Culture, Health & Wellbeing Alliance

Creative Health Quality Framework

(Spreadsheet)

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Person-centred: Value lived experience, and enable potential.	The idea for the work responds to people's needs and has been led, co-produced, or informed by lived experience.	Structures and processes are in place to enable the ongoing involvement of people with lived experience.	People with lived experience have been involved in planning the work. **See Links PDF**	The work is responsive to people's needs and preferences.	The evaluation reflects what matters to people, especially participants.
	The idea for the work responds to the needs of the whole person, not just the illness or symptom.	The work is informed by an understanding of the ways in which trauma might affect both participants and facilitators.	Participants are given control, choice and agency.	The work enables people to choose whether to engage, how to engage and what to do.	The evaluation seeks to understand people's experience as well as, or instead of, measuring outcomes.
	Aims and outcomes are identified that matter to people.	–	–	Creative practitioners are able to adapt and tailor the work to people's preferences, strengths, and abilities.	Improved understanding of people's experience of taking part informs the development of future work.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Equitable: Work towards a more just and equitable society.	The idea for the work responds to a clearly identified need.	Employment and volunteering policies and practices are equitable, inclusive and accessible. **See Links PDF**	Diverse voices and perspectives, including those of creative practitioners, have been involved in planning the work.	The work is creatively and culturally ambitious, relevant, and meaningful.	A range of perspectives have been considered in shaping the evaluation aims. **See Links PDF**
	The idea for the work is informed by local health needs, priorities, and inequalities. **See Links PDF**	Equitable working practices consider caring responsibilities including child-care needs.	The project team is informed and appropriately skilled and experienced in relation to equality, diversity, and inclusion, including cultural appropriateness, anti-racism, and anti-ableism. **See Links PDF**	The work allows space for critique and challenge.	Diverse voices and perspectives are included in the evaluation, including creative practitioners and volunteers.
	The project team commits to support equity, social justice, and climate justice. **See Links PDF**	Creative practitioners are paid fair and equitable hourly / day rates in line with those recommended by artists unions and support organisations. **See Links PDF**	Barriers to access and engagement have been considered and addressed. **See Links PDF**	Appropriate physical, emotional, and practical support is available for participants, creative practitioners, and support staff. **See Links PDF**	Care is taken to ensure that the process of evaluation doesn't diminish or disrupt participants' experience. **See Links PDF**
	A culturally appropriate and inclusive approach to developing the work is embedded from the start. **See Links PDF**	Creative practitioners and volunteers have clear briefs and contracts. **See Links PDF**	Contracts are fair and equitable, including recognition and payment for all time spent on a project.	Payment of freelance practitioners is timely and prompt.	The evaluation is reciprocal, benefitting participants as well as stakeholders.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Safe: Do no harm, ensure safety, and manage risk.	A trauma-informed approach ensures the work is designed to minimise harm and ensure physical, emotional, and social safety. **See Links PDF**	Appropriate policies and procedures are in place to support the safety and wellbeing of participants, volunteers, creative practitioners, and staff.	Safeguarding measures, risk assessments, and appropriate insurances are in place. **See Links PDF**	Volunteers, creative practitioners, and staff are clear about who to turn to in case of need.	The evaluation process ensures the safety, dignity and privacy of participants.
	Processes for managing risk and ensuring safety are identified from the start and considered on an ongoing basis.	Appropriate support is in place for volunteers, creative practitioners and staff which might include briefing and debriefing, training, mentoring, supported reflective practice, peer support, and clinical supervision.	Risk assessments are carried out for all planned activity to determine whether the environment, activities, materials and group size are safe.	Lone working is minimised or avoided by involving volunteers, support workers, or health professionals in the work where appropriate.	Participants rights to confidentiality and anonymity are upheld as part of the evaluation process.
	Budget and resources are in place to support the safety and wellbeing of volunteers, creative practitioners and staff.	Creative practitioners, volunteers, support workers and staff understand and are able to model and manage healthy boundaries.	There are people on hand who are trained and responsible for Health and Safety, First Aid and Mental Health First Aid.	Creative practitioners are clear about the intent and remit of the activity and are able to work safely within these boundaries. **See Links PDF**	A continual approach to learning is taken to ensure safety and avoid risk.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Creative: Engage, inspire, and ignite change.	The transformative potential of creativity and the capacity of creative practitioners to facilitate this is acknowledged and embedded in the work.	Creative practitioners are suitably skilled and experienced.	Creative practitioners are recognised and valued for their full range of skills, which might include curating, producing, problem-solving, reflection and evaluation, as well as facilitating creative activities.	The work inspires creativity.	Opportunities for reflection are embedded into the project.
	There is space to be responsive to people's needs and for the role of not-knowing within the creative process.	The creative experience is exciting, inspiring, and engaging, as well as purposeful, meaningful and relevant.	The planning process honours creative thinking as an open-ended process.	The approach to creative facilitation is engaging and accessible.	There is space to reflect on and learn from failure as well as success.
	Creative challenge, risk and failure is encouraged and supported.	Good governance is in place to ensure that creative risk can be taken without causing harm.	There is space to experiment and adapt.	Activities include creative stimulation and challenge.	Consideration is given to using creative evaluation tools.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Collaborative: Work with others to develop joined-up approaches.	Solutions to identified needs have been developed through collaboration.	There is agreement around a shared vision, aims and outcomes.	There is buy-in and trust from all parties.	Diverse skills, experience and resources are equally valued.	The evaluation is co-produced with partners and participants.
	Ideas draw on shared expertise from across the creative, health, community, and research sectors.	The vision for the work has been informed by wider, relevant health and social care policies and agendas.	There is open and honest communication between all parties.	Resources are pooled to ensure the creative experience is inspiring and transformational.	All parties reflect openly and honestly on the process of working together.
	The approach to collaboration is appropriate to the context, scale and aims of the project. This might involve consultation, engagement, partnership, or co-creation, for example.	Sufficient time and resources are in place for collaboration and partnership development.	Democratic decision-making is in place, which acknowledges unequal power dynamics.	All parties come together at key intervals to review progress.	All parties come together to review learning and consider how to take the work forward.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Realistic: Be realistic about what you can achieve.	Enough time has been allowed to develop and test the idea.	The programme and timescales are realistic and achievable.	Sufficient time has been allowed for planning and preparation, including the recruitment of creative practitioners and participants.	There is clarity around what the work can and cannot offer.	Sufficient time is allowed for reflection, evaluation and learning.
	The aims are achievable in relation to the scale and scope of the work.	The budget covers all costs including research and planning, relationship-building, training, travel, marketing, access, translation, evaluation, wellbeing support and contingency.	Resources, including for example staff time, materials, equipment, and refreshments, are appropriate to the project and size of group.	Sufficient time is allowed for trust and relationships to develop.	The approach taken to evaluation is proportionate and appropriate to the scale of the project.
	The scale and scope of the work is realistic given the funding and resources available.	Volunteer, freelance, staff and partner responsibilities are appropriate to the time and resources available.	If necessary, do less and do it well rather than try to do everything with insufficient resources.	Sufficient time and resource is allowed for endings.	The approach taken to evaluation is appropriate to the time and resources available.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Reflective: Reflect, evaluate, and learn	The idea has been informed by evidence and learning from previous work (your own and others'). **See Links PDF**	Time for reflection and evaluation is embedded into the process of developing the work.	There are opportunities for reflection and learning throughout the delivery process, as well as at the end of the work.	Appropriate and creative approaches to reflection and evaluation are used to support engagement, insight, and learning.	Opportunities are identified to share learning.
	Resources for evaluation are identified from the outset, to support reflection and learning.	The evaluation plan identifies roles, responsibilities, and resources for all aspects of evaluation, including record-keeping, data-collection, analysis, reporting and dissemination.	The evaluation benefits all parties directly, including participants.	Regular team meetings and debriefs are used to reflect on and share learning.	Learning is shared openly and transparently.
	Clarity is established from the start about why you are evaluating and what you want to find out.	Ethical guidelines including consent, confidentiality and anonymity are adhered to as part of the evaluation.	The evaluation includes reflection, understanding and learning as well as monitoring and assessment.	Creative practitioners are supported to reflect and learn from their experience and have a voice in the evaluation.	Learning informs the development of future work.

The Quality Framework Spreadsheet

	Developing Your Idea	Building strong foundations	Making detailed plans	Delivering the work	Learning from the work
Sustainable: Work to develop a positive long-term legacy for people and planet.	The work is part of a longer-term vision.	Policies and processes are in place to support environmentally sustainable practices. See Links PDF	Progression routes and follow-on activities are identified to support participants' continued creative engagement.	Working practices are realistic and sustainable for the project, the practice, and the planet	Unintended impacts or outcomes are identified and acknowledged.
	The work is underpinned by a desire to achieve beneficial and sustainable social and environmental impacts.	Resources are in place to support the long-term running of the organisation as well as the cost of delivering the work.	Endings are planned to help participants transition to a range of activities or support.	The work is emotionally and professionally sustaining for creative practitioners.	Where possible, impact and outcomes are tracked beyond the end of the project.
	All parties – participants, creative practitioners, partners, and other stakeholders – are involved in deciding what a meaningful long-term legacy will look like.	Partnership working supports the delivery of sustainable impacts.	All parties, including participants, are involved in deciding what happens next.	Creative practitioners develop skills and experience that enables them to sustain a living.	Learning informs practices that create better futures for people and the planet.

CULTURE HEALTH & WELLBEING ALLIANCE

If you would like to feedback on this document, share additional links or resources, or let us know more about your experience of using the Quality Framework, please contact:

Victoria Hume, Culture, Health & Wellbeing Alliance
info@culturehealthandwellbeing.org.uk

Supported using public funding by
ARTS COUNCIL ENGLAND