

Quest 2016 – Splus 11

Dual/Joint Use

Guidance Notes

Issue 4 - July 2016



Outcomes

- To develop a comprehensive programme that maximises participation
- To maximise the facilities available to the local communities
- To build a strong working relationship with the school and other local parties

Suggested Guidance

PLAN
How do you plan to make the most of Dual and Joint Use Facilities?
EXAMPLES OF BEST PRACTICE <ul style="list-style-type: none">• Business plan• Agreements in place – (service level agreement, shared premises agreements)• Shared mission or vision• Clear responsibility and demarcation• Public finance agreement (PFA)• Joint operations group• Partnership agreements• Procedures and policy systems
SUGGESTED GUIDANCE <ul style="list-style-type: none">• Does the business plan objectives aim to achieve both the host (school) and the operator’s overall goals• Have agreements, such as an SLA and/or shared premises agreements been developed and signed, describing fully the responsibilities, roles and accountabilities of all stakeholders in all areas of the service, including strategic planning, maintenance, health and safety and cleaning• Has the facility created a shared mission or vision that describes what the facility will do to achieve stakeholder goals• Where a PFA been entered into to fund the facility is it understood by the management team• Have joint strategic and operations groups been developed to influence the planning process and assist to set aims, objectives and operational standards• Do partners influence objectives and are they compatible with the overall mission or vision of the facility

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- Have procedures and policies been developed, defined and documented as part of an integrated quality management system, for staff and where appropriate customers

DO

How do you communicate your plan to customers, partners, staff and other stakeholders?

EXAMPLES OF BEST PRACTICE

- Strategic meetings
- Governors meetings
- School and partner relationship
- Reports for operations group meetings
- Communications
- Community Forum
- Staff communication

SUGGESTED GUIDANCE

- Do strategic meetings with the school Principal, Head of PE, Facilities Manager and other stakeholders (such as the County and District Council) occur as planned, do they have a set agenda and are minutes shared with other stakeholders
- Do the facility staff attend governor's meetings to provide updates and understand the needs of the governors
- Is the relationship between the operator, head of service and the owners of the building strong and positive; are shared objectives communicated
- Are regular reports produced for an Operations Group to take an overview of current activity, success and areas for improvement
- Is there regular communication between the school, head of sport and the facility staff to share success and deal with operational issues
- Is there a forum to keep community stakeholders up to date with progress which also provides an opportunity to ask for feedback and consult on new ideas
- Are the communication procedures clearly established and effectively implemented for the staff; enabling two way communication that shares current progress and future initiatives and actions

What legislation or statutory information have you considered?

EXAMPLES OF BEST PRACTICE

- Safeguarding
- Lone working
- Photographic and recording equipment procedures
- Design and security systems
- Disability access
- Health and safety

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- Emergency action plans
- Risk assessments
- Signage regulations
- Screening procedures

SUGGESTED GUIDANCE

- Has the facility fully considered the safeguarding needs; are members of the public and school children segregated during shared use
- Has the facility considered lone working of staff within the risk assessment process; have appropriate control measures and procedures been developed and implemented
- Are procedures in place for the use of photographic, mobile phones and recording equipment
- Has the design of the centre been considered when assessing safeguarding needs; are appropriate security systems in place to safeguard staff, customers and property both inside and outside the facility
- Is the building compliant with disability access best practice
- Do health and safety management processes consider the differing needs of operating a building, designed to be open in daylight, when opened at night
- Have emergency action plans considered the differing roles of the staff during use by the school and public and a combination of both
- Has dual/ joint use facilities been considered within the risk assessment process
- Is signage suitable for a building used by both the school and the general public, with particular note to fire and promotional activity
- Is there an agreed and implemented screening policy in place that ensures all staff that have direct contact with children and vulnerable adults have been checked; to include who is checked, how often they are checked, if required by governing body and evidence of disclosure checks available on site

What specific training is in place to ensure the dual agreement is adhered to and the working relationship is strong?

EXAMPLES OF BEST PRACTICE

- Staff trained on interaction with various groups
- Efficient and effective use of resources training
- School children trained to deliver programme
- Interaction with stakeholder groups
- Coaching/ leader awards
- Staff understand community needs
- Equipment set up/ dismantle

SUGGESTED GUIDANCE

- Have the staff received training from the school on interaction with children, stakeholder groups and the general public
- Has the facility considered the training required to ensure efficient and effective use of resources that also attracts the maximum number of users

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- Has the facility considered training school children to help deliver the activity programme, acting as a development opportunity for both parties
- Do the staff take part in interaction opportunities with stakeholder groups; learning from the experience of trying to understand the needs and delivering these outcomes
- What coaching and activity leader awards do staff members have and how are these used to create a vibrant and valued programme
- Do staff understand the community needs, do they live within the community
- Have the staff been trained to set up and dismantle equipment efficiently, does the programme hinder the workloads of the staff, for example changeovers in different areas at the same time

What resources are allocated to ensure the programme is delivered and developed in partnership with stakeholders?

EXAMPLES OF BEST PRACTICE

- Equipment
- Maintenance and replacement of shared equipment
- Storage of equipment
- PE staff support the facility
- School/ centre partnership working
- External partner support
- Marketing and promotion
- Succession planning
- Work placement and apprenticeships
- Pathway to other facilities
- Sinking fund
- Upkeep and maintenance
- Cleaning programme

SUGGESTED GUIDANCE

- Is there enough equipment to deliver the programme
- Is equipment shared with the school, if shared does maintenance and replacement appear on the service level agreement
- Is the storage for equipment adequate, planned and well maintained? Does the facility and the school share storage, how have issues been addressed
- Do the Physical Education (PE) staff support the facility in the form of equipment, coaching and encouraging the pupils to use the facility's facilities outside of school hours and curriculum
- Do external partners support the facility in the form of equipment or coaches that are transported to the centre to deliver elements of the programme
- Does marketing and promotion consider the needs of a shared use area; are images used suitable for a school, do notice boards change dependent on the

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time of day. Is the promotional activity targeted at the community

- How are future duty managers and managers developed
- Does the school maximise the use of work placement within the facility, have apprenticeships been considered
- Has the facility a view of how working at the site is part of a pathway to other facilities and different roles
- Is there a sinking fund for major equipment or replacement programmes, for example All Weather Pitches (AWP)
- Have sufficient resources been allocated, including time and budgets for the upkeep and maintenance of equipment, fixtures and fittings and the fabrication of the building
- Have sufficient resources been allocated to ensure that a cleaning programme is delivered, including time and budgets

MEASURE

How do you measure?

EXAMPLES OF BEST PRACTICE

- Association for public service excellence (APSE) and National benchmarking survey (NBS)
- Key Performance Indicators (KPIs)
- Increase participation of school children
- Financial performance and internal measures
- Customer feedback
- Staff feedback
- Mystery visits
- External validation

SUGGESTED GUIDANCE

- Has the facility taken part in NBS or APSE survey and compared themselves within the family groups of dual use facilities
- Has the facility created KPIs that measure the achievement of the planning process
- How is the facility contributing to the increase in participation of school children
- Have internal measures been considered; are they used to monitor success, for example usage, income, expenditure and operational recovery rates to ascertain if they are adequately resourced. Are actions added to an improvement plan
- Is customer feedback encouraged and recorded through various means, including comment forms, testimonials, customer forums and verbally with the staff; is the feedback analysed and measured
- Is staff feedback encouraged and are the findings analysed and measured
- Does the facility make use of mystery visits to test the customer experience; are the findings and observations analysed and measured
- Do external validations measure quality assurance

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REVIEW

How do you review what you measure?

EXAMPLES OF BEST PRACTICE

- Quantifiable review process
- Celebrate success
- Targets achieved
- Data reviewed for trends and achievement
- Review of activity programme
- Usage reviewed
- Review of audits (internal and external)
- Procedures and policy systems

SUGGESTED GUIDANCE

- Is there a quantifiable review process in place that involves all key stakeholders, reporting on performance, usage, income and output levels? Does the review take into account customer and stakeholder feedback, audit and inspection scores, KPI performance
- Does the facility promote the success of the school pupils and the facility customers who have achieved within their chosen sport and activity
- Are targets set within the budgets and are financial plans being achieved; are targets changed following review
- Is the data compiled from KPIs reviewed for trends and achievements; is action taken accordingly with findings added to the improvement plan
- Is the activity programme reviewed; is the programme changed following the review
- Is usage reviewed against targeted groups and different sectors of the community
- Are audits (internal and external) reviewed for findings; is action taken accordingly, with actions added to the improvement plan
- Does the management have a process in place to regularly review and update relevant procedures and policy systems

IMPACT

Has what you have done made a difference?

EXAMPLES OF BEST PRACTICE

- Targets and objectives achieved
- Local area agreement achievement (LAA)
- Joint Strategic needs assessment
- Academic and sporting performance enhanced
- Community advocates
- Partners contribute funding

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- Compliments increase and testimonial
- Customer satisfaction
- Research into the difference activity has made to people's lives

SUGGESTED GUIDANCE

- Has the facility assisted the borough, county and/ or district to achieve targets and objectives set against the local/regional strategies
- Are the LAA targets and objectives achieved in part by the actions of the facility and dual/joint use agreement
- If a joint strategic needs assessment has been undertaken, what is this facility delivering and does it generate recognition of its actions
- Has the performance of school pupils been enhanced both in academic subjects and in sporting performance
- Is the community proud of the facility and what it delivers; is the facility's press coverage generated by good community news stories
- Do partners contribute funding and programme support for the facility to deliver health and social benefits to the community
- Is the facility generating more compliments and customer testimonials
- Is customer satisfaction improving
- Has research been carried out to demonstrate the difference that can be made to the community's health and wellbeing through physical activity