RESOURCE 3: SUGGESTED STEPS FOR ORGANISTING SELF-EVALUATION FOCUS GROUP SESSION

The following steps are a suggested method for setting up and running a self-evaluation group session or series of sessions.

a) Decide how many sessions you wish to hold in order to cover your chosen quality indicators (QIs) with your chosen stakeholders – keep this manageable! You can look at as many indicators in one session as you think will be feasible or appropriate for your stakeholders.
b) Decide whether you will ask participants to look at QIs in their entirety, or whether it would be useful to sub-divide them into their constituent 'measures' or 'indicative themes'. If the latter, then the session will take longer and be more demanding, but may be more worthwhile
c) Decide in what order the QIs should be looked at.
d) Set up dates and appropriate venues for the self-evaluation sessions, and invite the relevant key stakeholders. Ensure refreshments will be available!
e) Identify 2 facilitators (one to scribe, and one to ask the questions and ensure everyone's views are heard fairly) for each session, and brief them on the self-evaluation process
f) Go through the QIs and the questions one by one, ensuring they can be explained in a language that the stakeholders in the group will respond to.
g) Prepare flipchart/s (see RESOURCE 4 & 5)

Possible session plan:
- Facilitator welcomes everyone
- Safety/comfort info
- Introductions/ice breaker?
- Facilitator explains reasons for self-evaluation being carried out, and explains the process that will be gone through
- Facilitator reads and/or shows the first **quality indicator**, and checks everyone understands it. Each QI **has measures or indicative themes** that go with it, and these may help participants to understand what the QI is about
- For each QI, or for each of its component 'themes' if you're taking a more detailed approach, the group looks at relevant **Challenge questions or similar** and a very brief discussion may follow
- The group is asked to explore a maximum of **3 'strengths'** and **3 'weaknesses'** for the QI, or 'theme' under discussion.
- Then the group looks at the **6 levels of effectiveness** (p 15) **or** a simplified version of these (example p.17), **or** the sample level illustration given in this toolkit under each QI
- The group assigns an **agreed level** to that QI
- The group is asked where **evidence** might be found to back up the choice of a level, and this is recorded – but only if it is really relevant and will add to the 'picture'. NB Evidence can come from: performance data; interviews with key staff; relevant documentation (policy documents, development plans, vision statements, aims/objectives, LEAP plans, meeting minutes, questionnaires, consultations, reports, records of attendance, session plans/reports etc); stakeholders' views and feedback (interviews, focus groups etc); direct observations of practice
- The group then explores a maximum of **3 threats** and **3 opportunities** for each QI, or its component 'themes', and decides on a maximum of **3 actions** to go forward into the action plan. If fewer, or no, actions are appropriate, this is fine.
- These are recorded, and assigned a **responsible person**, a **timescale,** and an agreed **outcome** if appropriate
- A short break follows before the next QI is examined. Self-evaluation can be hard work – if the sessions threaten to be too long, things can get rushed towards the end!
- At the end, thank everyone who has participated, and let them know how you will feed the results back to them.