matrix™

quality standard for information advice and guidance services

Guidance for Organisations

This image shows a detail from
'Metamorphosis', an original sculpture by Will
Bishop that was commissioned exclusively
for the **matrix** Standard. The Standard is
about people doing their best and achieving
their potential. Metamorphosis expresses
these qualities, providing an artistic
embodiment of the values of the Standard.

Contents

What is the **matrix** Standard?

It is the international quality standard for organisations that deliver information, advice and/or guidance (IAG). Either as their sole purpose or as part of their service offering.

It helps providers to improve their services by benchmarking against best practice and it offers accreditation to those that meet the full standard.

Organisations that feel they meet all **matrix** criteria can apply for assessment at any time.

When an independent Assessor confirms that all criteria are met, the organisation becomes an accredited organisation and can display the **matrix** quality mark to demonstrate that it offers high quality IAG services.

The **matrix** Standard is an outcome based standard. This means that an Assessor will look not only at processes used to support IAG delivery but also at results achieved.

The matrix Standard terminology?

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. It may be careers guidance, support for learning, reducing barriers, etc. It is vital, that prior to working with the **matrix** Standard, you have clearly defined the service\s that you offer so that you are able to clearly and succinctly describe them.

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

Staff
This refers to anyone who supports the delivery of the information, advice and/or guidance service/s which could include managers, staff and volunteers

Other key words and phrases are explained at Appendix 3.

What is the Structure of the **matrix** Standard?

The **matrix** Standard is comprised of four elements:

1. Leadership and Management

2. Resources

3. Service Delivery

4. Continuous Quality Improvement

Each element contains assessment criteria, all of which must be met to achieve accreditation.

The full standard is shown at Appendix 1 along with guidance to illustrate how the criteria can be applied to maximise the quality of IAG outcomes in a range of settings. The standard is flexible. It recognises that while some organisations focus exclusively on IAG provision, others offer IAG as an integral feature of other services.

Our experienced Advisors can advise on how best to apply the **matrix** Standard in your context.

How is **matrix** assessed?

Primary evidence is collected through interviews with people who are directly involved in IAG delivery and those affected by it. The Assessor's role is to judge the effectiveness of processes used to support IAG delivery, including their impact on clients.

One-to-one and / or group interviews are held with a sample of delivery staff and their managers, clients and, where appropriate, representatives of partner organisations. Most interviews are face-to-face though some can be by telephone or video link where interviewees are geographically dispersed.

The Assessor will agree interview schedules and logistics with you prior to assessment and will endeavour to cause minimum disruption to your operation during the evidence collection process.

matrix accredited organisations

A wide range of organisations across a variety of sectors are using **matrix** to benchmark their IAG services. These include:

- Further Education
- Consultancy Practices
- Universities
- Schools
- Sixth Form Colleges
- Voluntary Organisations
- Training Companies
- Local Authorities
- Chambers of Commerce
- Housing Associations
- Foundation Trusts
- Recruitment Agencies
- Trade Unions
- Sole Traders

Benefits of the **matrix** Standard

"In using the framework, we were able to review each aspect of the service against the criteria, recognising where services could be further developed to meet the needs of students."
- Portland College

"As an organisation we chose to work with the **matrix** Standard to gain recognition for the high quality service we offer within the UK Apprenticeship Industry."
- Eagles Consultancy Ltd

"Additional benefits are that the Standard is now increasingly being required for other contracts such as the National Careers Service it is reassuring that we have it and unlike most schools who don't hold the Standard we are able to say that we provide impartial guidance to our learners."
- Peterborough Regional College

"Having been accredited we are confident that we deliver a quality assured service which is benchmarked by the most prestigious national IAG standard."
- BID Services

"Feedback on areas of strength is almost as crucial as areas for improvement, as it provides us with confidence and the positivity that we are on track."
- Doncaster West Development Trust

"The **matrix** Standard is recognised within the sector as sign of a quality assured organisation. It is a respected and exacting standard – which, if successful in achieving, we knew would give us a sign of quality."
- Careers Inc Ltd.

How to start your **matrix** Journey

If you think the **matrix** standard could be what you need, a good way to start is to work through the Standard with your IAG staff to produce a broad gap analysis.

Note that the standard is built around a 'Plan-Do-Review' cycle so you may find, for example, that evidence of 'doing something' also supports some of the standard's planning and evaluation criteria. See Appendix 2.

Please bear in mind that, while your Assessor will need to know how your processes work, they will be much more interested in evidence that shows your IAG provision works well for your clients.

Although there is no one way to approach working with the Standard, it is important to understand the key linkages within it. You will see references within some criteria to other areas of the Standard, for example the main key linkages across the Standard start with criterion 1.1 and follow through to criteria in Element 4 following a 'Plan, Do and Review cycle.

See Appendix 2 to help you understand key words.

Ready for assessment?

If your gap analysis shows significant gaps in the evidence required by the **matrix** Standard, you may want to create an action plan to guide you through the improvements you need to make.
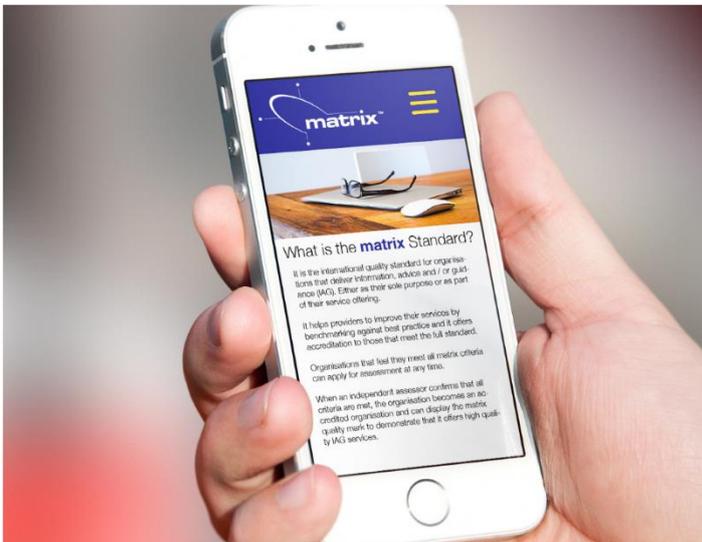
If you need help with this, or with implementing your plan, you may wish to speak with one of our Registered Advisors. Please contact us for more details.

If you feel you are ready for assessment, please complete the online booking form which can be found on The Standard page of the **matrix** website.

Additional **matrix** resources

For further information about working with the standard please visit the **matrix** website at: **www.matrixstandard.com**.

Available free resources include:

- A self-assessment tool

- A cost framework

- Downloadable documents including, sector specific guidance documents, case studies and the on-line booking form

You can contact The Growth Company directly using the online enquiry form on the **matrix** website, by calling **01423 229665** or by emailing **matrixStandard@growthco.uk**.

Element One
1 Leadership & Management

Criteria	What this Means	What this might mean in practice
1.1 The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims	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 of the service.	Milestones or targets for the service need to be clear, for example, the number of job outcomes, qualifications to be achieved. However, you need to be clear about the contribution IAG makes to the achievement of your organisational aims. Your Assessor will want to speak to a senior person within your organisation to confirm the overall strategic aims and how the IAG service fits with these. Useful documents may include Vision, Mission, and planning documents. This criterion links closely to criteria 3.2 and 4.1
1.2 The service is provided with clear leadership and direction	Managers can describe how they lead and direct people in the delivery of the service. Staff can describe how well managers lead them to deliver the service.	Your leadership team has effectively communicated what the organisation is striving to achieve and how this relates to the service/s being delivered. Staff can clearly describe what the organisation is trying to achieve and have a clear understanding of where it is heading.
1.3 The organisation implements policies to promote equality and diversity, impartiality, confidentiality and professional integrity in all aspects of service delivery	Managers and staff can describe and give examples of how the systems and processes in place promote equality, diversity, impartiality, confidentiality and professional integrity.	The implementation of equality and diversity could be demonstrated by providing materials in a range of formats, or by using monitoring data to target specific groups; for example, you may have found through monitoring that there is an attainment gap between different types of client and so you implement new approaches to address this. You could give examples of how you refer clients to other providers to demonstrate impartiality. Confidentiality can be demonstrated by staff explaining how they cover it at the start of an interview, by being described in client materials, records stored in locked cabinets or by clients confirming their understanding of how the service is confidential. You can also describe how you uphold any professional codes of practice in your work with clients.
1.4 The organisation complies with existing and new legislation which might impact upon the service	Managers and staff can describe and give examples of legislation including how it impacts on the service.	Appropriate legislation is likely to vary depending upon the nature of the service/s being delivered and the client group. However, it is likely to include areas such as health and safety, equal opportunities, data protection and employment legislation as a minimum. It is important that all staff, including volunteers, can provide examples of appropriate legislation and how they are updated with any changes. For example, staff should be able to describe how the organisation has ensured rigorous safeguarding, and/or how health and safety legislation is an integral part of day-to-day activities.

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
1.5 The organisation defines client outcomes and uses them as a measure of success for the service	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.	You can describe how as part of your planning process you have identified the impacts/outcomes you expect your service/s to achieve for your clients. These could include knowledge of options and what to do next, increased confidence/motivation, improved communication skills, making progress etc. For employer clients, examples could include increased skills, productivity, staff retention. In addition to achieving contractual deliverables think about other added value benefits you offer that will have a greater impact on the service/s being delivered. These will have been identified at the beginning of the clients' journey / intervention. Consider the intended client outcomes in the context of the aims and objectives you have established for your organisation and your service/s. This criterion is linked closely to criteria 3.1 and 4.2.
1.6 The organisation promotes the service in ways which are accessible to all those eligible to use it	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.	Consider how your service/s is promoted including how different methods of marketing and promotion have been used to ensure that information about the service/s is accessible to all clients. You should be able to describe which promotional activity works best and why in relation to the eligible client group/s. Examples could include your website, leaflets, Virtual Learning Environments (VLE), learner handbook, induction, social media such as Facebook and Twitter, attendance at events or outreach venues, methods of promoting the service to internal partners such as 'schools' or 'departments' within colleges / universities. If referral from another organisation is a key feature, consider how you keep them up to date with your current service offer. Depending on the method of promotion, this criterion may link to criterion 4.7.
1.7 Clients and staff influence the design and development of the service	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.	This is about the opportunities you provide for clients and staff to influence the service. For example, you may have a client involvement strategy which outlines the different ways in which clients are involved in developing the service, and your staff may input their ideas at staff / team meetings. You will need to give examples to demonstrate changes as a result of this involvement and show how this feedback has helped shape the current service.
1.8 The organisation establishes effective links with other appropriate partnerships and networks to enhance the service	Managers and staff are able to describe how they establish links with other partnerships and networks and measure the effectiveness of the relationship. Representatives from partnerships and networks are able to give examples of how well their relationship is working with the service.	You can describe the partnerships and networks you are involved with and how these benefit your service/s. This could be organisations with whom you have a contractual relationship, those that you network with in order to provide wider support to your clients, or information sharing to inform your own practice. This can also include internal partnerships and networks formed to support / enhance the service. This criterion links closely to criterion 4.4 so you will need to describe how you evaluate the effectiveness of the relationships.

Element Two

2 Resources

Criteria	What this Means	What this might mean in practice
2.1 The organisation uses its resources effectively to deliver the service	Managers and staff are able to explain what resources – including human, physical and financial are needed to deliver the service/s. 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.	You need to demonstrate how when planning service delivery, you ensure there are sufficient resources to deliver service/s effectively. For example, when providing services on an outreach basis you may want to consider how staff are supported with appropriate equipment to ensure they can operate as effectively as possible.
2.2 Clients are provided with current, accurate and quality assured information which is inclusive	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. Managers and staff delivering the service are able to explain how they support clients and how the resources they use are quality assured	You need to describe the resources you use, (both paper based and electronic) for example, current labour market information, occupational job profiles and training and provider prospectuses, job search websites, leaflets from other local agencies etc and also the systems used to maintain them. You could review resources as part of team meetings, or a staff member could have responsibility for reviewing new and existing resources periodically. You could also be using only reputable websites that you know are quality assured.
2.3 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	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/s 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/s. For careers guidance staff in England this should include professional standards and qualifications determined by the Career Development Institute or other representative bodies.	You need to describe the skills, knowledge, competencies and / or qualifications needed for each job role. These do not necessarily have to be IAG qualifications; for example, Customer Service qualifications for reception staff who deal with enquiries. You could also show examples of job descriptions to demonstrate how you have defined the skills, knowledge and competencies; or you may be using a competency-based performance review framework which defines what is required for each job role.

This element describes the assets invested and applied in providing an effective service.

Criteria		What this Means	What this might mean in practice
2.4	Staff are supported in undertaking continuous professional development and provided with opportunities for career progression	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, including career progression opportunities.	Examples here could include short courses (such as motivational interviewing techniques or using career aptitude tests with client groups), shadowing, development activities during team meetings, informal training, reading, contribution to professional journals, sharing best practice, attending conferences, peer observation of service delivery as well as formal qualifications.
2.5	Effective induction processes are in place for all staff	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 this has helped them perform effectively.	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. Also, anyone changing role within your organisation or who has returned from long term absence will be able to confirm that they have been given the support and development necessary to enable them to understand their role and carry it out

Element Three

3 Service Delivery

Criteria	What this Means	What this might mean in practice
3.1 The service is defined so that clients are clear about what they might expect	Managers and staff are able to define the service/s offering, in relation to their client group including prospective / potential clients and give examples how they ensure clients understand the service/s offering. Clients can describe and give examples of how they know what to expect from the service/s.	Your staff can provide examples of how they ensure clients understand possible outcomes that can be achieved by the service/s delivered. Clients can describe and give examples of how they know what to expect from the service/s as explained to them at the beginning of their journey. This criterion is linked closely to criteria 1.5 and 4.2.
3.2 The service is delivered effectively to meet its aims and objectives	Managers and staff can describe and give examples of the service/s delivery in place which supports the delivery of the aims and objectives.	Staff can describe how service/s that have been provided were delivered in ways that meet the aims and objectives as described within criterion 1.1. This criterion is linked closely with criteria 1.1 and 4.1.
3.3 The service provided is impartial and objective	Managers and staff are able to describe how they ensure the service/s 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/s.	Consider how you would explain to an Assessor that the service delivery is centred upon the individual and their needs and goals and how your service/s is free from bias. You may wish to show examples of client outcomes and destination data to emphasise the breadth of progression pathways and / or impartiality. Where a service is part of an organisation that directly provides other services, e.g. learning opportunities, you will need to demonstrate that there is no conflict of interest.

This element describes the assets invested and applied in providing an effective service.

3

Criteria	What this Means	What this might mean in practice
3.4 Clients are given appropriate options to explore and understand that they are responsible for making their own decisions	Clients are able to describe and give examples of how they have benefited from 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 decisions	Staff delivering your service should be able to describe how they check that clients have understood the options open to them and the consequences of alternative courses of action. Clients should also be able to describe their experience and how they made up their own mind without any pressure.
3.5 When exploring options, clients are provided with and supported to use appropriate resources including access to technology	Clients are able to describe and give examples of what resources were made available when exploring different and appropriate options.	Staff and clients can give examples of the resources used, for example, researching useful websites for information such as the National Careers Service, National Apprenticeship Service, job search and Awarding Body websites, or using software packages such as Adult Directions to help people make choices. Other examples could include Apps for smart phones and hardcopy resources such as prospectuses and job vacancies.
3.6 Clients benefit from signposting and referral to other appropriate agencies or organisations	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.	Staff should describe examples of when they have referred clients and how they know that clients have benefited from this. Clients and partners can also describe how effective such referrals have been.

Element Four

4 Continuous Quality Improvement

Criteria	What this Means	What this might mean in practice
4.1 The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements	Managers and staff are able to explain and give measurable examples of the extent to which the aims and objectives have been met. Managers and staff can describe how all aspects of the service/s are reviewed against the measurable aims and objectives including promotion/engagement, service delivery, resources, leadership/management.	There are strong linkages between this criterion, 1.1 and 3.2. Linked together, the criteria help to demonstrate the 'plan, do, review' cycle. You need to provide information on the measurement of the aims and objectives you set in criterion 1.1 and, knowing the results, what improvements you have put in place. The emphasis here is on knowing what you have achieved against the objectives you set and implementing changes as a result. You may have this information in Management Information statistics, funder's reports, annual reports etc. Your staff should be able to explain how monitoring and evaluation has identified improvements and informed the future planning and review processes.
4.2 The organisation monitors and evaluates client outcomes to support and improve service delivery	Managers, staff and where appropriate clients are able to describe and give examples of how client outcomes are used to improve the service.	There are strong linkages between this criterion, 1.5 and 3.1. The linkage of the criteria helps to demonstrate the client's journey and the outcomes realised. You need to provide information on how your clients have achieved the outcomes you defined in criterion 1.5 and what improvements you have implemented as a result. You may have this information in survey results, through using distance travelled tools or other monitoring processes. The emphasis is on what improvements you have implemented as a result of knowing the outcomes of your clients.
4.3 The organisation evaluates feedback on the service to build upon its strengths and addresses any areas for improvement	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.	There are strong linkages between this criterion, 1.1, 1.5 and 1.7. You will need to describe how you collect feedback and give examples of how it has been used to improve the service/s. Clients and staff can also help by describing things that have changed as a result of their feedback.
4.4 The organisation evaluates the effectiveness of its partnerships and networks to improve the service	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.	This criterion links to criterion 1.8. You will need to describe how you review the effectiveness of your partnership working; how you know that the relationships benefit both parties and your clients. You will also need to share any changes you have made as a result of this evaluation.

This element is about the way in
which the service provided is reviewed
and performance improves as a result.

4

Criteria	What this Means	What this might mean in practice
4.5 The organisation defines quality assurance approaches which are used to improve the service	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	You will need to describe the systems you have in place to monitor the quality of service delivery and how these processes help you to improve your information, advice and/or guidance. For example, observations of staff, feedback methodologies etc.
4.6 Staff performance, linked to their role within the aims and objectives of the service, is reviewed and evaluated to improve the service	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.	Staff will need to describe the process used for performance review, such as appraisal, and give examples of the objectives they agreed/were set as a result. They will also need to explain how these link to the service/s aims and objectives.
4.7 Effective use is made of technology to improve the service	Clients, managers and staff are able to describe and give examples of how technology has enhanced the way they deliver the service.	Staff should describe the technology used to support service delivery and give examples of how things have improved as a result.
4.8 The organisation continually reviews improvements to help inform the future aims and objectives of the service	Managers and staff are able to provide examples of actions which have been taken to improve the service on an ongoing basis.	This criterion is the overarching review cycle that closely relates to criteria 1.1, 1.5, 3.2, 4.1, 4.2, and 4.3. You will need to describe how your processes enable you to 'plan, do and review' in order to improve your service/s to clients. You will need to describe examples of how such reviews have influenced planning and led to further changes.

Key Linkages

Although there is no one way to approach working with the Standard, it is important to understand the key linkages within it. You will see references within some criteria to other areas of the Standard, for example:

The main key linkages across the Standard start with criterion 1.1 and follow through to criteria in Element 4 following a 'Plan, Do and Review cycle.

The service has clearly defined measurable aims and objectives which link to any wider organisational strategic aims

1.1

PLAN

Organisation & the Service

REVIEW

DO

4.1

3.2

The organisation measures and evaluates the service against its stated aims and objectives and identifies improvements

The service is delivered effectively to meeting its aims and objectives

Being really clear about what you are trying to achieve through your IAG delivery at organisation, service and client level will ensure there is a firm foundation for your service delivery.

The organisation defines client outcomes and used them as a measure of success for the service
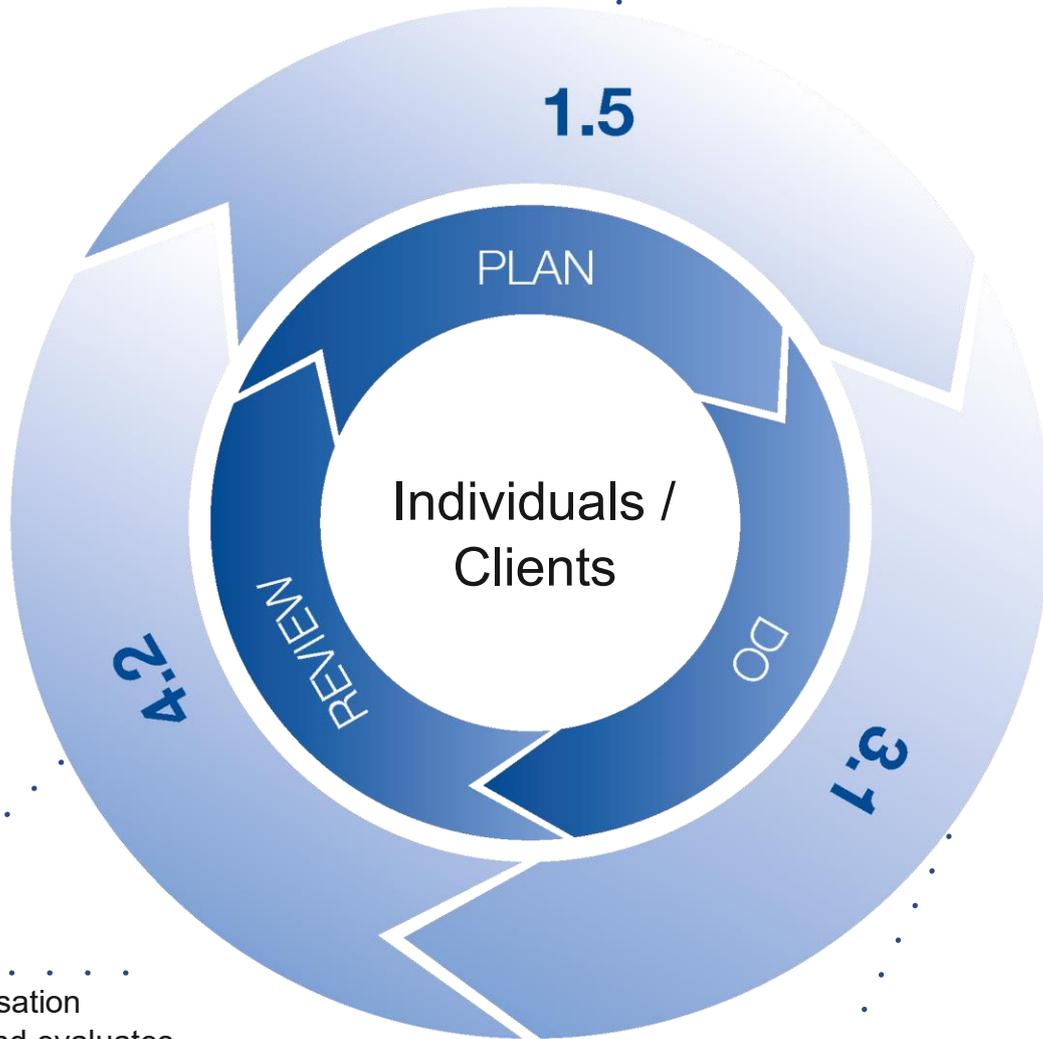
1.5

PLAN

Individuals / Clients

REVIEW

DO

4.2

3.1

The organisation monitors and evaluates client outcomes to support and improve service delivery

The service is defined so that clients are clear about what they might expect

Glossary of Terms

A

Aims
The overall goals intended to be achieved by the service

Approach/es
The way 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

Glossary of Terms

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

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

L

Leadership

The provision of guidance and inspiration
(see also direction)

Legislation

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

M

Measurable

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

N

Networks

A number of organisations working together

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

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

Glossary of Terms

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

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Q

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

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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, 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

Supporting You

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We hope that this publication has been helpful, however if you do 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:

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The Growth Company

The Growth Company drives forward business, economic, personal and professional development within communities by boosting employment, skills, investment and enterprise for the benefit of all.

As a not-for-profit, we're driven by success - not shareholders - which means we reinvest any money we make and are dedicated to making a positive difference and leaving a legacy of growth.

The Growth Company is dedicated to the betterment of business. To this end, we help organisations both in the UK and overseas to become high performance workplaces by enhancing their processes, developing their people and helping to hone leadership and management.

The Growth Company boasts expertise in international standards and certifications and, through our network of specialist practitioners, we're completely focused on supporting your business goals and tailor our services precisely to your needs.