**Meeting the Age Friendly Standards: a self-evaluation toolkit**

The checklists and notes below have been designed tohelp you assess the extent to which your organisation is meeting the[Age-Friendly Standards](https://www.familyarts.co.uk/age-friendly-standards/)and help you think about how you can further improve your offer to welcome older people.

Scoring should help you identify priority areas for development and help you measure your progress over time.

This process should be collaborative and involve as many different functions of your organisation as possible, including staff members who have direct exposure to audiences/ participants and those who do not. The aim is to engage a cross-section of your organisation with the priorities of welcoming older people and create a shared responsibility to fulfil the Standards.

You can also compare your scores for each question with other organisations to see where you can help each other to improve, particularly if you are part of a network or association of other arts organisations.

* There are also two versions of the facilities checklist, one for venue based organisations and one for non-venue based organisations.

The Age-Friendly Standards do not aim to replicate or replace existing guidance, particularly in the case of addressing specific conditions, such as Dementia, and we have provided a reference section of [**Useful Links and Resources**](http://www.familyarts.co.uk/resources/age-friendly-resources)for further specialist advice

Score yourself 1 to 5 on each area:

5 = very good, 4 = good, 3 = satisfactory, 2 = poor, 1 = very poor, 0 = don’t do this at all

**BUILD RELATIONSHIPS**

These points refer to Section 1 of the Age-Friendly Standards.

* Facilitate relationships between the different generations the organisation interacts with
* Aim to foster relationships with older people not only as audiences, but as volunteers, ambassadors, trustees and active participants in the organisation
* Acknowledge that older people are not a homogenous or distinct visitor segment but a diverse group with a wide range of abilities, tastes etc. The organisation will respond in ways that are appropriate to individual needs, informed by individuals themselves
* Be open and willing to learn from older people and solicit their views, either formally, or informally
* Encourage relationships with other places and services older people may use (e.g. health and care facilities, housing providers, adult learning centres, libraries, clubs and societies and community centres)
* Consider working in partnership with other age-friendly cultural organisations and venues in the local area to help inform older people about the whole cultural offer that is available to them

Checklist on next page…

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| --- | --- | --- | --- | --- |
|  | **Do we:** | **Do we do this? (Y/N)** | **How well do we do this now (0-5)?**  **What are our actions for improvement?** | **What has changed? (To be filled in six months after review)** |
| 1 | Offer events and activities that encourage intergenerational relationships? |  | **Score:**  **Actions:** |  |
| 2 | Aim to build relationships with older people ‘beyond the box-office’, as volunteers, ambassadors or trustees? |  | **Score:**  **Actions:** |  |
| 3 | Encourage staff to take a ‘person-led’ approach to our visitors’ needs and not make assumptions about them? |  | **Score:**  **Actions:** |  |
| 4 | Solicit the views of older people, ensuring that their opinions are used to inform what we do? |  | **Score:**  **Actions:** |  |
| 5 | Work in partnership with other places and services who could help us to reach older people in the local community? |  | **Score:**  **Actions:** |  |
| 6 | Work in partnership with other arts organisations to provide a joined-up offer welcoming older people? (Consider joining or creating a [Family Arts Network](http://www.familyarts.co.uk/networks/)) |  | **Score:**  **Actions:** |  |
|  |  |  | **total out of 30:** |  |

**CONSIDER PROGRAMMING**

These points refer to Section 2 of the Age-Friendly Standards

* Encourage artistic work that has the ability to inspire, articulate & celebrate life in older age
* Avoid making assumptions about taste and recognise that with any large and diverse group comes diverse interests. Ensure that the views of older people are represented on any consultation panels or questionnaires
* Aim for intergenerational provision to be integrated into the whole programme and sustained beyond specific participation or engagement initiatives
* Think about collaboration, co-production and work that is not only for older people, but with and by older people- as programmers, facilitators and artists
* Consider timings and times of day in programming- including matinees and daytime activities. Build in extra time for getting settled, intervals and comfort breaks. Also factor-in local public transport provision and be aware that where it is unavailable at certain times (particularly at night), this may present a significant barrier, as well as potential hidden costs

Checklist on next page…

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| --- | --- | --- | --- | --- |
|  | **Do we:** | **Do we do this? (Y/N)** | **How well do we do this now (0-5)?**  **How can we improve?** | **What has changed? (To be filled in six months after review)** |
| 1 | Produce or present artistic work that challenges stereotypes about ageing and encourages positive perspectives of life in older age? Does it go beyond reminiscence? Does it please and inspire? |  | **Score:**  **Actions:** |  |
| 2 | Avoid making assumptions about taste and where cultural boundaries lie for older people? |  | **Score:**  **Actions:** |  |
| 3 | Actively consult older people about our artistic work and ensure their views are represented? |  | **Score:**  **Actions:** |  |
| 4 | Try to ensure that intergenerational appeal is integrated throughout our programme? |  | **Score:**  **Actions:** |  |
| 5 | Try to work with older artists, facilitators and others as part of the creative process? |  | **Score:**  **Actions:** |  |
| 6 | Think about times of day/ availability of public transport when programming events or activities? |  | **Score:**  **Actions:** |  |
| 7 | Build-in extra time and breaks for events or activities that would make the experience more comfortable for some older people? |  | **Score:**  **Actions:** |  |
| 8 | Consider potential for crossover with other accessible or relaxed formats we offer- particularly regarding dementia-friendly work. Is there a possibility of developing a general inclusive experience for everyone who might favour a less formal, more relaxed setting? |  | **Score:**  **Actions:** |  |
|  |  |  | **total out of 40:** |  |

**ASSESS THE FACILITIES**

These points refer to Section 3 of the Age-Friendly Standards. This section has been designed with more flexibility than the other sections, given that resources available limit the potential for every organisation to provide the most accessible facilities (as well as historic or listed buildings). The checklists provided below are intended to help you to assess what is achievable within your own organisational context. Whilst it may not be possible to fulfil each of the recommendations, your provision should be clearly communicated, including:

* any limitations which could cause difficulties for older people accessing the facilities
* what you are doing to make improvements

The following pointers do not replace existing access recommendations, legal guidelines for public buildings, which are signposted in the [**Useful Links and Resources**](http://www.familyarts.co.uk/resources/age-friendly-resources) section.

* Display accessibility accreditations (where applicable) clearly and visibly, both on-and-offline.
* Consider the accessibility of every aspect of the visit to ensure the best experience possible and show awareness of hidden disabilities such as sight or hearing impairments.
* Consider additional environmental factors for comfort/ ease
* Consider equally the needs of companions or accompanying family members and help make their experience easier.
* Be clear, not only on the facilities available, but also on the logistics of getting to a venue. Supply clear indications of transport routes, parking, paths, time needed to get from A to B to minimise any surprises. Consider ways of visualising e.g. virtual tour/ street map/ visual stories.
* Be clear about what needs the organisation can support, and those it cannot-indicating whether personal assistance is required for events/ activities.

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|  | **Do we:** | **Do we do this? (Y/N)** | **How well do we do this now (0-5)?**  **How can we improve?** | **What has changed? (To be filled in six months after review)** |
| 1 | Display any accessibility accreditations clearly and visibly, on-and offline? |  | **Score:**  **Actions:** |  |
| 2 | Consider the accessibility of every aspect of the experience, showing awareness of hidden disabilities? (Full checklist provided below for venues) |  | **Score:**  **Actions:** |  |
| 3 | Consider the comfort of all visitors and accommodate those who might require additional consideration? |  | **Score:**  **Actions:** |  |
| 4 | Provide clear indications of logistics/ transport routes etc. in getting to our events? |  | **Score:**  **Actions:** |  |
| 5 | Communicate clearly what needs our organisation is able to support and indicate where additional assistance to visitors might be necessary? |  | **Score:**  **Actions:** |  |
| 6 | Consider equally the needs of companions who may be accompanying or assisting visitors and making their experience as easy as possible? |  | **Score:**  **Actions:** |  |
|  |  |  | **total out of 30:** |  |

**Facilities – venue based organisations** - checklist on next page…

**Facilities – non-venue based organisations ­**– refer to both facilities checklists…

**Facilities – venue based organisations:**

The checklists provided below are intended to help you to assess what is achievable within your own organisational context. Whilst it may not be possible to fulfil each of the recommendations, your provision should be clearly communicated, including:

* any limitations which could cause difficulties for older people accessing the facilities
* what you are doing to make improvements

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| **Do we have:** | **(Y/N) or**  **N/A** | **If the answer is ‘No’, use this section to indicate any actions which you will take as an organisation to improve or communicate limitations (leave blank if N/A)** | **What has changed? (To be filled in six months after review)** |
| Automated doors/ additional staff assistance at entrances & exits |  |  |  |
| Drop-off space with lowered kerb at the entrance |  |  |  |
| The option of reserving parking bays/ information about nearby parking facilities and cost? |  |  |  |
| Seating plans which highlight where visibility/ acoustics are best to aid booking decisions |  |  |  |
| Hand rails around the building |  |  |  |
| Additional or portable seating that can be provided |  |  |  |
| Working lifts |  |  |  |
| Ramped or level wheelchair access and seating |  |  |  |
| Reserved seating for those with limited mobility |  |  |  |
| Accessible toilets |  |  |  |
| Low counter heights in box office/bar/ café space for wheelchair users |  |  |  |
| Minimal obstruction for wheelchairs/ walking aids in thoroughfares |  |  |  |
| Accessible outdoor space |  |  |  |
| Large text on printed materials, seat numbers, exhibition captions, staff name badges etc. |  |  |  |
| Hearing loops or infrared systems and clear instructions/ assistance in connecting to them |  |  |  |
| Microphones to use for activities in smaller spaces |  |  |  |
| Braille or audio options for print materials |  |  |  |
| Print and other visual materials designed with colour contrast/ appropriate design for those with visual impairments |  |  |  |
| Additional staff on hand when expecting larger groups of visitors with additional needs |  |  |  |
|  | **Total:** |  |  |

**Facilities – non-venue based organisations:**

It’s important to remember that the venues you use are an essential part of the audience/participant experience. Inadequate facilities will affect visitors’ ability to enjoy the event and most will not distinguish between the venue and the activity/performance – for them it’s all one experience.

In signing up to the Standards you have a responsibility to always endeavour to work with venues with appropriate facilities and to be clear about what individual venues offer. You should make it as easy as possible for visitors to understand what’s available at the venue they will visit: either by collating information and hosting it on your website/materials or by linking to the appropriate page of each venue’s website.

Use this facilities checklist to ensure you provide (or link to) the full information required for each venue (in order that visitors can access the facilities information for the venue they will be visiting):

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| --- | --- | --- | --- | --- |
|  | **Do we:** | **Do we do this? (Y/N)** | **How well do we do this now (0-5)?**  **How can we improve?** | **What has changed? (To be filled in six months after review)** |
| 1 | Always endeavour to work in venues with appropriate facilities for the audiences and participants we want to attract? |  | **Score:**  **Actions:** |  |
| 2 | Provide clear and easy to find information about facilities and travel for each performance or activity i.e. on our website and in our printed marketing materials? |  | **Score:**  **Actions:** |  |
| 3 | Check if venues we use meet as many of the facilities checklist as possible (Section 3) and communicate clearly areas in which there are limitations? |  | **Score:**  **Actions:** |  |
| 4 | Encourage venues we work with to adopt the Age-Friendly Standards? |  | **Score:**  **Action:** |  |
|  |  |  | **Total out of 20:** |  |

**COMMUNICATE APPROPRIATELY:**

These points refer to Section 4 of the Age-Friendly Standards.

* Use positive and inclusive language and images in marketing communications and group booking criteria that do not restrict or perpetuate stereotypes of ‘family’ or of older people
* Communicate alternative means for ease of booking tickets and finding information for visitors who may not be online- with an easy-to-find telephone number
* Provide clear channels for older people to communicate specific needs to the organisation in advance, with reassurance that requirements will be met.
* Use alternative approaches to reach older people who may be offline.
* Think creatively about new channels to reach older people, particularly the growing number who are online
* Provide logical and clear website navigation for bookings and information
* Provide clear explanations for new or unfamiliar concepts e.g. ‘touch tours’ or relaxed performances’ so visitors know exactly what to expect- using everyday language that avoids jargon and does not assume specialist knowledge about the arts

Checklist on next page…

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| --- | --- | --- | --- | --- |
|  | **Do we:** | **Do we do this? (Y/N)** | **How well do we do this now (0-5)?**  **How can we improve?** | **What has changed? (To be filled in six months after review)** |
| 1 | Use positive and inclusive language and imagery of families and older people in our marketing/ ticketing information? |  | **Score:**  **Actions:** |  |
| 2 | Have easy-to-access offline options for bookings and information? |  | **Score:**  **Actions:** |  |
| 3 | Provide clear channels for visitors to communicate any specific needs to us in advance, with a system for logging and taking appropriate action in preparation for their visit? |  | **Score:**  **Actions:** |  |
| 4 | Use appropriate methods of reaching older people who may not be online? |  | **Score:**  **Actions:** |  |
| 5 | Understand the best channels to reach older people who are online and digitally literate? |  | **Score:**  **Actions:** |  |
| 6 | Have a clear and logically-mapped website that ensures the easiest possible user journey? |  | **Score:**  **Actions:** |  |
| 7 | Provide staff with briefings on content and suitability of shows etc. that enable them to give informed guidance on what visitors should expect? Highlight any use of loud music, strobe lighting, length of show, intervals, age range suitability etc. |  | **Score:**  **Actions:** |  |
| 8 | Employ easy-to-understand explanations of unfamiliar concepts (such as touch tours or relaxed performances)? |  | **Score:**  **Actions:** |  |
| 9 | Consider how certain contexts, content and interpretations can be provided on our programme that may resonate with certain generations and consider emphasising them in our marketing? |  | **Score:**  **Actions:** |  |
|  |  |  | **total out of 45:** |  |

**ASSESS YOUR WELCOME:**

These points refer to Section 5 of the Age-Friendly Standards.

* Create a welcoming atmosphere, ensure staff are visible and remain vigilant to visitors’ needs
* Ensure that all staff are well-trained and aware of difficulties that some older visitors may encounter, including factors that can cause distress for visitors with certain conditions, such as dementia and be able to advise on use of loud noises, music or strobe lighting
* Where staff have undertaken specialist training, encourage them to display this e.g. by wearing their Dementia Friends badge
* Nominate staff members or volunteers as champions of age-awareness within the organisation who will provide advocacy and dedicated support
* Embed age-friendly policies and procedures into the organisation’s working practices that are accessed by staff

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|  | **Do we:** | **Do we do this? (Y/N)** | **How well do we do this now (0-5)?**  **How can we improve?** | **What has changed? (To be filled in six months after review)** |
| 1 | Ensure that ALL staff are committed to welcoming older people and aware of the barriers that some may face? This applies to both visitor-facing and non-visitor-facing staff alike. |  | **Score:**  **Actions:** |  |
| 2 | Provide staff with appropriate training and information that relate to welcoming older visitors who may be experiencing specific conditions? E.g. Dementia |  | **Score:**  **Actions:** |  |
| 3 | Nominate staff members as champions of age-awareness in the organisation who take responsibility for ensuring older people remain a priority within the organisation? |  | **Score:**  **Actions:** |  |
| 4 | Document and make available to all relevant staff age-friendly practices and policies that can be understood and implemented across the organisation? |  | **Score:**  **Actions:** |  |
|  |  |  | **total out of 20:** |  |