

Public Service Improvement Framework

Framework Guidance 2023

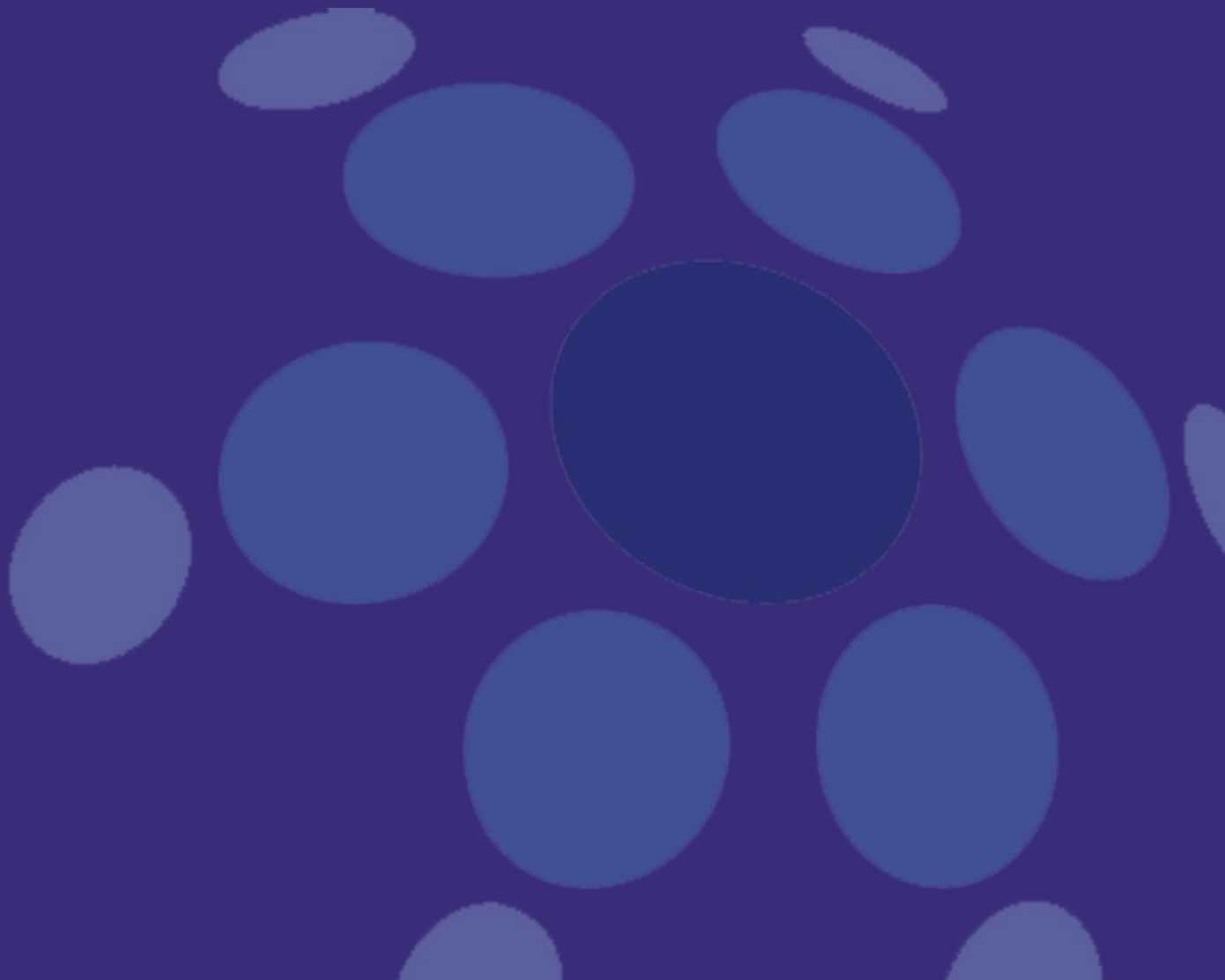


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Introduction



Introduction

This document should be used in conjunction with the PSIF 2023.

The PSIF is regularly reviewed to ensure that it reflects the changing public sector landscape in Scotland, ensuring that the focus of any self-assessment activity is up-to-date. The review has been led by the PSIF Review Group (Appendix A) comprising of organisations who use the Framework, whose insight, hard work and patience in this process is gratefully acknowledged by the Improvement Service.

A number of new statements have been introduced to reflect the current public sector landscape, covering areas such as transformational change, financial climate, data maturity, wellbeing, climate change, etc. Some statements, seen to be no longer pertinent, have been removed from the Framework. The oversight and scrutiny of the PSIF Review Group, as in previous PSIF reviews, ensures that the PSIF Framework statements reflect the current challenges and opportunities facing the public sector in 2023.

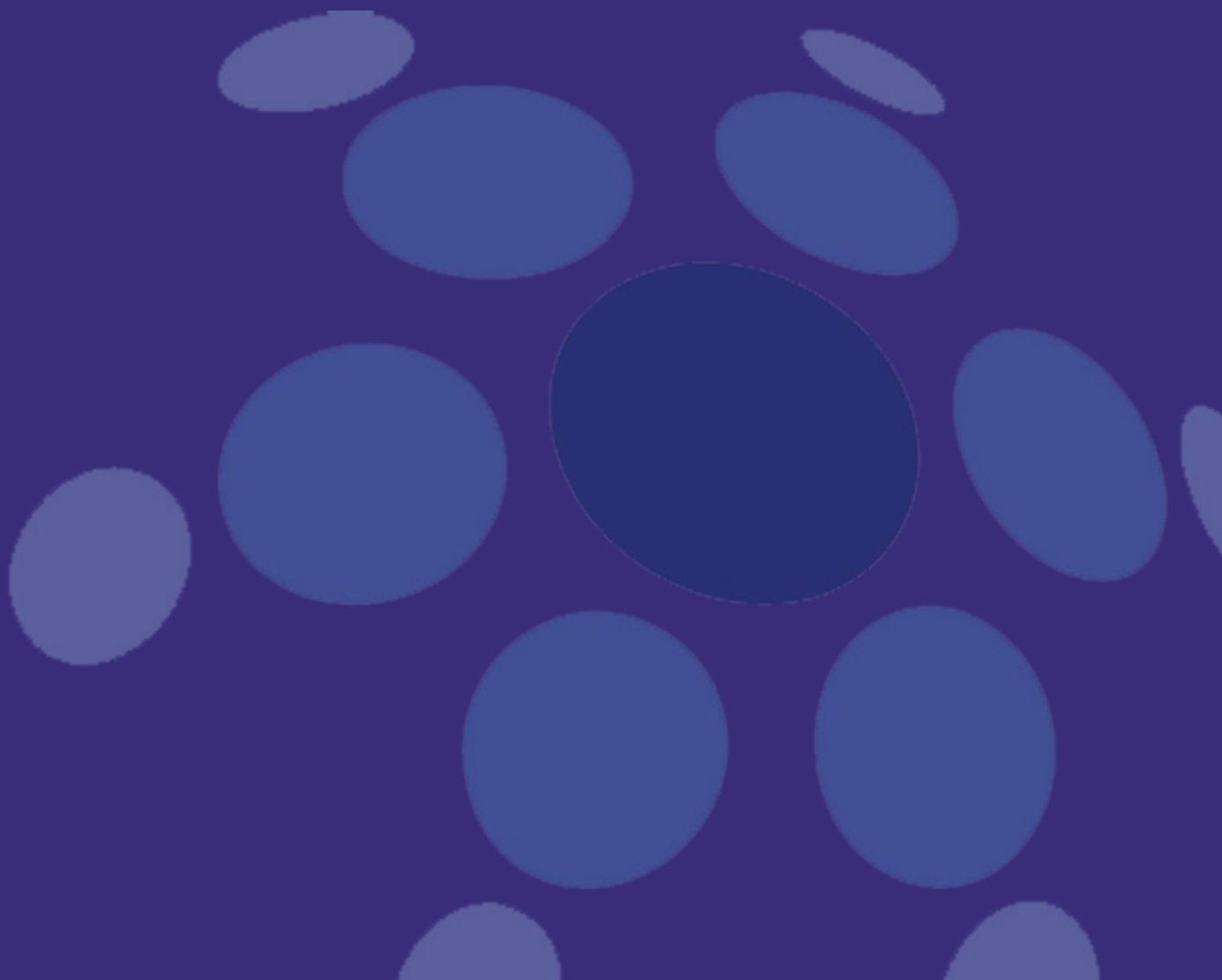
This guidance document is considered an important tool to support PSIF facilitators in their role and has been designed specifically for that purpose.

Each section of the PSIF is given a general introduction or summary page and a series of tables. These tables provide the following information:

No	The statement number in the PSIF Framework
Statement	The statement in the PSIF Framework
Guidance	Additional questions which can be posed by the facilitator to assist teams to evaluate their approach, deployment or assessment and review of each statement.
Illustrations	This contains a description of what good practice could look like in a practical organisational setting.
Evidence	This is a list of potential sources of evidence which the team may identify or could consider as an improvement action.
Results Link	Each statement should link to at least one result subsection to ensure that there is rigorous and robust measurement of performance which can be linked to the cause of the performance level.

It is important to note that the purpose of the descriptions noted within 'Guidance, Illustrations of Good Practice and Evidence' are not "the answer" but have been included to provide a guide for consideration.

Section 1 - Service Planning



Section 1 - Service Planning

Section 1 in PSIF assesses the effectiveness of planning and performance management. The assessment team will use the statements to evaluate how well the service identifies and achieves outcomes it hope to achieve.

Why is service planning important?

Having a sense of purpose is important to any organisation, but having a plan to achieve the priority outcomes is critical. Successful organisations have a sound understanding of what they are and what they want to be, and it happens from planning. Successful organisations are such by design, not accident. They know their customers, they know their capability to respond to change and adversity and most of all, they know what they want to be.

PSIF provides a structure to evaluate how strategies and plans are formed and the context in which they are created. This includes whether the service has established and embedded a comprehensive planning process that is inclusive, focused on customer needs, challenged and measurable. Service planning will challenge services to explain how they identify outcomes and improvements and how they plan for the future, using management information. An integral part of this will be engagement with communities, customers and stakeholders. There are 3 sub- section parts in the Service Planning section, these are:

1a – Strategy and Plans

This covers how the service:

- develops policies, strategies and plans which support the delivery of outcomes;
- is structured and resourced to deliver outcomes;
- manages potential risks;
- considers opportunities and threats as part of the service planning process.

1b – Empowering and Involving Communities, Customers and Stakeholders

This covers:

- how information about the service is communicated;
- how the service involves customers, partners and stakeholders in planning and improving the service;
- how the service demonstrates improvement and change as a result of engagement activity.

1c – Performance Management

This covers how the service sets, measures, reports, evaluates and shares its performance indicators.

What are strategies?

Strategies are created to define the vision, values and outcomes in real service activities and measurable indicators. They will outline the long-term objectives and identify a clear way in which they will be achieved. For example:

- A Waste Service may have a waste management strategy that identifies the key national targets for recycling and outlines the activities that will be undertaken over a 3-year period to achieve this.

Section 1 - Service Planning

What are plans?

In PSIF, plans are created by services to manage the planned activities they will undertake to meet customer and stakeholder needs. Plans will outline the key objectives, the measurable targets and should outline resources and how the service will use its assets to achieve its outcomes. For example:

- An annual management or service plan that defines the key service activities, improvements and the activity budget, staff allocation and assets the service will have for the planning/financial year.

What are policies?

Policies support the strategies and plans by providing the framework for processes and services to be delivered. They will typically include guidelines and rules for staff and managers to follow in order to ensure the service complies with legal requirements or organisational protocol. Policies referring to service delivery may also assign responsibility to individuals and set timescales by which things should be achieved. Examples of policies/procedures include:

- Corporate policy: procurement policy, recruitment policy, employee code of conduct, health and safety policy;
- Service policies: housing allocations policy, pupil placement policy, repairs policy, council tax recovery procedure.

What is community engagement?

“Community engagement is a purposeful process which develops a working relationship between communities, community organisations and public and private bodies to help them to identify and act on community needs and ambitions. It involves respectful dialogue between everyone involved, aimed at improving understanding between them and taking joint action to achieve positive change.”

[National Standards for Community Engagement \(2016\)](#)

Section 1 - Service Planning

1a Service Planning: Strategy and Plans

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1a.1	<p>The service has policies, strategies and plans in place which reflects Best Value as well as financial, political, local and national considerations.</p>	<ul style="list-style-type: none"> How does the service know that the strategy for this service is based on the needs of the organisation and the people receiving the service? How does the service know when it has achieved everything it is aiming for with strategies? How does the service know that the strategy for the service reflects external factors? What specific strategies are in place to support the achievement of core outcomes e.g. workforce planning, learning and development, asset management etc? How does the service include the views of communities, customers and stakeholders in setting outcomes and monitoring the success of strategies and plans? Does the service identify the internal and external factors that may impact upon the delivery of outcomes and priorities? Do the outputs of service planning set out how effective use of resources and value for money will be demonstrated? 	<ul style="list-style-type: none"> Detailed process linking the outcomes from the Council Plan to the following documents: <ul style="list-style-type: none"> Corporate plan Service plan Business plan Workplans Performance Reporting in various formats detailing results against measurable outcomes from strategies and plans. Use of Performance management system to monitor indicators for all policies, strategies and plans. Specific strategies and plans linked to core outcomes/priorities. The service planning process involves colleagues from the finance service to ensure that plans reflect the wider and long-term financial strategy of the organisation. There is regular and rigorous reporting to the senior management team on a timely basis of all financial decisions. There are agreed indicators and measures in place to ensure that the service has fully integrated its service and financial planning. 	<ul style="list-style-type: none"> Council Plan Transformation Plan Service/Business Plan Committee report/minutes Performance Measures LOIPs Performance management system Sustainable development plan Equality and diversity policy Learning and development strategy Partnership agreements Financial strategy Budget reports 	6d

Section 1 - Service Planning

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1a.2	The service has policies, strategies and financial plans in place clearly linked to the outcomes identified in the Council Plan/ Transformation Programme.	<ul style="list-style-type: none"> How are the outcomes identified in strategic plans/ LOIP/ Locality Plans integral to the service planning? How does the service know when it is making progress or improving the outcomes identified in strategic plans/ LOIP/ Locality Plans? Does the service have outcome focused plans for staff? 	<ul style="list-style-type: none"> Detailed process linking the outcomes from strategic plans/ Council Plan/ Locality Plans to the following documents: <ul style="list-style-type: none"> Service Plan Workplans Performance reporting in various formats detailing results that demonstrate progress against outcomes. 	<ul style="list-style-type: none"> Council Plan Transformation Plan Service/Business plan LOIP Committee report/ minutes Performance Measures Public Performance Reporting 	6d

Section 1 - Service Planning

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1a.3	<p>The service can demonstrate effective short, medium and long-term financial planning ensuring that financial information is provided to the appropriate people at the appropriate time.</p>	<ul style="list-style-type: none"> How is financial management linked to the outcomes for the service? What financial arrangements are in place for the service? How is financial information shared throughout the service? How is financial reporting scrutinised within and outwith the service? What financial reporting system is used in-house to allow the service to be held accountable for its financial performance? Who scrutinises this information and asks the relevant questions to identify potential improvements? Does the service report on comparative financial performance using the LGBF PPR reporting module? 	<ul style="list-style-type: none"> The service has a strategy for managing its finances linked to the outcomes of the service/organisation. There is a sound, transparent system of financial controls that minimises the risk of fraud and error. The full financial consequences of decisions are assessed at an appropriate level, before major financial decisions are taken or commitments made. New investments are subject to robust appraisal and project management processes. Training and support is provided to ensure the appropriate staff have the necessary skills to manage budgets. Suppliers are paid promptly and payment procedures are streamlined. Equality Impact Assessments are carried out on budget decisions and financial planning and actions are undertaken to resolve any issues arising. There is regular, quality scrutiny and challenge on financial matters in the service. 	<ul style="list-style-type: none"> Financial strategy Service/business plan Trading accounts Financial statements Budget reports Performance management system Schedule of Finance meetings (agendas, minutes and actions) E-procurement systems Financial management training Equality Impact Assessment Committee and Management team meetings Reports of financial performance indicators 	6d

Section 1 - Service Planning

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1a.4	The service has developed a structure that delivers outcomes and priority activities efficiently and effectively.	<ul style="list-style-type: none"> How are structures designed to reflect outcome delivery? How are resource requirements identified? Are structures aligned to deliver on outcomes? How flexible are structures? Who is involved in developing structures? 	<ul style="list-style-type: none"> Structure requirements are clear at the outset. Structures are aligned to outcomes and included in reports/documents etc. Consideration is given to flexibility in structures to deliver on outcomes. 	<ul style="list-style-type: none"> Council Plan Committee reports Service plan LOIP Project Plans 	6a 6d
1a.5	The service can demonstrate how digital innovation has improved service design and delivery.	<ul style="list-style-type: none"> How does the service use digital technologies to improve how customers interact with the service? How does the service use digital technologies to improve service delivery? Does the service learn about digital innovation from other services/ best practice? 	<ul style="list-style-type: none"> The benefits of digital innovation are reflected in service plans. The service can demonstrate more efficient and streamlined processes through digital innovation. Improved levels of customer satisfaction in response to greater access to services through digital innovation. 	<ul style="list-style-type: none"> Digital Maturity Assessment Customer satisfaction feedback Service planning 	6a 6b 6d

Section 1 - Service Planning

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1a.6	The service effectively manages risk and considers the implications of this for the service.	<ul style="list-style-type: none"> What risk policies and practices are in place? Is the service risk aware or risk averse? How are risks identified and quantified in the current political, economic, demographic, legislative and regulatory context? How does risk affect the planning of the service to achieve desired outcomes? How often is risk information and data used to review service delivery? 	<ul style="list-style-type: none"> There is a culture in the service which uses risk management to make better informed decisions rather than avoid making decisions. There is a risk management policy in place which is deployed consistently and reviewed regularly. The Risk Management policy covers every risk register in the service, all requirements of the health and safety policy, business continuity, emergency planning, procurement etc. Equality Impact Assessments are a core part of the decision-making processes of the organisation/ service including assessments to mitigate or treat risks. 	<ul style="list-style-type: none"> Risk register Committee Reports Health and safety policy Health and safety officer/team Equality Impact Assessments 	6d
1a.7	The service has business continuity plans in place that consist of the critical information the service needs to continue operating during an emergency.	<ul style="list-style-type: none"> Does the service have a business continuity plan in place? Is the plan regularly reviewed and tested? Are staff adequately aware of their roles and responsibilities in the business continuity plan? Has the business continuity plan been reviewed by peers/external partners? 	<ul style="list-style-type: none"> The service has a business continuity plan in place which is regularly reviewed and tested. Staff within the service are aware of their roles and responsibilities in the business continuity plan. The business continuity plan follows national good practice. 	<ul style="list-style-type: none"> Business continuity plan Committee Reports Staff Feedback Staff Induction 	6d

Section 1 - Service Planning

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1a.8	<p>The service considers how service delivery impacts on the climate emergency and is working to support organisational climate targets.</p>	<ul style="list-style-type: none"> Does the service acknowledge the importance of environmental sustainability of resources in its asset management policy? How does the service contribute to the Council's response to the climate emergency? What factors are taken into consideration when purchasing assets for the service? What advice is taken in relation to purchasing, use and disposal of assets to ensure this is done in an environmentally sustainable manner? What indicators are used to monitor this aspect of asset management? 	<ul style="list-style-type: none"> The policies and strategies for the purchase and procurement of resources take account of environmental factors. The service utilises resources in an environmentally sound manner. The service monitors performance in this aspect and reports on performance against targets. 	<ul style="list-style-type: none"> Climate Change Plan Energy efficiency initiatives Recycling initiatives Procurement policy Shared resources Partnership working arrangements Committee reports 	<p>6c 6d</p>
1a.9	<p>The service can evidence that it considers equality impact assessments at an early stage as part of policy development.</p>	<ul style="list-style-type: none"> Has the service undertaken an equality impact assessment as part of any new policy development? Are equality impact assessments taken at the start of policy development? Are the outputs from equality impact assessments incorporated? Is there a consistent approach within the service to undertaking equality impact assessments? Does the equality impact assessment cover areas such as children's rights, UNRC, The Promise, etc.? 	<ul style="list-style-type: none"> The service consistently undertakes equality impact assessments as part of policy development. The service records the outcomes and action plans from equality impact assessments and publicly reports these. Equality impact assessments are monitored, evaluated and reviewed. 	<ul style="list-style-type: none"> Equality Impact Assessments Screening Reports Committee Reports Public Performance Reporting 	<p>6a 6b 6c 6d</p>

Section 1 - Service Planning

1b Service Planning: Empowering and Involving Communities, Customers and Stakeholders

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1b.1	<p>The service at an early stage engages and communicates with customers and communities in service design and delivery to ensure they are involved in shaping the service.</p>	<ul style="list-style-type: none"> Does the service have policies, strategies and leadership for engaging and involving the local community? How does the service use a range of methods to engage with the local community? How does the service demonstrate it has improved as a result of understanding customer needs? Is the services web page up to date with relevant information on how the community or community bodies can engage? Can the service demonstrate that its analysis of its area and communities is evidence based? Does the service communicate the outcomes from its engagement with communities, customers and stakeholders? 	<ul style="list-style-type: none"> The service can evidence that community groups and individuals have been engaged to agree a common understanding of local needs and opportunities. The service takes account of the National Standards for Working with Communities. The organisation maintains a database of all engagement activity to avoid duplication or overuse of community groups or individuals. 	<ul style="list-style-type: none"> Service Planning Feedback from service users LOIP CPP Annual Report Citizens Panel Citizens Jury Engagement with community groups Communications plan targeting all local community groups 	<p>6a 6c 6d</p>

Section 1 - Service Planning

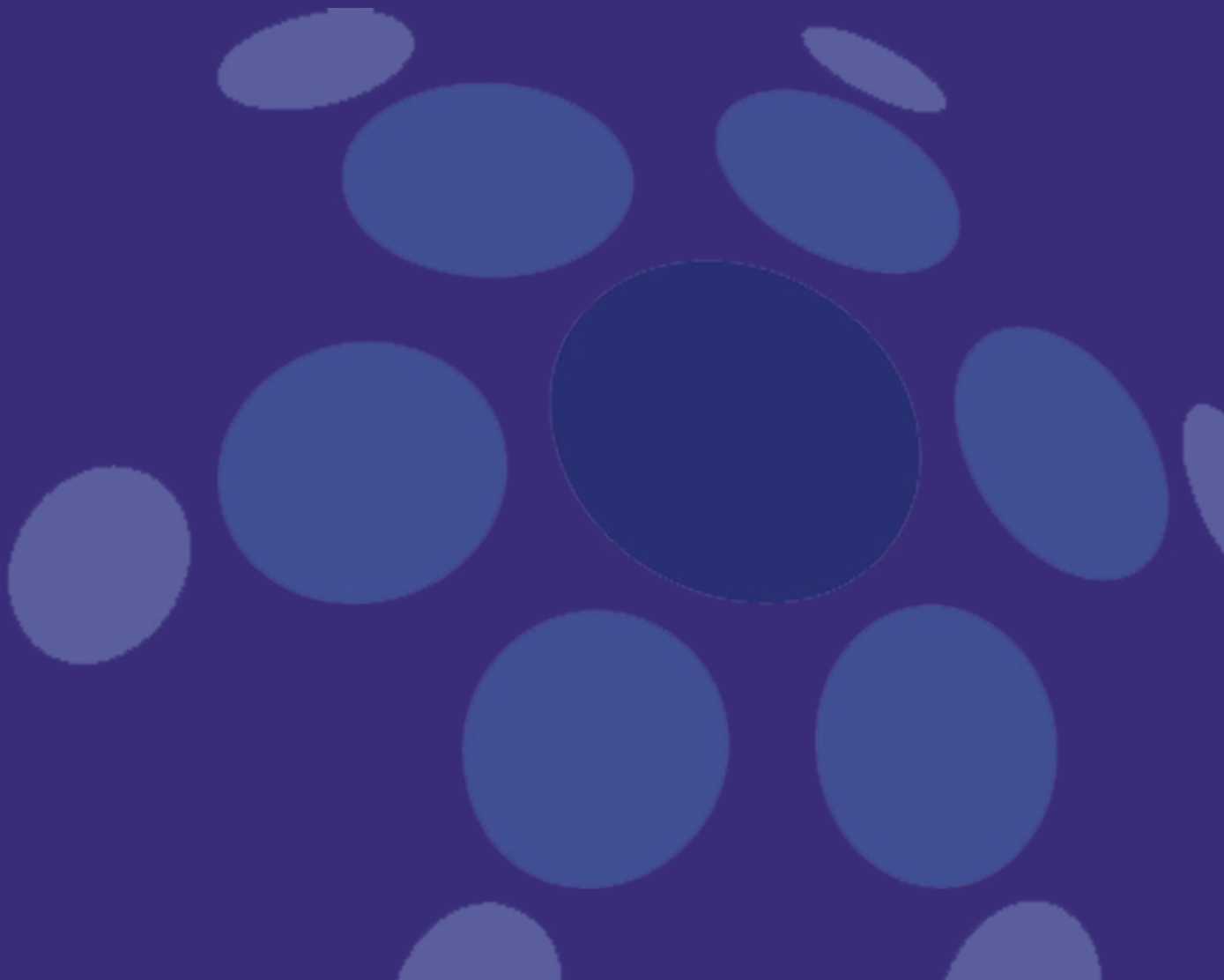
1c Service Planning: Performance Management

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1c.1	<p>The service has a robust performance management framework supporting effective decision making, service improvement and risk assessment with clear linkages to strategic plans.</p>	<ul style="list-style-type: none"> Is there a robust performance management framework in place? How are the core and relevant activities of the service measured, monitored and reviewed? How is information contained in the performance management framework subject to challenge or scrutiny? Do these performance indicators include monitoring equality criteria where appropriate? How well does the service demonstrate that its service planning approach delivers improvements in its objectives and outcomes? How is the LGBF embedded within the performance management framework to ensure a comparative approach? Does the performance management system adequately assess risk? 	<ul style="list-style-type: none"> Performance management framework in place which is used regularly to review the success of all service plans. Indicators within the performance management framework are relevant and widely recognised. There is a clear and appropriate target setting methodology used which takes account of previous and current performance. Reports are regularly provided by the performance management framework in a variety of accessible formats. Performance is challenged by stakeholders to focus on continuous improvements. LGBF is embedded within the performance management framework to challenge performance with a comparative approach. The performance management system has risk assessment built in. 	<ul style="list-style-type: none"> Performance management framework and/or system Key performance indicators Performance reports Performance meetings/briefings Performance committees/ panels LGBF Family Group data 	6b 6d

Section 1 - Service Planning

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
1c.2	<p>Staff see data as a vital asset and value the role they play in producing and using good data.</p>	<ul style="list-style-type: none"> Does staff training and induction reinforce the importance of data use? Does the service have standards and processes for the collection and use of data? Does the service provide details of how it presents its data? Does the service use data to communicate how it is performing? How does the service know that its collection and use of data are effective? Does the service use a range of quantitative and qualitative approaches to produce good data? 	<ul style="list-style-type: none"> Staff within the service have received appropriate training on the collection and use of data. The service has standards and processes in place for the collection and use of data. The service presents data in an easy and accessible way. The service can demonstrate improved evidence-based decision-making upon the use of data. The service provides the right data to the relevant staff, partners, customers and stakeholders. 	<ul style="list-style-type: none"> Performance management system Performance meetings Committee reports Service plan Easy Access formats of reports LGBF data 	6b 6d

Section 2 - Staff



Section 2 - Staff

Section 2 in PSIF refers entirely to the staff who work in the organisation/service – this includes full-time, part-time, fixed term, temporary or permanent. All staff should be included when considering each statement including front line delivery staff, back office or support staff and all other roles in the organisational structure. The participants will use the statements in this section to assess how well staff are managed, developed, and empowered in addition to how well the communication processes work and whether staff feel rewarded and recognised for their efforts.

Why are staff important?

It is the staff employed by the organisation/service who are responsible for delivering high quality services and delivering outcomes. Staff who are well supported and motivated will provide a higher quality of service on a more consistent basis which in turn affects the results that the service can hope to achieve.

Staff who are well informed and empowered to deliver the service will act as positive representatives of the service and the organisation when encountering all internal and external stakeholders. There are five distinct sub-section parts in the Staff section, these are:

2a - Planning and Managing Staff

This covers how the organisation/service plans and evaluates its staff resources and ensures that everyone is treated fairly.

2b - Developing Staff

This covers how the organisation/service:

- Ensures there is a process to identify and improve staff's knowledge, skills and capabilities and that staff have the necessary skills to deliver improved outcomes;
- Measures the impact investment in training and development has on staff's performance and service delivery.

2c – Involving Staff

This covers how the organisation/service involves, empowers and encourages its staff to be creative and innovative to drive improvement and deliver excellent customer service.

2d –Staff Communication

This covers how the organisation/service ensures it communicates effectively with its staff and that its staff understand how they contribute to the outcomes of the organisation/ service.

2e – Recognising and Caring for Staff

This covers how the organisation/service:

- Recognises the contribution of its staff;
- Ensures its staff have a good work-life balance;
- Provides a working environment which is safe and healthy.

Section 2 - Staff

When you consider the statements in this section of the framework, think about your own experiences as well as those of your colleagues within the organisation/service. Think about how the organisation/service:

- Recruits staff
- Welcomes new staff
- Listens to staff
- Helps staff to do their job
- Helps staff understand how their contribution matters
- Provides learning opportunities
- Treats staff fairly
- Recognises staff for doing a good job
- Rewards staff
- Encourages staff

Section 2 - Staff

2a Staff: Planning and Managing Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2a.1	<p>The service has policies, strategies and workplans for staff to support their work in achieving the priorities and outcomes of the service.</p>	<ul style="list-style-type: none"> Does the service have HR plans in place to manage and develop all of its staff, covering succession planning and flexibility of staff? How do these plans link to the outcomes of the organisation/service? 	<ul style="list-style-type: none"> The policies, strategies and plans related to staff have undergone an Equality Impact Assessment and action taken in relation to any risks and mitigate negative impact identified. There is a clear commitment to staff mobility /flexibility and succession planning within the Workforce Strategy to deliver on outcomes and priorities. Access to development and training is monitored and analysed by protected characteristics to ensure fairness of access and impact. 	<ul style="list-style-type: none"> Service plan HR strategy/plan Learning and Development plan Workforce strategy Workforce Planning HR processes, procedures and policies Flexible working policies Succession planning 	<p>6b 6d</p>
2a.2	<p>The service understands the benefits and opportunities of new ways of working, such as using digital technologies, agile working and various other tools and approaches.</p>	<ul style="list-style-type: none"> How does the service look at potential opportunities and benefits of using digital technologies, agile working and various other tools and approaches? Can the service demonstrate the benefits Smarter Working? How does the service policies and strategies support Smarter Working? How does the service use digital technologies, agile working and various other tools and approaches to improve how customers interact with the service? 	<ul style="list-style-type: none"> The benefits of adopting Smarter Working are reflected in the service's plans and staff satisfaction levels. Improved levels of customer satisfaction in response to greater access to services through digital technologies and various other tools and approaches. The service can demonstrate more efficient and streamlined processes through Smarter Working. 	<ul style="list-style-type: none"> Service Plan Customer satisfaction feedback Staff satisfaction feedback LOIP/ Locality Plans 	<p>6b 6d</p>

Section 2 - Staff

2b Staff: Developing Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2b.1	The service has appropriate induction and training for new staff, for those changing roles and refresher training for current staff.	<ul style="list-style-type: none"> Is there a formal and comprehensive induction process for all staff? Who has input to the content of the induction process? How does the induction process highlight to individuals the organisation's ethics and values and commitments? How often is this process utilized? Do all staff experience the same induction process? How is the success of this induction process monitored or reviewed? How is refresher training monitored and reviewed? 	<ul style="list-style-type: none"> The organisation or service provides an effective introduction to the service for all new members of staff and for those changing roles which includes all of the relevant information that they need to do their job. Induction process includes reference to equality policy, behavioural standards and code of conduct. Induction processes are designed to meet the needs of those working in dispersed workforces. Refresher training is designed to reflect current service requirements. The organisation ensures the induction process is replicated in an exit process. 	<ul style="list-style-type: none"> Induction process (programme and presentations) Induction checklist Refresher training (programme and presentations) Staff Feedback 	6b

Section 2 - Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2b.2	<p>The service and teams understand the skills and competencies necessary to deliver the intended service priorities, identifies gaps and implements solutions where possible.</p>	<ul style="list-style-type: none"> How does the service ensure that it identifies and improves its staff's knowledge, skills and future capabilities required to deliver outcomes and priorities? How does the service identify gaps in the competencies and skills required? How is this approach linked to the overall objectives of the service or organisation including equality outcomes? Is there a structured "appraisal" system in place which applies to all employees of the organisation? Do the "appraisals" include a range of learning and development opportunities to support officers and Elected Members to deliver equality outcomes? 	<ul style="list-style-type: none"> The service is clear what skills and competencies are required to deliver the service. The service has a formal and accessible process to allow staff and their managers to develop and achieve the objectives of the service. This process links clearly to the priorities and outcomes of the service and organisation. The "appraisal" system is equally applied to all employees and all have equal access to learning and development opportunities. The service reviews the "appraisal" system to ensure that it is appropriate and accessible to all staff. 	<ul style="list-style-type: none"> Service plan HR strategy/plan Learning and Development plan Workforce strategy Competency framework linked to reviews/ "appraisals" and development Performance review system and procedures Leadership and/or management development programme Training Needs Analysis 	6b

Section 2 - Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2b.3	<p>Managers work with staff to review their performance against the skills and competencies that are required to deliver outcomes and priorities, providing training and development opportunities.</p>	<ul style="list-style-type: none"> What review mechanisms are used and how often to ensure the service manages and develops all its staff? Does the service have a process in place to review and improve staff's performance? How does the service know that staff have the appropriate skills and capabilities to deliver on outcomes? Does the service review the process to ensure it remains effective? How does the service ensure that all staff can access and/or attend learning events as appropriate? Does the service monitor participation rates in learning and development by protected characteristics? How does the service address any under representation in learning and development activities? 	<ul style="list-style-type: none"> Training & development process is in place. The impact of training and development is reflected upon. A range of learning and development approaches are deployed to ensure equality of access – this may be alternate methods of delivery or flexible learning methods. Participation in learning and development activities is monitored and action taken in cases of concern, e.g. positive action measures. Whilst undertaking research exercises to establish the needs and views of staff, the service ensures compliance with the Data Protection Act so that staff's confidentiality is not at risk. 	<ul style="list-style-type: none"> Competency framework Programme of Learning and Development events Learning and Development calendar Participation data Staff satisfaction feedback about training Equality Impact Assessments on learning and development strategy and programme 	<p>6b 6d</p>

Section 2 - Staff

2c Staff: Involving Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2c.1	The service involves its staff in reviewing and improving the service, making clear that service improvement is everyone's responsibility.	<ul style="list-style-type: none"> Does the service involve its staff in improving and reviewing the service? How does the service involve its staff in reviewing service delivery and improving performance? What methods are used to ensure that all staff can contribute? How does the service document and reflect the feedback received from staff? How does the service note and record improvement in service delivery following input from staff in review processes? 	<ul style="list-style-type: none"> The service has a policy which is actively followed by all staff which reflects the value of involving and empowering staff in service planning and delivery. Staff are given a variety of methods and opportunities to provide their views and experience in improving the service. The service can illustrate how service delivery has changed and improved as a result of the involvement of staff. 	<ul style="list-style-type: none"> Staff consultation forums Self-assessment Staff surveys Staff focus groups Team meetings Improvement plans Newsletter KPIs 	6b
2c.2	The service empowers staff to be creative and innovative.	<ul style="list-style-type: none"> How does the service empower its staff to make decisions? Can the service demonstrate examples of creativity and innovation from staff? How do staff feel about their level of empowerment? Are all staff allowed to make decisions as appropriate to their role? How does the service support staff so that all are empowered including those from minority or under-represented groups? 	<ul style="list-style-type: none"> The service documents as appropriate its policy of empowerment of staff. Staff are aware of their level of empowerment and use this to focus on customers and service delivery. Staff are trained to understand and recognise cultural differences. Staff are given specific training on complaints handling. The service monitors customer and staff experience to assess the success of its staff empowerment policies and practices. It is normal practice for creativity and innovation from staff to be visible in the service. 	<ul style="list-style-type: none"> Staff feedback Performance Reviews Team meetings (agendas, minutes and actions) Self-assessment Service review Audits Staff consultation forums Team meetings Participation rates Engagement strategy 	6b

Section 2 - Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2c.3	<p>Staff are clear on the value they bring to the service and how they contribute to delivering service priorities.</p>	<ul style="list-style-type: none"> • Are staff clear on the value and contribution they bring to delivering service priorities? • Do staff feel valued by the service? • Are processes in place to gather staff feedback? • Does the service clearly communicate to staff how they are valued? 	<ul style="list-style-type: none"> • Feedback from employee engagement demonstrates that staff feel valued. • Staff can clearly articulate how they contribute to delivering service priorities. • Processes are in place to recognise the value of staff. 	<ul style="list-style-type: none"> • Staff feedback • Team meetings • Staff newsletter • Social media 	<p>6b 6d</p>

Section 2 - Staff

2d Staff: Staff Communication

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2d.1	<p>The service use appropriate strategies and tools to communicate with staff and help them understand the outcomes and priorities they are working towards.</p>	<ul style="list-style-type: none"> Is communication two-way in nature? What systems are in place in the service to ensure that all staff have access to effective two-way communication opportunities with leaders and/or managers? Has the service clearly explained to its staff what the outcomes and aims of the service are? What review mechanism or process is used to ensure that the communication strategy and plans meet the needs of the service and its staff? How do staff feel about communication in the service? Do leaders find opportunities to communicate directly with staff? Do leaders visit offices and any remote locations? Do leaders communicate well with staff? Does the service ask if staff believe that managers are accessible? 	<ul style="list-style-type: none"> The service has a specific and appropriate communication strategy for its staff. This strategy has specific actions or plans which ensure that all employees have equal access to communication opportunities individually, in teams and as part of wider groups. The success of the strategy is measured by monitoring and by inviting feedback. The strategy has been reviewed on a regular basis and improvements identified as part of the review process. Leaders use a variety of methods to communicate with staff, for example, team meetings, briefings, email, newsletters. Staff can approach the Leaders in the organisations and feedback to them as appropriate. Staff surveys are used to monitor staff perception of communication and/or leaders' accessibility. The service has clearly articulated the outcomes and priorities that it is aiming to achieve. 	<ul style="list-style-type: none"> Communication strategy/ plan/ schedule Team meetings (agendas, minutes and actions) Self-assessment Service reviews Audits Engagement Strategy Email Newsletters Staff survey Focus groups Staff feedback Individual performance review systems 	<p>6b 6d</p>

Section 2 - Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2d.2	<p>The service can evidence that staff share information, knowledge and good practice and work together as a team.</p>	<ul style="list-style-type: none"> How does the service achieve a dialogue throughout all levels of the organisation when sharing information, knowledge and best practice? What methods are used in the service to identify good practice and access the learning to improve service delivery? Does the service use the information gained from benchmarking or comparison activities? What has changed in the service as a result of participation in benchmarking or comparison activities? How does the service support team working? How is a team spirit encouraged amongst the team? How is inter-team working supported and/or encouraged? Is training provided in teams? How does the service know that team working is effective? 	<ul style="list-style-type: none"> There is mechanism/method in place to ensure the service achieves a dialogue throughout all levels of the organisation when sharing information, knowledge and best practice. Staff in the service are encouraged to be members of benchmarking or performance clubs or networks and they actively share information on good and poor practice to enable learning. The service has changed its processes or methods as a result of its staff participating in sharing good practice. The service has been identified by other organisations/services as a source of good practice. Staff in the service enjoy working as a team and appreciate the different strengths that all staff can bring to a team. The service or organisation supports team working with development and/or motivational opportunities and exercises. Staff who are lone or home workers are considered as part of a wider team 	<ul style="list-style-type: none"> Communication strategy / plan Performance Management strategy/framework/ system Assessment and review team/role Focus groups to identify/share good practice Benchmarking Team meetings (agendas, minutes and actions) Team building events Partnership working in teams 	6b

Section 2 - Staff

2e Staff: Recognising and Caring for Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2e.1	<p>The service has a range of policies to support equality, diversity and inclusion.</p>	<ul style="list-style-type: none"> How do under-represented groups participate equally in the organisation/service? Does the service's HR strategy ensure that everyone is treated fairly? How does the service support diversity amongst and within all groups of staff? How often does the service consider the diversity of its staff and how the workforce profile is made up of different equality strands? 	<ul style="list-style-type: none"> Employment practices and policies are impact assessed, compliant with equality and employment legislation and monitored by protected characteristics as appropriate. This extends to recruitment selection, retention and termination i.e. the whole employment cycle practices affecting employees. Where issues are identified actions are put in place to mitigate these. The bullying and harassment and grievance processes are monitored and appropriate action taken. Structures are in place to identify, prevent and deal with harassment. Effective processes are in place to manage disability in the workplace, e.g. reasonable adjustments, aids, redeployment etc. 	<ul style="list-style-type: none"> HR strategy/plan Service plan Workforce Planning HR processes, procedures and policies Evaluation of the impact: Self-assessment Process mapping Equality Impact Assessments of all plans, strategies and employment practices Equalities audits – results and improvement actions Process for managing reasonable adjustments on the grounds of disability Data on access to training and development by protected characteristics. 	6b

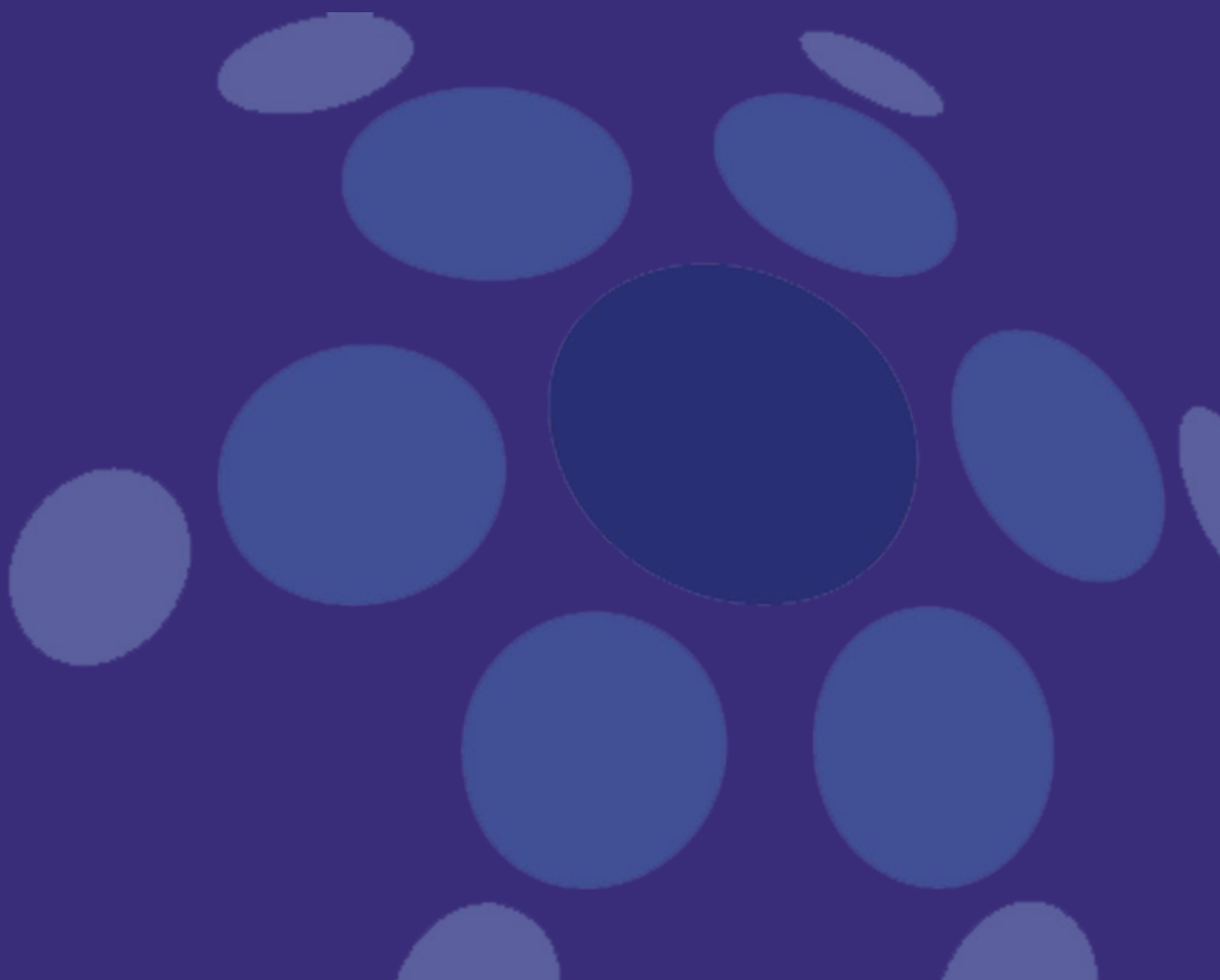
Section 2 - Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2e.2	The service can demonstrate that it supports and promotes the positive wellbeing of staff.	<ul style="list-style-type: none"> • What services are in place for staff to support their wellbeing? • What tools and guidance are available to support staff? • Are staff aware of the range of support available? • Is there a named person that staff can contact for support? 	<ul style="list-style-type: none"> • The service has a range of services available to support staff wellbeing. • The service has an appropriate induction in place to ensure staff are aware of the support available. • The service has a named person that staff can contact. 	<ul style="list-style-type: none"> • Staff Feedback • Range of services in place • Guidance available 	6b
2e.3	The service recognises and values the contribution of its staff.	<ul style="list-style-type: none"> • How does the service or organisation recognise and value the contribution made by its staff? • Are all roles and staff covered by this approach? • How does the service know that this approach works i.e. that it is beneficial and motivational? • How do staff respond to this method of recognition? 	<ul style="list-style-type: none"> • The service or organisation has a formal approach to recognising the value provided by its staff. • This approach allows the service to recognise and reward the contributions of individual members of staff and teams. • This approach is closely linked to the outcomes or values of the organisation or service. • Employees are consulted on how they wish to be recognised for their contribution and a variety of methods are used to meet staff's needs and preferences. • Employees are involved in the review of the approach to recognition to ensure that it is appropriate and motivational. 	<ul style="list-style-type: none"> • Reward and Recognition strategy • Informal recognition approach • Examples of rewards and recognition e.g. prizes, newsletter articles • Staff awards 	6b

Section 2 - Staff

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
2e.4	<p>The organisation promotes and encourages a work-life balance and provides a healthy and safe working environment.</p>	<ul style="list-style-type: none"> How does the service identify any potential work-life balance issues? What options are available to staff to improve their work-life balance? How does the service ensure staff are aware of the options available for work-life balance suitable to their role? Do all staff have an equal opportunity to request changes to working practices as appropriate to their role and service delivery requirements? What systems are in place to support staff in their working lives? E.g. technology, mentoring? How does the service know that the work-life balance options are successful for its staff? How does the service monitor work-life balance and ensure service delivery? Does the service and/or organisation have a commitment to promoting health awareness to its staff? How are staff encouraged to take care of their health and that of their colleagues? Is information on health promoting activities equally accessible by all employees? 	<ul style="list-style-type: none"> The service and/or organisation have recognised the potential ill effects of an unbalanced work to home life ratio. There are a variety of methods and options in place which are openly communicated to staff. Staff are clear about the process to follow to request a change to their working practices. Managers and staff are encouraged to identify solutions to issues which arise on an individual basis wherever possible. All staff have access to flexible working arrangements as appropriate to their role in the service. The service has formal policies in place to ensure that its staff are aware of health promotion activities. All staff in the service have equal access to health promotion information or activities. The service monitors the success of these activities with its staff to ensure that they are relevant and effective. 	<ul style="list-style-type: none"> Family Care Leave Flexible Working arrangements Technology to allow mobile working or alternatively technology to remove need for unnecessary travel Cycle to Work Initiatives Fitness initiatives Gym membership Relevant Newsletter/ Intranet articles Counselling Active Health at Work Awards Healthy Working Lives initiatives and awards Healthy Lives working group (agenda, minutes, and actions) 	6b

Section 3 - Partnerships and Resources



Section 3 - Partnerships and Resources

Section 3 in PSIF assesses how the service works in partnership to support the delivery of outcomes and how it manages resources in the most efficient, effective and sustainable way, including financial and information resources and assets.

PSIF provides a structure to evaluate the service in managing partnerships, financial, information, assets and resources. The service will consider whether the use of resources is effective and efficient and if this supports its key activities and outcomes.

What are partnerships and why are they important?

A partnership is a working relationship between two or more parties creating added value for the customer. Partners can include:

- Community Planning Partners;
- Third sector organisations;
- Suppliers;
- Service providers.

Working collectively to achieve shared outcomes is a critical task for councils, their Community Planning Partners and other local organisations in the private and third sectors, due to the complex economic, social and physical environments in which they operate. The public sector is operating in an era of tight public sector finances, increasing demands on services and rising customer expectations. There is considerable potential for collaborative working to both tackle difficult policy and operational problems faced by organisations and to ensure increasingly scarce resources are used as efficiently as possible to deliver shared outcomes.

If partnerships and other forms of collaborative working are designed, led and managed well, then they offer a potential to help organisations cope with these pressures in a more effective manner. In particular, well-functioning collaborative working and partnership arrangements have the capability to:

- deliver better outcomes for public services that would not be achieved by partners working individually;
- tackle the so called “wicked” issues that cut across traditional organisational boundaries or are too big to be tackled by one organisation alone;
- better co-ordinate and/or pool individual partner’s resources to achieve shared outcomes;
- co-ordinate activities making it easier for customers to access the services they need.

The three sub-Section parts in Partnerships and Resources are:

3a - Managing Partnerships

This covers how the service and its partners:

- deliver shared outcomes in a more efficient and sustainable way;
- establish effective governance arrangements;
- ensure resources are shared to deliver the service effectively.

Section 3 - Partnerships and Resources

3b – Managing Financial and Information Resources

This covers how the service:

- manages financial and customer information and shares it with the appropriate staff
- ensures environmental sustainability is considered in procurement decisions.

3c – Managing Assets and Other Resources

This covers how the service manages assets in the most efficient and effective way.

Why do we focus on resource management?

An excellent organisation will have sound financial systems to ensure that it delivers efficient and effective services to its customers and local community. Services should evidence how they manage financial resources to support daily operations and fund improvements.

The service will evaluate how it manages data (raw facts), information (data with a context and purpose) and knowledge (an understanding of information based on experience and insight) to best effect. This may include how it collects, stores, secures and utilises information to inform service provision and improvement.

With substantial non-financial assets held by public sector organisations in Scotland, PSIF looks at how the physical assets (e.g. land, buildings, vehicles and equipment) of the service are managed to the best effect. This will include evaluating the effectiveness of:

- Asset Registers;
- Maintenance plans to optimise the life cycle of resources;
- Security provisions;
- The service in identifying new technologies to improve service provision and sustainability.

What do we mean by governance and why is it important?

Good governance combines the 'hard' factors of robust systems and processes, such as scrutiny and accountability, with the softer characteristics of effective leadership and high standards of behaviour. The ability to understand the environment in which we work and plan ahead in light of any changes is crucial to success. Organisations with good governance arrangements in place have the capacity to deliver high quality services and drive improvement.

Section 3 - Partnerships and Resources

3a Partnerships and Resources: Managing Partnerships

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
3a.1	<p>The service can provide evidence that partnership/ cross-service working delivers more benefits than would be achieved by working in silos.</p>	<ul style="list-style-type: none"> Does each partnership have a clear understanding of the priorities and outcomes to be achieved by partnership working? Do partner organisations meet regularly and review service provision and performance? How do partners plan and review service delivery together? How does the partnership prioritise? Has the partnership identified what success looks like in terms of service delivery? How does the partnership know the resources required to deliver services effectively? Are there plans in place detailing the joint deployment of resources? 	<ul style="list-style-type: none"> Partnerships are developed and driven jointly. Equality Impact Assessments have been carried out for each working arrangement and actions taken to resolve any issues arising. All working arrangements are clearly documented by all parties and understood by all relevant people. Partner organisations meet regularly to monitor standards of service delivery and related performance indicators. Partners publish results of feedback in an accessible format and tell customers how services have improved as a result of coordinated service provision. For each function delivered by a partnership, there are various methods of communicating how to access these services and who to contact in relation to service provision. Partners will move resources between organisations to deliver services effectively, within budget and on time. 	<ul style="list-style-type: none"> Partnership working agreements Service Level agreements Partnership meetings Performance indicators Service planning Locality planning Equality Impact Assessments Accessible reporting mechanisms Customer satisfaction results/ surveys Shared Budgets LOIP Joint resourcing Joint delivery plans Regular reporting on resources 	<p>6a 6c 6d</p>

Section 3 - Partnerships and Resources

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
3a.2	<p>The service and its partners have effective governance arrangements in place to manage, deliver and review the partnership and progress against outcomes and priorities.</p>	<ul style="list-style-type: none"> Have barriers in terms of accountability and governance been addressed? Have clear lines of accountability and communication been established? What monitoring arrangements are in place for the partnership(s)? How is risk assessed and managed by the partnership? What action is taken if joint targets are not being achieved? What measures are included in partnership agreements to review efficiency and effectiveness? Does the partnership use LGBF to scrutinise comparative performance in relation to partnerships? Are all working arrangements between partners formally agreed and documented to allow for accountability and monitoring of standards? 	<ul style="list-style-type: none"> The service and its partners have identified clear governance and management arrangements. There is a regular and rigorous review of service delivery including those services relating to equality priorities involving all partner organisations. As a result of the review process, the service and its partners publish their performance report and any improvement actions, in a variety of formats. The service has undertaken option appraisal or similar exercises which show that partnership arrangements are cost-effective/efficient. The service uses LGBF to scrutinise comparative performance in relation to partnership. 	<ul style="list-style-type: none"> Partnership working agreements Service Level agreements Partnership meetings Shared operating systems Performance management system Public Private partnerships Budget reports Best Value reviews Benchmarking, e.g. LGBF Shared resources Equality Impact Assessment of partnership activities External feedback 	6d

Section 3 - Partnerships and Resources

3b Partnerships and Resources: Managing Financial and Information Resources

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
3b.1	<p>The service's procurement strategy ensures that resources are used efficiently and effectively with due consideration given to environmental sustainability and local economic development.</p>	<ul style="list-style-type: none"> How does the service procure goods and services? Is there a responsible officer(s) for purchasing/procurement in the service? What factors are taken into account when buying goods and services e.g. sustainability, environmental, equalities, health and safety, etc.? What are the overall objectives and targets for procurement? Are suitable technology tools in place to support effective procurement? How is procurement monitored within the service to ensure that it reflects the approach identified and the top-level budget decisions? How is information on procurement disseminated throughout the service to ensure that all staff understand its impact on service delivery? Who monitors or scrutinises the purchasing decisions made within the service? 	<ul style="list-style-type: none"> Details of how the service ensures its approach to procurement is effective and that it supports the organisation's objectives. The service pursues joint procurement strategies whenever appropriate. Processes are in place to ensure the proper financial procedures with regards to procurement. Suppliers and contracts are managed well with the service learning from its suppliers through the procurement process. The authority uses its commissioning and procurement frameworks to ensure that the differing needs of employees and customers are taken into account. Equality and economic development outcomes are considered when designing the procurement framework and process and in its implementation. Managers receive timely and informative procurement reports. 	<ul style="list-style-type: none"> Procurement/ Purchasing policy Electronic purchasing system Purchasing guidelines (sign-off processes, authorisation/ requisitioner roles) Scheme of delegation Spending limits Competitive Tendering Equality related outcomes within procurement framework Equality requirements are included in design of procurement exercises and processes Local sourcing strategies Equality outcomes and standards promoted to potential suppliers 	<p>6c 6d</p>

Section 3 - Partnerships and Resources

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
3b.2	The service sufficiently resources the delivery of transformational projects.	<ul style="list-style-type: none"> How does the service assess what resources are required to deliver transformation projects? Has the service made a coherent business case to mobilise resources to support transformation projects? How does the service review how resources have been allocated to delivering of transformation projects? 	<ul style="list-style-type: none"> The service can clearly define the resources required for the delivery of transformation projects. The service has been successful in developing its business case for resourcing transformation projects. The service reviews the successful use of resources in the delivery of transformation projects. 	<ul style="list-style-type: none"> Business Case Service Planning Budget Reports Committee Reports 	6d

Section 3 - Partnerships and Resources

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
<p>3b.3</p>	<p>The service ensures that its data is collected, managed and analysed so that people have access to the information they require to make decisions and deliver efficient, improving services.</p>	<ul style="list-style-type: none"> • What information does the service share with its partners? • Are there set protocols in place for sharing this information? • How does the service know that these protocols and processes work as well as possible? • How is data protection and customer confidentiality guaranteed within these processes? • Is there a strategy for managing and promoting information and knowledge management in the service? • Does the service collate, analyse and measure data on all community groups' access to services? • Is information stored in a secure environment, if appropriate? • How does the service know that its management of information and knowledge is effective? 	<ul style="list-style-type: none"> • There are effective and varied methods used to share information and data on customers between partner organisations. • The service has set out a clear policy in relation to information sharing to ensure that this occurs promptly and to all relevant people within and outside the organisation. • The policy clearly outlines the implications of both data protection and customer confidentiality on the information sharing process. • The service has identified the information resources within the service and has ensured that this is secure but accessible as appropriate. • The service has clear processes which identify how information is gathered and analysed to inform planning and improvement. • Community and employee profile data is used to influence decision making. • Information is gathered and evaluated to challenge the way in which the service is delivered in terms of efficiency. 	<ul style="list-style-type: none"> • Performance management system • Staff feedback • CRM • Team meetings/briefings • One-to-ones • Customer results • IT system reports • Service planning • Improvement planning • Team meeting minutes 	<p>6b 6d</p>

Section 3 - Partnerships and Resources

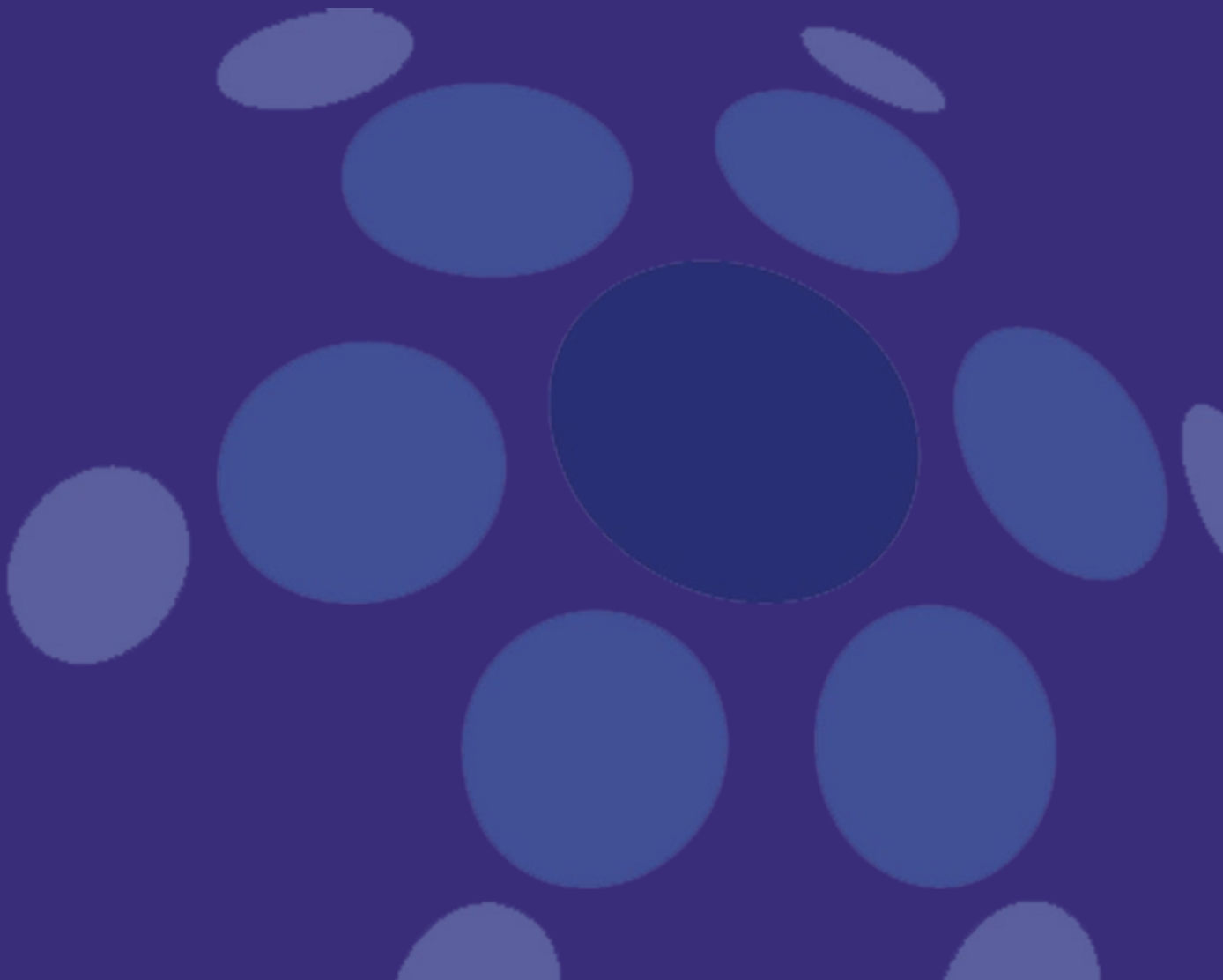
No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
3b.4	<p>The service has appropriate cyber security arrangements and training in place to protect both the finances and the operation of the Council.</p>	<ul style="list-style-type: none"> Are all staff in the service aware of cyber security? Have all staff within the service received cyber training? Does the service have processes in place in the event of a security breach? Does the service test its cyber security processes? Is the service's approach to cyber security linked to its business continuity plan? 	<ul style="list-style-type: none"> Staff have undertaken cyber security training. The service has clear processes in place for a cyber security breach. The service regularly tests its approach to cyber security. The service has a business continuity plan which clearly references its response to a cyber security breach. 	<ul style="list-style-type: none"> Staff Training Courses Business Continuity Plan GDPR Policy Committee Reports Audits 	6b 6d
3b.5	<p>The service ensures customer information is protected and made available securely to appropriate and relevant organisations.</p>	<ul style="list-style-type: none"> Does the service have GDPR policies in place? Is there an officer with responsibility for storage and transfer of information in the service? Are audits ever undertaken in relation to compliance re storage and transfer of information? How are staff supported to ensure that they are aware of the importance attached to protecting privacy and their role in ensuring this? Are employees provided with the information of the current data protection legislation? 	<ul style="list-style-type: none"> Procedures for making sure services protect customers' privacy, including having secured computer systems and making checks on customers' identity. Policies on data protection and up-to-date staff guidance on data protection legislation. Audits are undertaken periodically in relation to compliance re storage and transfer of information. 	<ul style="list-style-type: none"> Communication strategy GDPR Policy Freedom of Information Act/ policy Data Protection Act/ policy Audits Team meetings/ Briefings Permission levels and passwords 	6a 6d

Section 3 - Partnerships and Resources

3c Partnerships and Resources: Managing Assets and Other Resources

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
3c.1	The service can evidence the benefits of pooling resources between partners and communities to achieve shared priorities.	<ul style="list-style-type: none"> How does the partnership know the resources required to deliver services effectively? Are there plans in place detailing the joint deployment of resources? Is the service clear on the resources required to achieve LOIP priorities? Does the service engage with communities regarding the pooling of resources? 	<ul style="list-style-type: none"> Partners will move resources between organisations to deliver services effectively, within budget and on time. Partners and communities pool resources to achieve shared objectives. 	<ul style="list-style-type: none"> Partnership working agreements Service Level agreements Partnership meetings Committee reports Case studies Public Performance Reporting 	6c 6d
3c.2	The service manages assets securely, efficiently and effectively, ensuring this is linked to climate/transformation priorities.	<ul style="list-style-type: none"> Does the service have an asset management policy or strategy? Does the service have an up to date asset register? How does the asset management policy link to the wider financial plans for the service? How is this communicated to all staff in the service? Who challenges the service on its current asset management performance levels? Does the service use LGBF to scrutinise comparative performance in relation to asset management? Has the service recognised the importance of securing its resources? 	<ul style="list-style-type: none"> The service has developed systematic strategies, plans and processes to optimise and manage use of non-financial resources such as land, buildings, vehicles, equipment and intellectual property. Assets are used and disposed of in an environmentally sound manner by the service. The service's management of assets is scrutinised and challenged by appropriate officers. There are performance indicators to reflect the service's management of assets against long term objectives. Named officers are clearly identified and understand their responsibilities for resources. 	<ul style="list-style-type: none"> Asset management plan Asset register Climate Plan Transformation Plan Office inventory Equality Impact Assessments LGBF Regular reports on Asset data Secure buildings (alarmed) Secure storage Reception security Named officers/keys 	6d

Section 4 - Processes and Services



Section 4 - Processes & Services

Section 4 in PSIF assesses how well the service manages customer needs and expectations and how customers are involved in reviewing and improving what we do. It will challenge you to explore if we are meeting the needs of customers and stakeholders and if we are doing so in the best way.

Why are processes and services important?

Processes and services are the activities through which the needs of customers and/or statutory obligations are met. This is the link that pulls together all the strategy, policy and resources and uses them in a planned way to deliver services for customers.

This section will challenge staff to consider if their established services and processes are meeting the needs of customers and stakeholders and if they are doing so in the best way. There are three sub-section parts in the Processes and Services section, these are:

4a - Managing Customer Needs and Expectations

This covers how the service:

- designs its processes and services using customer insight and information to make sure they meet the needs of customers and stakeholders.

4b - Developing Services Around Customer Needs

This covers how:

- processes and services are delivered to meet individual needs and preferences, providing choice and ease of access for customers;
- processes and services are reviewed, using the experience and perception of customers, stakeholders, to make them more efficient and effective.

4c - Reviewing and Improving Service Delivery

This covers how:

- the service learns from and contributes to good practice to identify opportunities to improve its processes;
- deals with complaints;
- the service uses structured processes to manage change and realise benefits.

What is customer insight and why is it important?

Services have to be flexible and adaptive to the environment in which they operate and a critical part of this is ensuring that the customer is retained at the heart of the process.

Developing insight about the customer, understanding their needs, preferences and managing their expectations is critical to ensure customers receive a tailored, high quality and efficient service.

Efficiency and cost saving

Delivery of a high performing, customer focused service does not have to be at the expense of efficiency and the demands of budget reduction. Although there are sometimes competing demands between delivery and improvements and cost, there are also widespread examples of

Section 4 - Processes & Services

services providing better value. This can include reviewing services and processes to reduce avoidable and repeated contact, improving customer communication and reducing the number of complaints by getting things right first time.

When you move through the statements, think about the way the service designs and reviews its services and processes - are the relevant customers, partners, staff and stakeholders engaged? This will allow you to identify the evidence or the areas for improvement.

Section 4 - Processes and Services

4a Processes & Services: Managing Customer Needs and Expectations

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4a.1	<p>The service has a range of approaches to gather customer experiences, needs and preferences and makes positive changes as a result of analysing these.</p>	<ul style="list-style-type: none"> Does the service have methods and approaches for developing an understanding of its customers need and preferences? Has the service correctly identified the various customer groups using an evidenced data return? Does the service collect and put together information about the communication support needs of all service users at each stage of the user journey? Does the service measure & analyse the customer experience? Does the service have evidence of how it improved the customer journey? Does the service have evidence of savings it has made as a result of any changes? Does the service use the LGBF to scrutinise comparative performance in relation to customer satisfaction? Does the service participate in their LGBF family groups to share best practice, learn from other councils and identify areas for improvement in relation to customer satisfaction? 	<ul style="list-style-type: none"> The service has a strategy for consulting customers. The service ensures there is no duplication in terms of contact with customers. The service collects and puts together information about the communication support needs of all service users at each stage of the user journey. The service has used evidence from a range of partner organisations to begin to put together a picture of communication support needs in the local area. Consultation exercises held regularly with protected characteristics as stakeholders and representatives of these groups. Groups involved receive feedback on changes made following consultation exercises. The service has measurable evidence of savings/efficiencies made through this process. Results of this exercise are published to all stakeholders. The service uses the LGBF to scrutinise comparative performance in relation to customer satisfaction. 	<ul style="list-style-type: none"> Consultation strategy Surveys Focus groups Customer Journey Service improvement examples Stakeholder consultation exercises Information from partner agencies Revision of service delivery plans or improvement plans taking into account changing demography in the local area LGBF 	6a 6d

Section 4 - Processes and Services

4b Processes and Services: Developing Services Around Customer Needs

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4b.1	<p>The service reviews the way that customers use and access services, ensuring these are accessible through a range of channels in ways that meet their needs and expectations.</p>	<ul style="list-style-type: none"> • Can the service give examples of the processes it uses at first contact with customers? • Can the service explain how customer need is identified at first point of contact? • Does the service provide a range of options for contacting the organisation? • Does the service have different ways of communicating with customers? • How does the service know that its services are accessible to all customers? • Does the service measure customers' perceptions on the quality of information provided? • Does the service benchmark costs with other services and organisations when setting charges? • Can the service provide examples of the range of communication methods used for contact and service information provided? 	<ul style="list-style-type: none"> • The service has developed procedures/tools for its staff or partners to assess customer need. • The service has scripted text/ proforma to help staff identify customer needs. • Individual responsibility has been clearly identified and staff know how to direct enquiries/requests from customers. • The service can give examples of the different ways that customers can access the service. • A range of accessible formats is used to ensure that everyone can access this information. • A Communication strategy is used in service which ensures that chargeable services are clearly identified as such to all groups of customers. • All methods are subject to good practice guidelines in relation to accessibility such as Customer feedback, large print, Braille, audio tapes, translation service, LOOPS. 	<ul style="list-style-type: none"> • Procedures • Email • Online forms • Named officers • Website • Face-to-face (office) • Mobile Services • Equality Impact Assessments • Access Audit • Use of interpreters or British Sign Language users at events • Easy read documentation • Customer Journey • Large print • Braille • LOOPS 	6a

Section 4 - Processes and Services

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4b.2	<p>The service sets comprehensive and measurable standards for all aspects of the quality of customer service which takes account of its responsibilities for delivering national and statutory standards.</p>	<ul style="list-style-type: none"> Does the service have standards and targets in place for all aspects of the quality of customer service to be expected? How does the service know that its standards are challenging? Does the service gather feedback on quality of customer service? How does the service deal with feedback on quality of customer service? Does the service have appropriate standards, performance indicators and targets for all its main services? Does the service have national, statutory and local standards and targets, including relevant equality and service delivery indicators? 	<ul style="list-style-type: none"> The service uses and publicises details of performance indicators relating to service standards. The service has or is part of a customer care charter which commits to gathering and using customer satisfaction results. Service standards in place which are measurable via performance indicators and communicated through: <ul style="list-style-type: none"> Community plan Locality plan Service plan Best Value arrangements Service standards are reviewed in light of changing circumstances. 	<ul style="list-style-type: none"> Service plan KPIs Service standards Customer care charter Customer satisfaction results Council Plan Locality plan LOIP Best Value Audit 	<p>6a 6d</p>

Section 4 - Processes and Services

4c Processes and Services: Reviewing and Improving Service Delivery

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4c.1	<p>The service identifies, reviews and improves its key processes sharing learning and good practice internally and externally.</p>	<ul style="list-style-type: none"> How does the service challenge or evaluate its current methods of service delivery? How can the service be sure that its service is delivered in the most efficient and effective way possible? Are all key processes regularly reviewed and maintained? Do the service's key processes allow efficiency and effectiveness to be monitored, analysed and challenged? Does the review process include customers, partners and stakeholders where appropriate? Does the service use customer surveys and other customer engagement strategies to ensure that processes operate effectively and meet customer needs? Does the service participate in their LGBF family groups to share best practice, learn from other councils and identify areas for improvement? 	<ul style="list-style-type: none"> Results of any relevant performance review panels/committees. Participation in benchmarking clubs to understand good practice elsewhere and action taken to improve performance. Evidence of involvement of Elected Members, relevant customers and stakeholders in scrutiny. Rigorous review of services is adopted and is fully embedded, supporting continuous improvement activity within the service. There are clear measures and performance indicators in place relating to all end-to-end processes. The service has established a governance structure supporting process review activity so that any required changes can be approved and implemented quickly. The service actively participates in their LGBF family groups to share best practice, learn from other councils and identify areas for improvement. 	<ul style="list-style-type: none"> Customer consultation strategy Employee survey Satisfaction surveys Peer review SWOT analysis Service planning Locality planning LGBF KPIs Performance review panel Benchmarking clubs Evidence of involvement of relevant customers and stakeholders in scrutiny Process Maps/ Mapping Service Standards LGBF family group participation Published best practice case studies 	<p>6a 6b 6d</p>

Section 4 - Processes and Services

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4c.2	The service ensures that a focus on improvement activity is maintained alongside competing priorities and a challenging financial climate.	<ul style="list-style-type: none"> Does the service have a programme of continuous improvement in place? Does the service participate in PSIF and other improvement methodologies? Has the service maintained a focus on improvement activity during a period of budget constraints? Does the service commit sufficient resources to improvement activity during a challenging financial climate? 	<ul style="list-style-type: none"> The service has a programme of improvement activity in place. The service regularly undertakes PSIF assessments. The service utilizes a range of improvement tools as necessary. The service continues to involve staff in improvement activity during a challenging financial climate. Resources dedicated to improvement activity have been maintained. 	<ul style="list-style-type: none"> Programme of improvement activity Staff Training Committee Reports Employee Surveys Benchmarking Budget Reports 	6d

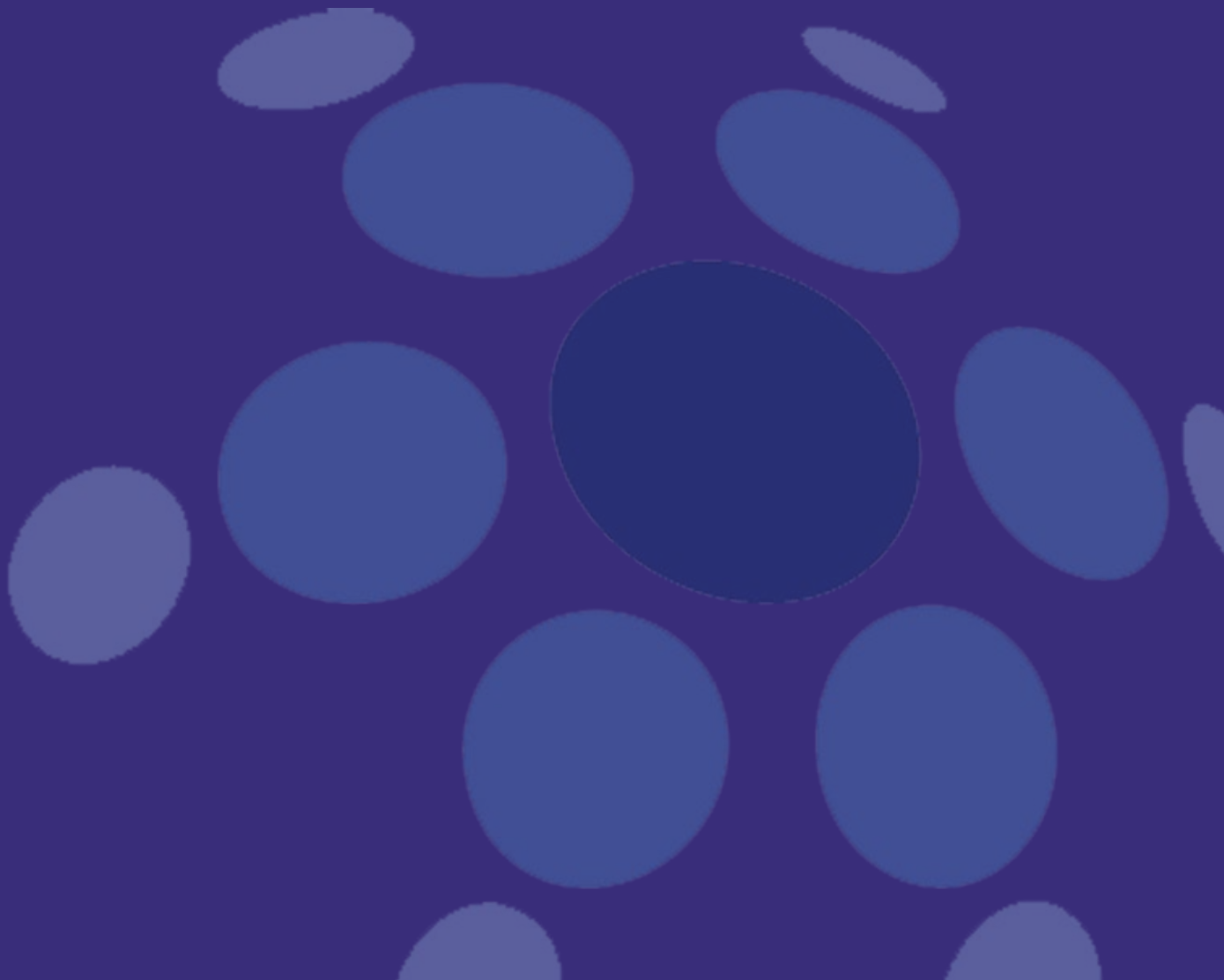
Section 4 - Processes and Services

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4c.3	<p>The service identifies patterns from complaints and comments through its complaints procedure and uses this information to improve services, publicising action taken.</p>	<ul style="list-style-type: none"> Does the service have a complaints procedure? Does the complaints procedure set standards for responding to and resolving complaints? How does the service ensure complaints are handled within these timescales? Has the service identified a designated officer to handle complaints? Does the service analyse and report on complaints activity? Does the service act upon the analysis of its comments and/or complaints? Has the service published information about the number/type of complaints it receives and handling time? Is the service quick to identify a recurring problem and take corrective action, from complaints information? How are positive comments dealt with? How is positive feedback communicated to staff? 	<ul style="list-style-type: none"> The service has fully implemented a complaints policy/procedure. The service has made staff aware of the policy/procedure. The complaints policy/procedure has set timescales for responding to and resolving complaints. The service has trained and empowered staff to handle complaints. The service has a designated Complaints Officer (either in a service or in a contact centre) to manage, monitor and report complaints. The service has segmented its complaint data. The service analyses complaints information to identify patterns. The service has published information on complaints through a variety of media. The service has explained performance relating to complaints, including any trend, dip or rise in satisfaction. 	<ul style="list-style-type: none"> Complaints policy/procedure Complaints training Complaints indicators/measures Designated Complaints Officer SPSO Complaints Procedure Guidance Website Publications Newsletters Notice boards/Posters Performance management system Publication of results in alternative and easy access format to all groups Improvement Initiatives Equality Impact Assessments 	<p>6a 6b 6c 6d</p>

Section 4 - Processes and Services

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
4c.4	<p>The organisation has appropriate project management methodologies in place to ensure the successful delivery of projects/ change processes.</p>	<ul style="list-style-type: none"> • What project management methodologies does the organisation use? • How does the service plan its approach to managing change? • How is this prioritised? • Does the service have a clear understanding of the drivers for change? • Does the service understand the impact of agreed improvements? • Does the service clearly define expected benefits from planned improvements at the outset? • How well does the service plan for contingency and recovery in the event of external change? 	<ul style="list-style-type: none"> • The organisation has a consistent approach to project management. • The programme of change has a clear rationale that is open, transparent and involves a range of partners, stakeholders, customers and staff as appropriate. • Agreed improvement actions are prioritised. • The impact of improvement actions is clear at the outset. • The service details the benefits from any improvement actions [resource, efficiency, financial, etc.] 	<ul style="list-style-type: none"> • Service/Strategic Improvement Agenda • Project management training • Agreed programme of change • Benefits are specified • Impact of improvements • Service Prioritisation 	6d

Section 5 - Leadership



Section 5 - Leadership

Section 5 in PSIF assesses the effectiveness of leaders. The participants will use the statements to evaluate how leaders:

- Plan for the future in relation to developing and communicating the vision, values, outcomes and priorities of the service;
- Create a positive and supportive culture;
- Engage with customers, partners and stakeholders and support and participate in strategic partnerships.

Why are leaders important?

Leaders are the people who shape the future of an organisation, who make change and improvements happen. They are responsible for identifying a clear direction for the organisation and for inspiring staff, customers, partners and stakeholders to work with them to deliver these aims. Successful leaders design strategies and plans that balance priorities with the available resources and try to find new and innovative ways to deliver services that are better, value for money and responsive to the needs of customers. In addition to managing people, leaders have the ability to inspire people by motivating and supporting them to provide high quality services.

There are three sub-section parts in the Leadership section, these are:

5a Planning for the Future

This covers how leaders:

- set and communicate a clear direction for the service/organisation;
- put in place clear and robust governance and scrutiny arrangements to manage and challenge the service/organisation;
- promote a culture of efficiency, sustainability and accountability;
- drive and support change and improvement in the service/organisation.

5b Creating a Positive Culture

This covers:

- the behaviours that leaders demonstrate towards people that are inclusive, inspiring and encourage success;
- how leaders promote and encourage a culture of equality and diversity;
- how leaders improve their own effectiveness.

5c Engaging Communities, Customers, Partners and Other Stakeholders

This covers how leaders:

- communicate with and involve customers, partners and stakeholders in service planning activity to improve the service;
- actively build and participate in partnerships which contribute positively to the community;
- manage the reputation of the service.

Section 5 - Leadership

Who are leaders?

Leaders include the people responsible for managing staff and resources, for example, service managers, as well as senior people in the organisation that develop corporate strategies and plans and make the decisions about the service, budgets and long-term outcomes. Consider the people in your organisation and service who are setting the direction and driving change in the organisation. These are the people that are to be assessed in the Leadership section of the PSIF. Some of the people in a local authority that may be considered leaders are: the Chief Executive, Directors, Heads of Service, Service Managers and Elected Members.

What leaders do

Key attributes effective leaders should have:

- Strategic awareness
- Team builder towards service/organisational goals
- Effective communicator
- Creator of a positive culture
- Proactive agent of change
- Enabling creativity and innovation
- Focusing on good practice
- Inspiring and motivating colleagues and teams
- Effective coach and mentor
- Focused and supportive team worker
- Focusing on achievement

When you move through the statements, think about the behaviours of your leaders and if they reflect the statements set out in the framework. This will allow you to identify the evidence or the areas for improvement.

Section 5 - Leadership

5a Leadership: Planning for the Future

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5a.1	<p>Leaders demonstrate the vision, values and wellbeing of the organisation/ service and act as role models.</p>	<ul style="list-style-type: none"> • Does the organisation/service have a set of core values? • Has the organisation/service set long-term outcomes which support the vision and core values? • Do leaders promote and support wellbeing initiatives with staff? • Does the organisation/service have a corporate plan? • How do leaders take an active role in setting and prioritising the outcomes? • Do leaders communicate these outcomes to staff, as appropriate to their role? • Do leaders demonstrate role model behaviour? • Is there self-assessment activity to challenge performance? • Have leaders defined the key strategic priorities and measures? 	<ul style="list-style-type: none"> • Leaders (elected members and senior officers) set the future of the organisation/service in long-term plans and strategies and these contain the core values and outcomes, for example, the Council Plan. • Leaders ensure staff wellbeing is well supported within the service. • Leaders have a clear process for creating these plans and strategies. • Leaders involve their strategic partners in creating and reviewing strategies and plans. • Leaders ensure outcomes cascade to service planning. • Elected members communicate the vision to officers, providing them with a clear sense of direction and purpose. • Leaders have outlined an organisational structure that supports service delivery. Leaders establish a performance culture and play a key role in promoting the culture. 	<ul style="list-style-type: none"> • Core Values • Wellbeing Initiatives • LOIP • Council Plan • Service Plan • Public meetings 	6d

Section 5 - Leadership

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5a.2	Leaders have established strong governance arrangements with clear lines of accountability for the organisation/service.	<ul style="list-style-type: none"> Have leaders created a clear structure for the organisation and the service? Is there internal scrutiny of service performance by elected members and/or the corporate management team? How do leaders support public performance reporting? Have leaders ensured that there is an effective framework of financial accountability? Do elected members and/or the corporate management team use the LGBF to provide internal scrutiny of comparative service performance? 	<ul style="list-style-type: none"> Leaders have a clear process for creating these plans and strategies. Leaders involve their strategic partners in creating and reviewing strategies and plans. Leaders use the corporate systems to monitor performance. Leaders identify ownership for policy, processes and activities, for example, using strategic process mapping, from top level to service manager. Leaders are clear on where the organisation sits in relation to performance within LGBF. This information is a key element of performance scrutiny and used to drive improvement. 	<ul style="list-style-type: none"> Organisational structure(s) Policies Performance Management System Performance Review Panels Public performance Reporting 	6d
5a.3	Leaders define, monitor and drive improvement using evidence-based approaches.	<ul style="list-style-type: none"> How do leaders use a balanced set of results to review progress to provide a view on short, medium and long- term priorities? How do leaders evaluate results to improve future performance? How do leaders base decisions on evidence and use all available knowledge to interpret current and predicted performance? 	<ul style="list-style-type: none"> Leaders direct and challenge services to continuously improve. Leaders can demonstrate improved performance based upon the use of evidence. LGBF is key to driving improvement for priority outcomes. 	<ul style="list-style-type: none"> Service Planning Council Plan LOIP LGBF PSIF assessments Performance Committees 	6d

Section 5 - Leadership

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5a.4	Leaders are clear about the priority outcomes identified in strategic plans, such as the Council Plan/ Transformation Programme and communicates the difference the service aims to make.	<ul style="list-style-type: none"> Have leaders set clear priority outcomes for the service? Do leaders link priority outcomes to the Council Plan/Transformation Programme? Have leaders engaged with the community around the setting of priority outcomes? 	<ul style="list-style-type: none"> Leaders have set clear priority outcomes for the service. Leaders link priority outcomes to the strategic objectives of the organisation. Leaders engage with the community around priority outcomes for the service. LGBF is key to driving improvement for priority outcomes. 	<ul style="list-style-type: none"> Council Plan LOIP/ Locality Plans Transformation Plan LGBF CPP Annual Report Service Plan 	6d
5a.5	Leaders promote and demonstrate a culture of Best Value and are held accountable for delivering services cost effectively.	<ul style="list-style-type: none"> Have leaders implemented and supported process review? Do leaders use information on the cost of service provision when making decisions on service delivery? Does the service have a strategy to make it more efficient? Can the service provide examples of ways it has reflected upon its performance and become more efficient? Do leaders use LGBF to review comparative efficiency performance and use this to support and challenge services? 	<ul style="list-style-type: none"> Leaders participate in service improvement activity. There is a corporate efficiency plan or strategy to manage the budget efficiently. There is service-led efficiency activity that is supported by leaders. The efficiency activity has measurable impact and savings Leaders support improvement activities, using approaches such as self-assessment and Lean. LGBF is key to driving improvement in those areas. 	<ul style="list-style-type: none"> Best Value Audit PSIF assessments Service Plan Quality Improvement teams Process improvement activities Lean/Systems Thinking/Kaizen Blitz/ Rapid Improvement Events (RIE) Efficiency plans LGBF 	6d

Section 5 - Leadership

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5a.6	Leaders drive transformational change, are clear about transformation projects within the organisation and how they are aligned with organisational priorities and plans.	<ul style="list-style-type: none"> Do leaders have an overview of transformation projects within the organisation? Do leaders review service performance indicators and use this information to drive transformational change? Do leaders participate in internal scrutiny activities and use this information to drive transformational change? Do leaders use performance/customer needs trend analysis to drive transformational change? Do leaders encourage/ensure managers use the LGBF and specifically benchmarking in their LGBF family groups to share best practice. 	<ul style="list-style-type: none"> Leaders have an overview of transformational projects underway across the organisation. Leaders can evidence successful transformation projects which align to organisational priorities and plans. 	<ul style="list-style-type: none"> Council Plan Transformation Plan Service Plan Committee Reports LOIP 	6d
5a.7	Leaders are clear on their role in promoting climate leadership across all levels of the council.	<ul style="list-style-type: none"> Do leaders acknowledge the importance of environmental sustainability in service delivery? Are leaders clear how the service contributes to the Council's response to the climate emergency? Do leaders ensure that environmental impact assessments are undertaken when appropriate? Do leaders ensure that climate action is considered as part of policy development? 	<ul style="list-style-type: none"> Leaders promote the importance of environmental sustainability as part of service delivery. Leaders can clearly articulate how the service contributes to the Council's response to the climate emergency. The service undertakes environmental impact assessments when appropriate. Leaders can evidence that climate action has been considered as part of policy development. 	<ul style="list-style-type: none"> Service Plan Council Plan Committee Reports Climate Change Plan Energy efficiency initiatives Recycling initiatives 	6d

Section 5 - Leadership

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5a.8	Leaders value and invest in data, using it to monitor performance and inform decision making.	<ul style="list-style-type: none"> • Can leaders demonstrate decision-making that is evidence-based? • Do leaders regularly review the use of data to monitor the performance of the service? • Do leaders use LGBF data to benchmark with other Councils? • Do leaders commit appropriate resource to the effective collection and use of data? 	<ul style="list-style-type: none"> • Leaders can demonstrate that decisions are evidence-based. • LGBF data is consistently used by leaders. • The service invests in data to support the monitoring and use of data to inform decision-making. 	<ul style="list-style-type: none"> • Service Plan • Council Plan • LOIP/ Locality Plans • Committee Reports • Public Performance Reporting • Transformation Plan • Data Maturity Assessments 	6d
5a.9	Leaders understand how digital working will lead to innovation in service design and delivery and share this vision with staff and communities.	<ul style="list-style-type: none"> • Do leaders use digital technologies, agile working and various other tools and approaches to improve how staff and communities interact with the service? • How does the service policies and strategies support digital working? • How do leaders share this vision with staff and communities? 	<ul style="list-style-type: none"> • Digital working policies and strategies are reflected in service plans. • Improved levels of community satisfaction in response to greater access to services through digital technologies. • The service can demonstrate more efficient and streamlined processes through digital working. 	<ul style="list-style-type: none"> • Staff and community satisfaction feedback • Council Plan • LOIP/ Locality Plans • Service Plan • Council Plan 	6a 6b 6c 6d

Section 5 - Leadership

5b Leadership: Creating a Positive Culture

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5b.1	<p>Leaders create a positive, supportive and inclusive culture that inspires people and encourages success.</p> <ul style="list-style-type: none"> • How do leaders recognise good performance of people? • Do leaders reward good performance? (e.g. through staff award scheme) • Do leaders involve or consult people in decision making? • Do leaders involve or consult people in identifying efficiencies? • Do leaders involve people in service improvement activity? • Does the organisation/service train leaders to proactively recognise people or team achievements? • Do leaders use staff feedback to gauge their effectiveness in managing and motivating staff? • Do leaders inspire people and create a culture of involvement, ownership, empowerment, improvement and accountability, at all levels? 	<ul style="list-style-type: none"> • Leaders have plans that identify the type of people they need, skills, knowledge and capabilities required, and how to get the right people and how to keep them. • Leaders encourage good performance through rewarding and recognising individuals and teams. • Leaders encourage staff to take part in process improvement events/teams. • Leadership training emphasises the importance of recognising and rewarding good performance. • Staff surveys are used to monitor staff morale and perception of the organisation/service approach to planning and reward and recognition. 	<ul style="list-style-type: none"> • Workforce planning • Leadership programmes/ training • Staff recognition schemes • Staff surveys • Intranet • Employee Newsletter 	<p>6b 6d</p>	

Section 5 - Leadership

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5b.2	Leaders are committed to and own any service improvement plans developed, with clear lines of accountability, priorities and actions identified.	<ul style="list-style-type: none"> Do leaders support the development of service improvement plans? Do leaders clearly identify lines of accountability for service improvement plans? Do leaders action and progress service improvement plans? 	<ul style="list-style-type: none"> Leaders have a programme for improvement planning across the organisation/ service. Leaders share progress of service improvement plans with staff and relevant stakeholders. Service improvements are clearly publicised to relevant stakeholders. Service Improvement plans are kept corporately for scrutiny purposes. 	<ul style="list-style-type: none"> Service improvement plans Programme for improvement planning in place Corporate depository of service improvement plans. Case studies that demonstrate the benefit of improvement planning PSIF Assessments 	6d
5b.3	Leaders promote and demonstrate equal opportunities and diversity within their organisation/ service.	<ul style="list-style-type: none"> Do leaders have policies that promote equal opportunities and diversity in place? Do leaders take account of the Fairer Scotland duty when taking strategic decisions? 	<ul style="list-style-type: none"> Equal opportunities and diversity is reflected across the organisation/ service. Leaders use impact assessments to ensure equal opportunities and diversity. 	<ul style="list-style-type: none"> Equal Opportunities policy Fair Treatment at Work policy Diversity Week Equalities Officer Equality steering/ working group Dignity at Work policy PSIF Assessments 	6b 6d

Section 5 - Leadership

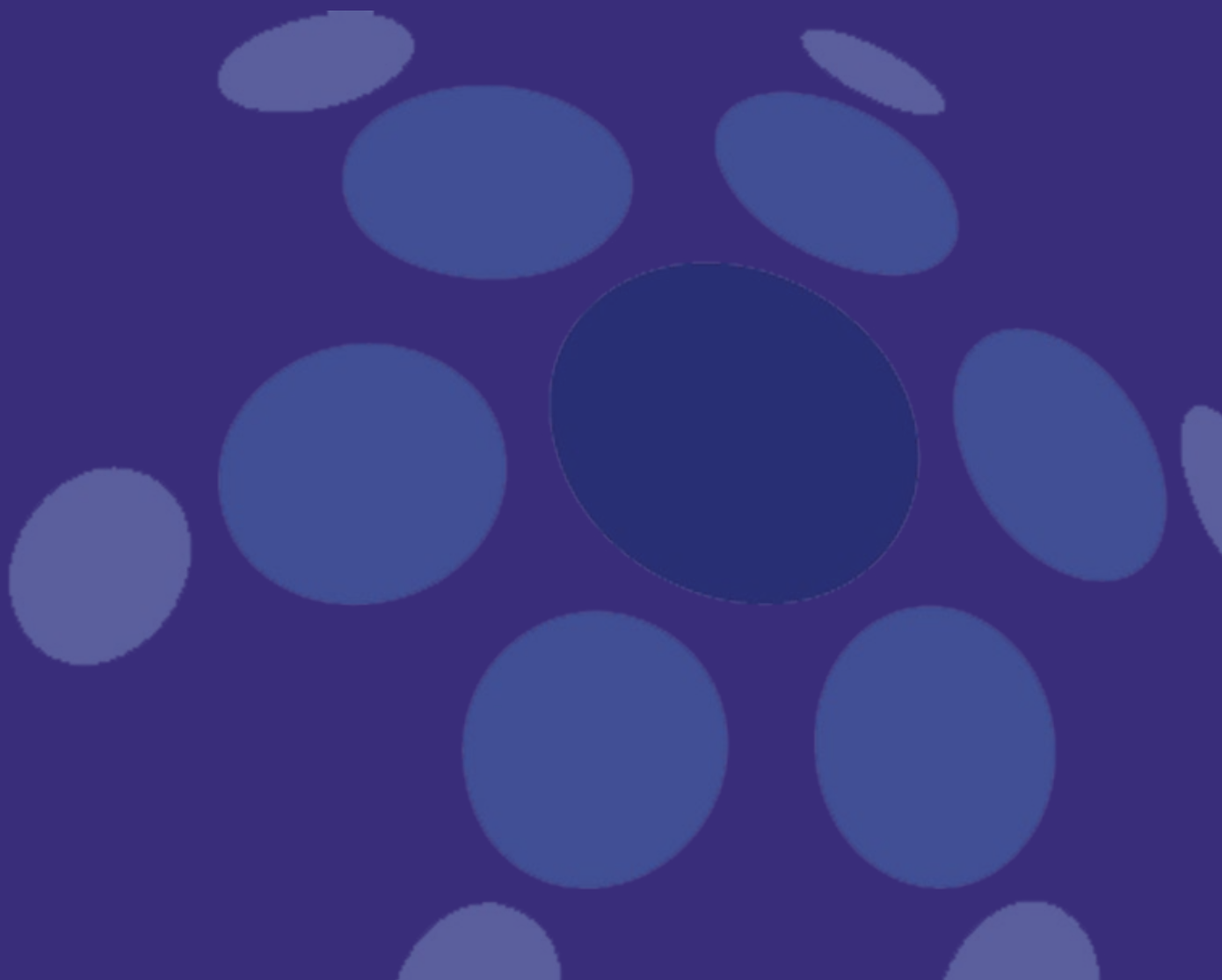
5c Leadership: Engaging Communities, Customers, Partners and Other Stakeholders

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5c.1	<p>Leaders engage meaningfully with communities, customers and stakeholders in the setting of service priorities.</p>	<ul style="list-style-type: none"> Do leaders have strategies to engage with communities, customers and stakeholders in the process of setting service priorities? Do leaders follow the National Standards for Community Engagement? Do leaders have in place appropriate capacity building mechanisms to support engagement? Can leaders evidence feedback from communities, customers and stakeholders has shaped service priorities? 	<ul style="list-style-type: none"> Leaders have strategies in place that outline how they will engage with communities, e.g. take account of the National Standards for Community Engagement Leaders can evidence feedback has been used to shape service priorities. Leaders have established capacity building mechanisms for engagement. 	<ul style="list-style-type: none"> Engagement Strategy Consultation Guide Community Feedback Committee Papers Service Plan Council Plan 	<p>6a 6b 6c 6d</p>
5c.2	<p>Leaders commit to engaging with communities in the setting of budgets from the start to the end of this process.</p>	<ul style="list-style-type: none"> Do leaders have strategies to engage communities in the process of budget setting? Do leaders follow the National Standards for Community Engagement? Have leaders provided support and resource for staff to engage with communities around budget setting? Do leaders feedback to communities how their engagement has helped shape the setting of budgets? 	<ul style="list-style-type: none"> Leaders have strategies in place that outline how they will engage with communities, e.g. take account of the National Standards for Community Engagement Leaders use feedback from engagement with communities when setting budgets. Leaders communicate the outcome from engagement with communities. 	<ul style="list-style-type: none"> Engagement strategy Consultation guide Community feedback Budget reports Financial plans Service Plan 	<p>6c 6d</p>

Section 5 - Leadership

No.	Statement	Guidance	Illustrations of Good Practice	Evidence	Result Links
5c.3	<p>Leaders reflect the values of the council when engaging with communities, customers and stakeholders when planning and improving the service.</p>	<ul style="list-style-type: none"> Do leaders have strategies to engage customers, partners and stakeholders in the process of planning and improving the service? Do leaders ensure that all stakeholders are actively involved in and/or aware of partnership working? Is the organisation/service customer-focused? If so, have leaders established policies or strategies that outline the organisation's/service's customer focus? Have leaders put in place corporate forums to gather information about customers? Do leaders support scrutiny of the organisation's/service's customer focus? 	<ul style="list-style-type: none"> Leaders have strategies/plans that outline how they will focus on customers, e.g. take account of the National Standards for Community Engagement Leaders use feedback from customers to inform corporate/service decisions and plans, for example, citizens' panel. Leaders review customer focus through customer satisfaction levels and external challenge. There is a clear, public statement committing to inclusive communication from the Senior Management Team. The commitment is made within the organisation's equality scheme, communication strategy or council plan. 	<ul style="list-style-type: none"> Council Plan LOIP/ Locality Plans Case studies of Working with Communities National Standards for Working with Communities Service Level Agreements Partnership working groups Performance Committees Communication strategy Citizens' panel Consultation guide Council plan 	<p>6a 6c 6d</p>

Section 6 - Results



Results Overview

Results demonstrate what an organisation achieves. PSIF covers four areas – **Customers, Staff, Community** and **Key Performance Results**.

An organisation will decide which measures are the most appropriate it needs to have in place to manage the organisation and contribute to its success, whilst being able to share and learn from best practice.

An organisation will decide the right level for targets to be set and continue to work towards those targets.

In relation to benchmarking this is best thought of as a structured and focused approach to comparing with others. The purpose of such comparison is to enable you to identify where and how you can do better. Benchmarking is concerned with finding and implementing better practice and performance wherever it is found.

In general, benchmarking is used:

- to share best practice;
- to provide accountability;
- to improve performance;
- to help determine expenditures and unit cost of operations.

In the Scottish local authority landscape, councils are required to use the **Local Government Benchmarking Framework (LGBF)** to benchmark and share best practice within agreed Family Groupings to drive improvements. The core purpose of the LGBF is to make comparisons on spending and performance between similar councils so that councils can identify strengths and areas for improvement, learn from others who seem to be doing better and improve their local performance. That definition of purpose makes three core points:

1. It is important to compare like with like;
2. The focus is on variations in spending and performance that Councils can directly control;
3. The aim is improvement and more cost-effective services across Scotland.

The use of the LGBF has been endorsed by the Accounts Commission in its 2012 SPI Direction which stipulates that councils must report their performance in accordance with the requirements of the Local Government Benchmarking Framework.

Section 6a - Customer Results

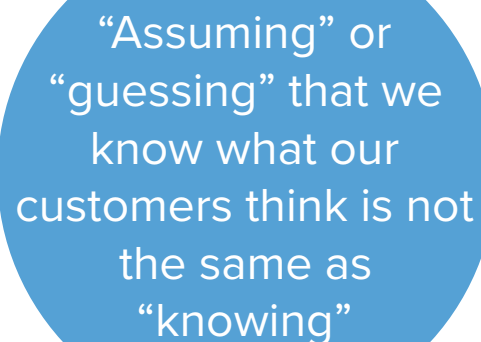
Section 6a in PSIF asks services to consider how they gauge their impact through gathering customer perceptions and the measurement of customer experience and what this tells them about their performance.

Why are customer results important?

To ensure customers are at the heart of service delivery and improvement, services must develop insight about what they think and what they need. Without gathering data over a period of time and analysing the patterns and trends, these services are neglecting valuable information that can be used when planning and making decisions.

This section will evaluate the results that allow the service to understand, monitor and assess its customer needs and opinions.

Also, the service should be able to demonstrate that collecting and analysing Customer Results, both quantitative and qualitative, is a crucial part of the way it operates and informs changes and improvements.



“Assuming” or
“guessing” that we
know what our
customers think is not
the same as
“knowing”

6a - Customer Results

The perceptions gathered from customers through surveys, focus groups and comments/complaints logs that show what they think about the service.

What is customer satisfaction?

It is important to be clear at the outset what we mean by ‘customer satisfaction’.

- ‘Customers’ are the people who directly receive or use services – they may also be known as clients, internal customers, service users, pupils/parents, tenants.
- ‘Satisfaction’ is a term used to describe the extent to which internal and external customers feel the service they received has met their needs, wishes and expectations.

Customer satisfaction measurement helps a service focus on its customers and should galvanise managers, staff and partners around the aim of improving the customer experience. Services may become preoccupied with internal processes and measures and this prevents them from attempting to understand what their customers need and want. Good customer satisfaction measures can provide essential information to empower decision makers – at all levels of the service and the organisation.

Section 6a - Customer Results

6a Customer Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6a.1	<p>The service measures service user/customer data and feedback to drive improvements in service delivery that link to organisational priorities and can evidence this.</p>	<ul style="list-style-type: none"> Has the service deployed a set of performance indicators that measure customer perception? Does the service measure the key priorities or 'drivers' relating to customer satisfaction? Does the service segment results by their key customer groups? Does the service have trends (3-4 years of data)? Does the service set targets on key results? Does the service compare/benchmark performance? How does the service use LGBF? 	<ul style="list-style-type: none"> The service has clearly defined performance indicators and related outcomes that assess the success of strategy and process. The service has set clear targets based on the needs and expectations of its customers, and the availability of resources to deliver these. The service can demonstrate positive or sustained good performance against results over at least 3 years. The service clearly understands the reasons and drivers for trends. The service understands the impact results will have on other indicators and related outcomes. The service understands how its key results compare to similar services/ organisations using this data. The service segments results to understand the experience, needs and expectations of specific customer groups including those with protected characteristics. The service may use its own method for gathering qualitative feedback from people who use services. The organisation/service should show that they have acted on customer feedback 	<ul style="list-style-type: none"> Council Plan LOIP/Locality Plan Short/medium and long-term outcomes Best Value Audit Customer satisfaction data and feedback. Performance Indicators may include: % of customers who rated themselves as 'satisfied' or 'very satisfied' on the service delivered. % of customers who rated themselves as 'satisfied' or 'very satisfied' on the timeliness of response. % of customers who rated themselves as 'satisfied' or 'very satisfied' on the overall quality of the service. Customer Perception Measures detailed within the LGBF. SPSO Indicators Case studies

Section 6b - Staff Results

Section 6b in PSIF asks services to consider how they measure the effectiveness of their approach to managing and developing their staff. This is assessed through the evaluation of staff perception and the internal measurement of staff strategy and policy for the service.

Why is staff engagement important?

“Engagement is about creating opportunities for employees to connect with their colleagues, managers and wider organisation. It is also about creating an environment where employees are motivated to want to connect with their work and really care about doing a good job...It is a concept that places flexibility, change and continuous improvement at the heart of what it means to be an employee and an employer in a twenty-first century workplace.”

(Professor Katie Truss)

Staff surveys

Evaluating staff perceptions through an annual or periodical survey is a useful management tool – when used properly. There are benefits associated with undertaking employee surveys which include:

- Ability to organise quickly and cost effectively [for example using online survey tools];
- Ability to tailor surveys to the specific needs of your organisation;
- Gaining a snapshot of staff perspectives.

There can also be limitations. For example:

- The survey will tell you what staff think, but not necessarily why;
- The survey will give you feedback from those that chose to complete it, but what about those that do not?
- Organisations must ensure everyone can access the survey, by issuing paper versions, etc.

Staff surveys should be approached with rigour and structure. Staff surveys should be completed as part of a planned approach to inform management decisions, services may wish to consider the following factors:

- What do we want to know from our staff?
- How do we ask them?
- What methods can we use to capture feedback?
- What should the sample size be?
- How do we make sure the sample is representative?
- How do we segment our results?
- What will we do with the results?

Measuring motivation and performance

The investment in developing staff approaches in every organisation or service is considerable.

There are strategies, policies, procedures and officers all dedicated to finding the most effective way to manage staff and maximise their potential. With the weight of this investment and the time

Section 6b - Staff Results

expended in making it all work, services must consider how effective it all is and whether there is a positive link with the other key performance indicators.

Segmenting staff

A 'one-size-fits-all' approach is not always the most effective way to manage and develop staff. Services should consider that employees may have different needs and requirements and that in order to get the best from them, they may have to find a way to tailor their approach.

This is also the same when analysing and interpreting staff results. Segmenting data to align to different staff groups can be a way to derive more representative and meaningful information from performance consultation. Some examples of the way that services may segment staff groups are: team; job role/position; job grade; location; gender; age; and disability. These groups may not be appropriate in every instance, but can be used as appropriate.

What this section covers

This section will evaluate the results that allow the service to understand, monitor and assess its staff level of engagement and motivation. Also, the service should be able to demonstrate how interrogation and analysis of Staff Results has informed changes and improvements to staff approaches (strategy and policy).

6b - Staff Results

The perceptions gathered from staff through surveys, focus groups, interviews and structured appraisals that show what they think about the way they are planned, managed and developed.

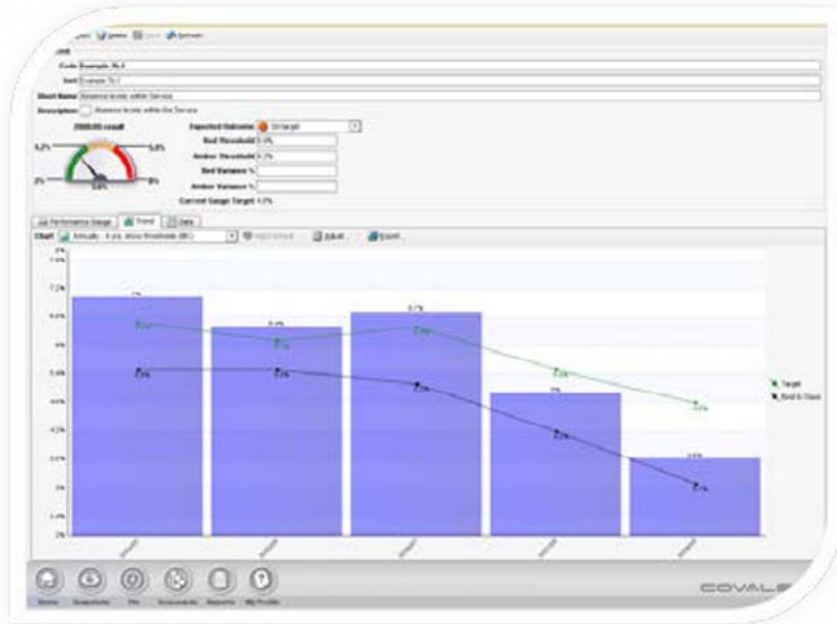
Evidence examples for staff results

This section should be the performance indicators that the service has for staff results. The evidence in this section should be tables, graphs, charts and feedback from staff. Evidence of approaches, policies, strategies and procedures should not be included in any of the results sections.

The chart below shows the % of sickness absence in a service. The data presented provides 4 years of trend information, shows that targets are set and the relevant benchmark has been identified. The chart has been created using a performance management system which can be used to monitor, manage and report.

Section 6b - Staff Results

PI Example 6b: % Sickness Absence Level



Section 6b - Staff Results

6b Staff Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6b.1	<p>The service measures staff data and feedback to drive improvements in service delivery that link to organisational priorities and can evidence this.</p>	<ul style="list-style-type: none"> Has the service deployed a set of performance indicators that measure staff's perception? Does the service measure perception in the key priorities relating to staff management? Does the service segment results to understand the different needs or expectations of staff groups? Does the service have trends (3-4 years of data)? Does the service set targets on key results? Does the service compare/benchmark performance? 	<ul style="list-style-type: none"> The service has clearly defined performance indicators and related outcomes that assess the success of strategy and process. The service has set clear targets based on the needs and expectations of its staff. The service can demonstrate positive or sustained good performance against results over at least 3 years. The service clearly understands the reasons and drivers for trends. The service understands the impact results will have on other indicators and related outcomes. The service anticipates future performance and results. The service understands how its key results compare to similar services/organisations using this data. The service segments results to understand the experience, needs and expectations of specific staff groups including those with protected characteristics. The service analyses employee information by protected characteristic and uses the information appropriately. 	<ul style="list-style-type: none"> Council Plan LOIP/Locality Plan Short/medium and long-term outcomes Best Value Audits Staff satisfaction data and feedback, e.g. <ul style="list-style-type: none"> % of staff who 'agree' or 'strongly agree' the service has provided them with opportunities to develop their skills, knowledge and capabilities. % of staff who 'agree' or 'strongly agree' the service has set clear targets for teams and individuals. % of staff who 'agree' or 'strongly agree' the service involves staff in planning and improvement. Case studies

Section 6c - Community Results

Section 6c in PSIF asks services to consider if they are achieving outcomes in their strategies and activities relating to key strategies and policies, for example: Working with Communities; participation and engagement; environment; sustainability of services and how they measure and assess perception of their organisation in the community.

PSIF asks services to consider how it is engaging with the community and how it is using the feedback from this engagement to drive service improvement, delivery and design in communities.

Why are community results important?

As a result of the Community Empowerment (Scotland) Act 2015 there is an expectation of greater engagement and participation of the community across the public sector. The legislation makes it clear that community participation and engagement in service design and delivery is now the expectation for services. Previous approaches that may have involved periodic consultations with communities is no longer seen as enough. Organisations now are not only expected to increase working with communities, but also to support communities and hard to reach groups in the development of their capacity to engage.

It is important to take account of areas relating to this which are over and above your core work activities. Services that operate with consideration for community engagement and ethical practices may:

- Monitor and maximise their positive impact on the local community;
- Monitor and ensure their compliance to legislation, regulation and ethical standards;
- Monitor and minimise their impact on the environment;
- Monitor and emphasise responsible procurement and use of resources;
- Monitor and manage their reputation/image as a service in the wider community.

Responsible services will not only enhance their reputation in the community and with stakeholders, but also as an employer and a partner.

This section will evaluate the results that allow the service to understand, monitor and assess its impact on its community and its reputation or image in the wider community (not directly related to key activities or key customer groups.)

6c Community Results

The community perception of the organisation and its reputation obtained, for example from: surveys, reports, public meetings and media coverage. Results from community feedback can be used to drive improvements in service delivery and link to organisational priorities. Indicators set by the organisation (aligned to strategy and/or activity) in order to monitor, understand, predict and improve how it impacts upon the community.

Defining the community

The term “community” refers to any individual or group that is impacted by the existence of the service - that is not a customer, supplier, partner or employee. This can include local residents, local groups, local businesses, media and lobby groups and professional organisations.

Section 6c - Community Results

Services may not consider social and environmental responsibilities in terms of importance to service delivery, but a service's image in the community is crucial to improving customer relationships and developing new partnerships.

Why measure impact on the community?

A service may have an internal perception or notion that it is, for instance, environmentally friendly and socially aware, but has never sought to qualify this beyond having an assumption. This may be because the service considers the activity and not the measurement to be important. A good service will understand the value of this activity and understand that it should have a corresponding measure(s) of success, at minimum, to ensure the resource invested has a positive return in either positive impact or reputation.

Debating how the workplace could be more environmentally friendly in the use and disposal of resources, such as: heat, electricity, recyclable material, photocopy toner, printer cartridges, etc., carries a message to employees about their own personal responsibility. Playing their part in reducing their carbon footprint and restricting the use of non-renewable resources can be motivational for staff and reassuring to partners and customers.

People generally are more aware of the environmental and societal implications of their day-to-day consumption of resources and are therefore beginning to make decisions based on these values and concerns. As a service provider and employer, services must consider their individual impact on society and what people think of them.

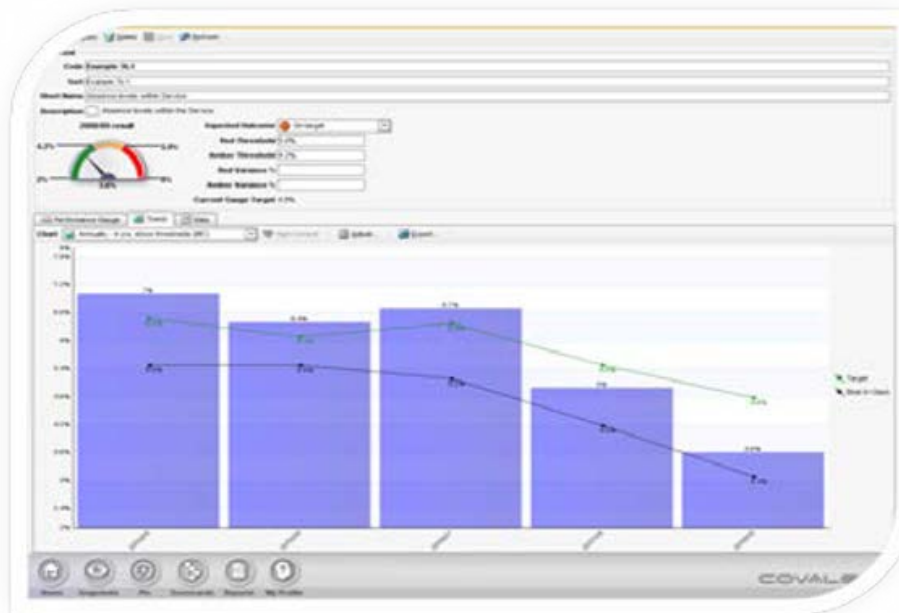
Evidence example for community results

The evidence in this section should be tables, graphs, charts and feedback. Evidence of approaches, policies, strategies and procedures should not be included in any of the results sections.

The chart below shows the level of materials recycled by the service. The data presented provides 4 years of trend information, shows that targets are set and a challenging benchmark has been identified. The chart has been created using a performance management system which can be used to monitor, manage and report.

Section 6c - Community Results

PI Example 6c: % of materials recycled



Section 6c - Community Results

6c Community Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6c.1	<p>The service measures community data and feedback to drive improvements in service delivery that link to organisational priorities and can evidence this.</p>	<ul style="list-style-type: none"> Has the service/organisation deployed a set of performance indicators that measure the community's perception of its image/ performance? Is this feedback by protected group and hard to reach groups? Does the service/organisation have measures that give a clear understanding of the community's perception of its impact on, or contribution to, the community? Does the service/organisation have trends (3-4 years of data)? Does the service/organisation set targets on key results? Does the service/organisation compare/benchmark performance? Does the service/organisation understand the link from its results to what it has done to achieve these results? 	<ul style="list-style-type: none"> The service/organisation has set clear targets based on the needs and expectations of its community and hard to reach groups. The service/organisation has clearly defined performance indicators that assess the success of strategy and process relating to image/reputation. The service/organisation may have measures that focus on: environmental impact; engagement with service design and delivery; image and reputation; societal impact; workplace impact; awards and media coverage. The service/organisation can demonstrate good performance against results over at least 3 years and understands trends. The service may use its own method for gathering qualitative feedback from people who use services. The service/organisation understands how its key results compare to similar services/ organisations that use this data. The service/organisation segments results to understand the performance levels and outcomes achieved, including those with protected characteristics. 	<ul style="list-style-type: none"> Quantitative and qualitative feedback from community groups, including hard to reach groups. Case studies demonstrating improvements in service delivery and design from Working with Communities Best Value Audits <p>Performance Indicators may include:</p> <ul style="list-style-type: none"> Image of the service (reputation) Image as an employer Image as environmentally friendly Involvement in voluntary work % of positive media/press articles (compared to the total number) Number of awards Equality and Diversity recognition

Section 6d - Key Performance Results

Section 6d in PSIF asks services to consider if they are achieving targets/aims in their key activities. This means delivering the

short-term results to support the longer-term outcomes that they have defined in their strategies, plans and policies.

Why are key results important?

Everything we do produces an effect. If a service is to be successful, it must clearly define what it is trying to achieve and drive its staff, partners and stakeholders towards that goal.

A successful service will gain this singular focus by identifying at the very beginning what it is trying to accomplish, in short - begin with the end in mind.

In public services this type of long-term goal is referred to as an “outcome.” Outcomes are improvements in the quality of life and opportunities of citizens, communities and customers of public services. An outcome is the impact on the community of the activities of public organisations and other partners. Outcomes are not simply descriptions of service objectives, they are the results of what public bodies do, or what they enable communities and individuals to achieve for themselves.

The outcomes in the [National Performance Framework](#) support the wider strategic objectives to make all of Scotland wealthier and fairer, smarter, healthier, safer and stronger and greener. At a local level, the outcomes for an area are identified by the Community Planning Partners (the local authority, police, fire, health etc.) and outlined in the LOIP. The LOIP will take account of the different needs and priorities of a particular area, but will also contribute to the national objectives. In particular, these plans will focus on improving outcomes for those living in the most deprived communities.

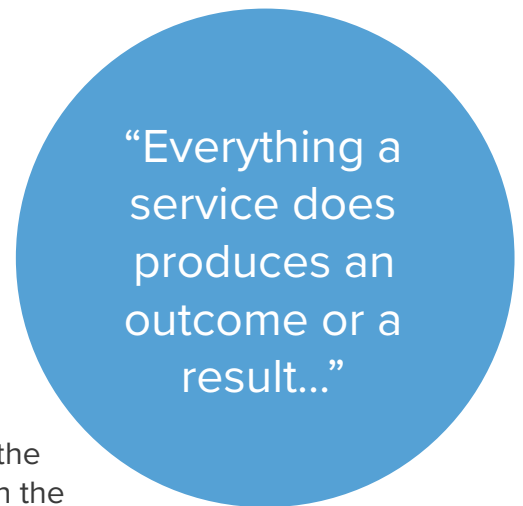
Linking results to outcomes

Beneath each outcome sits a framework of measures or performance indicators that support the delivery of outcomes and are used to monitor, predict and improve services. Each service will have a link to an outcome (or outcomes) in the activities that it delivers, but it will also have to measure its own individual contribution to show the measurable impact that it has on the achievement of outcomes.

In an assessment a service will evaluate its performance through these indicators and then consider the impact its performance has had in support of the delivery of the outcomes.

Defining the key results

Developing an “outcome focused culture” does not mean a service will have to measure every detail of every process. Producing hundreds of statistics and using vital resources to manage this will only take the focus away from the indicators that give an accurate and clear projection of the service performance. PSIF looks for a service to identify the most significant areas in terms of the impact on outcomes, strategy and customer need.



Section 6d - Key Performance Results

In order to know if a service is achieving success and measuring the right things, there are a few key questions that the leaders, staff, partners and stakeholders must consider:

- What are the key activities that the service is to deliver?
- What are the outcomes and results that the key activities are to achieve?

Improving key results

In terms of developing a comprehensive set of key results, here are some common areas which should be considered and avoided:

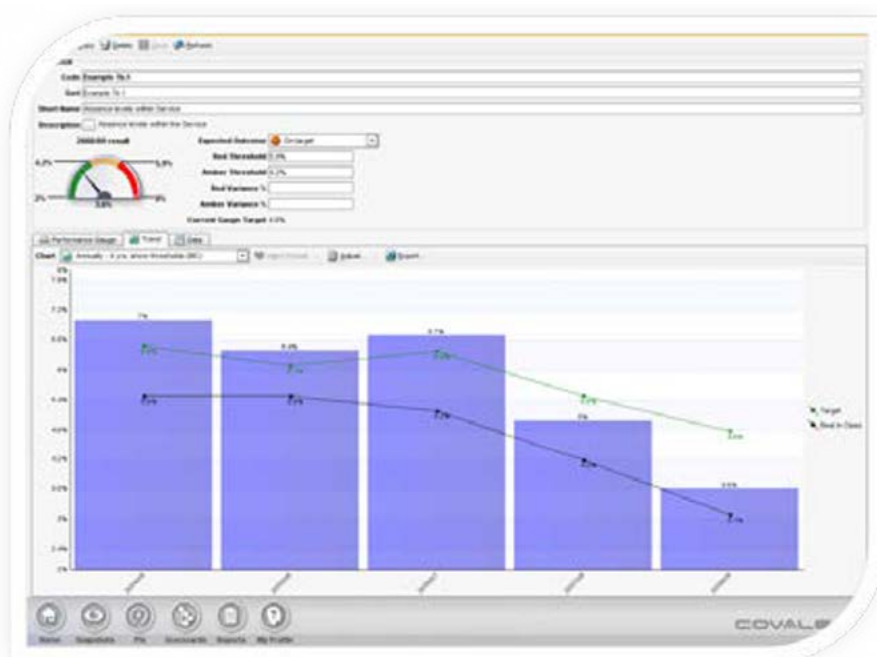
- Too much data and too much information;
- Too many different systems of measuring and reporting information;
- Measurements are principally financial;
- Internally or process driven, instead of focusing on outcomes and customers.

Evidence example for key results

This section should be the performance indicators that the service has for key results. The evidence in this section should be tables, graphs and charts. Evidence of approaches, policies, strategies and procedures should not be included in any of the results section.

The chart below shows the unit cost of each service output. The data presented provides a quarterly breakdown of trend information, shows that targets are set and the relevant benchmark has been identified. The chart has been created using a performance management system which can be used to monitor, manage and report information to measure progress towards achieving organisational outcomes.

PI Example 6d: Unit Cost of Each Output



Section 6d - Key Performance Results

6d Key Performance Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6d.1	<p>The service can evidence how it is using key performance information to identify areas of poor service performance and improve service delivery.</p> <ul style="list-style-type: none"> Does the service ensure its key performance information are considered in the light of the outcomes it is trying to achieve? Has the service deployed a set of performance indicators that measure efficiency? Does the service measure the key activities and link them to longer term outcomes? Does the service have trends (3-4 years of data)? Does the service set targets on key results? Does the service compare/benchmark performance? Does the service understand the link from its results to what it has done to achieve these results? 	<ul style="list-style-type: none"> The service has clearly defined performance indicators that are used to improve service delivery. The service can evidence how key decisions in the service have been driven by performance information. The service has clearly defined performance indicators that assess the efficiency of service activity. The service has set clear targets based on the needs and expectations of its partners and stakeholders. The service can evidence positive or sustained good performance against results over at least 3 years and understands trends. The service understands the impact results will have on other indicators and related outcomes. The service understands how its key results compare to similar services/organisations that use this data. The service has up to date local equality information that it uses to support its indicators. 	<ul style="list-style-type: none"> Key performance information in service linking to Council Plan/LOIP/ Locality Plan short/medium and long-term outcomes Best Value Audits LGBF Case studies PSIF Assessments <p>Performance Indicators may include:</p> <ul style="list-style-type: none"> Unit cost of each output Unit cost per customer engaged Actual spend against budget Units of output per FTE % of FTE resource delivering front line service activity 	

Section 6d - Key Performance Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6d.2	<p>The service can evidence clear progress made as a result of the Transformation Programme.</p>	<ul style="list-style-type: none"> Is the service clear about its role in supporting the Transformation Programme? Does the service have measures that align clearly to the Transformation Programme? Can the service evidence progress in support of the Transformation Programme? 	<ul style="list-style-type: none"> The service understands its role in supporting the Transformation Programme. The service has measures in place that align with the Transformation Programme. The service can clearly evidence progress in support of the Transformation Programme. 	<ul style="list-style-type: none"> Key Performance Indicators Case Studies Committee Reports Public Performance Reports Best Value Audits
6d.3	<p>The service ensures performance information is presented in an easy and accessible way for staff and other stakeholders.</p>	<ul style="list-style-type: none"> Does the service present performance information in an accessible way for customers, staff and other stakeholders, e.g. infographics? Does the service make clear links between the performance of the service and the outcomes of the organization, i.e. the 'golden thread'? Does the service present performance information using corporate templates/ approaches for consistency? 	<ul style="list-style-type: none"> The service ensures staff/teams are aware of how performance information is used to support the aims of the service/organization. Infographics are available that provide an overview of the key performance areas within the service. The public and other stakeholders have a clear understanding of how the service is performing and how this links to outcomes. 	<ul style="list-style-type: none"> Infographics for staff, customers and other stakeholders Public Performance Reports Website Social Media Committee Reports Best Value Audits

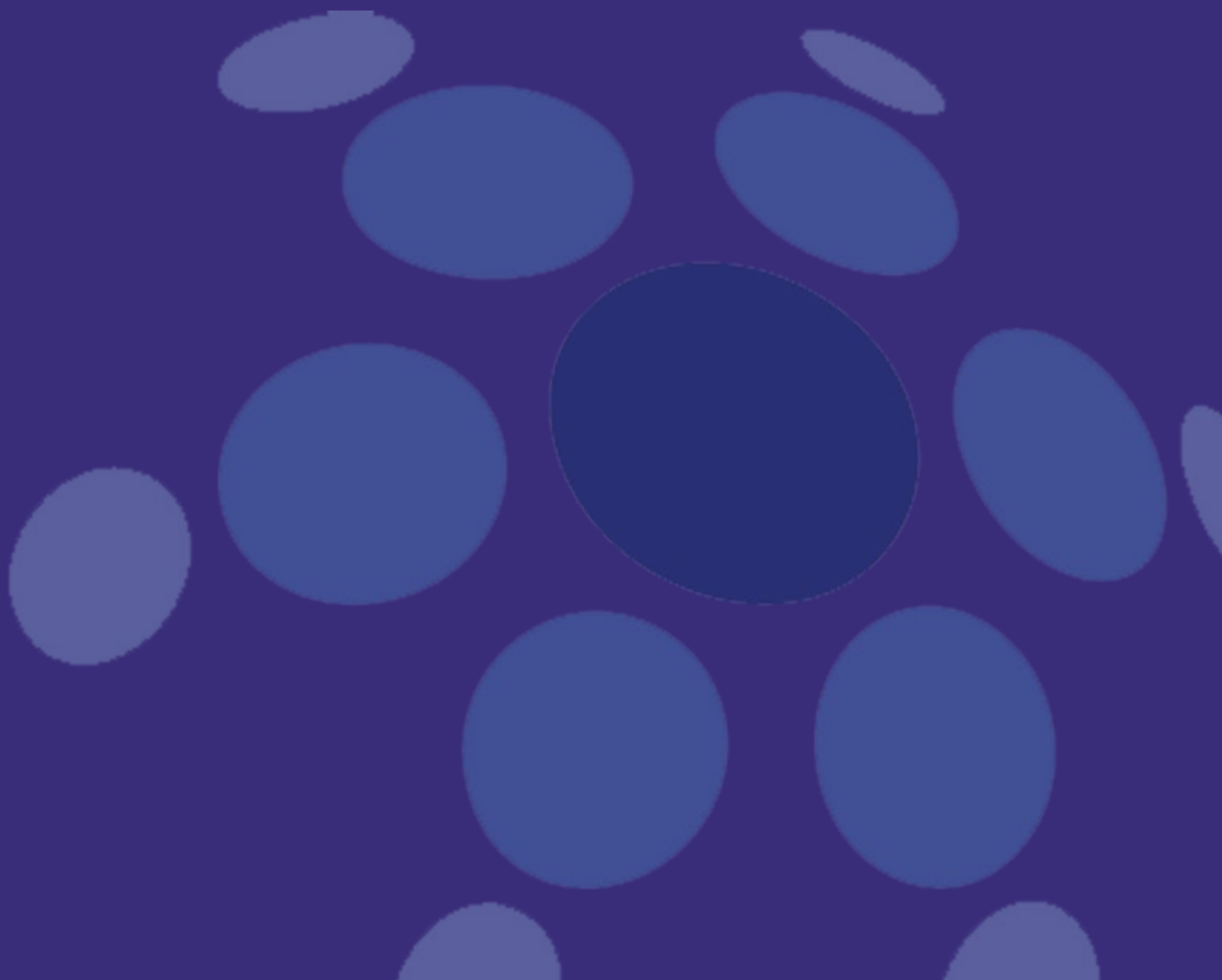
Section 6d - Key Performance Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6d.4	<p>The service compares its performance with relevant benchmarks and uses this information to understand its strengths and areas for improvement.</p>	<ul style="list-style-type: none"> Does the service use the LGBF to compare their performance with other councils and participate in their LGBF family groups to share best practice and identify areas for improvement? Does the service review its comparative performance using the LGBF and report on this in their PPR (using the agreed LGBF reporting module)? Can the service demonstrate how it shares and applies best practice within the organisation and how it applies best-practice examples from outside the organisation? Can the service provide examples of best practice which it has published? 	<ul style="list-style-type: none"> The service can evidence how it uses information from benchmarking exercises to identify improvements and potential leading practice. The service participates in their LGBF family groups to compare their performance with other councils and share best practice and identify areas for improvement. The Service uses a variety of benchmarking options to identify leading practice or future improvements The service participates in a variety of benchmarking clubs and forums. 	<ul style="list-style-type: none"> Performance management system Performance meetings Performance reports LGBF Family Group Benchmarking clubs
6d.5	<p>Results for the service have demonstrated progress or sustained performance in key areas in the last year.</p>	<ul style="list-style-type: none"> Can the service demonstrate progress or sustained performance? Does the service take into account capacity issues when considering performance? Does the service have the right performance measures in place to monitor performance of key areas? Does the service make use of LGBF family groupings to review performance? 	<ul style="list-style-type: none"> The service can evidence positive or sustained good performance against results over at least 3 years linking to organizational priorities. The service performance information reflects the operational context that the service is working in. The service has performance measures which align to the priorities identified in the service plan. The service participates in their LGBF family groups to compare their performance with other councils and share best practice and identify areas for improvement. 	<ul style="list-style-type: none"> Performance management system Performance meetings Performance reports Committee reports LGBF Family Group Benchmarking clubs PSIF Assessments

Section 6d - Key Performance Results

No.	Statement	Guidance	Illustrations of Good Practice	Evidence
6d.6	<p>The service can demonstrate how its results link to the outcomes of the organisation.</p>	<ul style="list-style-type: none"> Is the service clear about 'golden thread' link between the results of the service and the outcomes of the organization? Does the service ensure its key performance information are considered in the light of the outcomes of the organisation? Does the service measure the key activities and link them to longer term outcomes? Does the service have trends (3-4 years of data)? Does the service set targets on key Results that are organizational priorities? 	<ul style="list-style-type: none"> The service make clear links between the performance of the service and the outcomes of the organization, i.e. the 'golden thread'. Performance reporting from the service makes clear the links between service performance and the outcomes of the organization. The service can evidence how key decisions in the service have been driven by the outcomes of the organisation. The service has set clear targets based on outcomes of the organisation. The service can evidence positive or sustained good performance against results over at least 3 years linking to organizational priorities. 	<ul style="list-style-type: none"> The service make clear links between the performance of the service and the outcomes of the organization, i.e. the 'golden thread'. Performance reporting from the service makes clear the links between service performance and the outcomes of the organization. The service can evidence how key decisions in the service have been driven by the outcomes of the organisation. The service has set clear targets based on outcomes of the organisation. The service can evidence positive or sustained good performance against results over at least 3 years linking to organizational priorities.

Red Threads



Red Threads

The PSIF can be used to focus upon specific areas or topics, which we refer to as 'Red Threads'. This would allow the service to focus upon a particular area or topic, without having to complete the full framework.

The 'Red Threads' contained below, will lead you to specific areas of the PSIF Framework which demonstrate links to a particular theme. This will assist Facilitators in tracing a theme throughout their self-assessment sessions and can also be used to focus on a specific issue/ improvement activity.

Theme	2023 Red Thread Path
Engaging with Communities	1b - Empowering and Involving Communities, Customers and Stakeholders 3c - Managing Assets and other Resources 5a - Planning for the Future 5c - Engaging Communities, Customers, Partners and Other Stakeholders 6c - Community Results 6d - Key Performance Results
Governance and Accountability	1a - Strategy and Plans 1b - Empowering and Involving Communities, Customers and Stakeholders 1c - Performance Management 2a - Planning and Managing Staff 3a - Managing Partnerships 3b - Managing Financial and Information Resources 3c - Managing Assets and other Resources 5a - Planning for the Future 5b - Creating a Positive Culture 6d - Key Performance Results
Managing and Developing Staff	1a - Strategy and Plans 2a - Planning and Managing Staff 2b - Developing Staff 2c - Involving Staff 2d - Staff Communication 2e - Recognising and Caring for Staff 5a - Planning for the Future 5b - Creating a Positive Culture 6b - Staff Results 6d - Key Performance Results

Red Threads

Theme	2023 Red Thread Path
Climate Change and Sustainability	1a - Strategy and Plans 1b - Empowering and Involving Communities, Customers and Stakeholders 1c - Performance Management 2a - Planning and Managing Staff 3b - Managing Financial and Information Resources 3c - Managing Assets and other Resources 5a - Planning for the Future 6c - Community Results 6d - Key Performance Results
Performance Management and Reporting	1a - Strategy and Plans 1b - Empowering and Involving Communities, Customers and Stakeholders 1c - Performance Management 2b - Developing Staff 2d - Staff Communication 3a - Managing Partnerships 3b - Managing Financial and Information Resources 4a - Managing Customer Needs and Expectations 4b - Developing Services around Customer Needs 4c - Reviewing and Improving Service Delivery 5a - Planning for the Future 5b - Creating a Positive Culture 5c - Engaging Communities, Customers, Partners and Other Stakeholders 6a - Customer Results 6b - Staff Results 6c - Community Results 6d - Key Performance Results
Partnership Working	1a - Strategy and Plans 1b - Empowering and Involving Communities, Customers and Stakeholders 1c - Performance Management 3a - Managing Partnerships 3b - Managing Financial and Information Resources 3c - Managing Assets and other Resources 5a - Planning for the Future 5c - Engaging Communities, Customers, Partners and Other Stakeholders 6d - Key Performance Results

Red Threads

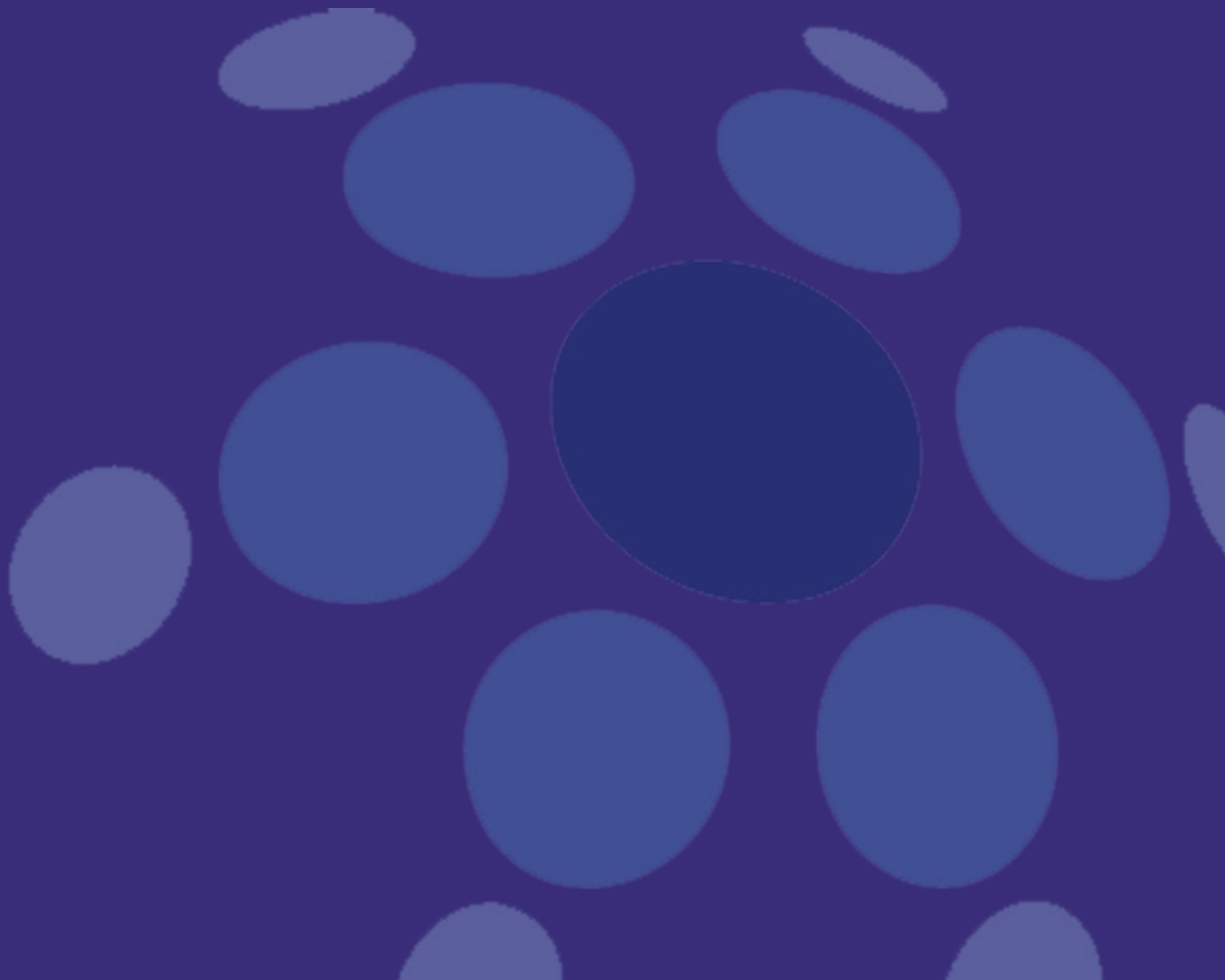
Theme	2023 Red Thread Path
Customer Focus	1a - Strategy and Plans 1b - Empowering and Involving Communities, Customers and Stakeholders 1c - Performance Management 3a - Managing Partnerships 3b - Managing Financial and Information Resources 4a - Managing Customer Needs and Expectations 4b - Developing Services around Customer Needs 4c - Reviewing and Improving Service Delivery 5a - Planning for the Future 5c - Engaging Communities, Customers, Partners and Other Stakeholders 6a - Customer Results 6d - Key Performance Results

Bespoke checklists

It may be that a more bespoke checklist is needed to focus upon a more specific issue or a Committee or Board. For instance, the PSIF team have developed bespoke checklists for areas such as: Corporate Risk Assessment; Compliance with the CIPFA Financial Management Code. In addition, bespoke checklists have been designed to support self-assessments with specific Committees and Boards, such as: Community Planning Partnerships; Integration Joint Boards; Adult Protection Committees; Child Protection Committees; Resilience Boards, etc.

These self-assessments, while focussed on specific areas, nevertheless still follow the same self-assessment process as the Standard Framework but allow for a more targeted assessment of these areas. Please get in touch with the PSIF team if you wish to discuss the use of these.

Frontline Checklist and PSIF



Frontline Checklist and PSIF

The frontline checklist had been designed to make the framework more accessible to frontline services. This checklist is shorter and more straightforward than the standard PSIF statement set but covers the same key areas. To support those facilitating the frontline checklist, the tables below highlight how the statements in the frontline checklist correspond to the standard statements covered in this guidance. As such, facilitators can refer to the corresponding guidance and illustrations of good practice etc., in sections 1-6 as required.

1. Service Planning		
No.	Frontline Statement	Links to Standard Statement No.
1.1	The service plans well and targets money or staff to best support local people.	1a.1
1.2	The service works with the local people to agree what services they require and how the service will run, including talking to people that are hard-to-reach.	1b.1
1.3	The service ensures staff understand the importance of using performance information and data to support decision making.	1c.2
1.4	The service can share examples of service improvements that resulted from feedback from local people.	1b.1
1.5	The service understands its impact on the environment and works to make improvements in this area.	1a.8

2. Staff		
No.	Frontline Statement	Links to Standard Statement No.
2.1	The service has staff policies and workplans that support their work and makes sure everyone is treated equally and fairly.	2a.1/2e.1
2.2	The service has appropriate induction for new staff and for those changing jobs.	2b.1
2.3	The service makes sure staff have the right skills for their job and provides training and opportunities to develop these skills and new skills.	2b.2/2b.3
2.4	The service encourages staff to be creative and think up new ideas for improving the organisation/service.	2c.2
2.5	The service understands how staff want to be communicated with, communicating in a range of ways to help staff understand the goals they are working towards.	2c.3/2d.1
2.6	The service encourages staff to share information, knowledge and good practice and to work together as a team.	2d.2
2.7	The service appreciates and values the work staff do.	2e.3
2.8	The service promotes wellbeing and encourages a work-life balance, providing a healthy and safe working environment.	2e.2/2e.4

Frontline Checklist and PSIF

3. Partnerships and Resources

No.	Frontline Statement	Links to Standard Statement No.
3.1	The service has partnerships that work towards shared goals and ensure resources are used and shared in the best way to benefit local people.	3a.1
3.2	The service ensures that information is managed and shared properly, so that people have access to the information they need to make decisions and deliver better services.	3b.3
3.3	The service uses IT systems to improve services and how we deliver them.	1a.5
3.4	The service ensures staff are aware of cyber security in relation to their work.	3b.4/3b.5
3.5	The service manages assets (staff, equipment, vehicles, buildings, etc.) in the best way to achieve the goals of the service.	3c.2

4. Processes and Services

No.	Frontline Statement	Links to Standard Statement No.
4.1	The service learns about the experiences of its customers, what they need and want, making positive changes as a result of these.	4a.1
4.2	The service deals well with all customers, ensuring that everyone is able to use services in the ways they need and want.	4b.1
4.3	The service has clear standards for the quality of customer service and measures this.	4b.2
4.4	The service reviews and improves its key activities, learning from things that work well in other services within the organisation and elsewhere.	4c.1
4.5	The service has an easy-to-use complaints process and learns from any complaints.	4c.3

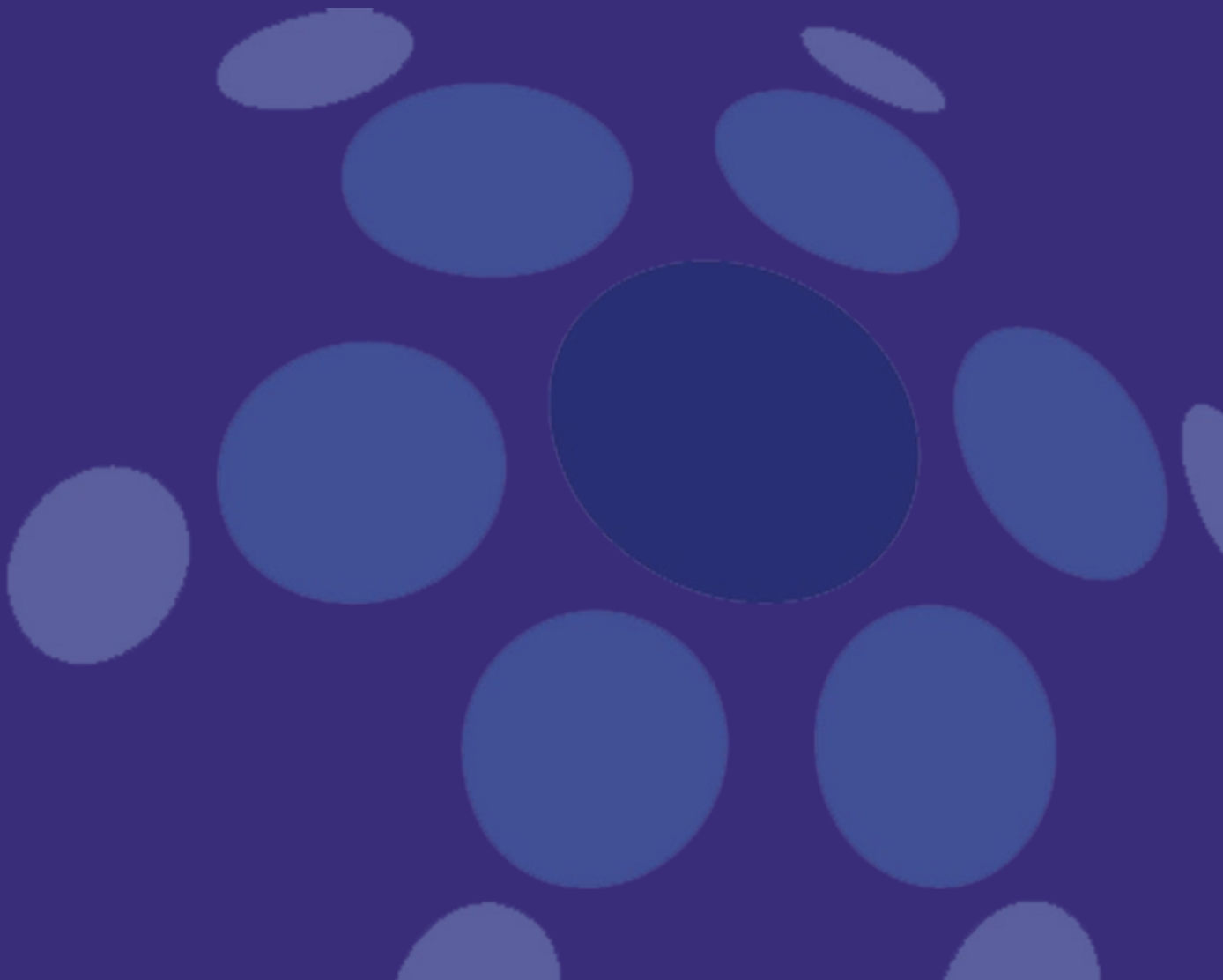
5. Leadership

No.	Frontline Statement	Links to Standard Statement No.
5.1	Leaders are clear about what the organisation is trying to achieve and about the difference our services make for local people.	5a.4
5.2	Leaders inspire and motivate staff and act as role models.	5a.1/5b.1
5.3	Leaders clearly explain the impact of the climate emergency and what this means for the Council.	5a.7
5.4	Leaders encourage services to work better and change with the times, using new technology and looking at different ways of working.	5a.9
5.5	Leaders promote a culture of Best Value and ensure that services are delivered cost effectively.	5a.5
5.6	Leaders talk to local people, partners, stakeholders when planning and improving services and use different ways to communicate with them, including online methods.	5c.1/5c.3

Frontline Checklist and PSIF

6. Results		
No.	Frontline Statement	Links to Standard Statement No.
6.1	The service has indicators that measure customer's views, how satisfied they are and the impact the service is having.	6a.1
6.2	The service has a range of indicators about service delivery, our staff and our communities.	6b.1/ 6c.1
6.3	The service's indicators link to what the service and organisation is trying to achieve.	6d.6
6.4	The service is able to show positive trends and areas for improvement in how it is performing.	6d.1/6d.5

Best Value and PSIF



Best Value and PSIF

Alignment to PSIF

PSIF is mapped to the *Best Value: Revised Statutory Guidance 2020* published in March 2020.

“Best Value is about ensuring that there is good governance and effective management of resources, with a focus on improvement, to deliver the best possible outcomes for the public.”

Audit Scotland

Background

The duty of Best Value (BV) applies to all public bodies in Scotland. It is a statutory duty in local government, and in the rest of the public sector it is a formal duty on Accountable Officers.

Best Value has already been a powerful force for improved performance and accountability in local government and plays an important role in supporting continuous improvement between the Scottish Government, councils and their partners in streamlining and coordinating the scrutiny of public services. Previously, Audit Scotland published a number of Best Value Assurance Reports (BVARs) annually. These became a key part of the inspection and auditing landscape for many public sector organisations. It is worth noting that many of the published BVAR reports referenced the importance of self-assessment as part of the continuous improvement agenda. Audit Scotland have often presented at the annual PSIF Learning Events where they note the importance of self-assessment to demonstrate an organisations level of self-awareness. From 2021/22 the 5-year cycle of BVARs were completed and Annual Best Value audit work is now reported in all Annual Audit Reports. A useful resource for facilitators is the [Best Value: Revised Statutory Guidance 2020](#) published in March 2020.

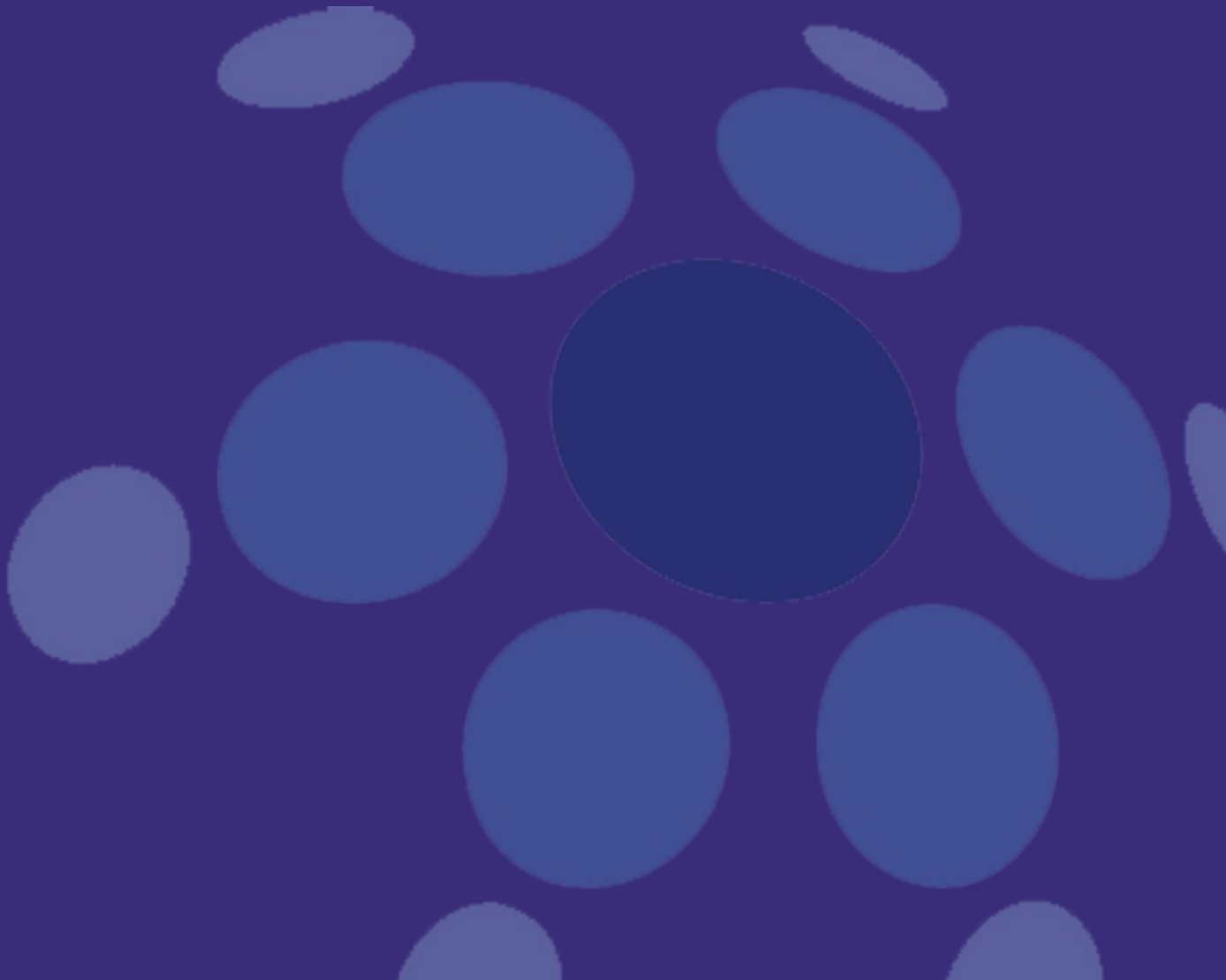
The Best Value framework

The following principles underpin Audit Scotland’s approach to the audit of BV:

- A focus on outcomes as well as corporate performance management processes;
- An emphasis on the effectiveness of partnership working;
- Coverage of service performance and the use of resources;
- A proportionate and risk-based approach, founded on self-assessment;
- Clear audit reporting and transparency of audit process;
- Support for improvement and the sharing of good practice.

There are a number of materials related to Best Value to support facilitators that are available in the [PSIF Group on the Knowledge Hub](#).

The Customer Service Excellence Standard



The Customer Service Excellence Standard

Alignment to PSIF

PSIF is mapped to the [Customer Service Excellence Standard](#).

The starting point

Organisations providing services need to be efficient, effective, excellent, equitable, with the customer at the heart of everything they do. A customer focus principle plays just as important a role for small frontline units as it would for large corporate organisations. Customer Service Excellence was developed to offer all organisations a practical tool for driving customerfocused change.

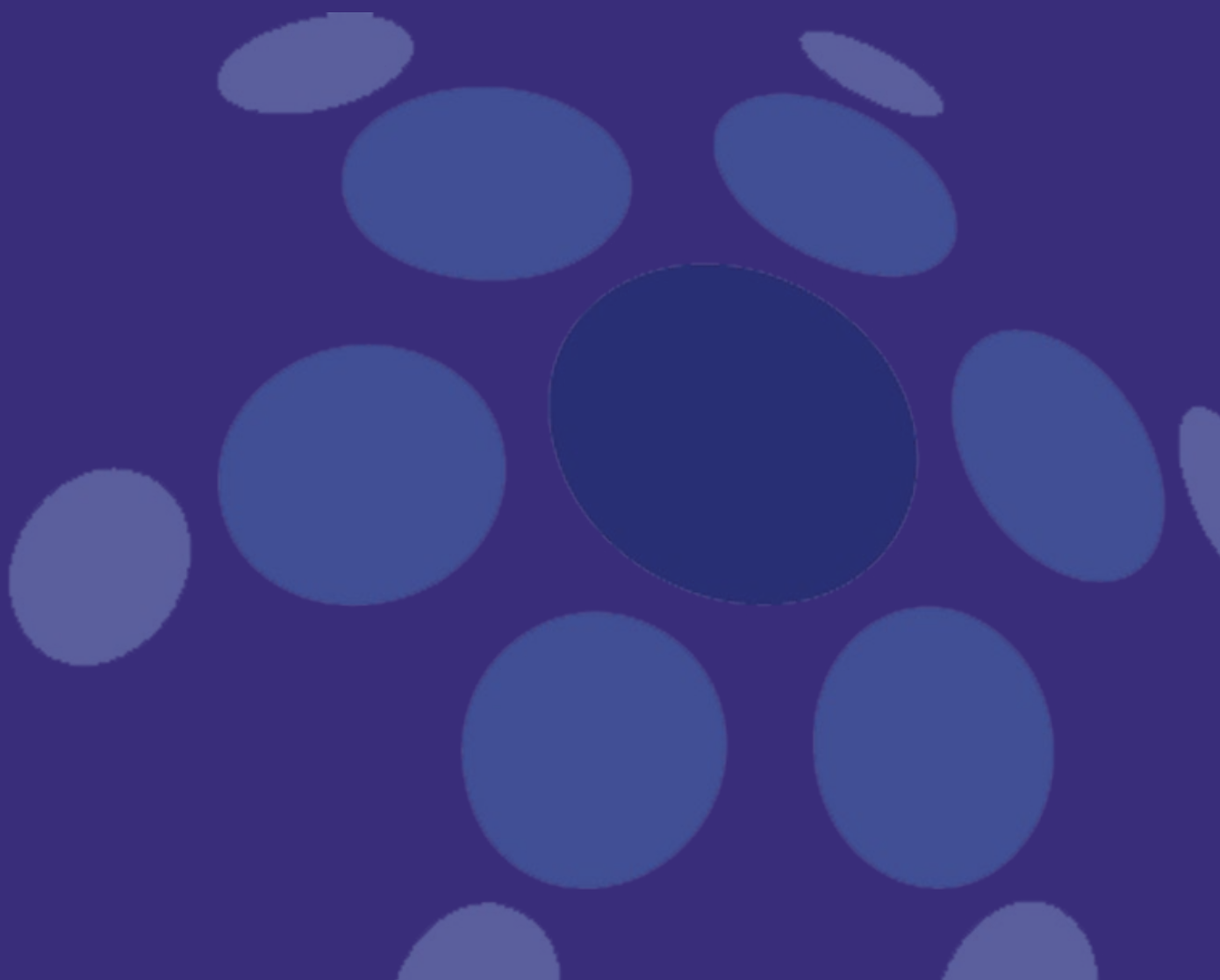
The foundation of this tool is the Customer Service Excellence standard which tests in great depth those areas that research has indicated are a priority for customers, with particular focus on delivery, timeliness, information, professionalism and staff attitude. There is also emphasis placed on developing customer insight, understanding the user's experience and robust measurement of service satisfaction.

How does it work and what are the benefits?

Customer Service Excellence is designed to operate on three distinct levels:

1. **As a driver of continuous improvement.** By allowing organisations to self assess their capability, using the Cabinet Office's online self-assessment tool, in relation to customer focused service delivery, identifying areas and methods for improvement;
2. **As a skills development tool.** By allowing individuals and teams within the organisation to explore and acquire new skills in the area of customer focus and customer engagement, thus building their capacity for delivering improved services;
3. **As an independent validation of achievement.** By allowing organisations to seek formal accreditation to the Customer Service Excellence standard, demonstrate their competence, identify key areas for improvement and celebrate their success.

Education Scotland Improvement Framework



Alignment to PSIF

PSIF is mapped to Education Scotland's *The Framework for Evaluating the Quality of Services and Organisations* (2018).

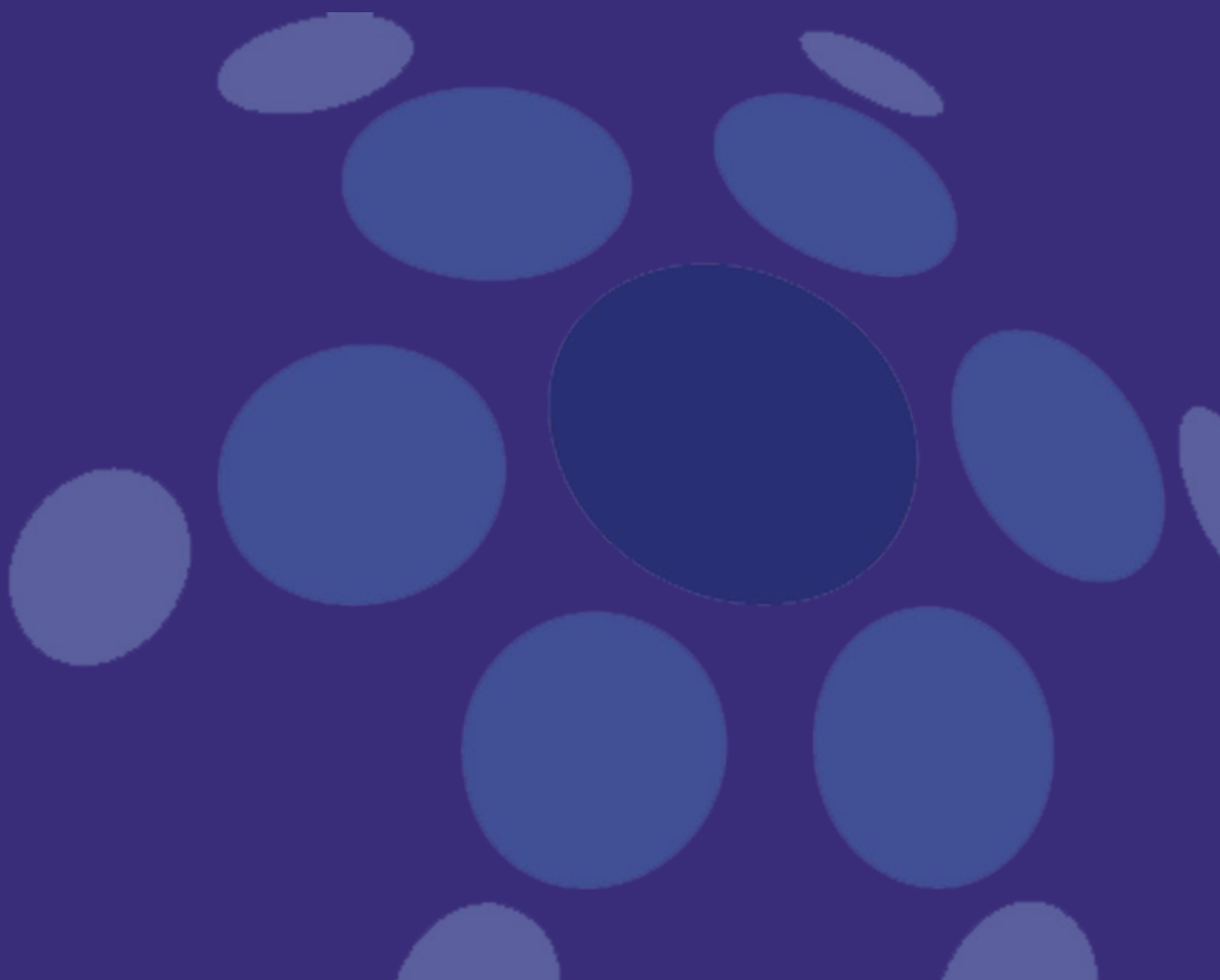
The Framework for Evaluating the Quality of Services and Organisations (2018), known as the *Overarching Framework*, was initially launched by HM Inspectorate of Education (HMIE) in March 2006. This reflected the emergence of models of integrated evaluation of services across the public sector, and a sense that an agreed set of key quality elements would provide a common structure which would enhance these collaborative approaches.

In July 2011 Education Scotland was established incorporating the functions of HMIE. Education Scotland has made some minor changes to this *Overarching Framework*, which reflects developments in the public sector. These changes also encompass the findings of research carried out in 2010 by a team within Education Scotland, in relation to the revision of education quality frameworks.

The *Overarching Framework* is generic. It does not assume a particular organisational structure, type or size. It can be used in its entirety, or selected and adapted so that key quality indicators and sub-elements reflect the purpose of individual organisations, and meet the specific needs of their stakeholders. Adapted quality indicators can also be used selectively for external scrutiny or validation. The framework or its adaptations note that it can also be used in conjunction with a number of other quality models, such as PSIF. It can be used by individual services, but will have particular value where provision across partnerships is being evaluated.

The *Overarching Framework* is organised under six high-level themes which enable systematic evaluation of the quality of services across ten inter-related key areas. ([A Framework for Evaluating the Quality of Services and Organisations – The Overarching Framework, November 2018](#))

Care Inspectorate and Healthcare Improvement Scotland



Care Inspectorate & Healthcare Improvement Scotland

Quality Indicators and PSIF

Alignment to PSIF

PSIF is mapped to the *Care Inspectorate and Healthcare Improvement Scotland Quality Indicators and Illustrations: Joint Inspection for Adult Services (2014)* and [A Quality Framework for Children and Young People in Need of Care and Protection](#) (November 2022).

Background

The Care Inspectorate was formed under the Public Services Reform (Scotland) Act 2010, and it is within this Act that their functions, powers and duties are defined. It has taken over the functions of the Care Commission, the Social Work Inspection Agency (SWIA) and child protection unit of Her Majesty Inspectorate for Education (HMIE) and is the independent regulator of social care and social work services across Scotland.

Healthcare Improvement Scotland (HIS) was also set up by the Public Services Reform (Scotland) Act 2010 and took over the functions of NHS Quality Improvement Scotland and the regulatory functions of the Care Commission in relation to independent healthcare services.

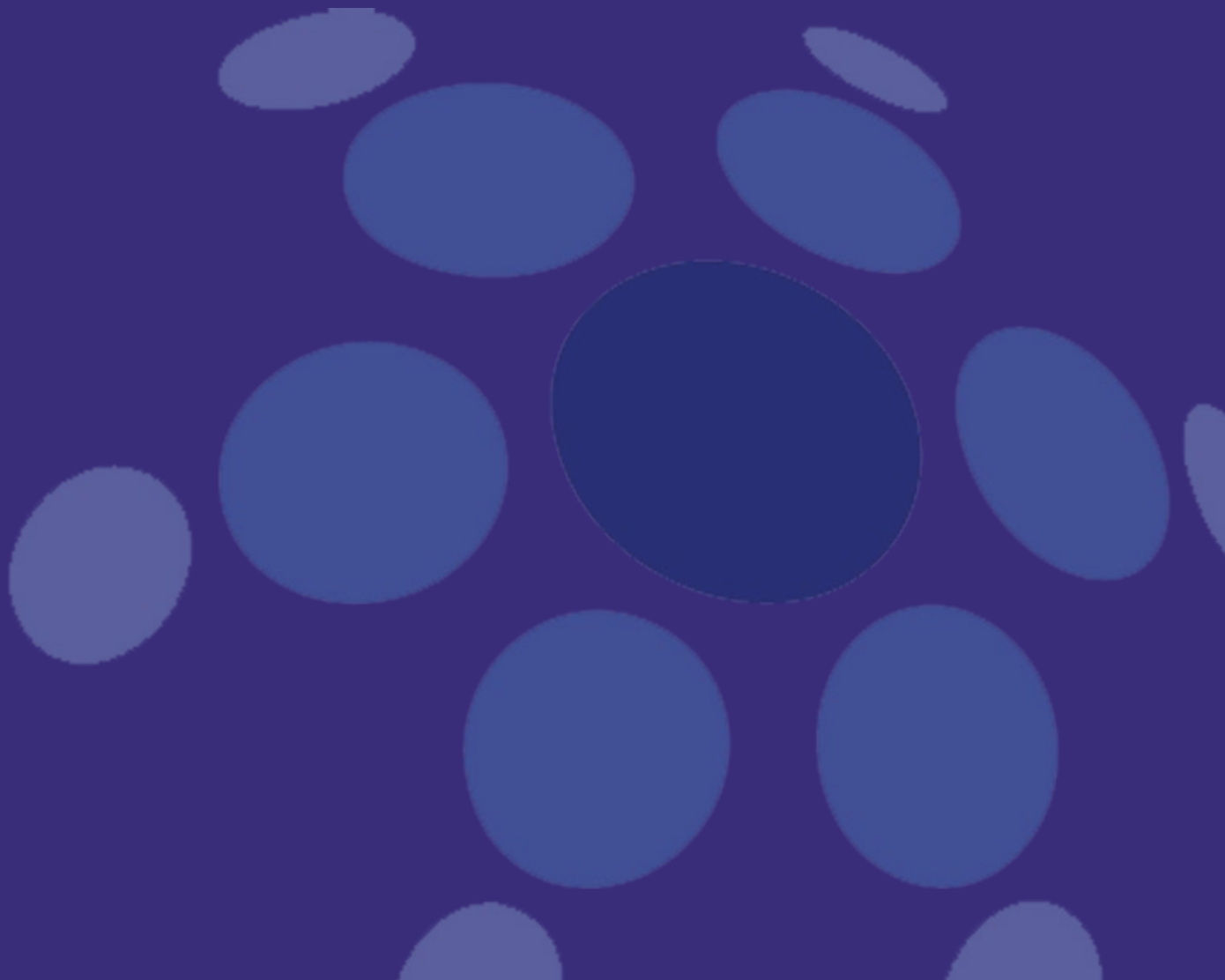
Joint inspections

HIS and the Care Inspectorate carry out joint inspections of all local authorities to see how well they work in partnership with services provided through local NHS boards and how this impacts on the lives of older people. In addition, working with the Scottish Government, they developed revised National Care Standards for Scotland. The standards set out what people receiving support and care can expect and will help providers and commissioners to plan and design services.

The model of joint inspection of integrated care and health for adults considers how well care and health systems work together to deliver outcomes for adults by providing support that allows people to live in the community at home or in a homely setting. This inspection approach informs strategic inspections of integrated care and health for adults to ensure there is a focus on transitions between services for children and those within the scope of the local integration scheme.

The Care Inspectorate and Healthcare Improvement Scotland are committed to support and challenge self-assessment and improvement plans as well as sharing and signposting good practice.

Mappings to PSIF



PSIF 2023 Framework Mapping

1 Service Planning

1a Service Planning - Strategy and Plans

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1) ¹	Care Inspectorate (2) ²	Customer Service Excellence
1a.1	The service has policies, strategies and plans in place which reflects Best Value as well as financial, political, local and national considerations.	<ul style="list-style-type: none"> Vision and Leadership Partnerships and Collaborative Working Working with Communities Governance & Accountability Effective Use of Resources: Information Effective Use of Resources: Staff 	1.2 4.1 6.1 6.3 8.2 9.2 10	6.1 6.5 8.1 9.2	6.1 8.1	4.1.1
1a.2	The service has policies, strategies and financial plans in place clearly linked to the outcomes identified in the Council Plan/ Transformation Programme.	<ul style="list-style-type: none"> Partnerships and Collaborative Working Governance & Accountability Effective Use of Resources: Financial Management and Planning Effective Use of Resources: Staff 	1.1 6.1 6.3 9.2 9.4 10	1.2 6.1 8.3 9.2	6.1	2.1.3 4.1.1
1a.3	The service can demonstrate effective short, medium and long-term financial planning ensuring that financial information is provided to the appropriate people at the appropriate time.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Financial Management and Planning 	8.2 8.3 9.1 9.2 10	6.1 6.4 8.1 8.2	8.1 8.2	
1a.4	The service has developed a structure that delivers outcomes and priority activities efficiently and effectively.	<ul style="list-style-type: none"> Effective Use of Resources: Information Effective Use of Resources: Staff Vision and Leadership 	3.1 6.3 7.1 9.1	6.1 8.1 8.2 9.2	6.1	4.2.2

1 Care Inspectorate and Healthcare Improvement Scotland Quality Indicators and Illustrations: Joint Inspection for Adult Services (2014)

2 Care Inspectorate's "A Quality Framework for Children and Young People in Need of Care and Protection" (November 2022)

PSIF 2023 Framework Mapping

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1) ¹	Care Inspectorate (2) ²	Customer Service Excellence
1a.5	The service can demonstrate how digital innovation has improved service design and delivery.	<ul style="list-style-type: none"> Governance and Accountability Effective Use of Resources: Information Effective Use of Resources: Asset Management 	6.3 8.3 8.4	8.1 8.2 9.4	6.2	3.2.3 3.3.1 3.3.2
1a.6	The service effectively manages risk and considers the implications of this for the service.	<ul style="list-style-type: none"> Effective Use of Resources: Asset Management Effective Use of Resources: Financial Management and Planning 	6.3 8.2 8.3	5.3 6.2	5.2	
1a.7	The service has business continuity plans in place that consist of the critical information the service needs to continue operating during an emergency.	<ul style="list-style-type: none"> Governance and Accountability Effective Use of Resources: Information 	1.1 1.2 2.1 3.1 4.1 4.2 5.1 6.3 9.1 9.5	5.3 6.1 6.3 9.2	6.1	
1a.8	The service considers how service delivery impacts on the climate emergency and is working to support organisation climate targets.	<ul style="list-style-type: none"> Sustainable Development Vision and Leadership 	9.1 9.4	8.1 9.1	8.1 8.2 9.1	
1a.9	The service can evidence that it considers equality impact assessments at an early stage as part of policy development.	<ul style="list-style-type: none"> Fairness and Equality 	5.3 6.1 9.1	5.2	5.2 5.3 6.1	2.1.3

PSIF 2023 Framework Mapping

1b Service Planning – Empowering and Involving Communities, Customers and Stakeholders

No.	Statement	Best Value	Education Scotland	Care		Customer Service Excellence
				Inspectorate (1)	Inspectorate (2)	
1b.1	The service at an early stage engages and communicates with customers and communities in service design and delivery to ensure they are involved in shaping the service.	<ul style="list-style-type: none"> Working with Communities Governance and Accountability Partnerships and Collaborative Working Effective Use of Resources: Performance Management Fairness and Equality 	2.1 4.1 4.2 5.2 6.2	2.1 2.3 4.1 5.4 6.4	5.4 6.3	1.1.2 1.2.1 1.2.2 1.3.5 2.1.2 3.2.3 4.1.3

PSIF 2023 Framework Mapping

1c Service Planning - Performance Management

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)		Care Inspectorate (2)	Customer Service Excellence
				1.1	Inspectorate (1)		
1c.1	The service has a robust performance management framework supporting effective decision making, service improvement and risk assessment with clear linkages to strategic plans.	<ul style="list-style-type: none"> Partnerships and Collaborative Working Vision and Leadership Governance & Accountability Effective Use of Resources: Performance Management Effective Use of Resources: Information 	<p>1.1</p> <p>6.3</p> <p>8.4</p> <p>9.4</p>	<p>1.1</p> <p>2.1</p> <p>2.2</p> <p>6.4</p>	<p>4.1.1</p> <p>4.1.2</p> <p>4.1.3</p>		
1c.2	Staff see data as a vital asset and value the role they play in producing and using good data.	<ul style="list-style-type: none"> Governance and Accountability Effective Use of Resources: Information 	<p>1.1</p> <p>1.2</p> <p>5.1</p> <p>6.1</p> <p>6.3</p> <p>8.1</p> <p>8.4</p> <p>9.1</p> <p>9.4</p> <p>9.5</p>	<p>1.1</p> <p>1.2</p> <p>6.1</p> <p>6.3</p> <p>8.1</p> <p>8.8</p>	<p>6.4</p> <p>8.1</p>	<p>3.2.4</p> <p>3.3.2</p>	

PSIF 2023 Framework Mapping

2 Staff

2a Staff - Planning and Managing Staff

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
2a.1	The service has policies, strategies and workplans for staff to support their work in achieving the priorities and outcomes of the service.	<ul style="list-style-type: none"> Vision and Leadership Governance & Accountability Effective Use of Resources: Staff Fairness and Equality Sustainable Development 	<p>3.1</p> <p>7.1</p>	<p>7.1</p> <p>7.2</p> <p>7.3</p> <p>9.2</p>	<p>6.1</p>	<p>2.1.3</p> <p>2.2.1</p> <p>2.2.2</p>
2a.2	The service understands the benefits and opportunities of new ways of working, such as using digital technologies, agile working and various other tools and approaches.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Staff Governance & Accountability Effective Use of Resources: Information Effective Use of Resources: Asset Management 	<p>3.1</p> <p>7.1</p> <p>9.4</p>	<p>7.2</p> <p>7.3</p> <p>8.1</p> <p>8.2</p>	<p>7.2</p>	

PSIF 2023 Framework Mapping

2b Staff - Developing Staff

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
2b.1	The service has appropriate induction and training for new staff, for those changing roles and refresher training for current staff.	<ul style="list-style-type: none"> • Effective Use of Resources: Staff • Vision and Leadership • Fairness and Equality 	7.1 7.2 9.3	7.1 7.2 7.3	7.1 7.2	2.2.1
2b.2	The service and teams understand the skills and competencies necessary to deliver the intended service priorities, identifies gaps and implements solutions where possible.	<ul style="list-style-type: none"> • Effective Use of Resources: Staff • Vision and Leadership 	7.1 7.2 9.3	7.2 7.3	7.1 7.2	
2b.3	Managers work with staff to review their performance against the skills and competencies that are required to deliver outcomes and priorities, providing training and development opportunities.	<ul style="list-style-type: none"> • Effective Use of Resources: Staff • Effective Use of Resources: Performance Management • Governance & Accountability 	7.1 7.2 9.3 9.5 10	3.1 7.3 9.3	7.2 9.3	2.2.1

PSIF 2023 Framework Mapping

2c Staff - Involving Staff

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)		Care Inspectorate (2)		Customer Service Excellence
				Care Inspectorate (1)	Care Inspectorate (2)	Care Inspectorate (1)	Care Inspectorate (2)	
2c.1	The service involves its staff in reviewing and improving the service, making clear that service improvement is everyone's responsibility.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Staff Effective Use of Resources: Performance Management 	3.1 6.2 9.3 9.4 9.5 10	3.1 6.3 7.2 7.3 9.4	3.1 6.5 9.4	2.1.2 2.2.4 4.1.3		
2c.2	The service empowers staff to be creative and innovative.	<ul style="list-style-type: none"> Effective Use of Resources: Staff Vision and Leadership Effective Use of Resources: Performance Management 	3.1 9.3 9.4 9.5	3.1 7.3 9.1	3.1 6.5 9.4			
2c.3	Staff are clear on the value they bring to the service and how they contribute to delivering service priorities.	<ul style="list-style-type: none"> Effective Use of Resources: Staff 	1.1 3.1 9.1 9.2 9.3 9.4 9.5	3.1 9.3	3.1	2.2.5		

PSIF 2023 Framework Mapping

2d Staff – Staff Communication

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
2d.1	The service use appropriate strategies and tools to communicate with staff and help them understand the outcomes and priorities they are working towards.	<ul style="list-style-type: none"> • Effective Use of Resources: Staff Governance & Accountability • Vision and Leadership 	<p>3.1</p> <p>6.2</p> <p>9.2</p>	<p>6.3</p> <p>9.1</p> <p>9.3</p>	<p>3.1</p> <p>9.3</p>	<p>3.2.1</p>
2d.2	The service can evidence that staff share information, knowledge and good practice and work together as a team.	<ul style="list-style-type: none"> • Effective Use of Resources: Staff Fairness and Equality • Effective Use of Resources: Information 	<p>3.1</p> <p>8.4</p>	<p>3.1</p> <p>8.2</p> <p>6.3</p> <p>9.4</p> <p>10.1</p>	<p>3.1</p>	<p>4.2.4</p>

PSIF 2023 Framework Mapping

2e Staff - Recognising and Caring for People

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)		Care Inspectorate (2)		Customer Service Excellence
				Inspectorate (1)	Inspectorate (2)	Inspectorate (1)	Inspectorate (2)	
2e.1	The service has a range of policies to support equality, diversity and inclusion.	<ul style="list-style-type: none"> Effective Use of Resources: Staff Fairness and Equality Sustainable Development 	5.3 7.1 9.1	3.1 6.3 7.1 9.1	3.1 6.1		2.1.4	
2e.2	The service can demonstrate that it supports and promotes the positive wellbeing of staff.	<ul style="list-style-type: none"> Effective Use of Resources: Staff Fairness and Equality 	3.1 7.1 7.2 9.1 9.5	3.1 9.3	3.1 7.2 9.3		2.2.5	
2e.3	The service recognises and values the contribution of its staff.	<ul style="list-style-type: none"> Effective Use of Resources: Staff Vision and Leadership 	7.1 9.3	3.1 9.1 9.4	3.1 9.1 9.3		2.2.3 2.2.5	
2e.4	The organisation promotes and encourages a work-life balance and provides a healthy and safe working environment.	<ul style="list-style-type: none"> Effective Use of Resources: Staff Vision and Leadership Fairness and Equality 	5.3 7.1 9.1 9.3	3.1 9.1 9.3	3.1 9.3		3.3.3	

3 Partnerships and Resources

3a Partnerships and Resources – Managing Partnerships

No.	Statement	Best Value	Education Scotland	Care Inspectorate		Customer Service Excellence
				Inspectorate (1)	Inspectorate (2)	
3a.1	The service can provide evidence that partnership/ cross-service working delivers more benefits than would be achieved by working in silos.	<ul style="list-style-type: none"> Partnerships and Collaborative Working Vision and Leadership Effective Use of Resources: Performance Management Working with Communities Governance & Accountability Fairness and Equality Sustainable Development 	8.1 9.3 9.5 10	6.5 8.1 8.2 8.3 9.2	1.1 6.4 9.3	3.4.1
3a.2	The service and its partners have effective governance arrangements in place to manage, deliver and review the partnership and progress against outcomes and priorities.	<ul style="list-style-type: none"> Vision and Leadership Partnerships and Collaborative Working Governance & Accountability 	8.1 9.3 9.5	5.3 6.3 8.1 8.3 9.2	6.1 8.2 9.3	3.4.2

PSIF 2023 Framework Mapping

3b Partnerships and Resources – Managing Financial and Information Resources

Statement		Best Value		Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
3b.1	The service's procurement strategy ensures that resources are used efficiently and effectively with due consideration given to environmental sustainability and local economic development.	<ul style="list-style-type: none"> Effective Use of Resources: Financial Management and Planning Partnerships and Collaborative Working Sustainable Development 	8.2 8.3	8.1 8.3 9.2	8.1 8.2		
3b.2	The service sufficiently resources the delivery of transformational projects.	<ul style="list-style-type: none"> Vision and Leadership Governance and Accountability Effective Use of Resources: Staff Effective Use of Resources: Asset Management Effective Use of Resources: Information Effective Use of Resources: Financial Management and Planning Effective Use of Resources: Performance Management Partnerships and Collaborative Working Sustainable Development 	6.1 8.2 8.3 9.1 9.2 9.4	8.1 9.4	8.1 9.4		
3b.3	The service ensures that its data is collected, managed and analysed so that people have access to the information they require to make decisions and deliver efficient, improving services.	<ul style="list-style-type: none"> Effective Use of Resources: Staff Effective Use of Resources: Information 	8.4 10	8.1 8.2 9.3	8.1		5.2.3
3b.4	The service has appropriate cyber security arrangements and training in place to protect both the finances and the operation of the Council.	<ul style="list-style-type: none"> Governance and Accountability Effective Use of Resources: Information 	3.1 8.2 8.3 8.4 9.4	8.1 8.2	6.1 8.1		2.1.5 5.2.3
3b.5	The service ensures customer information is protected and made available securely to appropriate and relevant organisations.	<ul style="list-style-type: none"> Working with Communities Vision and Leadership Effective Use of Resources: Information 	8.3 8.4	6.5 8.1 8.2	6.1 8.1		2.1.5 5.2.3

PSIF 2023 Framework Mapping

3c Partnerships and Resources – Managing Assets and Other Resources

No.	Statement	Best Value	Education Scotland		Care Inspectorate (1)		Care Inspectorate (2)		Customer Service Excellence					
3c.1	The service can evidence the benefits of pooling resources between partners and communities to achieve shared priorities.	<ul style="list-style-type: none"> Working with Communities Effective Use of Resources: Information Partnerships and Collaborative Working Fairness and Equality Sustainable Development 	8.1	8.3	9.3	4.1	5.1	5.2	5.3	5.4	8.1	8.2	8.1	3.4.3
3c.2	The service manages assets securely, efficiently and effectively, ensuring this is linked to climate/ transformation priorities.	<ul style="list-style-type: none"> Effective Use of Resources: Asset Management Effective Use of Resources: Financial Management and Planning 	8.3	8.3	8.4	4.1	5.1	8.1			8.1			2.1.5

4 Processes and services

4a Processes and Services – Managing Customer Needs and Expectations

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
4a.1	The service has a range of approaches to gather customer experiences, needs and preferences and makes positive changes as a result of analysing these.	<ul style="list-style-type: none"> Working with Communities Effective Use of Resources: Performance Management Sustainable Development Partnerships and Collaborative Working Working with Communities Vision and Leadership Effective Use of Resources: Information 	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>6.2</p> <p>9.4</p> <p>9.5</p> <p>10</p>	<p>2.1</p> <p>2.3</p> <p>9.4</p>	<p>1.1</p> <p>2.1</p> <p>2.2</p> <p>6.4</p>	<p>1.1.1</p> <p>1.1.2</p> <p>1.1.3</p> <p>1.2.1</p> <p>1.2.2</p> <p>1.3.1</p> <p>2.1.1</p>

PSIF 2023 Framework Mapping

4b Processes and Services – Developing Services Around Customer Needs

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
4b.1	The service reviews the way that customers use and access services, ensuring these are accessible through a range of channels in ways that meet their needs and expectations.	<ul style="list-style-type: none"> Working with Communities Partnerships and Collaborative Working Effective Use of Resources: Performance Management Fairness and Equality Sustainable Development 	<p>2.1</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>2.1</p> <p>2.2</p> <p>5.1</p> <p>5.3</p> <p>5.4</p>	<p>2.1</p> <p>2.2</p> <p>5.1</p> <p>5.3</p> <p>5.4</p>	<p>3.1.1</p> <p>3.2.1</p> <p>3.3.1</p> <p>5.2.2</p>
4b.2	The service sets comprehensive and measurable standards for all aspects of the quality of customer service which takes account of its responsibilities for delivering national and statutory standards.	<ul style="list-style-type: none"> Effective Use of Resources: Performance Management Effective Use of Resources: Information Vision and Leadership Working with Communities 	<p>1.2</p> <p>8.4</p> <p>9.5</p>	<p>1.1</p> <p>6.3</p>	<p>1.1</p> <p>6.4</p>	<p>4.1.1</p> <p>4.1.3</p> <p>5.1.1</p> <p>5.1.2</p>

PSIF 2023 Framework Mapping

4c Processes and Services – Reviewing and Improving Service Delivery

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
4c.1	The service identifies, reviews and improves its key processes sharing learning and good practice internally and externally.	<ul style="list-style-type: none"> Working with Communities Partnerships and Collaborative Working Effective Use of Resources: Financial Management and Planning Fairness and Equality Effective Use of Resources: Performance Management Governance and Accountability 	1.1 5.1 6.3 9.4 9.5 10	2.1 5.2 6.1 6.3	1.1 5.1 5.2 5.3 5.4 6.4 6.5 9.4	1.2.3 4.1.2 4.2.4
4c.2	The service ensures that a focus on improvement activity is maintained alongside competing priorities and a challenging financial climate.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Staff Effective Use of Resources: Financial Management and Planning 	1.1 6.1 8.2 9.4	6.1 6.3 9.4	1.1 6.2 6.5 9.4	2.1.2
4c.3	The service identifies patterns from complaints and comments through its complaints procedure and uses this information to improve services, publicising action taken.	<ul style="list-style-type: none"> Working with Communities Fairness and Equality Partnerships and Collaborative Working Effective Use of Resources: Performance Management 	1.2 5.3 9.4 9.5 10	1.2 6.3 9.4	6.2 6.4 9.4	4.3.1 4.3.2 4.3.5
4c.4	The organisation has appropriate project management methodologies in place to ensure the successful delivery of projects/change processes.	<ul style="list-style-type: none"> Effective Use of Resources: Financial Management and Planning Working with Communities Partnerships and Collaborative Working Sustainable Development Effective Use of Resources: Performance Management Effective Use of Resources: Information 	6.1 6.3 9.4 10	6.1 6.3 9.4	6.1	

5 Leadership

5a Leadership - Planning for the Future

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)		Care Inspectorate (2)		Customer Service Excellence
				Inspectorate (1)	Inspectorate (2)	Inspectorate (1)	Inspectorate (2)	
5a.1	Leaders demonstrate the vision, values and wellbeing of the organisation/ service and act as role models.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources Partnerships and Collaborative Working Working with Communities Governance & Accountability 	<p>9.1</p> <p>9.2</p>	<p>3.1</p> <p>9.1</p> <p>9.3</p>	<p>9.1</p> <p>9.2</p> <p>9.3</p> <p>9.4</p>		<p>2.1.1</p>	
5a.2	Leaders have established strong governance arrangements with clear lines of accountability for the organisation/ service.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Performance Management Effective Use of Resources: Staff Effective Use of Resources: Information 	<p>9.2</p>	<p>6.3</p> <p>8.3</p> <p>9.2</p>	<p>6.1</p> <p>9.2</p>		<p>4.1.1</p> <p>4.1.2</p>	
5a.3	Leaders define, monitor and drive improvement using evidence-based approaches.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Staff Effective Use of Resources: Performance Management Effective Use of Resources: Information 	<p>1.1</p> <p>9.4</p> <p>9.5</p>	<p>6.3</p> <p>9.2</p> <p>9.4</p> <p>10.1</p>	<p>1.1</p> <p>6.4</p> <p>9.4</p>		<p>2.1.2</p>	
5a.4	Leaders are clear about the priority outcomes identified in strategic plans, such as the Council Plan/ Transformation Programme and communicates the difference the service aims to make.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Performance Management Working with Communities Governance and Accountability 	<p>4.1</p> <p>4.2</p> <p>6.3</p> <p>9.1</p> <p>9.2</p>	<p>1.1</p> <p>1.2</p> <p>4.1</p> <p>6.1</p> <p>9.2</p>	<p>2.1</p> <p>2.2</p> <p>4.1</p> <p>9.1</p> <p>9.2</p>		<p>2.1.1</p>	

PSIF 2023 Framework Mapping

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
5a.5	Leaders promote and demonstrate a culture of Best Value and are held accountable for delivering services cost effectively.	<ul style="list-style-type: none"> Partnerships and Collaborative Working Vision and Leadership Effective Use of Resources: Staff Effective Use of Resources: Performance Management Effective Use of Resources: Financial Management and Planning Working with Communities Fairness and Equality Sustainable Development Governance and Accountability 	1.2 5.1 8.2 8.3 9.2 9.3 9.4	4.1 6.5 9.1 9.2 9.3 9.4 10.1	8.1 9.1 9.2 9.3 9.4	
5a.6	Leaders drive transformational change, are clear about transformation projects within the organisation and how they are aligned with organisational priorities and plans.	<ul style="list-style-type: none"> Vision and Leadership Partnership Working & Community Leadership Effective Use of Resources: Performance Management Effective Use of Resources: Financial Management and Planning 	9.2 9.4 9.5	9.2 9.3 9.4	6.2 9.4	
5a.7	Leaders are clear on their role in promoting climate leadership across all levels of the council.	<ul style="list-style-type: none"> Vision and Leadership Sustainable Development 	9.1 9.2 9.3 9.4	9.1 9.2 9.4	9.1 9.2 9.4	
5a.8	Leaders value and invest in data, using it to monitor performance and inform decision making.	<ul style="list-style-type: none"> Vision and Leadership Governance and Accountability Effective Use of Resources: Information 	1.1 6.1 6.3 8.2 8.3 8.4	9.2 9.4	6.4 9.4	3.3.2

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No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
5a.9	Leaders understand how digital working will lead to innovation in service design and delivery and share this vision with staff and communities.	<ul style="list-style-type: none"> • Vision and Leadership • Effective Use of Resources: Information Management • Effective Use of Resources: Asset Management • Working with Communities • Governance and Accountability 	<p>9.2</p> <p>9.4</p>	<p>4.1</p> <p>8.1</p> <p>8.2</p> <p>9.1</p> <p>9.4</p> <p>10.1</p>	<p>9.1</p> <p>9.4</p>	

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5b Leadership - Creating a Positive Culture

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
5b.1	Leaders create a positive, supportive and inclusive culture that inspires people and encourages success.	<ul style="list-style-type: none"> Vision and Leadership Effective Use of Resources: Staff Fairness and Equality Sustainable Development Partnerships and Collaborative Working 	7.1 9.1 9.3	3.1 6.3 9.1 9.3 9.4	3.1 7.2 9.3	2.1.4 2.1.6
5b.2	Leaders are committed to and own any service improvement plans developed, with clear lines of accountability, priorities and actions identified.	<ul style="list-style-type: none"> Vision and Leadership Partnerships and Collaborative Working Effective Use of Resources: Staff Effective Use of Resources: Performance Management Effective Use of Resources: Financial Management and Planning 	9.4 9.5 10	6.3 9.1 9.2 9.3 9.4 10.1	1.1 6.2 6.5 9.4	
5b.3	Leaders promote and demonstrate equal opportunities and diversity within their organisation/ service.	<ul style="list-style-type: none"> Fairness and Equality Vision and Leadership Partnerships and Collaborative Working Working with Communities 	5.3 9.1 9.2	7.1 9.1 9.3 10.1	3.1 7.2 9.1 9.3	2.1.4

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5c Leadership - Engaging Communities, Customers, Partners and Other Stakeholders

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)		Care Inspectorate (2)	Customer Service Excellence
				2.1	5.4		
5c.1	Leaders engage meaningfully with communities, customers and stakeholders in the setting of service priorities.	<ul style="list-style-type: none"> Vision and Leadership Working with Communities 	2.1 4.1 4.2 9.1 9.2	2.1	5.4		
5c.2	Leaders commit to engaging with communities in the setting of budgets from the start to the end of this process.	<ul style="list-style-type: none"> Effective Use of Resources: Financial Management and Planning Vision and Leadership Partnerships and Collaborative Working Working with Communities Effective Use of Resources: Performance Management Effective Use of Resources: Information 	2.1 4.1 4.2 5.2 6.2 9.3 9.4	4.1 5.2 8.1 8.3 9.1 9.4	2.1 2.2 4.1 5.4 9.1		2.1.2
5c.3	Leaders reflect the values of the Council when engaging with communities, customers and stakeholders when planning and improving the service.	<ul style="list-style-type: none"> Vision and Leadership Partnerships and Collaborative Working Working with Communities Governance & Accountability Fairness and Equality Sustainable Development 	2.1 4.1 4.2 8.1 9.2 9.3 10	2.1 4.1 9.2 9.3 10.1	2.1 2.2 4.4 5.4 9.4		2.1.2 2.2.4

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6 Results

6a Customer Results

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
6a.1	The service measures service user/customer data and feedback to drive improvements in service delivery that link to organisational priorities and can evidence this.	<ul style="list-style-type: none"> Governance and Accountability Vision and Leadership Effective Use of Resources: Performance Management Working with Communities Partnerships and Collaborative Working Fairness and Equality Sustainable Development 	<p>1.1</p> <p>2.1</p> <p>5.2</p> <p>6.3</p> <p>6.3</p> <p>9.4</p> <p>9.5</p> <p>10</p>	<p>1.2</p> <p>2.1</p> <p>4.1</p> <p>6.3</p> <p>6.4</p> <p>8.2</p> <p>9.4</p> <p>10.1</p>	<p>1.1</p> <p>2.1</p> <p>2.2</p> <p>6.2</p> <p>6.4</p> <p>6.5</p> <p>9.4</p>	<p>1.1.1</p> <p>1.2.2</p> <p>1.3.1</p> <p>1.3.2</p> <p>1.3.3</p> <p>1.3.4</p> <p>2.1.4</p> <p>2.1.6</p> <p>3.2.4</p> <p>3.3.1</p> <p>3.3.2</p> <p>3.4.3</p> <p>4.2.2</p> <p>4.2.3</p> <p>4.3.1</p> <p>4.3.4</p> <p>4.3.6</p> <p>5.2.4</p> <p>5.2.5</p> <p>5.3.2</p> <p>5.3.3</p>

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6b Staff Results

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
6b.1	The service measures staff data and feedback to drive improvements in service delivery that link to organisational priorities and can evidence this.	<ul style="list-style-type: none"> Governance and Accountability Vision and Leadership Effective Use of Resources: Performance Management Effective Use of Resources: Financial Management and Planning Effective Use of Resources: Staff Partnerships and Collaborative Working Sustainable Development Fairness and Equality 	<p>1.1</p> <p>3.1</p> <p>5.1</p> <p>6.3</p> <p>9.4</p> <p>9.5</p> <p>10</p>	<p>1.1</p> <p>3.1</p> <p>6.4</p> <p>6.5</p> <p>9.4</p>		<p>2.1.2</p> <p>2.1.4</p> <p>2.1.6</p> <p>2.2.2</p> <p>2.2.4</p> <p>4.3.5</p>

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6c Community Results

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
6c.1	The service measures community data and feedback to drive improvements in service delivery that link to organisational priorities and can evidence this.	<ul style="list-style-type: none"> Working with Communities Governance and Accountability Vision and Leadership Effective Use of Resources: Performance Management Effective Use of Resources: Financial Management and Planning Partnerships and Collaborative Working Sustainable Development Fairness and Equality 	1.1 4.1 4.2 5.1 6.3 9.4 9.5 10	1.2 4.1 6.3 8.2 10.1	1.1 4.1 6.4 6.5 9.4	3.4.3 4.2.3

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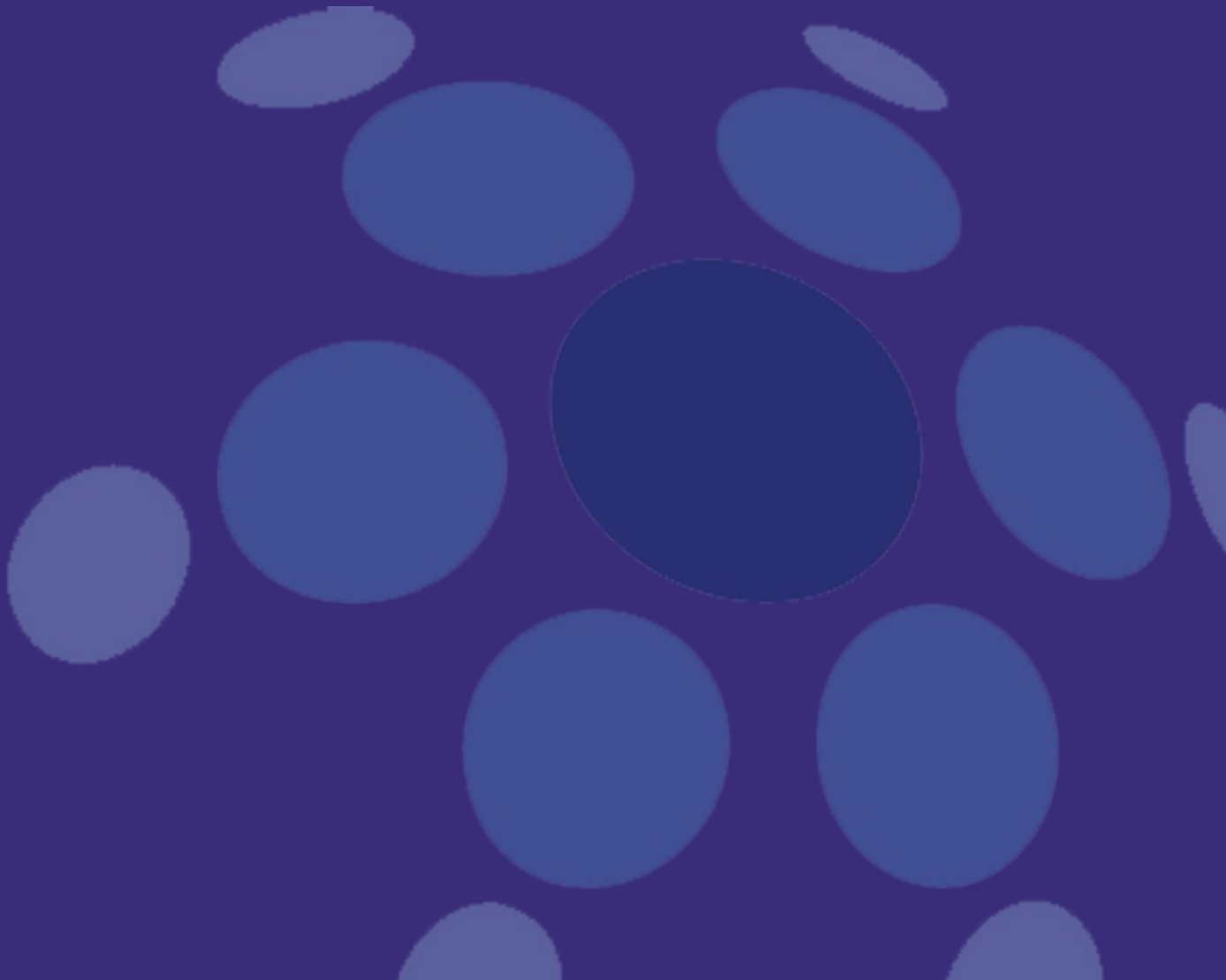
6d Key Performance Results

No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
6d.1	The service can evidence how it is using key performance information to identify areas of poor service performance and improve service delivery.	<ul style="list-style-type: none"> • Effective Use of Resources: Performance Management • Effective Use of Resources: Financial Management and Planning • Vision and Leadership • Working with Communities • Partnerships and Collaborative Working • Governance and Accountability • Sustainable Development 	<p>1.1 1.2 2.1 5.1 6.3 9.4 9.5 10</p>	<p>1.1 1.2 6.3 9.4 10.1</p>	<p>1.1 2.1 2.2 6.4 6.5 9.4</p>	<p>4.1.1 4.1.2 4.1.3 4.2.2 4.3.1 5.1.1 5.1.2 5.3.1 5.3.2</p>
6d.2	The service can evidence clear progress made as a result of the Transformation Programme.	<ul style="list-style-type: none"> • Governance and Accountability • Effective Use of Resources: Staff • Effective Use of Resources: Information 	<p>1.1 5.1 8.4 9.2 9.4 9.5</p>	<p>1.1 1.2 6.3 9.4</p>	<p>1.1 2.1 3.1 4.1 9.4</p>	<p>2.1.2</p>
6d.3	The service ensures performance information is presented in an easy and accessible way for staff and other stakeholders.	<ul style="list-style-type: none"> • Effective Use of Resources: Staff • Working with Communities • Governance and Accountability • Vision and Leadership • Effective Use of Resources: Performance Management • Partnerships and Collaborative Working • Fairness and Equality 	<p>1.1 9.4 9.5 10</p>	<p>1.1 6.3 9.4 10.1</p>	<p>1.1 6.4 9.4</p>	<p>3.2.1 3.2.2 3.2.3 4.1.2 4.3.1 5.2.3</p>

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No.	Statement	Best Value	Education Scotland	Care Inspectorate (1)	Care Inspectorate (2)	Customer Service Excellence
6d.4	The service compares its performance with relevant benchmarks and uses this information to understand its strengths and areas for improvement.	<ul style="list-style-type: none"> • Effective Use of Resources: Performance Management • Effective Use of Resources: Financial Management and Planning • Vision and Leadership • Partnerships and Collaborative Working 	<p>1.1 9.4 9.5 10</p>	<p>1.1 6.3 8.2 8.3 10.1</p>	<p>1.1 6.4 9.4</p>	<p>4.2.3 5.3.3</p>
6d.5	Results for the service have demonstrated progress or sustained performance in key areas in the last year.	<ul style="list-style-type: none"> • Vision and Leadership • Governance and Accountability • Effective Use of Resources: Performance Management • Effective Use of Resources: Financial Management and Planning • Partnerships and Collaborative Working • Working with Communities • Sustainable Development 	<p>1.1 2.1 5.1 6.3 9.2 9.4 9.5</p>	<p>1.1 1.2 6.3 9.4</p>	<p>1.1 2.1 2.2 3.1 4.1 6.2 6.4 6.5 9.4</p>	<p>4.1.1 4.1.2 4.1.3 4.3.1 5.3.1</p>
6d.6	The service can demonstrate how its results link to the outcomes of the organisation.	<ul style="list-style-type: none"> • Effective Use of Resources: Performance Management • Effective Use of Resources: Financial Management and Planning • Vision and Leadership • Working with Communities • Governance and Accountability • Partnerships and Collaborative Working 	<p>1.1 1.2 9.2 9.4 10</p>	<p>1.1 1.2 9.2 9.4 10.1</p>	<p>1.1 6.4 9.1 9.4</p>	<p>4.1.1 4.1.2 4.2.2</p>

Appendix A: PSIF 2023 Review Group



PSIF 2023 Review Group

Organisation	Name
Aberdeenshire Council	Jane Wilkinson
Dumfries and Galloway Council	Heather Carnochan
Improvement Service	Barry McLeod
Improvement Service	Thomas Boyle
Midlothian Council	Saty Kaur
Renfrewshire Council	Pauline Moss
Scottish Prison Service	Robert Strachan
Stirling Council	Elaine McNicol

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