

INSERT NAME OF ORGANISATION HERE

The **matrix** Standard Self-Assessment

This self-assessment booklet will provide you with a simple overview of how you currently fare against the requirements of the **matrix** Standard. The responses that you give will enable you to see clearly where you may have areas that you need to focus on and develop in order to achieve the **matrix** Standard.

How to use this document:

1. Review each criteria statement and identify the range of evidence available which supports each statement. Ask yourself questions such as
   1. How embedded is the process which supports this criterion?
   2. Are we consistent across the organisation / service as a whole?
   3. Do we believe all our staff involved in delivering our IAG, recipients and partners would be able to give a positive response if asked questions relating to this criterion (where relevant)?
   4. What is the impact on our organisational / IAG performance if we do not ensure we are doing what the criterion asks?
2. Then judge the strength of the evidence through a RAG rating – **Red** – no / insufficient evidence, **Amber** – evidence available but may need further development, **Green** – sufficient relevant evidence.
3. Where you have judged the evidence available to support the criteria as **Red**, then this is clearly an area for development / exploration and should be included in your organisation development plan. (See Appendix 1). The **Amber** criteria will also need to be addressed before assessment, but if you have ten or more **Red** criteria focus on these first before adding the **Amber** criteria to your improvement plan.
4. You can either compete this self-assessment with members of your IAG staff and / or with the support of a **matrix** Registered Advisor. If you would like to use the services of an Advisor, please contact us. Key contact details are as follows:

Email: [matrixstandard@growthco.co.uk](mailto:matrixstandard@growthco.co.uk) Phone: 01423 229665 Web: [www.matrixstandard.com](http://www.matrixstandard.com)

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| **1** | **IAG contributes to the achievement of the organisation’s aims** | | | |
| **Why is this important?**  IAG needs to be recognised and acknowledged as an important aspect of delivery which has a clear rationale. The nature of the IAG delivery will be tailored to the overall purpose and context/environment of the organisation and what it aims to achieve. For some organisations, their IAG delivery is their main purpose and therefore the purpose of their IAG and the purpose of their organisation are one and the same thing, so therefore this clarity will already be in place. For other organisations, IAG may contribute to wider organisational aims and demonstrating the link between the IAG offer and the overall purpose will be important.  \* **Throughout the matrix Standard the term ‘recipient’ is used for those receiving IAG. For further guidance please refer to the glossary at the end of this document**. | | | | |
| **Criteria** | **What this means** | **Prompts** | **What we have in place** | **Our Rating** |
| **1.1**  There is a commitment from senior leaders to the importance of high quality IAG | Your senior managers will describe the purpose of your IAG and how it is managed including:   1. the purpose of your IAG including defining any recipient groups 2. any needs analysis used to develop the offer 3. how your IAG contributes to your organisation’s aims 4. leadership and direction through clear communications 5. how quality is built into the design of your IAG offer 6. established a recipient-focused ethos built around sound values that meet the needs of those who are being supported. 7. resourcing (linked to Resources section) | * Why is the IAG you deliver needed? * How does the delivery of IAG support you to achieve your organisational goals? * How do you ensure that your IAG is of high quality? * How do you ensure that your IAG is focused on the needs of the people accessing your support? * How do you plan the resourcing of your IAG support? * How do you communicate the purpose of the IAG service/s to staff? * How do staff know what is to be achieved? * How do staff know the ‘sense of direction’ of the organisation and the service/s provided? |  |  |
| **1.2**  Equity, Diversity and Inclusion are valued in dealings with recipients, staff and other organisations | Your managers and staff will describe through policy and practice, using examples, how Equity, Diversity and Inclusion ensures that no-one is excluded and all are treated fairly in relation to:   1. promotion and delivery of IAG to recipients/potential recipients 2. recruitment, selection, training and promotion of your staff 3. working with other organisations 4. use of information resources 5. the parity of outcomes across different recipient groups | * How is equity, diversity and inclusion (EDI) built into your treatment of staff, recipients and other organisations you have dealings with ? * Can you give examples of how your EDI policies are implemented? * How would staff answer the question - What does EDI mean to you? * How do you know that there is parity of outcomes across different recipient groups? Can you provide data to demonstrate this? |  |  |
| **1.3**  Staff and recipients feel safe | Your managers and staff will describe the policies in place to safeguard your recipients and staff and can provide examples of how these have been put into practice. This may include risks of involvement with activities/people that could potentially cause harm to your recipients or others. Recipients can describe what to do if they feel unsafe. | * What policies are in place to safeguard recipients of your IAG and your staff? * How are these policies put into practice? * Can you give any examples of when these policies have been used? * How do staff and recipients know about these policies? |  |  |
| **1.4**  A culture of wellbeing exists | Your managers, staff and, where appropriate, recipients will give examples of the wellbeing support provided to:   1. recipients of the IAG 2. staff and managers | * What actions have you implemented to support the wellbeing of recipients and your staff? * What examples would recipients and staff describe? |  |  |
| **1.5**  Data security and privacy of recipient data are defined | 1. your managers will describe the methods for managing, stor~~i~~ng and using recipients’ personal data 2. your staff will describe the training they have received on data protection/privacy relevant to their role 3. recipients will confirm they are informed how their data is used and stored, and their rights under data protection legislation | * What policies do you have in place to ensure the safe management, storage and usage of recipients’ personal data? * What are the safeguards that are in place? * Who has overall responsibility for data protection/privacy in your organisation? * How do staff ensure the safety of recipients’ data? * What are recipients told about how their data is stored and used? |  |  |
| **1.6**  The organisation responds to relevant statutory requirements | Your managers and staff will give examples of legislation, statutory guidance and codes of practice that impacts on the services offered e.g. H&S, SEND Code of Practice, registration with the Information Commissioner, Equality Act. | * What key pieces of legislation does your organisation / service/s need to comply with? * How do they impact on IAG service delivery? * How do you ensure that staff maintain compliance? |  |  |

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| **2** | | **Resources invested enable the delivery of high-quality IAG** | | | |
| **Why is this important?**  Appropriate human, physical and digital resources are required to provide a framework for the effective delivery of IAG | | | | | |
| **Criteria** | **What this means** | | **Prompts** | **What we have in place** | **Our Rating** |
| **2.1**  The roles of staff delivering, managing or supporting the IAG service are clearly defined | For those delivering IAG, this may be the sole purpose of their role or be an aspect of it your managers and staff will understand:   1. the scope and boundary of their role/s 2. the boundaries to the support that can be provided 3. their role in safeguarding recipients   For digital delivery of IAG, this may include those managers and staff who design and develop digital systems, along with those who provide content | | * How do staff know what is required of them in the delivery of IAG and safeguarding recipients? * How do you ensure that staff know the boundaries of their roles? What examples can staff describe? |  |  |
| **2.2**  The skills, knowledge, experience and qualifications are established for each role delivering IAG | 1. your managers and staff will describe the inter-personal skills and behaviours, knowledge, experience and relevant qualifications needed for the delivery of IAG 2. where appropriate, roles and qualifications held are aligned to relevant professional body standards | | * What skills, knowledge and competencies do your staff need for them to deliver your IAG? * What qualifications / other development frameworks are appropriate for people delivering your IAG services? * Do you require or encourage any staff to hold professional body standards? |  |  |
| **2.3**  Staff competencies are established to meet the requirements of the IAG delivery | Your staff will demonstrate a range of skills and knowledge to support those receiving IAG, which are likely to include the ability to:   1. confirm the expectations of both parties 2. assess needs and situation 3. explore options 4. use a range of relevant information 5. positively challenge 6. establish meaningful goals 7. effective record keeping | | * How do your staff know how to structure their interventions with recipients? * How do staff support recipients to ensure the time spent with them is effective in helping them to move forward? |  |  |
| **2.4**  Staff understand the values base in which they deliver IAG | Your managers and staff will explain the values within which they deliver IAG including:   1. confidentiality 2. impartiality 3. integrity 4. awareness of any conflicts of interest and transparency of these   Your organisation may set its own Code of Ethics or may follow a relevant Professional Body’s Code of Ethics. | | * What is the values base that your staff work to? * Can you give examples of how these are demonstrated in practice? |  |  |
| **2.5**  Staff are supported to extend their competency through continuous professional development | Your staff will describe how they are supported to and engage in continuous professional development linked with their IAG role. This helps to maintain and extend their competency and they will describe how this development has helped them in their IAG role. | | * How are staff effectively inducted into their role (whether new to your organisation or a new role within it)? * How do you encourage and support the continuous professional development of staff? For example, do you have professional development discussions as part of any supervision/ performance review process? * What examples can you provide of CPD activities? * What has been the impact of the CPD activities provided to staff? |  |  |
| **2.6**  The organisation maintains a sufficient staffing resource using appropriate management models to deliver an effective service | Your managers and staff will explain the staffing resource used to support delivery of IAG and how this is deployed to meet the needs of your recipients. | | * How do you determine the staffing resources needed to deliver your IAG? * What are your planning processes that determine what resources you need? |  |  |
| **2.7**  Effective links are made with others that enhance the IAG offer | Your managers and staff will describe:   1. how they establish links with others. These could be internal or external, and may include organisations, agencies, networks, parents/carers/advocates, professionals. 2. why these links were established/joined 3. where appropriate, how these support career learning and link to relevant national policy requirements   Partners will provide examples about how well the relationship is working. | | * What links do you have with other agencies (networks, partnerships etc) that support the planning and delivery of your IAG? * How do these add value to your IAG? * What is gained by working together? * Which partner organisations do you believe should be included in your **matrix** assessment? (A minimum of 3 partners should normally be included as part of any assessment). |  |  |
| **2.8**  The organisation uses its resources effectively to deliver IAG | Your managers and staff will explain the resources used to support delivery of IAG and how these meet the needs of your recipients. Resources may include digital and non-digital, premises, equipment. | | * What resources (physical, digital & financial) are used to deliver your IAG? * How do you determine the sufficiency of your resource allocation? * How effectively do you believe current resources are being used? |  |  |

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| **3** | **There is a clear description of the IAG on offer and this is promoted to those who may access it** | | | |
| **Why is this important?**  People who are eligible to access the IAG need to have a clear understanding of what is available, that helps them determine if it is the appropriate service for them and they know what to expect | | | | |
| **Criteria** | **What this means** | **Prompts** | **What we have in place** | **Our Rating** |
| **3.1**  There is an openly available description of the IAG on offer | The description, which may be in digital or non-digital format, describes:   1. the nature of the IAG available throughout the recipient’s journey 2. how the IAG is tailored to recipient needs 3. who will be involved its delivery 4. the recipient groups to be supported and any eligibility criteria 5. the intended benefits for recipients 6. any key partnerships 7. feedback mechanisms (including complaints procedures) | * How do you describe your IAG offer? * Where is this made available? |  |  |
| **3.2**  Activities are in place to reach the defined recipient groups | Your managers and staff will describe:   1. the activities in place to promote their IAG whether it is part of a service offering or discrete delivery 2. the efforts made to engage with potential recipients specific to the organisation’s defined target groups | * How do you ensure that eligible recipients know about your IAG and what it can do for them? * What examples can you provide of activities you have undertaken to engage a range of diverse recipient groups? |  |  |

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| **4** | **IAG is delivered to support progress and enable transitions** | | | | |
| **Why is this important?**  The IAG provided is needs based and should be recipient-centered. To ensure that the service is tailored to these needs there is a clear exploration of those needs, with agreed actions planned to enable progress. | | | | | |
| **Criteria** | | **What this means** | **Prompts** | **What we have in place** | **Our Rating** |
| **4.1**  Activities are in place to provide understanding and knowledge | | Your staff and recipients will describe the IAG activities that are supporting a range of progression and transition outcomes.  IAG activities may be delivered through:   1. 1-1 support 2. group interventions 3. self-serve   Via different channels: face to face, digital, remote, blended | * What IAG support will your staff and recipients describe? |  |  |
| **4.2**  The individual needs of those receiving IAG are explored and established | | Your staff will describe how they explore individual needs and establish starting points. Recipients will explain how their needs were assessed, including through exploring and establishing:   1. their reason for seeking support 2. their experience to date 3. the goals they would like to achieve 4. any barriers to achievement including any personal circumstances that may be relevant | * How will staff describe how they explore recipients’ needs? * How do staff establish recipients’ starting points and what they want to achieve? |  |  |
| **4.3**  Those seeking/receiving support are supported to consider options and choices | | Your staff and recipients will describe:   1. the pathways available to achieve goals 2. impact of choices as appropriate 3. how they were positively challenged | * What examples can staff provide of interventions they’ve had with recipients? * How do staff ensure that recipients understand the options open to them? * How do staff help recipients understand the potential consequences of alternative courses of action? |  |  |
| **4.4**  Relevant, accurate and current information in a range of formats, along with the support needed, is used to aid decision making | | Your staff and recipients will describe and give examples of information used. Information resources should:   1. be from a broad range of reputable sources 2. be useful, and used 3. consider the local, regional, national and international context, as appropriate 4. be in accessible formats 5. representing diversity 6. be aspirational | * How do you ensure that information your staff give to recipients is appropriate for their needs? * What information resources have your staff used? And why these were chosen? * How are recipients supported to use the information? * How do staff share share useful resources across your team? |  |  |
| **4.5**  Actions are agreed to aid progression towards their goals | | Your staff and recipients will describe next steps through the journey where:   1. recipients are empowered to use the IAG received 2. actions are recipient-led 3. actions are owned by recipients 4. progress towards goals can be monitored | * How are recipients supported to use the IAG provided? Can you give any examples? * How are recipients empowered to take actions following the IAG support? * How can actions be monitored? For example, are actions SMART? |  |  |
| **4.6**  Actions are monitored, and further support provided as appropriate | | Your staff and recipients will describe how the progress towards goals is reviewed and support provided to build on previous interventions. Where actions are recorded, these are in line with the organisation’s data privacy guidance and may be recorded in central systems, individual action plans etc (this links with criteria 1.5 and 5.1). | * Where recipients receive more than one intervention, how do you ensure recipients are moving forward? * Can you give examples of where subsequent interventions build upon previous interventions? |  |  |
| **4.7**  Systems are in place for signposting and referral | | Your managers and staff will describe the procedure for signposting and referral activity within and outside the organisation.  Your staff will describe examples of where signposting and/or referral was undertaken where/when the organisation could not fully meet the needs of those seeking support and/or is part of a planned system of support.  Your recipients will provide examples to show how signposting/referrals have helped to meet their needs. | * What examples can you provide of signposting and referral activity? Why were the organisations /other areas of your organisation chosen? |  |  |

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| **5** | **There is a clear understanding of the difference IAG is making to those receipients** | | | |
| **Why is this important?**  Those receiving IAG and the organisation need to be clear about the benefits of the IAG; to know whether it is the right service for them, and to be able to understand the difference it is making. Setting and monitoring outcomes with recipients helps them to know how IAG is supporting them and helps the organisation to determine the effectiveness of the IAG. | | | | |
| **Criteria** | **What this means** | **Prompts** | **What we have in place** | **Our Rating** |
| **5.1**  Intended outcomes are defined | Your managers and staff will describe the intended outcomes of the IAG delivery provided to recipients. This may include hard and soft outcomes which may be realised over a period of time and cover progression in:   * knowledge and skills * behaviours and attitudes * personal perceptions – confidence, resilience, aspirations, self-worth * their situation | * What difference do you want to make to recipients in delivering your IAG? * What does success look like for your recipients? * What recipient outcomes do you monitor? |  |  |
| **5.2**  Actual outcomes are monitored and evaluated | Your managers, staff and recipients will describe the actual outcomes gained from the IAG delivered. This may include hard and soft outcomes and cover progression as a result of the IAG received during their journey. (as shown in 5.1 above) | * What difference have you made to each of your recipients? For example, do you use ‘distance travelled’ tools, updated action plans, outcome tracking etc |  |  |

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| **6** | **There is a clear understanding of the intended and actual impact of the IAG delivered** | | | |
| **Why is this important?**  There needs to be a clear understanding of the overall impact of the delivery of IAG which may be at cohort, service or organisation level, or any wider benefits. This is to ensure that the combination of offer, delivery, enablers and outcomes is supporting change. | | | | |
| **Criteria** | **What this means** | **Prompts** | **What we have in place** | **Our Rating** |
| **6.1**  The intended impact of the overall IAG delivery is defined | Your managers and staff will describe the clear measures set for the IAG to achieve, either as a stand-alone service, or as part of embedded delivery. These may be expressed as targets or objectives and may be at cohort, service or organisation level. | * What are the measures/ goals of your IAG? For example, percentage of people into employment, further learning, progression * How are these measures/goals determined? Why are these important? * How do these IAG measures/ goals support achievement of any wider organisational aims? |  |  |
| **6.2**  The impact of the IAG is measured and evaluated | Your managers and staff will explain the overall impact of the IAG service delivery and will provide evidence of the achievements gained. Your managers and staff will clearly articulate the link between the impact of your IAG and the purpose of your organisation. | * What are the results of your IAG in terms of the measures/goals you have set? * To what extent have the measures/goals been achieved? |  |  |

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| **7** | **All aspects of IAG planning and delivery are subject to ongoing review and evaluation** | | | |
| **Why is this important?**  Through ongoing review, evaluation and development, IAG continues to meet the needs of its recipients and IAG aspects remain "recipient focused" | | | | |
| **Criteria** | **What this means** | **Prompts** | **What we have in place** | **Our Rating** |
| **7.1**  An evidence base is captured to evaluate the IAG management and delivery | Your managers and staff will describe and give examples of the evidence gathering activity and trends identified in:   1. impact and outcome data 2. feedback from recipients of IAG, staff and other organisations/networks 3. quality assurance activities of promotion, delivery (including where appropriate observation of person-to-person delivery), digital and non-digital resources 4. understanding of the external environment and any proposed changes on the horizon 5. the benefits of digital, non-digital and blended delivery 6. the benefits of working with other organisations and how they contribute to recipients’ experiences 7. learning from other assessment and self-assessment processes 8. feedback from oversight arrangements | * What range of evaluation and quality assurance activities do you undertake to review all aspects of your IAG? Examples should include a range of activities across a) – h) * How is evaluation and quality assurance activities planned? * What are the results of all of these activities telling you about your IAG? |  |  |
| **7.2**  The evidence base is used to develop the IAG service | Your managers and staff will give examples where the evidence base, noted above, has:   1. built upon strengths 2. identified and implemented developments 3. considered the impact of any changes 4. contributed to continuous quality improvement 5. highlighted success stories | * As a result of your evaluation and quality assurance activities, what changes have you made to your IAG? * What plans do you have for further changes/ developments? |  |  |

**Development Plan Appendix 1**

| **Criteria** | **Current Situation** | **Development Actions** | **Responsibility** | **Timescales / Targets / Measures** | **Review Date** |
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| **Glossary** | |
| \* **Recipient** | This is the generic term used in the Standard to refer to the person/s who receive the IAG. Organisations may call ‘recipients’ customers, clients, service users, beneficiaries, participants. In some IAG service delivery, the recipient is another organisation. |
| Advice | This is the provision of advice, over and above the provision of information. It may require an explanation of some of the information provided and how to access and use information and identify the need for and location of, follow-on services, including in- depth services such as guidance or casework. |
| Careers Education | Careers education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work-experience and other forms of work- related learning. |
| Continuous Professional Development | The development activities that staff engage in to ensure they retain and extend their skills and knowledge to support the delivery of their IAG role. |
| Digital | Digital may include a range of technology such as (not exclusive): AI, websites, video conferencing, chat bots and social media. |
| Distance travelled | These are tools and techniques that can be used to demonstrate the progression of recipients in areas such as skills or personal development such as confidence, aspiration. |
| Equity | Equality and equity refer to similar but slightly different concepts (although are often used interchangeably). Equality generally refers to equal opportunity and the same levels of support for all segments of society. Equity goes a step further and refers offering varying levels of support depending upon need to achieve greater fairness of outcomes. |
| EDI | Equity, Diversity and Inclusion. Some organisations may use the term Equality and Diversity. Together these terms are about ensuring that all people connected with or could be connected with the organisation are treated in a way that they feel a sense of belonging. This will be demonstrated in a number of ways, but will include knowing and addressing each individual's needs and making relevant adjustments. |
| Evidence base | In the context of Element 7, this is about capturing findings from a range of sources, for example: feedback, observations of practice, review of action plans, self-assessment reviews etc. The findings from these together will enable developments to your IAG. |
| IAG | Information, Advice and Guidance. |
| Impact | The overall benefit gained from delivering the IAG. These will include a measurement, for example a percentage, or increase/decrease. Impact may be measured at cohort, service or organisation level. |
| Information | This is the provision of information without any discussion about the relative merits of each of the options. It can be provided through printed materials (such as leaflets), audiovisual materials, computer software and / or verbal information to the service user on a face-to-face basis or by another channel such as through digital means. |
| Guidance | This is an in-depth interview or other activity conducted by a suitably trained adviser, which helps clients to explore a range of options, to relate information to their own needs and circumstances and to make decisions |
| Outcomes | The difference the IAG makes/has made to those receiving it. This may include by soft and hard outcomes specific to the individual. |
| Personal circumstances | Depending upon the nature of the IAG being provided, this may cover: employability, health, wellbeing, finances, confidence |
| Progression | Progression is about moving to a different position, for example progression into the IAG service, progression within it and/or progression beyond. |
| Promotion | Activities will be in place that enable potential recipients to find out about the IAG. Access may be through referral, self-referral, outreach, social media, advertising etc. |
| Purpose | The IAG will be delivered in the context or purpose of your organisation – the reason you offer your services. For some organisations, their IAG delivery is their main purpose and therefore the purpose of their IAG and the purpose of their organisation is one and the same thing, and this clarity will already be in place. For other organisations, IAG may contribute to wider organisational aims and demonstrating the link between the IAG offer and the overall purpose will be important. |
| Resources | This may include human, physical, and digital resources. The Standard does not prescribe the level of resources that should be allocated to the IAG service but seeks for services to be appropriately resourced to meet their purpose. This may include consideration of how staff manage their caseloads/workloads and the support they are provided with this. |
| Safe | This refers to a range of policies and practice to help ensure the safety of staff and recipients. This encompasses, as appropriate to the organisation and their client group/s, aspects of safeguarding which could include online safety, bullying and harassment. Staff delivering IAG may have different roles in supporting this, for example referral to a safeguarding lead. |
| Signposting and referral | Signposting and referral are terms that are often used inter-changeably. Signposting is where the service needed is not provided, and where, usually, no relationship has been established with the recipient. Information is provided on alternative providers. Referral is an active response to a recipient’s need where alternative/additional provision is needed and steps are taken to introduce the recipient to the new provider and support the handover. |
| Soft outcomes | These are the progression steps made by a recipient in areas such as confidence, self-awareness, motivation, aspiration. These may be captured through a distance travelled model. |
| Staff | Any paid or unpaid (ie volunteers) who deliver your IAG support |
| Statutory guidance and legislation | Organisations need to know the statutory guidance and legislation that is relevant to their service. This may include Safeguarding of Vulnerable Groups Act, PREVENT, SEND Code of Practice |
| Wellbeing | This is the state of being comfortable, healthy, or happy. Individuals’ sense of wellbeing may be affected by a number of factors, such as their mental health, their financial wellbeing, relationships etc. |

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