

**Auditing Passports**  
**GOOD PRACTICE CHECKLIST**  
**MINIMUM STANDARDS of QUALITY**



Without wishing to be too restrictive, it is important to monitor and audit both the process of creating a Passport and the end result, i.e. the Passport itself. Ideally we'd like to also be able to evaluate outcomes and the impact of the Passport.

This set of guidelines can be used to evaluate all three and can also be used pro-actively as a checklist to guide you step by step through the process of making a Passport, following best practice.

Evaluation should not be left until ages after completion; ideally it should be started for each Passport in mid-development, normally around the stage of the first draft going out for consultation. Evaluation should be completed when the Passport is near final completion.

**Who Evaluates?**

The first and most important stage in evaluation is **self-evaluation**. Going through the audit checklists attached here as a matter of course, even before and during the process of drafting a Passport and certainly before completing it, will alert the Passport Coordinator and core team members to areas they may have neglected and present opportunities for improvement.

The next stage is audit using the same checklists, but carried out by an **external evaluator**. The issue here is 'Who can do this meaningfully?' A significant difficulty is that an external evaluator who is at a remove from the Passport owner and his/her situation may not be in a position to know much about *how* the *process* of Passport creation was carried out - they may only see the finished product (i.e. the Passport booklet). Equally, if they do not know much about the person for whom the Passport is being created, they will find it difficult to evaluate accuracy and relevance etc.

Therefore it is not appropriate for Passport evaluation to be carried out as a 'paper exercise' by management, based only upon the finished booklet. Meaningful evaluation can only be done by someone who has been present throughout the whole process and who has actually been involved in some capacity (e.g. as peripheral team member, supervisor of core team member etc.)

**Key Areas**

Here are the three Key Areas to be explored, with a number of sub-headings within each area.

*Process*

- 1. Has good/best practice been followed in the process of development and creation of this Passport?**
  - 1.1 Values & Ethics, confidentiality
  - 1.2 Team, Relationships and Collaboration
  - 1.3 Knowledge of the Passport Owner, and Quality of Assessment
  - 1.4 Involvement of the Passport Owner (and parents/family/friends), and ownership issues

## PERSONAL COMMUNICATION PASSPORTS

### *Product*

#### **2. How good is this Passport?**

- 2.1 Structure & format
- 2.2 Looks
- 2.3 Content – relevance, accuracy, interactivity
- 2.4 Efficiency and effectiveness of production

### *Outcomes*

#### **3. How good is the infrastructure underpinning this Passport to ensure that it is used, updated, and developed, and that further Passports will be made (if appropriate)?**

- 3.1 Strategies for raising others' awareness of Passport and its functions, and encouraging use
- 3.2 Recognition of Passport creation as a valid element of therapy/education/care, with time allocated for this work.
- 3.3 Mechanisms for updating
- 3.4 Establishment of Passport creation and use within in the policies and practices of the organisation

### **How to measure / evaluate a Passport?**

Passports can be evaluated by grading their 'quality' on a number of additional questions linked to these Key Areas. A set of numbered questions has been developed that aims to summarise the essential features and qualities of an ethically produced, acceptable and effective Passport, as defined by Millar & Aitken (2003). As the audit checklist is devised in sections and each page can be dated, audit may be carried out in stages, section by section.

The answers to the questions will be in the form of 'quality indicators', using the 6 point scale of QIs developed and implemented by HMIE for inspections across Scottish schools and authorities, and as exemplified in the Scottish self-evaluation scheme How Good is Our School? (2002), as follows.

<b>Rating</b>	<b>Overall Evaluation</b>	<b>Comment</b>
6	Excellent	excellent
5	Very good	major strengths
4	Good	important strengths with areas for improvement
3	Adequate	strengths just outweigh weaknesses
2	Weak	important weaknesses
1	Unsatisfactory	major weaknesses

It is easy to get a bit 'carried away' when drawing up procedures, wanting to try and make evaluation as thorough as possible. However, bearing in mind that creating Passports is a non-statutory process and already represents a highly labour-intensive commitment, the aim has been (successfully or otherwise...) to try and keep the number and length of questions down. This audit checklist therefore can be said to reflect **minimum standards** of quality.

You may wish to adapt these audit procedures for your own setting. Please feel free to do so, but please do not publish anything based on these without acknowledging this author and this

© copyright document. Good Luck!

Sally Millar

**PASSPORT AUDIT**

Date of Audit:

Name of Person completing Audit:

	<b>Key Area / Questions</b> <i>How are we Doing?</i>	<b>Comments &amp; Evidence</b> <i>How do we Know?</i>	<b>6</b>	<b>5</b> <b>Yes</b>	<b>4</b>	<b>3</b>	<b>2</b> <b>No</b>	<b>1</b>
<b>PROCESS</b>								
<b>1</b>	Has good/best practice been followed in the process of development and creation of this Passport?							
<b>1.1</b>	<b><i>Values &amp; Ethics, confidentiality</i></b>							
1.1.1	Check Passport doesn't already exist, or obtain latest copy for updating							
1.1.2	Passport agreed by Manager / Head Teacher/ Care Manager / Head of Service, and time allocated							
1.1.3	Example of Passport shown to individual, family, carers & other staff, so they know what it is and what is intended							
1.1.4	Permission requested and written permission granted by individual/parent/family/partner/guardian for Passport to be made and for photographic/video material to be included. Permission filed securely.							
1.1.5	Safety –health care pages are written by and/or checked by the relevant health professionals, eg. speech and language therapist for eating and drinking information, physio-therapist for moving and handling pages							
1.1.6	Contact name and number is included in Passport for guidance or update on medical or healthcare issues							
1.1.7	Contact name and number for overall Passport Coordinator is included in Passport							
1.1.8	Exact names, addresses and numbers of owner & friends etc. are omitted from Passport							
1.1.9	Procedures established to ensure data and Master copy are filed securely and that all involved are aware of these							
1.1.10	Record is kept of all copies made							

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	of Passport draft and finished version, and to whom they have been given.							
1.1.11	Passport Owner, parents or family have a copy of Master file if they so request							
1.1.12	Written Permission requested & granted for use of photos, video etc. of individuals and/or family of friends and others shown alongside Passport owner							
1.1.13	Arrangements are made for continuity beyond immediate first phase of Passport							
<b>1.2</b>	<b><i>Team, Relationships and Collaboration</i></b>							
1.2.1	Passport Coordinator is identified. Named Coordinator takes responsibility & leads Core Team							
1.2.2	Passports Core Team consists of at least two people (Coordinator and one other), preferably about two or three others; Parent or partner may be member of core team. Team is multidisciplinary							
1.2.3	Regular face to face discussions are held within core team							
1.2.4	Full core team cross checks every written version of Passport							
1.2.5	At least one face to face discussion is held with client/parents/partner/family							
1.2.6	Wider multidisciplinary team identified so that information is included from a range of different people in contact with client							
1.2.7	In advance of any written checklists or questionnaires used, and /or page drafts circulated for comments, at least one face to face discussion meeting or at least telephone conversation or personal email with each member							

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	of wider team (more, ideally, and as a group if possible)							
1.2.8	Passport owner, parents, family and wider team are given at least one opportunity to give input, review and correct drafts of each page before Passport is put into circulation (preferably more than one)							
1.2.9	Coordinator is respectful of input and accountable to client and family, and to staff. Either includes what they suggest or discusses/informs relevant people why not							
1.2.10	Coordinator and Core Team set estimated timescale for Passport work and agree schedule of team meetings. Team members are informed							
1.2.11	Client, family, partner, guardian etc. are kept informed about progress of Passport development, any delays, estimated date of completion, circulation date etc.							
1.2.12	Team members can have different roles – e.g. collecting information, organising and drafting material, desk-top publishing etc.							
<b>1.3</b>	<b><i>Knowledge of the Passport Owner, and Quality of Assessment</i></b>							
1.3.1	Coordinator is known and trusted by client							
1.3.2	Coordinator spends time in person observing and interacting with client in different settings and also consults a wide range of people							
1.3.3	Coordinator has full access to written notes and reports and to discussions with people who							

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	<i>How are we Doing?</i>	<i>How do we Know?</i>						
	know the client well							
1.3.4	Assessment data is cross-checked in person for recency & validity and 'translated' into day to day relevance (i.e. not just copied in out of written reports)							
1.3.5	Written material generated is person specific not a 'copy' of any other Passport							
1.3.6	Coordinator has met and talked with family							
<b>1.4</b>	<b><i>Involvement of the Passport Owner (and consultation with parents/family/friends), and ownership issues</i></b>							
1.4.1	At least one face to face discussion with client and/or parents/family/partner/							
1.4.2	Client gets to choose style & look of Passport as possible / appropriate							
1.4.3	Client chooses preferred photos and if possible participates in process of planning/setting up/posing for photos							
1.4.4	Client gets to discuss & choose page topics and content of Passport as possible / appropriate							
1.4.5	Appropriate methods are explored and tried, used to consult Passport Owner eg. Talking Mats							
1.4.6	Methods used to consult Passport owner are documented and if possible consultation sessions witnessed/recorded/documentated							
1.4.7	Client has been shown the Passport repeatedly so is familiar with seeing it. Client has been helped to read through Passport drafts frequently (in a fun way and involving others, so that it's a positive experience)							
1.4.8	Client and family's wishes and							

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	decisions are respected (except maybe in cases regarding safety); Material that has not been seen or agreed by client or family is never included. Client has right of 'veto' over any item.							
1.4.9	Client/family/parents have the ultimate power to determine to whom Passport will be shown, how many copies made, who should or should not be given copies, how Passport might be displayed/circulated							
1.4.10	Client/family/parents are consulted whenever a new use of Passport is proposed							
1.4.11	If parents or partner take on role of Coordinator or writer of Passport, core team act to facilitate process. Stay in information loop, and moderate content							

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<b>PRODUCT</b>								
<b>2</b>	<b>How good is this Passport?</b>							
<b>2.1</b>	<b>Structure &amp; format</b>							
2.1.1	Agreed format is safe and fit for purpose							
2.1.2	Booklet is robust enough to withstand likely daily treatment							
2.1.3	Booklet is appropriate/preferred size, type, colour							
2.1.4	Cover/title page with photo							
2.1.5	Page number 20 or less							
2.1.6	Each page numbered							
2.1.7	Index/Contents page							
2.1.8	Each page dated separately							
2.1.9	'Guest book Page' included							

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	<i>How are we Doing?</i>	<i>How do we Know?</i>						
2.1.10	Short-term or date specific information is avoided							
2.1.11	Precise names, addresses, phone numbers are avoided							
2.1.12	Appropriate communication symbols are used so that client can read as much as possible of own Passport							
<b>2.2</b>	<b><i>Looks</i></b>							
2.2.1	Use of graphics - picture on every page (if relevant)							
2.2.2	Use of photos – clear and relevant (illustrating text, not random or creating own sub text)							
2.2.3	Page content – not too much text per page							
2.2.4	Colour & decoration is not ‘overdone’ and does not detract from readability							
2.2.5	Plenty white space							
2.2.6	Layout – columns, diagrams. flow charts etc. are used to clarify complex information							
2.2.7	Font size is at least 12pt or preferably above							
2.2.8	Clear sans serif font such as Comic Sans, used. Fonts are not mixed							
2.2.9	Cover chosen, overall style and graphics used are age appropriate							
2.2.10	Passport written positively, in the First Person							
2.2.11	Jargon-free, clear, simple accessible language							
2.2.12	Short sentences and Bullet point format is used where possible (not narrative style)							



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<b>2.3</b>	<b><i>Content – relevance, accuracy, interactivity</i></b>							
2.3.1	Information included from past, present (and future) and from home, & day placement and other settings							
2.3.2	Information included is currently relevant on a day to day basis							
2.3.3	Occasionally relevant information is stored on separate pages and added in only when needed							
2.3.4	Information is ‘distilled’ not listed in full							
2.3.5	Level of detail – information is specific and detailed, not general and vague							
2.3.6	‘Difficult areas’ are dealt with sensitively & honestly. Disagreements are represented openly							
2.3.7	Interactivity – use of ‘clue pages’							
2.3.8	Devices used to stimulate owner to use Passport, eg. pop-up flaps							
2.3.9	Siblings / friends have a page							
2.3.10	Use of ‘Guest Book / comments Page							
2.3.11	Passport can be presented on screen by Passport owner - is touch/switch accessible							
2.3.12	Recorded or synthetic speech can be added if desired							
<b>2.4</b>	<b><i>Efficiency and effectiveness of production</i></b>							
2.4.1	Speed – Working Passport completed within 6 months							
2.4.2	Computer software used is legally licenced, fit for purpose and supported in client’s own (staff) setting							

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2.4.3	Staff using software are provided with relevant training if necessary							
2.4.4	Master copy is stored/filed securely on CD, rather than/as well as on computer							
2.4.5	If handwritten, at least one colour photocopy of Master copy is stored separately from Master copy							
2.4.6	Resources needed (colour cartridge, booklet, laminate etc.) are budgeted for (not bought personally)							
2.4.7	Graphics used are legal (copyright free, licenced or written permission granted)							
2.4.8	Drafts are circulated for comments as soon as possible not held until totally 'finished'							
2.4.9	Records kept of all people consulted, with dates							
2.4.10	Final version is proof read by an external person for spelling, typos, layout etc.							

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<b>OUTCOMES</b>								
<b>3</b>	<b>How good is the infrastructure underpinning this Passport to ensure that it is used, updated, and developed, and that further Passports will be made in future (if appropriate)?</b>							
<b>3.1</b>	<b><i>Strategies for raising others' awareness of Passport and its functions, and encouraging use</i></b>							
3.1.1	Training carried out with staff surrounding client							

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	<i>How are we Doing?</i>	<i>How do we Know?</i>						
3.1.2	Games, quizzes etc. organise to involve staff and make them read Passport							
3.1.3	Set up checklist in back of Passport to keep track of who has/hasn't read it							
3.1.4	Daily routine established for packing, transporting and keeping Passport in same place every day, so everyone knows where it is							
3.1.5	Notices, Label, badge to alert passers-by to existence of Passport							
3.1.6	Circle Time, or News sessions include reading of Passport (or parts of)							
3.1.7	Passport summaries displayed on wall or table							
3.1.8	Refresh graphics and cover of Passport every 2 years or so							
3.1.9	New Coordinator can help to create a fresh 'look' and tone to Passport, to renew interest							
3.1.10	For long-term Passports, add a page of 'Achievements' to give a sense of history and to celebrate progress							
3.1.11	Announce and 'Relaunch' celebrate revised Passport with enthusiasm							
<b>3.2</b>	<b><i>Recognition of Passport creation as a valid element of therapy/education/care, with time allocated for this work.</i></b>							
3.2.1	Coordinator agrees with line manager that Passport is an appropriate use of time							
3.2.2	Estimation made of time required/taken. Build in time for collaboration, not just own time.							

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	<i>How are we Doing?</i>	<i>How do we Know?</i>						
3.2.3	If making more than one Passport, this is written into job description, acknowledged at appraisal interview etc. to make Passport work 'visible'							
3.2.4	Importance recognised of multi-agency nature of Passport work. There is no 'take over' of Passport from client and other colleagues							
3.2.5	Budget established for expenses & materials associated with Passport creation							
3.2.6	Efforts made to inform and educate managers and other staff about work involved with Passport							
3.2.7	Efforts made to draw in and enthuse other colleagues, so work can be spread and developed, not 'held ' by one person or discipline							
3.2.8	Strategies considered for production of Passports, to share work, minimise time commitment, while ensuring good practice							
<b>3.3</b>	<b><i>Mechanisms for updating</i></b>							
3.3.1	Post Its (or similar) system in use from Day1							
3.3.2	Policy for updating agreed within establishment							
3.3.3	Inform family and staff of this in writing. Include in school / Centre policy documents							
3.3.4	Updating completed every year (or less)							
3.3.5	Coordinator updates as and when and replaces pages in all copies at once							
3.3.6	Add news of any updates to home school diary or equivalent to alert readers to changes							

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3.3.7	Version number /date on each page during update process							
3.3.8	Coordinator notes any controversial changes and arranges discussion about these							
<b>3.4</b>	<b><i>Establishment of Passport creation and use within the policies and practices of the organisation</i></b>							
3.4.1	Clarification established on where Passports stand in relation to other forms of statutory and non-statutory records and documentation and other practices within organisation							
3.4.2	Aims and Philosophy of Passports work put into writing and agreed by establishment							
3.4.3	Policy on Passports agreed and established within establishment							
3.4.4	Policy and practice on evaluation/audit of Passports agreed and established within establishment							

**What are we going to do now?**

- Identify key strengths
- Identify areas that require improvement and identify priorities.
- Provide feedback to all the people involved and offer them the opportunity for further comment, add information, or become more involved
- Report on the standards and quality of what has been observed and achieved
- Refine Audit Guidelines in line with specific establishment/service