



Fulfilling Lives

South East Partnership

MYSTERY SHOPPING TOOLKIT

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Fulfilling Lives

South East Partnership

www.bht.org.uk/fulfilling-lives/

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INTRODUCTION

ABOUT FULFILLING LIVES

Fulfilling Lives South East is led by BHT Sussex and supported by a number of voluntary and statutory sector partners, providing intensive and tailored support to people with multiple and complex needs, helping the most vulnerable and hard to reach.

We also work alongside people with lived experience of multiple disadvantage, to achieve positive changes in services and make them better connected and easier to access. The Fulfilling Lives South East Project started in 2014 and is funded until July 2022 by the National Lottery Community Fund, and operates in Brighton and Hove, Eastbourne and Hastings. www.bht.org.uk/fulfilling-lives

ACKNOWLEDGEMENTS

This toolkit was co-produced by staff and volunteers from Fulfilling Lives South East Partnership, which includes those with lived experience of multiple and complex needs.

MYSTERY SHOPPING TOOLKIT

INTRODUCTION

Mystery shopping is an approach used in market research to understand and evaluate the quality of the customer experience. Mystery shoppers act as ordinary consumers in order to test the consistency and quality of specified aspects of a service, and then report back to the organiser or manager so that they can make improvements for the future.

At Fulfilling Lives South East, we have successfully used mystery shopping as a method of gaining real insights into services users' experiences. *The Mystery Shopping Toolkit* is a guide for carrying out mystery shopping activities in services that are used by people with multiple and complex needs. This includes places like local authority housing departments, supported accommodation, substance misuse services, GP surgeries and advice centres.

The purpose of mystery shopping in these settings is to get the perspective of individuals who depend on these services but may face barriers accessing and engaging with them effectively. Often the voices of these individuals are not represented in regular forms of service user consultation such as surveys, questionnaires or focus groups. The insights gained through mystery shopping can therefore assist services to make changes to better meet the needs of these often-marginalised individuals.

Mystery shopping should be carried out by someone who has lived experience of multiple and complex needs. They can offer insight into the service user experience that might otherwise be missed when seen only from an internal, perspective, or general customer feedback.

WHO IS THIS FOR?

The Mystery Shopping Toolkit is for service leads or managers who want to learn about the service they have responsibility for. It might also be useful to commissioners or those responsible for designing services. It gives practical guidance on how to organise a mystery shopping visit, including how to recruit mystery shoppers, share the feedback with staff teams, and translate the feedback into actions or recommendations.

MYSTERY SHOPPING TOOLKIT

HOW THE TOOLKIT CAME ABOUT

Fulfilling Lives South East Partnership has carried out mystery shopping in collaboration with several partners, including the Local Authorities in Hastings and Brighton & Hove, as well as Eastbourne and Brighton Job Centres, always with their full knowledge and cooperation. All services fed back that they found this activity valuable:

'The impact was more than we could have ever expected, opening our eyes to areas that we hadn't considered, and allowed us to share our knowledge with other sites, senior leaders and project teams' **DWP Eastbourne**

We have taken what we learned through these experiences as the basis for this toolkit, with a view that other services can use this to organise their own mystery shopping exercises.

WHY USE MYSTERY SHOPPING?

People with multiple and complex needs (MCN) face a combination of several, inter-related health and social care issues that include mental ill-health, substance or alcohol misuse, homelessness, and repeat offending. It is not uncommon that people with MCN are the victims of domestic abuse and face a range of other disadvantages such as poverty, physical health problems, and learning disabilities. Significantly, many people with MCN have experienced complex trauma such as abuse or neglect, often starting in childhood, which continues to impact on their wellbeing and day-to-day lives.¹

¹ See *Manifesto for Change*, Fulfilling Lives South East Partnership.

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Consequently, people with MCN may find it difficult to access and engage with services. They may struggle to keep appointments, find it difficult to communicate their needs, and may rely on emergency rather than preventative services and support. People with MCN can find some physical environments anxiety-inducing, and on occasion struggle to regulate their emotions in situations they perceive as unsafe or threatening.

Services can unfortunately compound the problems that people face because they are not typically designed with people with MCN in mind. Expecting someone to keep re-telling their story to multiple professionals, fill out complex forms, or share personal information in a public space are all examples of things that could be particularly challenging for someone with MCN.

People with MCN may also encounter stigma when accessing services due to assumptions made about their presentation and behaviour. Even with good intentions, the way that support is offered can provoke unforeseen negative responses which are challenging for the staff and result in poor outcomes such as sanctions or exclusion. Some people with MCN may simply avoid accessing a service due to past negative experiences, which can result in them living with unaddressed needs.

People with MCN, due to the complexity of their lives, are often not in a position to take part in mainstream methods of consultation such as focus groups, client surveys etc and this can mean that their voices and perspectives are overlooked.

When asked about their experiences accessing services for the first time, volunteers with Fulfilling Lives South East shared that they felt anxious, low in confidence, were expectant of negative outcomes, fearful of judgment, and not able to trust professionals. By contrast, when asked about the impact of positive, non-judgmental support, they said '[it] gave me hope that things might not be as bad as I expected'; 'I felt respected as a person'; 'I started to focus on my wellbeing'; 'it was a huge relief'; 'it encouraged me to trust in services and seek further support'; '[a] couple of months later I was worried about something and I knew I could ask him, he wouldn't judge'.

A safe and welcoming environment, and positive, non-judgemental support can have an enormous impact on someone with MCN. Mystery shopping activities can help services become better equipped to welcome and support people with MCN, and hopefully see better outcomes both for clients and staff.

MYSTERY SHOPPING TOOLKIT

The learning from mystery shopping and environment assessments may shed light on positive practices that are working well for people with MCN, and which can be built upon. It may also reveal some relatively quick and easy improvements that can be made to a service. However, it may uncover more complex, systemic issues that will require careful consideration if they are to be addressed meaningfully. In both cases, mystery shopping presents an opportunity to offer better, more accessible services to the people who depend on them for support.

CONCERNS ABOUT MYSTERY SHOPPING

It is important to note that mystery shopping activities should be carried out by invitation only, at the request of a service or organisation and with their full permission. It is for the purposes of learning and development and not to catch out employees doing something wrong or expose services to public criticism.

The goal is to identify gaps between an organisation's stated standards and what happens in reality, to notice what is working well, and to identify areas for improvement that may have gone unnoticed. It may also identify areas where existing standards and policies need revision. If the feedback shows that staff are not working to specified standards, this may suggest they need further training or information. Concerns arising from the mystery shopping activities should be discussed with management and blame shouldn't be directed at individual members of staff. The intention is to focus on a holistic understanding of the service environment, leading to constructive and welcome feedback. The purpose of mystery shopping is always about learning and improvement.

MYSTERY SHOPPING TOOLKIT

ABOUT THE TOOLS

The Mystery Shopping Toolkit (Appendices 1-3) is comprised of two tools:

**The Mystery Shop
and Crib Sheet
(Appendices 1 & 2)**

**The Environment
Assessment
(Appendix 3)**

A service may wish to use just one or both assessments when arranging a visit from mystery shoppers. Alternatively, it may be desirable to do both but spread out over multiple visits. Choosing whether to use one or both tools will depend on the needs of services, and whether the service is able to recruit mystery shoppers who are confident to carry out both types of assessment. For example, a participant may be comfortable with carrying out an environment assessment but is not prepared to conduct an 'undercover' mystery shop, as this can be more demanding.

These tools can help to identify strengths and areas for improvements in many ways such as:

The 'feel' of the environment, e.g. is it welcoming? Does it feel safe?

Appropriate Information on display

Access to private and confidential spaces

Staff communication and listening skills

Effective signposting and support

Accessibility issues

RECRUITING MYSTERY SHOPPERS

Services looking to use mystery shopping will need to recruit appropriate 'mystery shoppers'. A place to start would be to consider asking former service users (or clients) to take part, providing that they have given permission to be contacted. If former service users are signed up to a mailing list, or the service's social media channels, these could be appropriate places to advertise for mystery shoppers. For example, a supported accommodation provider could reach out to former residents who have successfully moved on to lower support or independent living, and who may be interested in inputting back into a service that they have previously used.

Recruiting current service users might work for the environment assessment but is unlikely to work for undercover mystery shopping. It would also be critical to ensure that the individual is reassured that any critical feedback they give during the activity would not negatively affect their future use of the service in question.

Alternatively, a service may have established relationships with other services that work with people with multiple and complex needs, such as voluntary and community groups. They may agree to advertise for mystery shoppers in their service. A GP surgery, for example, might advertise for mystery shoppers in a partner surgery, patient participation group, or health watchdog.

MYSTERY SHOPPING TOOLKIT

THINGS TO CONSIDER

There are several things that should be considered when looking to recruit mystery shoppers:

The organisers need to be transparent and clear with the mystery shoppers about what taking part will involve, and what will happen with the information shoppers gather.

Prospective mystery shoppers will need to receive training and resources around appropriate and safe application of their own lived experiences through the work (appendix 4).

It is important to check that prospective shoppers are in a stable enough place to undertake the work and stay well; if they are currently experiencing crisis, upheaval or active problematic substance or alcohol use, it will not be appropriate for them to undertake a mystery shop exercise. Participants should be able to opt out with short notice without fear of letting anyone down.

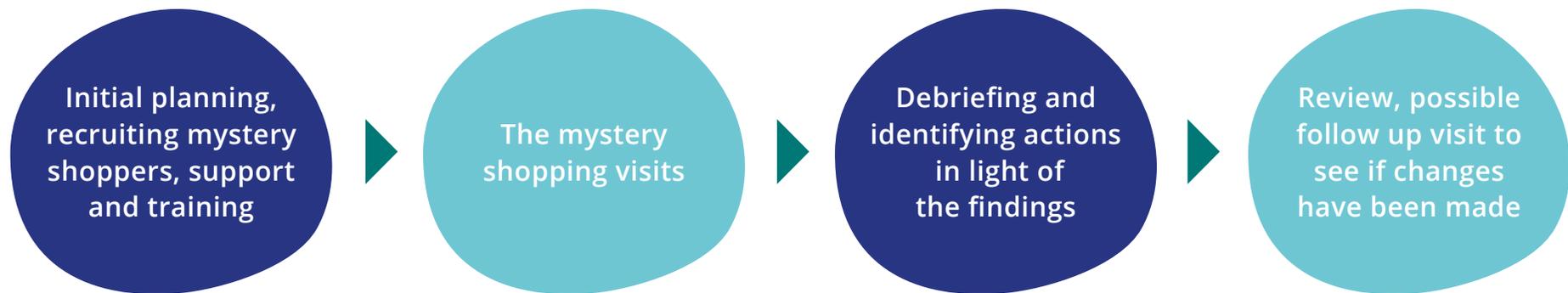
Revisiting a service accessed at a time which was difficult has the potential to bring up unexpected thoughts and emotions for some people. It is important to ensure shoppers are fully able to prepare and debrief with a named contact who can signpost them to additional support if required.

Organisers should value a shopper's important contribution to the project through ensuring they are an equal part of the team, with a chance to comment on the process, and consider reimbursement with incentives such as vouchers.

MYSTERY SHOPPING TOOLKIT

PREPARING FOR A MYSTERY SHOP AND ENVIRONMENT ASSESSMENT

Mystery Shopping visits can take considerable resource: we estimate mystery shopping typically involves 75% planning and preparing visitors, 5% for the visits and 20% follow up.



Before the visit, those organising the activities should consider the following:

Plan

What are the objectives for conducting a mystery shopping activity and what the key areas of your service you want feedback on? *See the tools in the appendices for some ideas.*

Will the team know the mystery shopping is taking place?

MYSTERY SHOPPING TOOLKIT

Plan

Will there be a second mystery shop/environment assessment to assess whether the recommendations have been implemented?

For Environment Assessments consider whether it will be done by visitors who are seen (i.e. will have name badges and be shown around as guests) or unseen (i.e. posing as a normal visitor in a public space)

How and when will the staff be notified that they have been approached by a mystery shopper?

Who will be the main contact for the mystery shoppers (typically the service manager)?

Who will provide the preparation and support for mystery shoppers and how will this be done?

Who will provide the debrief for participants and how will this be done?

Will there be a second mystery shop/environment assessment to assess whether the recommendations have been implemented?

MYSTERY SHOPPING TOOLKIT

Plan

Depending on the service being assessed, it is likely that some information will have been generated about the mystery shopper. How will this profile/information be handled after the interaction in accordance with the General Data Protection Regulation? Who will be responsible for this?

SUPPORTING THE MYSTERY SHOPPERS THROUGH THE PROCESS

Before

Make sure the mystery shopper fully understands the process and what is expected of them	<input type="checkbox"/>
Advise the mystery shopper how any information gathered about them will be handled	<input type="checkbox"/>
If there are any incentives for taking part, e.g. vouchers, notify the mystery shopper when and how they will receive this.	<input type="checkbox"/>
The profile and presenting scenario for the mystery shopper has been planned shared with the mystery shopper ahead of time	<input type="checkbox"/>
Support the mystery shopper to rehearse their scenario and how they might respond to different responses from the service's staff	<input type="checkbox"/>

MYSTERY SHOPPING TOOLKIT

Before	
Ensure the mystery shopper has had chance to familiarise themselves with the assessment tools and ask any questions	<input type="checkbox"/>
Avoid giving the mystery shoppers too much to remember. It is better to get accurate feedback for a few areas that you want to assess	<input type="checkbox"/>
If possible brief mystery shoppers about the layout and space before the assessment takes place	<input type="checkbox"/>
Ensure they know who their main point of contact is at the service should they need to contact them during the activity to discuss any immediate concerns or to keep them in the loop about how the exercise is progressing.	<input type="checkbox"/>
Agree a contingency plan in case they need to exit the mystery shop scenario early	<input type="checkbox"/>
Ensure that the physical and emotional safety and wellbeing of the mystery shopper is prioritised throughout the process.	<input type="checkbox"/>
Encourage them to remember examples of positive practice as well as those that could be improved	<input type="checkbox"/>

MYSTERY SHOPPING TOOLKIT

Before

Ensure the mystery shopper has had chance to familiarise themselves with the assessment tools and ask any questions

Avoid giving the mystery shoppers too much to remember. It is better to get accurate feedback for a few areas that you want to assess

Make sure that opportunity to debrief with the mystery shopper after the visit has been scheduled for and agreed with them.

After the visit

Debrief with mystery shopper and give them chance to discuss how the visit may have affected them, and check they have additional support in place if needed.

Give the mystery shopper time to share verbal feedback in addition to their written feedback if they feel comfortable to do so. Ask their permission to contact them if further clarification is required.

Thank them for their service and offer a means of staying in touch for any follow up from the mystery shop.

MYSTERY SHOPPING TOOLKIT

WHAT TO DO WITH THE FEEDBACK

Once the mystery shopping and environment assessments have been completed, the organisers will need to listen to the shoppers' feedback, consider how this will be shared with the wider staff team, and how the feedback might translate into recommendations or actions.

There are several points to consider. If possible, organisers should schedule time to talk through the findings with the shopper(s). If they supply written feedback only, organisers should ask their permission to contact them in case anything in their notes needs clarification.

Organisers need be prepared for receiving critical feedback, as this can be difficult and lead to defensiveness. It is important to keep an open mind and remember that this exercise is to help services improve and is not personal. The mystery shoppers should be able to offer critical feedback without it being dismissed or rejected, as this is what they have been briefed to do. The mystery shopper has also been briefed to note positive aspects of the experience, and it can be just as helpful to know what went well and build on these strengths.

When reviewing the feedback, look for common themes emerging and group these together. There may be recurring issues that could lead to one recommendation or action. For example, an environment assessment may suggest that the signage is unclear throughout the building, and this can be addressed as one issue rather than several.

Having completed this step, organisers will need to decide what feedback to prioritise, but the mystery shopper's scoring and feedback should help identify more acute issues. Keeping in mind the purpose of the mystery shopping, organisers should focus on recommendations that will have a clear impact on service user wellbeing. Consider is it a high, medium, or low priority? Is it an improvement that can be made quickly, or will it take time? Who should be involved? What resources are required? Is it realistic?

MYSTERY SHOPPING TOOLKIT

EXAMPLE:

The mystery shopper notes that when they arrived at the service, there was no visible staff presence, or means to call for assistance.

Addressing this should be a high priority. Ensuring that services feel safe and inviting is typically desirable for everyone but is especially important for people with multiple and complex needs, who may have experienced very unsafe institutional settings in the past.

The underlying reason for the issue will inform the recommendations or actions. A policy may need to be reviewed, or the staff team may need further training or information. If there is an issue of understaffing, a recommendation around additional recruitment may be appropriate.



The organiser should investigate and identify why this happened, but without pointing blame at individual members of staff.

Is it normal to leave the reception area unstaffed? (A policy and procedure issue)

Was it due to being understaffed? (A recruitment or absence issue)

Did a staff member leave their post without notifying anyone? (A training and performance issue?)

WHAT TO DO IF THERE IS A CONCERN ABOUT AN INDIVIDUAL?

If a mystery shopper reports having a particularly negative interaction with a member of staff, it is not appropriate to feed this back to the wider staff team as this would almost certainly be humiliating. It is preferable to address staff practices via holistic, group measures, such as training for the whole staff team. However, if it is not possible to do this and the issue is sufficiently concerning, the organiser or line manager may choose to raise the concern with that member of staff in private.

MYSTERY SHOPPING TOOLKIT

TIPS FOR SHARING FEEDBACK WITH THE STAFF TEAM

Review the feedback with service managers or whoever has oversight for the running aspects of the service before feeding back to the wider staff team.

Plan how to share the findings. Consider the best time and place, e.g. staff team meeting, and give the team advance notice to come prepared to engage with feedback in a safe space.

Avoid blame or personalised criticism.

Provide practical examples of how things could be improved.

Provide examples of good practice. Ensure feedback is 'strengths based', that is, building on what was done well, and the strengths and skills of the staff.

Involve the mystery shoppers in the feedback process where possible. Invite them to feedback meetings, ensuring it is a welcome and safe space for them to discuss their findings.

Reassure the staff teams that no individuals will be named or identified in the findings shared with the group.

Outline to the team any proposed next steps or actions, for example, changing the signage or increasing staff visibility, and invite them to comment.

Be clear if there will be a date to review any changes made in view of the feedback.

APPENDIX ONE: MYSTERY SHOPPER FEEDBACK FORM

Name of shopper:

Scenario Number:

Date:	Visit duration:
Waiting time before being seen:	Seen by:

SERVICE SPECIFIC QUESTIONS

Question:	Response:
(Insert here)	

APPENDIX ONE: MYSTERY SHOPPER FEEDBACK FORM

GENERAL QUESTIONS (1/2)

Question:	Response:
<p>Guidance through the process: Did staff give their names, and explain what was going to happen? Did they explain if they had to leave you? Were you given staff contact details?</p>	
<p>Focus: Did the person you saw focus on what you weren't able to achieve, or were they focusing on your preferences and positive options?</p>	
<p>Confidentially: could you hear other people's private conversations, did you feel overheard, were you offered a private room?</p>	
<p>Time: How long did interactions take? Did you feel you had enough time? Were you informed of how long it would take and how did the waiting time impact on you?</p>	

APPENDIX ONE: MYSTERY SHOPPER FEEDBACK FORM

GENERAL QUESTIONS (2/2)

Question:	Response:
<p>Respect: Did you feel your story was accepted by staff without judgement? What was their tone like when asking questions?</p>	
<p>Body language: What was your impression of the staff in terms of openness, friendliness and eye contact when talking to you?</p>	
<p>Signposting: What additional information were you offered during your interaction (if any)? How useful was it?</p>	

APPENDIX ONE: MYSTERY SHOPPER FEEDBACK FORM

FINAL REFLECTIONS

Question:	Response:
<p>Do you have any additional feedback or reflections? How did the visit make you feel, what went well and what didn't go so well?</p>	

OVERALL, HOW WOULD YOU RATE YOUR APPOINTMENT TODAY?



APPENDIX TWO: MYSTERY SHOPPER CRIB SHEET

This crib sheet corresponds to the Mystery Shop Tool and should be used when preparing to conduct a mystery shop. It gives examples of positive and negative customer experiences.

Guidance through the process		<p>Each staff member introduces themselves to us and explains their part in the process</p> <p>Staff explaining what they are doing if they need to leave us during the session</p> <p>Making sure we have space to ask questions regularly</p> <p>Checking whether we would like support to fill in forms</p> <p>Offering follow-up contact details and support if we have questions later</p>
		<p>Staff leaving a session without telling us why</p> <p>Not knowing who we are talking to or what their role in the process is</p> <p>Feeling like the process is 'doing to' us rather than 'doing with' us</p> <p>Booking future appointments or sessions we will be unable to attend</p> <p>Leaving with questions and being unsure how to find answers</p>

APPENDIX TWO: MYSTERY SHOPPER CRIB SHEET

Focus	✓	<p>Focusing on our options and what we can do to improve our situation</p> <p>Feeling like we're building a plan together for the future</p> <p>Being asked things like: 'what would you like to happen' or 'which of your strengths can we draw on here?'</p>
	X	<p>Not acknowledging the positive parts of our actions (like attending the session and talking openly)</p> <p>Focusing on what isn't possible for us without explaining why and what we would need to change to make it possible</p> <p>Listing all the challenges and barriers to success we have in one long list</p>
Confidentiality	✓	<p>Staff lower their voices and work hard to be discrete when talking about our sensitive information</p> <p>We are offered a choice of a private room where appropriate</p> <p>We know who will access our information and how it will be used</p> <p>We cannot overhear other people's sensitive conversations</p>
	X	<p>The first point of contact talks loudly and asks for our personal details in front of others</p> <p>Staff not explaining how our details will be used and shared</p> <p>No offer of private space when sharing confidential information</p>

APPENDIX TWO: MYSTERY SHOPPER CRIB SHEET

Time	✓	<p>Being given enough time to fully explain our situation</p> <p>Clear questions and instructions to help us to make the most of the session</p> <p>Explaining to us how long each part of the process is going to take</p>
	✗	<p>Leaving us alone and unsure of how long we'll be waiting</p> <p>Feeling rushed and not being able to properly explain our situation</p> <p>Not being offered a break if we get distressed</p>
Respect	✓	<p>Feeling listened to and having our views acknowledged</p> <p>Honesty about the process, and when mistakes have happened</p> <p>Being asked what we would prefer to be called during in our session (like a nickname, Sir, Ms Smith)</p> <p>Being offered empathy and private space if we become upset</p> <p>Having options to feedback on the service we have received</p>
	✗	<p>Being talked over or having our views dismissed</p> <p>Explaining things in a way that make us feel powerless</p> <p>Discussing our case with other staff members in our presence without asking us</p> <p>Being promised things which later cannot be delivered</p>

APPENDIX TWO: MYSTERY SHOPPER CRIB SHEET

Non-verbal cues	✓	<p>Looking at us when asking questions or speaking together, rather than at a screen</p> <p>Keeping open body language during the session (arms and legs uncrossed, facing us)</p> <p>Acknowledging our emotional state by reacting appropriately to it (like looking concerned if we cry)</p>
	✗	<p>Looking down or at the computer throughout the interaction</p> <p>Looking at a watch, phone or clock frequently</p> <p>Scanning for other colleagues/ being distracted by other people in the space</p> <p>Changing posture or appearing frustrated when we're disclosing our complex histories</p>
Signposting	✓	<p>A focus on the bigger picture, not just one part of the process</p> <p>Actively listening to our stories to spot signposting opportunities</p> <p>Staff are knowledgeable about related local services, or a lead who will have this information</p> <p>Leaflets are all up to date and easy for us to find</p> <p>Information is shared with us in different ways (like verbally, on leaflets, on screens)</p>
	✗	<p>No signposting to additional support needs, even when we mention them explicitly</p> <p>Offers of signposting in a session are not followed up at the end</p> <p>Information is only available to us in one way (like online)</p> <p>No visible information on relevant issues, or information is old and disorganised</p>

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Date:	Location:
Duration:	Total Score:

Before you go in Are there clear signs to the building, what's it like outside the building? E.g. seats, tidiness etc	1	No signage, very messy, unwelcoming, no considerations like seating/ashtrays/bins outside
	2	Very basic signs, a little messy, no considerations like seating/ashtrays/bins outside
	3	Reasonable signage, cleanliness and a consideration like seating/ashtrays/bins outside
	4	Very good signage, cleanliness and a few considerations like seating/ashtrays/bins outside
	5	Perfect signage, clean, very welcoming, multiple considerations like seating/ashtrays/bins
Comments	Score <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

<p>As you enter</p> <p>Are there clear signs telling you where to go and what to do when you enter the space just by looking?</p>	1	Completely unclear from looking where you need to go/what you need to do
	2	Very basic cues like a reception desk, but no signs or other information
	3	Reasonable cues like a front desk labelled 'reception' or an arrow/ very basic information
	4	Very good cues like clear places to que, additional information, and signs for the different spaces you can see. Some consideration of people with literacy issues.
	5	Perfectly clear from looking where to go and what to do. Things like information on what to expect, arrows to follow, information on what is going to happen. Completely accessible for people with literacy issues (colours and pictures alongside words).
Comments	<p>Score</p> <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Accessibility Are there ramps, wide doors and lifts, so someone with mobility issues can move around the building?	1	Not at all accessible with entrance steps, small doorways, no accessible toilets, lack of lifts, no disabled parking options
	2	Very basically accessible, wheelchairs can get into the building, then very limited accessibility inside
	3	Reasonable accessibility, but one or two issues to build on, like if ticketing system is too high for a wheelchair user
	4	Very good accessibility, wide doors, ramps and lifts and clear information for people with mobility issues
	5	Perfect accessibility, wide doors, ramps and lifts and clear information for people with mobility issues across the building
Comments	Score <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

<p>Staff visibility and approachability</p> <p>Can you see name tags, and know what their roles are from looking? are desks close or near, facing towards or away from main areas? Where were security guards?</p>	1	No name tags or role information, located far away or with backs to clients, security guards dressed in uniform, are the most prominent staff members
	2	Very basic approachability, such as having one of things like: name tags/role information, approachable layout, security guards in slightly less central position
	3	Reasonable approachability, such as two of things like: name tags/role information, approachable layout, security guards in slightly less central position/ not wearing intimidating uniforms
	4	Very good such as two of things like: name tags/role information, approachable layout, security guards in slightly less central position/ not wearing intimidating uniforms
	5	Perfectly approachable staff who all have clear visual information about their names and roles, friendly layout, informal uniforms and non-prominent security
Comments	<p>Score</p> <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

<p>Using the space</p> <p>Does it feel crowded? Are there areas for specific client groups? Are there rooms not being used to their fullest potential?</p>	1	Communal space is very crowded, loud, no breakout spaces, unused rooms and spaces elsewhere, no logical order. Hard to avoid hearing or seeing someone else's sensitive information.
	2	Very basic attempts to use the space effectively like having different areas for different uses, but limited logic. Could hear or see someone else's sensitive information if you wanted to.
	3	Reasonable use of the space, and flow of people through different areas. Efforts made to reduce confidential information being overseen or overheard.
	4	Very well flowing space, possible break out rooms, but still some underutilised areas. Little chance of hearing or seeing someone else's sensitive information.
	5	Communal space feels completely uncrowded and calm, flows logically, breakout spaces available, all space is considered and used excellently. No chance of hearing or seeing someone else's sensitive information.
Comments		<p>Score</p> <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Tidiness Are spaces free of clutter and litter?	1	Building is very messy in communal areas, rubbish on floors, piles of paper, things piled up on cabinets, very dirty/unclean
	2	Very basic organization, a little rubbish on the floor and some visible stains/dust in key areas
	3	Areas generally clean, everything basically tidy and organized, with one or two exceptions
	4	All areas basically clean and tidy
	5	Exceptionally clean and tidy communal areas, appropriate number of bins, no visible clutter, desks clear and clean
Comments	<div style="text-align: right;"> Score <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/> </div>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Information Are up-to-date leaflets on topics relevant to people with multiple complex needs readily available?	1	No information available in any areas
	2	Very limited information which is out of date/ not relevant to MCN
	3	Reasonable amounts of largely in date information, a fair amount of MCN relevant material
	4	Very good up-to-date materials, perhaps in more than one format (e.g. easy read, large font), covering multiple elements of MCN
	5	Lots of information in multiple formats available, comprehensively relevant to MCN, in multiple locations in the building, language is welcoming and non-stigmatising
Comments	Score <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Basic Needs Are there clearly signed toilets, seats, water fountains, and options to get food if needed?	1	No basic needs are met: no toilet, no water, no seats etc
	2	Very basic needs are met: such as a toilet and hard seats but no signs/ information
	3	Basic needs are reasonably met: well signed accessible toilets/comfier seats, lacking in some areas
	4	Well signed toilets, comfy seats, water and perhaps things like food vending machines if appropriate
	5	Perfectly signed facilities, including water, food, toilets, comfy seats and added extras like kid's toys, TVs or magazines
Comments	Score <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Environmental Feel is the décor like an institution, or a home? Is there art? How is the lighting. Where are staff /security guards wearing?	1	Feels institutional: no art, plain colours, strip lighting, prominent, uniformed guards.
	2	Very basic attempts to make the environment friendly, such as some art, or colour
	3	Reasonable attempts to make the environment friendly, including art or non-prominent security guards
	4	Very good attempts to make the environment homely, including attractive décor and furniture
	5	Perfectly comfortable and informal feel, potentially with some art, colour and non-prominent security
Comments	Score <input style="width: 40px; height: 40px; border: 1px solid black;" type="text"/>	

APPENDIX THREE: ENVIRONMENT ASSESSMENT

Any Additional Observations	
Do you have any additional feedback not covered above?	
What in your opinion are the most important things to change about this environment?	