design and development of the service.</p>	<p>Service design and delivery reflects the views and experiences of staff and clients. Staff and clients are able to describe how they are involved in the design and development of the service and give examples of how they have influenced both.</p>	<p>Do you ensure there are opportunities for clients and staff to influence the service? For example do you capture the views of clients and staff via questionnaires or focus groups? What do you do with this feedback to help shape the current service?</p>	<p>Consider the extent to which leaders and managers across the organisation/Trust create an environment in which others have the opportunity to contribute.</p> <p>Consider whether you:</p> <ul style="list-style-type: none"> •Provide encouragement, and the opportunity for people to engage in decision-making. •Respect, value and acknowledge the roles, contributions of staff and service users. •Are able to show how by delivering quality Information, Advice and Guidance to staff there may be a link to how staff deliver an improved service to patients. <p>Consider how you seek feedback from those that deliver and use the service to help shape its future development. For example some health employers show how clients informed service practices through learner voice activities which culminates in a “you said we did” approach.</p> <p>Development days and team meetings may provide some examples of how staff have been listened to, their suggestions considered and where appropriate acted upon to improve service delivery.</p> <p>How are those using the service informed of improvements due to their feedback?</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>1.8 The organisation establishes effective links with other appropriate partnerships and networks to enhance the service.</p>	<p>Managers and staff are able to describe how they establish links with other partnerships and networks and measure the effectiveness of the relationship.</p> <p>Representatives from partnerships and networks are able to give examples of how well their relationship is working with the service.</p>	<p>Can your people describe how and why they have established links with other partnerships and networks? What is the added value of the relationship?</p> <p>How do you measure the effectiveness of these partnerships and networks in relation to strategic and operational activities?</p>	<p>Many health sector organisations work in collaboration with a network of training providers and local colleges to ensure cost effective high quality delivery.</p> <p>How do you measure the effectiveness of these networks and partners? How does the collaborative arrangement improve your service?</p> <p>As a NHS leader or manager you are likely to be working in partnership with patients, carers, service users and their representatives, and colleagues within and across systems to deliver and improve services.</p> <p>Consider examples you have that demonstrate when and how you:</p> <ul style="list-style-type: none"> • Identified and acted upon opportunities where working in collaboration with others within and across networks would bring added benefits • Created opportunities to bring individuals and groups together to achieve goals • Promote the sharing of information and resources - Partners could also have a voice and their opinions could help measure the effectiveness of partnership working.

ELEMENT 2	Resources <i>This element describes the assets invested and applied in providing an effective service</i>
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Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>2.1 The organisation uses its resources effectively to deliver the service.</p>	<p>Managers and staff are able to explain what resources – including human, physical and financial are needed to deliver the service. Managers and staff are able to explain how the level of resource, in relation to client needs, are established and can give examples of how effectively resources are used.</p>	<p>As part of the planning process can you demonstrate that you ensure sufficient resources are available to deliver the service? For example when providing services on an outreach basis you may want to consider how staff are supported with appropriate equipment to ensure their safety.</p>	<p>Within the health setting consider how you can demonstrate that resources are used efficiently and safely, and reflect the diversity of needs.</p> <p>Think of examples that demonstrate how you:</p> <ul style="list-style-type: none"> •Accurately identify the appropriate type and level of resources required to deliver safe and effective services •Ensure services are delivered within allocated resources •Minimise waste •Take action when resources are not being used efficiently and effectively
<p>2.2 Clients are provided with current, accurate and quality assured information which is inclusive.</p>	<p>Clients and staff are able to describe and give examples of the types of information they were able to access and explain how appropriate it was to their needs. Managers and staff are able to describe what quality assurance systems are in place to ensure information is current, accurate and is written in plain language, free from bias and takes account of diversity.</p> <p>Managers and staff delivering the service are able to explain how they support clients and how the resources they use are quality assured.</p>	<p>Consider your paper based and electronic resources. Are licenses up to date?</p> <p>Have you reviewed the materials on an annual basis to ensure version control and also that there is access to current labour market information, occupational job profiles and training and provider prospectuses?</p>	<p>Information sources may include the training directory, a virtual learning environment with resources that are managed centrally as well as details of appropriate websites.</p> <p>Possible sources of information could include:</p> <ul style="list-style-type: none"> • Job profiles within the next step website – the future National Careers Service website. • Information on local support agencies e.g. CAB, Relate etc. • An understanding of career pathways for the health sector and knowledge of the Qualifications and Credits Framework (QCF).

Criteria	What this means	What this might mean in practice	Health sector context and examples
			<ul style="list-style-type: none"> • Web based Resources and information on: <ul style="list-style-type: none"> ○ Skills for Health ○ NHS Careers ○ Professional bodies ○ unionlearn resources such as the climbing frame, ○ Information from Skills for Care, the National apprenticeship service <p>There could be a dedicated, managed learning and resource area in the organisation to access resources.</p>
<p>2.3</p> <p>The organisation defines the skills, knowledge, competencies and qualifications, in line with current national recognised professional qualifications and frameworks, for individual staff roles, linked to the aims and objectives of the service.</p>	<p>Managers can describe and give examples of how they identify and define the skills, knowledge and competencies of staff roles linked to achieving the aims and objectives of the service including being aware of the boundaries of their role. Managers and staff can describe the qualifications and frameworks which are appropriate to their role in delivering the aims and objectives of the service. For careers guidance staff in England this should include professional standards and qualifications determined by the Careers Profession Alliance or other representative bodies.</p>	<p>Reflect upon your staff and their skills, knowledge, competencies and qualifications. How do these compare to professional standards and recent changes, for example within the Qualifications and Credit Framework?</p>	<p>This links directly back to criteria 1.1.</p> <p>The service you are intending to deliver will determine the nature of the skills, qualifications and competencies you and your staff will need to demonstrate.</p> <p>One Trust has included the knowledge, skills and qualifications needed to deliver effective Information, Advice and Guidance within the Knowledge and Skills Framework (KSF) job outlines.</p>
<p>2.4</p> <p>Staff are supported in undertaking continuous professional development and provided with opportunities for career progression.</p>	<p>Managers and staff can explain and give examples of how they are supported in continually developing their skills, knowledge and competence including any appropriate qualifications for their role. Managers and staff are able to describe how they are involved in the process of identifying their needs and appropriate learning and development activities. Career progression opportunities include those that are both internal and external to the organisation.</p>	<p>Examples here could include short courses (such as motivational interviewing techniques or using career aptitude tests with client groups), shadowing and peer observation of service delivery.</p>	<p>Consider how as a manager you effectively use the KSF approach or appraisal system to:</p> <ul style="list-style-type: none"> • Review the performance of the team members to ensure that planned service outcomes are met • Support team members to develop their roles and responsibilities <p>Are your staff able to:</p> <ul style="list-style-type: none"> • Cite examples of Continuous Professional Development (CPD) – this can be CPD in the widest sense and include examples like networking, attending meetings, courses etc. • Explain relevant career progression pathways within the health sector

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>2.5 Effective induction processes are in place for all staff.</p>	<p>Managers are able to describe the induction process for all roles including staff employed by the organisation and any volunteers. Newly recruited staff and those who have recently changed roles can describe the induction process and how induction has helped them perform effectively.</p>	<p>Anyone who has recently joined your organisation should be able to outline the effectiveness of their induction. They will need to be able to discuss how the knowledge and skills required to do the job were made available to them and whether they had been introduced to the organisation in an effective way.</p> <p>Also, anyone new to a role within your organisation will be able to confirm that they have been given the support and development necessary to enable them to understand their new role and carry it out to the standard required.</p>	<p>How are new staff inducted into their role? How do you know that the induction is effective?</p> <p>Often Health Organisations provide corporate induction for new staff that is followed by job specific induction and support (e.g. job shadowing and observation).</p> <p>Additional resources such as staff handbooks or induction materials on the virtual learning environment help to support this criterion.</p>

ELEMENT 3

Service Delivery

This element describes the way in which the service is delivered effectively

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>3.1 The service is defined so that clients are clear about what they might expect.</p>	<p>Managers and staff are able to define the service offering, in relation to their client group including prospective/potential clients and give examples how they ensure clients understand the service offering. Clients can describe and give examples of how they know what to expect from the service.</p>	<p>Your staff can provide examples of how they ensure clients understand possible outcomes that can be achieved by the services delivered.</p> <p>Clients can describe and give examples of how they know what to expect from the service as explained to them at the beginning of their journey.</p>	<p>Consider how you ensure that the workforce development or Information, Advice and Guidance service is clearly defined. How do you know that potential service users across the health sector understand and what they can expect?</p> <p>This links back directly to criteria 1.1 and 1.5, what service do you intend to provide and what are the intended outcomes for those receiving the service?</p> <p>For example, if your aim is to ensure new recruits receive Skills for Life support, do you explain this clearly and describe the service you offer to help achieve this e.g. initial assessment and 1-1 Information, Advice and Guidance interviews.</p>
<p>3.2 The service is delivered effectively to meet its aims and objectives.</p>	<p>Managers and staff can describe and give examples of how effective service delivery has been in meeting the aims and objectives. They are able explain what has worked well and why, with measurable examples linked to objectives.</p>	<p>Your people can describe how services that have been delivered were delivered as defined within criteria 1.1.</p>	<p>This links to criteria 1.1; your aim may be to embed QCF qualifications or foundation degrees or apprenticeships across a particular service area. If this is the aim, what delivery have you put in place to realise the goal. For example pre-enrolment briefings, IAG interviews with all prospective learners etc.</p>
<p>3.3 The service provided is impartial and objective.</p>	<p>Managers and staff are able to describe how they ensure the service is impartial, free from bias and objective. Clients can describe how they are made aware of any potential conflicts of interest in the advice provided and understand the limitations of the service.</p>	<p>What do you do to ensure that your services delivered are free from bias? Consider how you would explain to an Assessor that the service delivery is centred upon the individual and their needs and goals. You may wish to show examples of client outcomes and destination data to emphasise the breadth of progression pathways/ impartiality.</p>	<p>Ask your staff how they ensure impartiality when delivering their service. Do you ensure that those who use your service understand their entitlement is to a client centred approach? Some health sector providers have strong partnership links with colleges and universities. How do you ensure impartiality and remind clients that there may be other providers that can help achieve learning/career/life goals?</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>3.4 Clients are given appropriate options to explore and understand that they are responsible for making their own decisions.</p>	<p>Clients are able to describe and give examples of how they have benefited from the support process and how they were able to explore different options that met their expectations. Clients are able to describe what support they were given to understand and make appropriate choices. Clients are able to describe how they came to their decision.</p>	<p>How do people delivering your service check that members have understood the options open to them and the consequences of alternative courses of action?</p>	<p>Do you empower service users to understand that they are responsible for decision making? How can you show this? For example your learning plans or action plans may show the support provided with options available for the service user to consider and implement.</p>
<p>3.5 When exploring options, clients are provided with and supported to use appropriate resources including access to technology.</p>	<p>Clients are able to describe and give examples of what resources were made available when exploring different and appropriate options.</p>	<p>Can your clients describe the provision for accessing technology within the service? This could, for example, include text messaging, the internet and social networking.</p>	<p>Do you show individuals how to access the intranet or the Moodle/virtual learning environment if your health employer has one?</p> <p>You may have e-portfolios or use text and social networking to support some of the learners on programmes.</p>
<p>3.6 Clients benefit from signposting and referral to other appropriate agencies or organisations.</p>	<p>Clients are able to describe the benefits they received by being referred to other appropriate agencies or organisations. Representatives from partnerships and networks are able to explain what benefits and services clients referred to them have received.</p>	<p>Can any of your clients provide examples of how a referral or signposting activity has impacted upon their journey? Additionally you may have case studies that demonstrate the benefits of an integrated partnership approach to improve the individual client's outcomes.</p>	<p>You may refer some employees to internal or external services for example dyslexia/skills for life support. How do you know that the individual is benefitting from this referral? What is the outcome that supports the individual with a future goal?</p>

ELEMENT 4	Continuous Quality Improvement <i>This element describes the way in which the service provided is reviewed and performance improves as a result.</i>
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Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>4.1 The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements.</p>	<p>Managers and staff are able to explain and give measurable examples of how the aims and objectives have been met. Managers and staff can describe how all aspects of the service are reviewed against the measurable aims and objectives including promotion/engagement, service delivery, resources, leadership/management.</p>	<p>There are strong linkages between this criteria, 1.1 and 3.2. Linked together, the criteria help to demonstrate the organisational 'plan, do, review' cycle.</p> <p>Consider how effectively your managers are able to explain and give measurable examples of how the aims and objectives outlined within 1.1 have been met.</p> <p>Can your team(s) explain how relevant feedback methodologies gained from the service delivery have informed the future planning and review processes.</p>	<p>How are you measuring the difference made as a result of providing Information, Advice and Guidance on learning and development opportunities? For example do you explore the return on investment? What works well and why? How do you know?</p> <p>Some health organisations have introduced distance travelled questionnaires for service users and their managers to look at a before and after Information, Advice and Guidance viewpoint on an individual's progress and performance.</p> <p>Are you able to show any linkages to how a more competent and skilled workforce is improving patient care?</p> <p>One NHS Trust's Training and Development service has developed Rapid Plan Improvement Workshops. These workshops focus upon a specific area that has been measured and agree an effective solution or plan of action to help ensure progress and achievement of defined aims and objectives.</p> <p>One Trust showed how their NHS Workforce Scorecard measures the contribution of staff performance reviews and KSF support activities to service improvement.</p>
<p>4.2 The organisation monitors and evaluates client outcomes to support and improve service delivery.</p>	<p>Managers, staff and where appropriate clients are able to describe and give examples of how client outcomes are used to improve the service.</p>	<p>There are strong linkages between this criteria, 1.1 and 1.5. The linkage of the criteria helps to demonstrate the client's journey and the outcomes realised.</p> <p>Can you show how your monitoring cycle and reports link to improvement plans?</p>	<p>Some NHS Trusts that deliver a suite of training solutions produce Quality Improvement Plans. These QIPs help monitor projects and outcomes and actions are planned to further improve results, achievements and seek to maximise the impact of Information, Advice and Guidance.</p> <p>How do you know you've made a difference to IAG service users? Do you measure the distance travelled?</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>4.3 The organisation evaluates feedback on the service to build upon its strengths and addresses any areas for improvement.</p>	<p>Managers and staff are able to explain how all forms of feedback and evaluation information are used to establish areas of strength and areas for improvement. Clients are aware of who to contact with a compliment, comment or complaint and the process the organisation will follow in dealing with them. Managers and staff are able to explain how complaints are recorded, investigated and what action is taken.</p>	<p>There are strong linkages between this criteria, 1.1, 3.2 and 4.1.</p> <p>Can your people explain how all forms of feedback and evaluation are used to demonstrate improvement?</p> <p>Do you have access to the analysis of your client surveys?</p> <p>Can you provide examples that show measurable outcomes and links to service improvements?</p> <p>Can you review and evaluate all formal and informal comments on the service and take appropriate action as a result?</p>	<p>See 4.1 above What examples do you have of :</p> <ul style="list-style-type: none"> •Acting on feedback from staff, patient, carers and recipients of Information, Advice and Guidance. •Identifying workforce/healthcare improvements and creating solutions. •Appraise options, and plan and take action to implement and evaluate improvements.
<p>4.4 The organisation evaluates the effectiveness of its partnerships and networks to improve the service.</p>	<p>Clients, staff and other stakeholders are able to describe the evaluation process and give examples of how the information is used to improve the service. Examples should show measurable outcomes and link to improvements.</p>	<p>This criteria links to 1.8.</p> <p>Do you review the effectiveness of partnership and network feedback to inform future improvement areas?</p> <p>For example, an organisation may evaluate a partner organisation that is frequently used for an added value service to look at the impact this additional service brings to the target audience.</p>	<p>A Trust's Learning Centre may have strong working relationships with local commissioning groups, Skills for Health, local colleges and skills academies. To fully meet this criteria the organisation will need to explain and show that partnership effectiveness is evaluated to improve the service.</p>
<p>4.5 The organisation defines quality assurance approaches which are used to improve the service.</p>	<p>Managers and staff are able to describe how the service is quality assured and what plans, policies, procedures and/or processes are in place and how they are implemented.</p>	<p>Can you define what relevant quality assurance methodologies are used to measure service improvement?</p> <p>How are your staff kept informed of policy and procedures updates?</p>	<p>What quality assurances approaches do you have? You may have self-assessment reports and quality improvement plans?</p> <p>Do you conduct observations of staff carrying out initial assessment, inductions and learner reviews?</p> <p>Perhaps there is an internal verifier function which includes reviewing learner support Information, Advice and Guidance practices.</p>

Criteria	What this means	What this might mean in practice	Health sector context and examples
<p>4.6 Staff performance, linked to their role within the aims and objectives of the service, is reviewed and evaluated to improve the service.</p>	<p>Managers and staff can describe the process for evaluating performance in relation to roles, aims and objectives of the service. Managers are able to give measurable examples of how effective staff performance has been in relation to service aims and objectives.</p>	<p>Can you and your team give examples of how they receive constructive feedback on their performance regularly and when appropriate?</p> <p>Can you describe how you are involved in contributing to the success of service aims and objectives and what impact this has had on service improvement?</p> <p>The staff performance outcomes of review and evaluation practices are used to inform your future planning activities.</p>	<p>Consider how you review the performance of the staff that deliver Information, Advice and Guidance and support? Do these staff feel supported? What examples do they have of how their appraisal or performance review has been acted upon to improve IAG delivery?</p>
<p>4.7 Effective use is made of technology to improve the service.</p>	<p>Clients, managers and staff are able to describe and give examples of how technology has enhanced the way they deliver the service.</p>	<p>What improvements have been made to your service that relate to the use of technology? How effective have these been and how do you know?</p> <p>Staff and clients should be able to describe what technology is effectively used to deliver your service. For example are you maximising social networking opportunities?</p>	<p>For example do you provide any Information, Advice and Guidance or other support on the Trust's VLE?</p> <p>Do learners use e- portfolios?</p> <p>You may use webinars or video case studies such as A Day in the Life of a Mental Health Nurse.</p> <p>Do Union Learning Reps have access to unionlearn's climbing frame?</p>
<p>4.8 The organisation continually reviews improvements to help inform the future aims and objectives of the service.</p>	<p>Managers and staff are able to provide examples of actions which have been taken to improve the service on an on-going basis.</p>	<p>This criteria is the overarching business review cycle that closely relates to 1.1, 1.5 3.2, 4.1 and 4.2, and 4.3.</p> <p>What evidence or examples do you have to show your Assessor of 'plan, do, review' at an organisational, service and client level?</p> <p>You may for instance have Self-Assessment Reports and Quality Improvement Plans.</p> <p>Can you provide examples of what has changed or improved as a result of these review activities?</p>	<p>This brings everything together all the evaluation activity in order to inform future planning.</p> <p>How is the Trust/organisation facilitating transformation: What examples do you have of how the change processes is leading to workforce developments and/or improving healthcare as a result of the delivery of Information, Advice and Guidance?</p>

Glossary of key words

A

Aims

The overall goals intended to be achieved by the service

Approach/Approaches

The way or ways in which something may be carried out

C

Clients

This refers to people who access the 'service' whether they are employees of the 'organisation' or external users of the 'service'

Confidentiality

The act of keeping personal information about clients private and not disclosing it to others

Competence

The skills, knowledge, experience and personal qualities of all those delivering the service who may do so as paid employees or volunteers

Conflict of Interest

A situation where a staff member can influence a client's options and has a vested interest in which choice he or she makes

Continuous Professional Development (CPD)

Training and development for staff to ensure they maintain, improve and broaden their knowledge and skills throughout their careers

Current

The most recent, up-to-date and valid information

D

Defined

Precisely stated

Design and Development

For example the approach taken to ensure clients and staff influence the range of services provided, the hours, premises and information resources, types of technology available

Direction

The leadership and management of a service in relation to priorities and changing external factors

Diversity

The presence in one population of different genders, and a wide variety of cultures, opinions, ethnic groups, disabilities, beliefs and socio-economic backgrounds

E

Effective

A productive and workable approach brought about for a purpose

Equality

Equal treatment of clients and staff irrespective of factors which might make them differ from one another

H

Health and Well Being good practice award

Encourages employers to focus on the health and wellbeing of their employees. This award is available to businesses that have been able to meet a wide range of criteria for health and wellbeing.

I

Impartiality

The capacity to provide a service to people that is based solely on their needs and not any vested interest of the provider. In practice there may be factors which can influence the choices available to clients, including limitations of information or its inherent bias as well as restrictions on provision imposed from outside. In such cases best practice requires the service provider to make any such limitations clear to people and ensure they understand their implications

Improving Working Lives

Sets out a series of performance standards for NHS employers. The standards are designed to improve the working lives of NHS employees and are an integral element of the NHS Plan.

Inclusive

Enables, where possible, all to access the service irrespective of any physical/ mental impediment, gender or race

Induction

A formal introduction on entry into a position within an organisation, including people new to the organisation or new to a role within it

Investors in People

A flexible, tailored and easy-to-use people management standard that helps organisations to achieve business objectives by developing and harnessing the skills of their people.

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K

Knowledge and Skills Framework

A competence framework to support personal development and career progression within the [National Health Service](#) (NHS) in the United Kingdom

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L

Leadership

The provision of guidance and inspiration (see also direction)

Leadership Framework

Provides a consistent approach to leadership development for staff in health and care and represents the foundation of leadership behaviour throughout the NHS.

Lean Management for Health

Effective resource management. Successful lean healthcare efforts result in measurable improvements in patient outcomes: improved quality, less harm due to preventable errors, better access, shorter waiting times, and better service.

Legislation

Laws which might impact on the service such as health and safety, safeguarding, equality, data protection, freedom of information

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M

Measurable

Outcomes or results that demonstrate progress against objectives and can be used in the evaluation of service provision

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N

Networks

A number of organisations working together

NHS Constitution

Brings together in one place details of what staff, patients and the public can expect from the National Health Service.

O

Objectives

Objectives are targets that the service sets itself in order to achieve its overall aim(s). Targets may be short, medium or long term. They should be specific, measurable, achievable, realistic and time-bound (SMART)

Organisation

This refers to the body which manages, administers and delivers the service and has applied for initial accreditation or accreditation review against the **matrix** Standard

Outcomes

Outcomes are a measure of the impact that the service has on clients. Outcomes may include 'hard' measures such as clients progressing into further education/training or employment, and 'soft' measures such as improved confidence, time-keeping

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P

Partners

Partners may refer clients to or liaise with an organisation to support the service delivery. The service may have a Service Level Agreement with its partners. Partners may support the service in other ways (e.g. signposting to/from)

Partnerships

Groups of partners and/or networks that come together to provide complementary services that enhance the overall provision to end-users

Policy/ies

A general approach (may be in writing) taken to address the issue in question. A policy defines why a particular approach is taken

Procedure/s

A description (may be in writing) of how an activity will take place

Process/es

A description of related activities to achieve a certain outcome, usually in writing though may be observable

Professional Integrity

This refers to the maintenance of high professional standards and a determination to do what is right for the client

Promote

To advertise, raise awareness or inform people about the service

Q

QIPP

A large scale transformational programme for the NHS, involving all NHS staff, clinicians, patients and the voluntary sector and will improve the quality of care the NHS delivers whilst making up to £20billion of efficiency savings by 2014-15, which will be reinvested in frontline care.

Quality Assurance

The process of systematically monitoring and evaluating the various aspects of the service to ensure that standards of quality are being met

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R

Referral

This is where the client is directed to an alternative or complementary agency, which may be better able to meet their needs. There is usually some exploration of client needs and discussion about the kind of service required. There is also typically a follow up with the referral agency about the outcome of the referral process

Resources

The physical materials (for example, premises and equipment), finances and human skills used collectively

S

Service

This is the information, advice, support and/or guidance provided by the organisation to support individuals in their choice of career, learning, work and life goals

Providing information to a client about alternative and/or complementary services, organisations, or partners

Skills for Care

The Sector Skills Council for Care ensures that England's adult social care workforce has the appropriately skilled people in the right places working to deliver high quality social care.

Skills for Health

The Sector Skills Council for Health helps the whole UK health sector develop a more skilled and flexible workforce to help improve not just productivity but also the quality of health and healthcare.

Skills, Knowledge, Competences, Qualifications and Frameworks

The requirements defined as necessary for a specific role.

Stakeholders

Individuals, groups and organisations that have a vested interest in the service

Strategic Aims

Long term goals or objectives defined by the organisation

T

Technology

The use of equipment such as computers and software packages to support the service delivery



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Skills for Health
2nd Floor
Goldsmiths House
Broad Plain
Bristol BS2 0JP
Tel : 0117 922 1155
Fax : 0117 925 1800
Email : office@skillsforhealth.org.uk

www.skillsforhealth.org.uk

We hope that this publication has been helpful, however if you have any queries or want to engage in any of our support services please visit the **matrix** Standard website

www.matrixstandard.com

or contact us using the details below:

Address: emqc Ltd, 15 St Christopher's Way, Pride Park, Derby, DE24 8JY

Phone: **0845 304 8600**

Email: matrix@emqc.co.uk