

Baseline Assessments mapped to the Police Service Quality Assurance Scheme

The Nine Main areas addressed:

- 1. Leadership**
- 2. Policy & Strategy**
- 3. People**
- 4. Partnerships and Resources**
- 5. Processes**
- 6. Customer Results**
- 7. People Results**
- 8. Society Results**
- 9. Key Performance Results**

The criteria for consideration were as follows:

1. Leadership

How leaders* develop and facilitate the achievement of the mission and vision, develop values required for long term success and implement these via appropriate actions and behaviours, and are personally involved in ensuring that the Learning & Development departments management system is developed and implemented**

***ACPO/Head of Learning & Development/Learning & Development Managers/Departmental Heads of Learning & Development units etc**

****includes all internal specialist Learning & Development providers and independent Learning & Development schools in addition to the central Learning & Development department**

- 1.1 Does a member of the force senior management team have responsibility for the Learning & Development portfolio and are they accountable for performance in respect of its delivery?
- 1.2 Is there one post in the force that has strategic responsibility for standards, costs and planning in respect of all Learning & Development

- activities, irrespective of where they take place?
- 1.3 Is the Police Authority formally and actively engaged in the strategic management of the Learning and Development function?
 - 1.4 Is there an overarching Improvement Plan for the Learning & Development function which captures all Learning & Development improvements?
 - 1.5 Do the force SMT and PA actively ensure that the Learning & Development Improvement Plan contains progress milestones and a clear means of objectively identifying success in terms of outcomes?
 - 1.6 Does the force SMT and PA have a formal system in place to monitor the progress of the Learning & Development Business and Improvement Plan?
 - 1.7 Is there a management structure which ensures that Learning & Development is integrated throughout the force?
 - 1.8 Is the management structure fully representative of clients and key stakeholders?
 - 1.9 Have terms of reference for the management groups within the structure been set and made available across the force?
 - 1.10 Are the management groups within the structure proactive in communicating with other similar groups outside the force in order to identify and develop best practice?

2. Policy & Strategy

How the learning and development function implements its mission and vision via a clear stakeholder focused strategy, supported by relevant policies, plans, objectives, targets and processes.

- 2.1 Are clients and key stakeholders consulted and their views taken into account during the development of current and future Learning & Development strategy?
- 2.2 Does the Learning & Development Business Plan, comply with the minimum standards set in the most recent Home Office guidance?
- 2.3 Does the Learning & Development Business Plan capture all learning and development provided in the force, including that delivered under devolved arrangements and external events?
- 2.4 Is the Learning & Development Business Plan prioritised and adjusted in accordance with force goals and objectives?
- 2.5 Does the Learning & Development department operate within a genuine client/contractor relationship?
- 2.6 Is the implementation of policy and strategy monitored effectively?
- 2.7 Does the Learning & Development department monitor the effectiveness of its policies and strategies and how they contribute to organisational goals?
- 2.8 Are Learning & Development policies and strategies updated/improved systematically?
- 2.9 Is risk assessed in developing policy and strategy?
- 2.10 Are Learning & Development processes appropriate to meet the needs of clients, learners and key stakeholders?

3. People

How the learning and development function manages, develops and releases the knowledge and full potential of its *people at an individual, team-based and force-wide level, and plans these activities in order to support its policy and strategy and the effective operation of its processes

***These are people who are engaged in a Learning & Development role.**

- 3.1 Does the force ensure that all staff are trained in the core competencies required to do their jobs?
- 3.2 Are all training programmes mapped against ICF?
- 3.3 Are all Learning & Development departments able to effectively plan for the recruitment and retention of the right people with the right skills?
- 3.4 Does the force know how many staff are employed in a Learning & Development capacity – including all staff where the role primarily services this function?
- 3.5 Are all members of staff primarily engaged in the delivery of learning and development provided with opportunities for continuous professional development?
- 3.6 Are all members of staff primarily engaged in the delivery of learning and development provided with appropriate facilities and support?
- 3.7 Do individual members of Learning & Development staff actively engage with clients and key stakeholders in order to develop effective ways of working together?
- 3.8 Are individual members of Learning & Development staff encouraged to develop their own skills and expertise and use them to the benefit of the Learning & Development function?
- 3.9 Does the Learning & Development function provide specific opportunities and mechanisms for its people to exchange information/views/ideas on Learning & Development matters/noteworthy practice?
- 3.10 Do the Learning & Development departments formally seek feedback from staff on how those departments operate?

4. Partnerships and Resources

How the learning and development function plans and manages its external partnerships and internal resources in order to support its policy and strategy and the effective operation of its processes.

- 4.1 Do the Learning & Development departments engage with national and regional Learning & Development management groups to develop effective policies and practices?
- 4.2 Do the Learning & Development departments develop collaborative arrangements with other departments/BCUs within the force?
- 4.3 Do the Learning & Development departments develop collaborative arrangements with other forces in the region/nationally?

- 4.4 Do the Learning & Development departments develop collaborative arrangements with agencies from the public/private/voluntary sector?
- 4.5 Do the Learning & Development departments have arrangements in place for the management and development of relationships with partners, e.g. formal contracts or other formal arrangements?
- 4.6 Is all Learning & Development in the organisation costed by way of the National Training Costing Model (NTCM)?
- 4.7 Is the data resulting from the use of the NTCM utilised as a management planning tool?
- 4.8 Is the force learning and development budget set after all other force needs have been identified?
- 4.9 Where needs emerge after the budget is set, is there a formal process for adjusting budgets in line with priorities and risks?
- 4.10 Do the Learning & Development departments systematically review course delivery methods to maximise learning efficiency?

5. Processes

How the learning and development function designs, manages and improves its processes in order to support its policy and strategy and fully satisfy, and generate increasing value for, its customers and other stakeholders.

- 5.1 Do the Learning & Development departments design their processes to support the key business needs of the force?
- 5.2 Do the Learning & Development departments allocate ownership for the day to day management of all its processes?
- 5.3 Do the Learning & Development departments formally compare its own practice or elements of it with other forces and/or organisations?
- 5.4 Does a process exist for analysing the learning & development needs of all staff at every level of the organisation?
- 5.5 Do the Learning & Development departments identify whether a learning & development solution exists elsewhere prior to designing a local solution?
- 5.6 Do the Learning & Development departments have a consistent and effective process for designing new learning & development events, i.e. Models for Learning?
- 5.7 Has a systematic evaluation process been established for all learning & development events in the force?
- 5.8 Has a process been adopted to ensure action is taken on the results of learning & development evaluations?
- 5.9 Is there an effective Quality Assurance process that is applicable to all Learning & Development products across the force?
- 5.10 Do the Learning & Development departments effectively communicate course information, availability and details of the services it provides to the force?

6. Customer Results

What the learning & development function is achieving in relation to its customers

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- 6.1 Have learners been formally grouped to enable Learning and Development to be targeted according to their separate requirements?
 - 6.2 Is there a clear understanding of what clients expect from the Learning & Development function?
 - 6.3 Are learner satisfaction levels measured for learning & development events?
 - 6.4 Is analysis of learner satisfaction levels systematically undertaken and action taken to address relevant issues?
 - 6.5 Are the line managers of learners systematically surveyed to establish the level of satisfaction with the training given to their staff?
 - 6.6 Is analysis of line manager satisfaction levels systematically undertaken and action taken to address relevant issues?
 - 6.7 Are clients of the Learning & Development function and learners satisfied with the range of products and services offered?
 - 6.8 Can the Learning & Development departments demonstrate flexibility in approach in meeting client and individual learner needs
 - 6.9 Are clients satisfied with the accessibility of the Learning & Development departments, e.g. hours, venue, etc?
 - 6.10 Are clients satisfied with the ability of the Learning & Development function to respond in a timely manner to their needs?

7. People Results

What the learning and development function is achieving in relation to its *people.

***Primarily, unless otherwise stated, these are people who are engaged in a Learning & Development role.**

- 7.1 Are people asked how they feel about working in the Learning & Development departments?
- 7.2 Do staff feel that they are motivated and able to gain job satisfaction within the L&D departments?
- 7.3 Do people feel they are given opportunities to learn, develop their skills and expertise and enhance their job?
- 7.4 Do people feel they get appropriate support, coaching and Learning & Development when they need it?
- 7.5 Do people feel they can discuss issues within the Learning & Development departments, openly and frankly?
- 7.6 Do people feel that the Learning & Development departments practise and provide equal opportunities to all staff?
- 7.7 Do people feel they are encouraged to contribute to improving team and department performance?
- 7.8 Do people feel they are able to meet regularly with their colleagues to discuss and develop new ideas and concepts?
- 7.9 Do people receive proper performance appraisal and feedback on a regular basis – not just at a once a year formal occasion?
- 7.10 Do people feel the learning and development departments offer sufficiently flexible working arrangements where possible to do so?

8. Society Results

What the Learning & Development function is achieving in relation to local and national society as appropriate.

- 8.1 Are Learning & Development activities systematically assessed to ensure they are appropriately impacting on national and local Race & Diversity strategies?
- 8.2 Is feedback sought and received from community groups about Learning & Development activities that are likely to impact on them most?
- 8.3 Do Learning & Development function activities contribute to community education and support community safety initiatives?
- 8.4 Is the Learning & Development function able to promote and influence sound environmental practices by suppliers?
- 8.5 Does the Learning & Development function make systematic efforts to promote sound environmental practices, e.g. reducing and eliminating waste by recycling of paper, car sharing, etc?
- 8.6 Does the Learning & Development function seek ways to make its training activities visible to the public wherever possible e.g. use of marked vehicles for driver training, role plays involving the community etc.?
- 8.7 Does the Learning & Development function actively engage with the community in areas such as voluntary and charitable work, work experience for young people etc?
- 8.8 Does the Learning & Development function systematically promote the involvement of their staff in community activities?
- 8.9 Does the Learning & Development function promote the efforts it is making to engage communities (and the results) through appropriate media outlets?
- 8.10 Can the Learning & Development departments demonstrate how their professionalism, integrity and contribution are viewed by external bodies? E.g. regulatory bodies and collaboration partners.

9. Key Performance Results

Is the Learning & Development function able to demonstrate its performance to its customers and other stakeholders?

- 9.1 Is the Learning & Development function able to demonstrate how its operations have impacted on improved operational performance?
- 9.2 Are there measures that demonstrate benefits to clients, key stakeholders and the force's overall operation?
- 9.3 Can progress in implementing the Learning & Development Improvement Plan be shown in terms of attainment of targets?
- 9.4 Is information available to demonstrate how individuals' workplace performance has improved post training?
- 9.5 Is information available to demonstrate actual delivery against the Costed Training Delivery Plan?
- 9.6 Is there evidence to show how the content of the Learning & Development Business Plan has directly supported specific force objectives on a yearly basis?
- 9.7 Is there evidence to show how initiatives have led to efficiency savings or gains?
- 9.8 Is there evidence to demonstrate the improvements to programmes that have been made as a consequence of evaluation activities?

- 9.9 Is there evidence to show that improvements in Learning & Development processes and systems have contributed to improved performance results for the function?
- 9.10 Is there evidence to demonstrate the benefits of working with consortia, partners and suppliers.

The new Single Quality Assurance Scheme (Condensed for easier perusal)

Ten main areas for consideration

Each area is preceded with the words

“As the Force ACPO Lead for the Training, Learning and Development Function how do I know that”

- 1. The Training, Learning and Development Function is integrated into and works with all the areas of the force and service.**
- 2. I understand and can respond to the training, learning and development needs and priorities of the force and service**
- 3. I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way**
- 4. I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role**
- 5. I am designing training, learning and development products to meet the needs and priorities of the force and service**
- 6. I am delivering training, learning and development products to meet the needs and priorities of the force and service**
- 7. I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met**
- 8. I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of**

the force, service and individual have been met and that they are benefiting

9. I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service

10. I am ensuring learners and their managers are engaged in the training, learning and development provided

The detailed criteria against the ten areas are as follows:

1. The Training, Learning and Development Function is integrated into and works with all the areas of the force and service.

1.1 Management structures and meetings

Organisational structure diagrams. For meetings think of force, regional, national and specialist meetings and terms of reference. Also include the relationship with devolved teams

1.2 Strategic responsibility

Posts responsible for standards, costs and planning for all training, learning and development activities, ACPO lead & Police Authority involvement. These could be within training, learning and development and/or devolved teams

1.3 Managing arrangements for collaborative working

Consider other departments and functions within the force, regional and national and other external agencies (eg community groups)

1.4 Strategic environmental scanning

Training, learning and development processes to keep abreast of national trends and priorities and how this is fed back into the force

1.5 Police Authority/equivalent or Northern Ireland Policing Board involvement in training, learning and development

Consider budget, and outcome of completing the draft Training, Learning and Development Risk Register Guide for Police Authorities; management and review of business plans can also be considered here

2. I understand and can respond to the training, learning and development needs and priorities of the force and service

2.1 Client/contractor and stake holder relationships

Including consultation and operation of relationships, for example community groups, Police Authority, BCUs, during planning processes and development of any current and future training, learning and development strategies

2.2 Training, learning and development planning processes that capture, prioritise and communicate training, learning and development needs to be met and provided in the force

To include training, learning and development that is delivered under devolved, external and collaborative arrangements

2.3 Review, monitoring and adjustment of training, learning and development planning processes and strategies

Consider how this is done in accordance with changes in force and service needs and priorities; responsiveness to changes in organisational needs.

3. I am planning my budget and resources to meet the training, learning and development needs of the force and service in a cost effective way

3.1 Review and management of budget

Include any devolved budgets, contingencies and any finance meetings

3.2 Budget and resource management relative to training, learning and development prioritisation and strategic priorities

Also consider returns on investment

3.3 Management and deployment of staff

Think about staff planning and scheduling, staff skills and how these are used

3.4 Management and review of use of resources

Use of rooms, facilities and equipment; how resourcing issues resolved

3.5 Managing relationship with funding and awarding bodies

Financial relationship and drawing down funds from external sources, eg LSC

3.6 Management review of external training provision from external providers

Planning and procurement of external training courses, trainers and provision

4. I am recruiting, inducting, developing and succession planning for staff in a training, learning and development role

4.1 Selection of appropriate staff into training, learning and development roles

4.2 Induction into training, learning and development roles

This is for staff new to training, learning and development roles; understanding roles and responsibilities

4.3 Continuous professional development, training and qualifications for staff in training, learning and development roles
This is for existing training, learning and development staff and should be supported by the PDR process; consider protected learning time, mentoring and coaching, refresher training etc

4.4 Succession planning for staff in training, learning and development roles
Advanced planning for future staffing changes including vacancy factors

4.5 Status and recognition for staff in training, learning and development roles
Career pathways and progression, special payments etc

4.6 Staff satisfaction levels measured and responded to
Surveys of staff in training, learning and development roles, focus groups, forums for meetings etc

4.7 Access and availability of learning resources for all staff in training, learning and development roles
For example, computers, lesson banks etc; demonstrate how it is reasonable and proportionate to the force, its currency and quality

5. I am designing training, learning and development products to meet the needs and priorities of the force and service

5.1 Commissioning process
Through force learning panels, training and learning needs analysis, evaluation criteria, desired operational performance outcomes; assessment and accreditation, benefits; diversity implications; client/contractor relationships

5.2 Procedure for the design process
Collaboration; alternative learning methods; quality management (legal, H&S, diversity); resources needed for design and delivery; standardisation across devolved teams, protective marking, force and national key priorities for learning and development, consideration of environmental scanning, consideration of noteworthy practice; programme specifications of National Learning Programmes

5.3 Design of assessment requirements
Criteria to be assessed against learning outcomes, any accreditation, (Skills for Justice accreditation of prior learning and assessment policy), where appropriate integration of NOS/professional qualifications

5.4 Design of evaluation requirements
Consider the outcomes/benefits to be evaluated and methodology to be used.

5.5 Piloting and Validation
Consider Aligning Design, check the design process and product has met the need identified at the commissioning stage

5.6 Community involvement in design

Community involvement in the design process

5.7 Linking programme aims to national policing measures and standards

Consider linking programme aims to Assessment of Policing and Community Standards (APACS) and any other measures and standards

6. I am delivering training, learning and development products to meet the needs and priorities of the force and service

6.1 Procedure for delivery

Contingency planning, collaboration; minimum qualifications for trainers; staff can locate and use current version of programme, diversity implications

6.2 Quality management of delivery

Staff in training, learning and development roles, specialist and guest speakers; subject matter experts experience, training and qualifications of observers, observation of deliverers; relevant doctrine and guidance

6.3 National products and programmes specification

Consider any identified requirements that are specific to National Programmes e.g. Firearms health and safety

6.4 Course administration

Joining instructions; pre-reads, day to day management of courses

6.5 Management and review of student training records

For example, access, data protection, currency, storage, security, equality monitoring

6.6 Management and review of attendance and standards

Classroom protocols, student and delegate charter etc, procedures for managing non-attendance

6.7 Community involvement in delivery

For example, classroom observations, visits, role play, practicals, etc

7. I am assessing learners to ensure the training, learning and development needs and priorities of the force, service and individual have been met

7.1 Procedure for the assessment of learners

Consider vocational and non vocational assessment, foundation degrees and other qualifications checking that learning outcomes have been met and achieved and where appropriate assessed to operational policing requirements; reasonable adjustments

7.2 Training and qualifications of assessors and verifiers

For example, A1 and V1 and others who conduct assessment outside of the A1/V1 structure

7.3 Managing accredited programmes

For example, vocational and non vocational assessment, Foundation degrees and other qualifications, CLDP, specialist qualifications, university programmes

7.4 Managing relationships with awarding bodies

Day to day relationship, EV visits, centre status and direct claims, colleges and universities and quality assurance for degree programmes; include awareness of awarding body requirements

7.5 Management of student assessment records

For example, access, data protection, currency, storage, security

7.6 Process for appeals against assessment decisions

Vocational qualifications, foundation degree and other qualification appeals; non vocational assessment decisions, for example driving assessments, IT training etc

7.7 Assessment of prior learning and experience

For example, vocational qualifications, PSCO/special to IPLDP; also consider individual learning plans

7.8 Management of learner achievement and attainment

8. I am conducting evaluation at all levels to ensure the training, learning and development needs and priorities of the force, service and individual have been met and that they are benefiting

8.1 Procedure for managing evaluation processes

Risk assessment and prioritisation, communication; evaluation methodologies

8.2 Those with responsibilities for evaluation

Force evaluator, department, trainers, single point of contact, managers, how is the relationship managed

8.3 Use of evaluation outcomes

How evaluation informs programme design, maintenance and performance planning, review of achievement of learning outcomes; force performance improvement; transfer of learning

8.4 Learner satisfaction levels measured and responded to

Evaluation of the quality of the learning experience and service provided by training, learning and development; for example, initial reaction questionnaires, focus groups, use of outcomes

8.5 Stakeholder and client satisfaction levels measured and responded to

Evaluation of the quality of the service provided by training, learning and development functions; for example, initial reaction questionnaires, focus groups, use of outcomes

8.6 Community involvement in evaluation

9. I am reviewing, improving and maintaining training, learning and development products to ensure they remain relevant to the force and service

9.1 Procedures for reviewing, improving and maintaining training, learning and development products

In line with force quality management systems, consider health and safety, diversity and other legal and procedural implications etc

9.2 Environmental scanning

This is for programme level; consider legislation, specialist developments, changes in force procedure, national and regional doctrine and guidance

9.3 Identification of staff responsible for course maintenance and ownership

Designated course owners with specific areas of responsibility, single point of contact for courses

9.4 Version control including Government Protective Marking Scheme

Force system for version control to be implemented

9.5 Archiving

Force system for version control to be implemented

9.6 Identifying and sharing noteworthy practice

Within the force and externally. Demonstration of contribution to sharing Nationally/locally

10. I am ensuring learners and their managers are engaged in the training, learning and development provided

10.1 Procedure for learner and manager engagement in training learning and development

For example access to learning, course application procedures, learner support during and after training, protected learning time etc; diversity implications, health and safety

10.2 Learners understand their rights and responsibilities

For example student or delegate charter etc

10.3 Managers understand their responsibilities

Line managers of learners; pre and post learning meetings, PDR's, work based learning and assessment

10.4 Access and availability of learning resources to learners

For example, computers, e-learning, ease of contact with staff in L&D roles etc

10.5 Availability and access of product and course information

Course prospectus, assessment information, promotion, awareness and communication

10.6 Impact of training, learning and development on learners' performance

Consider measurement through PDRs post training, improvement in performance and evaluation

10.7 Reasonable adjustments

Including design, delivery and assessment, how reasonable adjustments are managed

10.8 Involvement of learners in the management and development of training, learning and development

For example, learner representation on force learning panels, meetings, forums etc

Mapping exercise - from Baseline to new Single QA Scheme

NQAS Section	NQAS Question	Appropriate Baseline Question(s)	Comments
1 LDS integrated and works with all areas of force and service	1.1	1.7 1.8 1.9	
	1.2	1.1 1.2 1.3	
	1.3	1.10 4.1 4.2 4.3 4.4 4.5 9.10	
	1.4		
	1.5	1.3 1.5 1.6 2.2 2.3 2.4 9.6	
2 Understand and respond to T, L and D needs of the force and service	2.1	2.1 2.5 2.10 3.7 4.2 5.1 6.2 6.7 6.8 6.9 6.10 (7.3) 8.2	

NQAS Section	NQAS Question	Appropriate Baseline Question(s)	Comments
		8.7 8.8	
	2.2	5.1 5.5 5.6 6.2	
	2.3	5.1	
3 Planning budget and resources	3.1	4.6 4.7 4.8 4.9	
	3.2		
	3.3	7.3	
	3.4		
	3.5		
	3.6		
	4 Recruitment, induction, development, succession planning for staff in a T,L and D role	4.1	3.3
4.2			
4.3		3.1 3.5 3.9 7.3 7.4 7.8 7.9	
4.4			
4.5			
4.6		3.10 6.3 6.4 6.5 6.6 6.7	
4.7		3.6 7.1	

NQAS Section	NQAS Question	Appropriate Baseline Question(s)	Comments
		7.2 7.5 7.6	
5 Designing	5.1	2.4 2.5 2.10	
	5.2		
	5.3	3.2	
	5.4	5.7 9.2	
	5.5		
	5.6		
	5.7	3.2	
6 Delivering	6.1	4.10	
	6.2		
	6.3		
	6.4		
	6.5		
	6.6		
	6.7	8.2 8.3 8.6 8.7 8.8	
7 Assessing learners	7.1		
	7.2		
	7.3		
	7.4	8.10	
	7.5		

NQAS Section	NQAS Question	Appropriate Baseline Question(s)	Comments
	7.6		
	7.7		
	7.8		
8 Conducting evaluation at all levels	8.1		
	8.2		
	8.3	5.8 9.1 9.4 9.8 9.9	
	8.4	6.4	
	8.5	6.5 6.6	
	8.6		
	9 Reviewing, maintaining and improving products to ensure they remain relevant	9.1	5.9
9.2			
9.3			
9.4			
9.5			
9.6			
10 Ensuring learners and managers are engaged in T, L and D	10.1	5.10	
	10.2		
	10.3		
	10.4		
	10.5	5.10	

NQAS Section	NQAS Question	Appropriate Baseline Question(s)	Comments
	10.6		
	10.7		
	10.8		

Baseline Questions which do not appear to be used are as follows:

- 1.4 Is there an overarching Improvement Plan for the Learning & Development function which captures all Learning & Development improvements?
- 2.6 Is the implementation of policy and strategy monitored effectively?
- 2.7 Does the Learning & Development department monitor the effectiveness of its policies and strategies and how they contribute to organisational goals?
- 2.8 Are Learning & Development policies and strategies updated/improved systematically?
- 2.9 Is risk assessed in developing policy and strategy?
- 3.4 Does the force know how many staff are employed in a Learning & Development capacity – including all staff where the role primarily services this function?
- 3.8 Are individual members of Learning & Development staff encouraged to develop their own skills and expertise and use them to the benefit of the Learning & Development function?
- 5.2 Do the Learning & Development departments allocate ownership for the day to day management of all its processes?
- 5.3 Do the Learning & Development departments formally compare its own practice or elements of it with other forces and/or organisations?
- 5.4 Does a process exist for analysing the learning & development needs of all staff at every level of the organisation?
- 5.9 Is there an effective Quality Assurance process that is applicable to all Learning & Development products across the force?
- 6.1 Have learners been formally grouped to enable Learning and Development to be targeted according to their separate requirements?

NOT PROTECTIVELY MARKED

- 7.5 Do people feel the learning and development departments offer sufficiently flexible working arrangements where possible to do so?
- 8.1 Are Learning & Development activities systematically assessed to ensure they are appropriately impacting on national and local Race & Diversity strategies?
- 8.4 Is the Learning & Development function able to promote and influence sound environmental practices by suppliers?
- 8.5 Does the Learning & Development function make systematic efforts to promote sound environmental practices, e.g. reducing and eliminating waste by recycling of paper, car sharing, etc?
- 8.9 Does the Learning & Development function promote the efforts it is making to engage communities (and the results) through appropriate media outlets?
- 9.3 Can progress in implementing the Learning & Development Improvement Plan be shown in terms of attainment of targets?
- 9.5 Is information available to demonstrate actual delivery against the Costed Training Delivery Plan?
- 9.6 Is there evidence to show how initiatives have led to efficiency savings or gains?

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