

Quality Framework for Self-Evaluation

Self-assessment is an integral part of college life. So, what has been produced here builds on the positive in current approaches by creating a quality framework:

- that applies to all levels within the college i.e. college-wide, departmental, unit and team levels
- that can be used throughout the college i.e. in teaching and learning and support functions
- that links in to the external HMLe review process thereby creating a single approach to quality improvement and assurance
- that provides a holistic and comprehensive approach to quality management incorporating and connecting to other quality tools and standards as appropriate e.g. liP, CSE, Balanced Scorecard thereby creating a single approach to quality improvement and enhancement
- that can be used within a range of evaluative methodologies e.g. focus groups, reflective practice, questionnaires etc.
- that can derive the following benefits:
 1. Creating a common language and conceptual framework for the way you manage and improve your college.
 2. Involving people at all levels/units in process improvement.
 3. Identifying and facilitating the sharing of your “good practice” within the college.
 4. Facilitating comparisons with other organisations.
 5. Providing opportunities to recognise both progress and outstanding levels of achievement through internal or external awards.
 6. Effecting sustained improvement in management practices.
 7. Providing all of the information needed for external agencies.
 8. Helping plan what your college aims to achieve and, crucially, how you will achieve your aims.
 9. Increasing people’s understanding of the college’s goals and bringing people closer together.
 10. Effecting cost savings made through acting upon the results of self-evaluation

This framework is designed with a series of questions that can be used either for the whole college or for a department or unit so that colleges can dip in and out of the questions and sections to suit their own internal review purposes and processes and so are very flexible in how they can be used.

Additionally, these questions can be mapped against other quality tools and standards creating a single approach to quality management. For ease of reference, you will find in this pack of information mapping against the HMle Framework and Investors in People. Such an exercise could be done for any other quality framework or standard.

These notes are designed to help you with your self-assessment process using contextualised quality frameworks specific to the college sector and customised by a group of representative colleges in conjunction with a representative from Scotland's Colleges and Quality Scotland. So, what you have contained in this pack is:

- guidance notes – an explanation of the sections of the frameworks (appendix 1)
- a glossary of terms (appendix 2)
- a set of questions to be used at college level (appendix 3)
- a set of questions that can be used at any departmental or service/function level (appendix 4)
- an appendix that makes links to the HMle framework (appendix 5)
- an appendix that makes links to the Investors in People standard (appendix 6)

The rationale behind this framework is that excellence in colleges consists of the following characteristics:

Leading with vision, inspiration and integrity

Achieving balanced results

Nurturing creativity and innovation

Succeeding through people Adding customer value

Managing through processes

Taking responsibility for a sustainable future

Building partnerships

So the intention with this pack is to provide a flexible framework, question sets and approaches to continuous improvement to build on and enhance your current processes of self-evaluation.

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College Sector Network

Leadership

Excellent colleges/departments/units have leaders who shape the future and make it happen, acting as role models for its values and ethics and inspiring trust at all times. They are flexible, enabling the college/unit/department to anticipate and react in a timely manner to ensure the ongoing success of the college/department/unit.

This means that college leaders will:

- Develop the vision, mission, values and ethics and act as role models
- Define, monitor, review and drive the college's management system and performance
- Engage with external stakeholders
- Reinforce a culture of excellence with the college's people
- Ensure that the college is flexible and manage change effectively

In the college sector leaders are likely to include:

- Programme leaders
- Principals
- Assistant/Vice Principals
- Heads of Department (academic and support)
- Team leaders
- Governing Body members
- Middle managers
- Lecturers

Strategy

Excellent colleges/department/units implement their mission and vision by developing a stakeholder focused strategy. Policies, plans, objectives and processes are developed and deployed to deliver the strategy.

This includes:

- Strategy being based on understanding the the needs and expectations of both stakeholders and the external environment
- Strategy being based on understanding internal performance and capabilities
- Strategy and supporting policies being developed, reviewed and updated
- Strategy and supporting policies being communicated, implemented and monitored

For colleges/departments/units, stakeholders will include:

- Employers
- Employees of the college
- Governors
- Students/learners
- Funding Council
- Professional bodies
- Sector Skills Councils
- Awarding Bodies

People

Excellent colleges/department/units value their people and create a culture that allows the mutually beneficial achievement of college and personal goals. They develop the capabilities of their people and promote fairness and equality. They care for, communicate and recognise, in a way that motivates people, builds commitment and enables them to use their skills and knowledge for the benefit of the college/unit/department.

This means that:

- People plans support the college's strategy
- People's knowledge and capabilities are developed
- People are aligned, involved and empowered
- People communicate effectively throughout the college
- People are rewarded, recognised and cared for

Points to note:

1. Instead of appraisal we would be more likely to use terminology like 'career review', career development review' or 'personal development review'.
2. 'Reward' suggests monetary reward e.g. bonus and as such is not an appropriate concept for the college sector. However, there may be other rewards that people value e.g. vouchers.

Partnerships and Resources

Excellent colleges/departments/units plan and manage external partnerships, suppliers and internal resources in order to support strategy and policies and the effective operation of processes. They ensure that they effectively manage their environment and societal impact.

This means that colleges:

- Manage their partners and suppliers
- Manage their finances to secure sustained success
- Manage their buildings, equipment, materials and natural resources
- Manage technology to support the delivery of strategy
- Manage information and knowledge to support effective decision making and to build the college's capability

Points to note:

1. Colleges/departments/units need to ensure that school/employment/university interfaces are managed effectively and efficiently to ensure students/learners are making these transitions smoothly.

Processes, Products and Services

Excellent colleges/departments/units design, manage and improve processes, products and services to generate increasing value for customers and other stakeholders.

This means that colleges:

- Design and manage processes to optimise stakeholder value
- Develop products and services to create optimum value for customers
- Promote and market effectively their products and services
- Produce, deliver and manage products and services
- Manage and enhance customer relationships

Points to note:

1. An example of products for the college sector would be programmes.
2. Colleges/departments/units need to be clear they see as their main customer (s). There is no given about this but each college/department/unit needs to decide to whom it is providing its services.

Customer Results

Excellent colleges/departments/units:

- Develop and agree a set of performance indicators and related outcomes to determine the successful deployment of their strategy and supporting policies, based on the needs and expectations of their customers
- Set clear targets for Key Customer Results based on the needs and expectations of their customers in line with their chosen strategy.
- Demonstrate positive or sustained good Customer Results over at least 3 years.
- Clearly understand the underlying reasons and drivers of observed trends and the impact these results will have on other performance indicators and related outcomes.
- Anticipate future performance and results
- Understand how their Key Customer Results compare to similar colleges and use this data, where relevant, for target setting
- Segment results to understand the experience, needs and expectations of specific customer groups.

Points to note:

1. There is a potential issue with use of the term customer. There is no prescription on this issue but it does seem clear that there needs to be end users for the programmes and services on offer. It may that the term 'learner' would be more appropriately substituted.
2. There are issues too about what is measured and seen to be important. This is a decision that will need to be made by each college/department/unit and will be dictated by the college/department/unit's own policy and strategy.
3. Perception measures for college/department/units need to take into account the different types of learner (and employer) engagement and representation e.g. course reps, liaison groups.

People Results

Excellent colleges/departments/units:

- Develop and agree a set of performance indicators and related outcomes to determine the successful deployment of their strategy and supporting policies, based on the needs and expectations of their customers
- Set clear targets for Key People Results based on the needs and expectations of their stakeholders in line with their chosen strategy.
- Demonstrate positive or sustained good People Results over at least 3 years.
- Clearly understand the underlying reasons and drivers of observed trends and the impact these results will have on other performance indicators and related outcomes.
- Anticipate future performance and results
- Understand how their Key People Results compare to similar colleges and use this data, where relevant, for target setting
- Segment results to understand the experience, needs and expectations of specific people groups.

Society Results

Excellent colleges/departments/units:

- Develop and agree a set of performance indicators and related outcomes to determine the successful deployment of their societal and ecological strategy and related policies, based on the needs and expectations of their relevant external stakeholders
- Set clear targets for Key Society Results based on the needs and expectations of their key stakeholders in line with their chosen strategy.
- Demonstrate positive or sustained good Key Society Results over at least 3 years.
- Clearly understand the underlying reasons and drivers of observed trends and the impact these results will have on other performance indicators and related outcomes.
- Anticipate future performance and results
- Understand how their Key Society Results compare to similar colleges and use this data, where relevant, for target setting
- Segment results to understand the experience, needs and expectation of specific stakeholders within society

Key Results

Excellent colleges/departments/units:

- Develop and agree a set of key financial and non-financial results to determine the successful deployment of their strategy and supporting policies, based on the needs and expectations of their key stakeholders
- Set clear targets for Key Results based on the needs and expectations of their key stakeholders in line with their chosen strategy.
- Demonstrate positive or sustained good Key Results over at least 3 years.
- Clearly understand the underlying reasons and drivers of observed trends and the impact these results will have on other performance indicators and related outcomes.
- Anticipate future performance and results
- Understand how their Key Results compare to similar colleges and use this data, where relevant, for target setting
- Segment results to understand the performance levels and strategic outcomes achieved within specific areas of the college

Glossary

Appendix 2

Benchmarking	A systematic and continuous measurement process. A process of continuously comparing and measuring the college/department/unit's processes against excellent practice in the field anywhere in the world to gain information that will help the college/department/unit to improve
Creativity	The generation of ideas for new or improved working practices and/or products and services
Culture	The total range of behaviours, ethics and values which are transmitted, practised and reinforced by members of the college/department/unit
Excellence	Outstanding practice in managing the college/department/unit and achieving results based on a set of fundamental concepts
Innovation	The practical translation of ideas into new products, services, processes, systems and social interactions
Leaders	The people who coordinate and balance the interests of all who have a stake in the college/department/unit and who create a clear strategic direction for the college
Management system	The framework of processes and procedures to ensure that the college/department/unit can fulfil all tasks required to achieve its objectives
Manager	The person responsible for planning and directing the work of a group of individuals, monitoring their work, and taking appropriate action when necessary.
Mission	A statement that describes the purpose or raison d'être of the college/department/unit
Partnerships	A working relationship between two or more parties creating added value for the college/department/unit's stakeholders

Perception	The opinion of an individual or group of people
Performance	A measure of attainment achieved by an individual or group of people
Policy	A plan or course of action, as of a government, political party, or business, intended to influence and determine decisions, actions, and other matters
Process	A sequence of activities that adds value by producing required outputs from a variety of inputs
Society	All those who are, or believe they are, affected by the college/department/unit, other than its people, partners, customers and other stakeholders
Stakeholder	Those who have an interest in the college/department/unit in addition to its staff and customers. Examples are: <ul style="list-style-type: none"> - The Scottish Funding Council - SQA - Learners - Sector Skills Councils - Employers - Professional bodies - SCQF - Local Authorities - LECs - Skills Development Scotland
Strategic planning	The way in which the college/department/unit implements its mission and vision based on the needs of major stakeholders and supported by relevant policies, practices, targets and processes
Values	The understanding and expectations that describe how the college/department/unit's people behave and upon which all college/department/unit relationships are based
Vision	A statement that describes how the college/department/unit wishes to be in the future

College/departmental/unit Framework

Appendix 3

These questions are designed to create a framework in which a college-wide self-assessment can take place using a number of methods, the purpose of which is to effect improvement and to build on the strengths identified.

LEADERSHIP	PROMPTS	INDICATIVE EVIDENCE
1. How do our leaders develop the mission, vision, values and ethics of the college and act as role models?	<ul style="list-style-type: none"> • Do our leaders set and communicate a clear strategic direction? • Do our leaders ensure that staff are united in achieving that strategic direction? • Do our leaders champion the core value of the college and act as role models? • Do our leaders create a culture of openness and trust? • Is there a shared leadership culture? 	<ul style="list-style-type: none"> • College Vision, Mission and Values • Strategic/business plan (s) • Feedback from staff and students
2. How do our leaders develop and use a management system to monitor and drive the performance of the college?	<ul style="list-style-type: none"> • Do leaders create a balanced set of results to drive the performance of the college? • Is there a process for monitoring performance that is sufficient, timely and effective? • Do our leaders base their decisions on factually relevant information and data? 	<ul style="list-style-type: none"> • Strategic/business/operational plans • Performance monitoring system and processes • Minutes of meetings • Documented qualification management system
3. How do our leaders engage with external stakeholders?	<ul style="list-style-type: none"> • Is there clarity about who the stakeholders of the college are? • Do we have appropriate approaches in place for our leaders to understand, anticipate and respond to the different needs and expectations of our stakeholders? • Do we identify strategic and operational partnerships based on college and strategic needs? • Is there transparency of reporting to our stakeholders? 	<ul style="list-style-type: none"> • List of stakeholders and the involvement with the college • Process and description of stakeholder engagement • Support from leaders to the requirements of stakeholders

<p>4. How do our leaders reinforce a culture excellence with the college's staff?</p>	<ul style="list-style-type: none"> • How do our leaders create a culture of involvement, empowerment and improvement? • How do our leaders create a culture which supports the generation and development of new ways of doing things? • How do our leaders ensure that the staff of the college realise their full potential? • How do our leaders promote and encourage equal opportunities? 	<ul style="list-style-type: none"> • Feedback from staff and students and other stakeholders • Staff Development Plans • Equal Opportunities and Diversity policies and plans • Opportunities for the development of new ideas
<p>5. How do our leaders ensure that the college is flexible and can manage change effectively?</p>	<ul style="list-style-type: none"> • How do our leaders ensure that they know enough about internal and external drivers of change? • Do our leaders make sound and timely decisions based on the available information? • How do our leaders realign the college if necessary? • How do our leaders allocate resources in line with both short term and long term needs? 	<ul style="list-style-type: none"> • Feedback from stakeholders • Decision-making process • Resource allocation processes and plans

STRATEGY	PROMPTS	INDICATIVE EVIDENCE
<p>1. How do we develop policies and strategies taking account of external data, influences and information?</p>	<ul style="list-style-type: none"> • What's our process for gathering, understanding and using relevant data and information? • How do we identify, understand and use of developments in the college sector? • How do we understand and anticipate long and short-term changes? • How do we identify, understand and anticipate opportunities and threats? 	<ul style="list-style-type: none"> • Strategic and operational plans • Reports to SMT and Board of Management • Minutes of meetings • Strategy development description • SWOT analyses • PEST analyses
<p>2. How do we obtain and use internal performance measurements, benchmarking information about successful organisations from inside and outside the college sector?</p>	<ul style="list-style-type: none"> • What are our internal performance indicators and trends and do we use this information sufficiently and appropriately? • What information on our core capabilities do we have and do we use it appropriately? • Do we use output from learning events? • Do we use the performance of competitors, partners and others? 	<ul style="list-style-type: none"> • Strategic and operational plans • Reports to SMT and Board of Management • Minutes of meetings • Strategy development description • SWOT analyses • Benchmark data • Performance indicators
<p>3. How do we communicate our policies and strategies to ensure that all staff and stakeholders have a clear understanding of them?</p>	<ul style="list-style-type: none"> • Do we have clarity on required outcomes and related performance indicators? • Do we have an appropriate college structure to support our strategic aims and objectives? • Do we manage strategic risks? • How do we balance short term and long term needs? 	<ul style="list-style-type: none"> • Communication policies and strategies • Individual and team objectives in relation to overall policy and strategy • Alignment of key processes • Rationale for data setting and usage

<p>4. How do we know if policies and strategies are effectively implemented?</p>	<ul style="list-style-type: none"> • Do we allocate resources in line with our strategic direction? • How do we know if our approaches to the deployment of strategy have been effective? • How do we ensure that we have individual and team alignment? 	<ul style="list-style-type: none"> • Staff and student feedback • Deployment strategy and plans • Communication plans and approaches
<p>5. How do we now if approaches are effectively assessed and improved?</p>	<ul style="list-style-type: none"> • How do we go about reviewing our approaches? • What use is made of the feedback obtained from review? • What improvements do we made as a result of review? 	<ul style="list-style-type: none"> • Plans and processes for internal review • Use of external review feedback • Student and staff feedback and their use

PEOPLE	PROMPTS	INDICATIVE EVIDENCE
<p>1. How do we ensure that our workforce planning, management and improvement are effective?</p>	<ul style="list-style-type: none"> • Are we clear about the performance levels required of our staff to meet our strategic goals? • How do we ensure that our people plans align with our strategic plan? • How do we involve staff and/or their representatives in developing and reviewing our people strategy? • How do we manage our recruitment and succession planning? • How do we use people surveys to effect change and improvement? 	<ul style="list-style-type: none"> • HR policies and plans • Corporate/strategic plan • Staff involvement • Recruitment and career development strategies and plans • Staff feedback • Required performance levels • Job descriptions • Qualifications needed • Induction • Resource allocation
<p>2. How do we ensure people skills and competencies are reviewed and continuously developed in line with college needs and objectives?</p>	<ul style="list-style-type: none"> • How do we ensure a suitable understanding of the capabilities, skills and knowledge needed to enable us to meet our strategic goals? • How to we ensure that individual and team goals are aligned with the strategic direction of the college? • How do we help the staff of the college to maintain and/or improve their performance? • How do we ensure that our staff have the necessary tools etc. to be able to realise their potential? 	<ul style="list-style-type: none"> • Matching of college and people's skills and knowledge • Training and development plans • Staff development approaches • Teamwork • Alignment of individual and team objectives • Performance/career development review approaches • Induction

<p>3. How do we ensure people are involved and empowered to contribute effectively?</p>	<ul style="list-style-type: none"> • How do we ensure that our staff's skills and talents are valued? • How do we encourage our staff to contribute to the ongoing success of the college? • How do we ensure that staff use creativity and innovative thinking to support the college's strategic direction? • How do we encourage our staff to review and improve on what they are doing? 	<ul style="list-style-type: none"> • Alignment of individual and team objectives with overall strategic direction • Improvement activities/projects • Teamwork • Team development • Opportunities that stimulate involvement • Roles and responsibilities
<p>4. How do we ensure effective communication throughout the college?</p>	<ul style="list-style-type: none"> • How do we ensure that we understand the communication needs and expectations of our staff? • Do we have communication strategies, plans and channels of communication in place that meet our staff's needs and expectations? • How do we encourage the sharing of information and good practice across the college? 	<ul style="list-style-type: none"> • Communication needs identified • Communication strategies and plans • Developing and using top down, bottom up and horizontal communication channels • Opportunities to share good practice • Effective internal communication about external stakeholder developments
<p>5. How do we reward, recognise and care for our staff?</p>	<ul style="list-style-type: none"> • How do we ensure that we have an appropriate work/life balance for our staff? • How do we ensure that we have diversity in our staff? • How do we ensure a healthy and safe working environment for our staff? • How do we encourage our staff to participate in activities that contribute to the wider society? • How do we promote a culture of mutual support, recognition and care between individuals and teams? 	<ul style="list-style-type: none"> • Terms and conditions • Recognition strategies and approaches • Staff development approaches • Diversity and equal opportunities policies and practices • Work/life balance policies and approaches • Levels of involvement in the wider community

PARTNERSHIPS AND RESOURCES	PROMPTS	INDICATIVE EVIDENCE
<p>1. How do we manage and review our external partnerships to ensure that they are effective and efficient?</p>	<ul style="list-style-type: none"> • How do we segment and differentiate our partners to ensure that they are effectively managed? • How do we build a sustainable relationship with partners and suppliers? • How do we ensure that the respective capabilities and contributions of our partners, suppliers and ourselves are recognised for mutual benefit? • How do we manage sub-contracted services? 	<ul style="list-style-type: none"> • Partnership strategy • Criteria for selecting partners • Identification of key partnerships opportunities in line with policy and strategy • Identifying and making appropriate use of core partnership competencies for mutual benefit • Sharing of knowledge • Examples of innovative and creative thinking through the use of partnerships • Examples of the ways in which we have created synergy in working together to improve what we do and add value to the end user •
<p>2. How do we manage and review our finances to ensure that they are effective and efficient?</p>	<ul style="list-style-type: none"> • How do we ensure that we have the appropriate financial strategies and processes in place? • How do we ensure that we have appropriate financial control and monitoring processes in place? • How do we ensure suitable and appropriate investments? • How do we manage financial risks to ensure stakeholder confidence? • How do we ensure that there is alignment between our strategic goals and our allocation of resources? 	<ul style="list-style-type: none"> • Development and implementation of financial strategies and processes for using financial resources in support of policy and strategy • Financial planning and reporting • Evaluating investments • Process for managing risks • Governance procedures and processes

<p>3. How do we manage and review our buildings, equipment and materials to ensure that they are effective and efficient?</p>	<ul style="list-style-type: none"> • How do we ensure that we have an aligned buildings strategy in place? • Do we have a positive impact on the local environment? • How do we manage our assets effectively? • How do we ensure that we have appropriate accommodation in place for teaching and learning? 	<ul style="list-style-type: none"> • Buildings strategy that support the our policy and strategy • Equipment strategy that supports our policy and strategy • Materials strategy that support our policy and strategy • Managing the maintenance and utilisation of our assets to ensure and improve their total life cycle • Utilisation of resources in an environmentally sound manner • Reports on optimisation of materials • Reports on optimisation and utilisation of utilities • Reports on the optimisation of transportation usage • Records of review
<p>4. How do we manage and review our technology to ensure that it is effective and efficient?</p>	<ul style="list-style-type: none"> • Does our technology strategy support our strategic direction? • Do we use technology to improve our operations? • Do we ensure that we have an appropriate strategy in place to replace out-dated technology? • How do we ensure that we identify and evaluate appropriate technologies? • How do we use technology to support innovation and creativity? 	<ul style="list-style-type: none"> • Technology strategy • Process for identifying and evaluating emerging technologies • Process for managing the technology portfolio • Reports on making the best use of existing technology • Reports on developing innovative and environmentally friendly technology • Reports on using ICT to support and improve operations • Reports on using technology to support improvement • Health and safety

<p>5. How do we manage and review our information and knowledge to ensure that they are effective and efficient?</p>	<ul style="list-style-type: none"> • How do we ensure that our leaders and staff have relevant information for effective decision-making? • How do we go about transforming data into relevant, useful and usable information? • How do we use innovation to ensure that we are offering new ways of adding value to our customers? 	<ul style="list-style-type: none"> • Strategy for managing information that supports the our policy and strategy • Process for the identification of our information and knowledge requirements • Process for collecting, structuring and managing information and knowledge • Provision of appropriate access for internal and external users • Use of information technology to support internal communications • Development and protection of intellectual property • Acquisition and use of appropriate knowledge • Examples of the use of technology to generate innovative and creative thinking • Records/data management for internal and external requirements • Document version control arrangements • Process for recording learning an teaching outcomes • Assessment and verification practices documented
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PROCESSES, PRODUCTS AND SERVICES	PROMPTS	INDICATIVE EVIDENCE
<p>1. How do we know that what we do is clear and comprehensive and meets our customers' needs?</p>	<ul style="list-style-type: none"> • How do we ensure that we have end-to-end processes in place taking account of cross functional responsibilities? • Do we have process owners and if yes, are they effective in managing the process? • How do we use performance indicators to monitor and improve our processes? • Do we know who our different customer groups are? • How do we determine and meet our customers' requirements? • How do we build and sustain a dialogue with our customers to manage and enhance the relationship? <p>Learning and Teaching</p> <ul style="list-style-type: none"> • What processes are carried out to develop and deliver our programmes and services and are these comprehensive and effective? • How is responsibility for each process or part of the process assigned and managed e.g. is there clear ownership for the planning of learning and teaching, assessment processes, the provision of information, advice and guidance? • How do we ensure that interactions/interdependability with other 	<ul style="list-style-type: none"> • Design and management of processes • Process ownership/documented roles • Performance indicators • Feedback from students and staff • Procedures manuals/processes • Lists of customers and customer groups • Feedback from customers and its use • Clarity about meeting customers' needs • Response to and anticipation of customer needs and expectations • Learning and Teaching Strategy • Documented qualification management system • Appropriate stakeholder communication

	<p>units/departments are taken into account in :</p> <ul style="list-style-type: none"> (a) designing and managing programmes and services (b) the provision of information, advice and guidance? <ul style="list-style-type: none"> • How do we effectively allocate and prioritise our resources when implementing our teaching and learning plans? • How do we control, review and monitor: <ul style="list-style-type: none"> (a) the design and development of programmes and services; (b) teaching and the application of resources to it; (c) our assessment processes to support and facilitate effective learning? • What key performance indicators are used to measure: <ul style="list-style-type: none"> (a) the effectiveness of the design and development of our programmes and services (b) the effectiveness of our learning, teaching process to facilitate learners' learning © the effectiveness of our assessment process? • What impact do our learning and teaching processes have on our end users and how do we know? 	
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<p>2. How do we share and learn from best practice?</p>	<ul style="list-style-type: none"> • How do we use market research, customer surveys and other forms of feedback to anticipate and identify improvements to enhance programme and service delivery? • How do we involve our staff, customers and partners and suppliers in the development of new and innovative programmes and services? <p>Learning and Teaching</p> <ul style="list-style-type: none"> • How do we take into account the views of our end users and stakeholders in : <ul style="list-style-type: none"> (a) designing and delivering programmes and services; (b) designing our assessment processes; (c) Delivering our approaches to the provision of information, advice and guidance? • How do we communicate to both staff and end users: <ul style="list-style-type: none"> (a) information about the design and development of our programmes and services; (b) assessment processes; (c) our policies and strategies on learning and teaching; (d) information about the provision of information, advice and guidance? • How do we take account of best practice from inside and outside our unit/department/college to the whole teaching and learning process? • What are our means of obtaining feedback 	<ul style="list-style-type: none"> • Identification of internal communication of good practice • Ways in which we learn from others both inside and outside the college • Feedback from students and staff and its use • Use of good practice in the college sector
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	<p>to inform our learning and teaching policies and strategies, from the point of view of:</p> <ul style="list-style-type: none">(a) learners and other customer groups;(b) external stakeholders;(c) college staff and internal customers <p>Is this feedback process comprehensive and effective?</p>	
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<p>3. What measures do we use to ensure what we do is effective and effecting improvement?</p>	<ul style="list-style-type: none"> • How do we ensure that what we are providing and delivering meets or exceeds our customer needs and expectations? • Do we benchmark ourselves with others to identify how good we are and to identify good practice? <p>Learning and Teaching</p> <ul style="list-style-type: none"> • How do we take account of best practice from inside and outside our unit/department/college to the whole teaching and learning process? • How do we ensure that recommended actions for change to the whole teaching and learning process are completed and implemented? • What key performance indicators are used to measure: <ul style="list-style-type: none"> (a) the effectiveness of the design and development of our programmes and services (b) the effectiveness of our learning, teaching process to facilitate learners' learning (c) the effectiveness of our assessment process? • What are our means of obtaining feedback to inform our learning and teaching policies and strategies, from the point of view of: <ul style="list-style-type: none"> (a) learners and other customer groups; (b) external stakeholders; (c) college staff and internal customers 	<ul style="list-style-type: none"> • Review activities • Feedback and its use • Internal review and its use • External review and its use • Performance indicators
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	<p>Is this feedback process comprehensive and effective?</p> <ul style="list-style-type: none"> • How robust is our process of self-evaluation and how do we know? • How have we developed a culture of continuous improvement? 	
<p>4. How do we ensure that we promote our course(s) and service (s) to target customers and user groups?</p>	<ul style="list-style-type: none"> • Are we clear about our unique selling points in how we promote what we have to offer? • How do we ensure that we have appropriate marketing strategies in place? • Is our marketing effective? • How do we ensure that we deliver on what we promise? <p>Learning and Teaching</p> <ul style="list-style-type: none"> • How do we communicate to both staff and end users: <ul style="list-style-type: none"> (a) information about the design and development of our programmes and services; (b) assessment processes; (c) our policies and strategies on learning and teaching; (d) information about the provision of information, advice and guidance? 	<ul style="list-style-type: none"> • Marketing and environmental strategies • Communication strategy • Website • Prospectus • Stakeholder engagement • Customer relationship working • Student induction • Guidance and support • Assessment procedures • Pre exit guidance to support candidates' progression.

CUSTOMER RESULTS	PROMPTS	INDICATIVE EVIDENCE
<p>1. How do we ensure that we measure what matters with respect to our customer results?</p>	<ul style="list-style-type: none"> • What key customer results have we identified? • What processes have we put in place to collect these results? • Do these key customer results meet the needs and expectations of our stakeholders? • Are our key customer results consistent with our strategy? 	<ul style="list-style-type: none"> • Clarity about rationale behind data collected • Strategic plan • List of measures • Balanced Scorecard
<p>2. How do we use our key customer results to effect change?</p>	<ul style="list-style-type: none"> • How do we monitor how we use our key customer results? • How do we embed the changes that come about as a result? 	<ul style="list-style-type: none"> • Minutes of meetings • Causal links • Project or pilot schemes • Strategic/operational plans • Governance • Data trends • Performance data • Use of data • Review of data and action taken to effect improvement • Minutes of meetings
<p>3. Do we have appropriate targets in place and are we meeting them?</p>	<ul style="list-style-type: none"> • What's our rationale for target setting? • How do we ensure that we are meeting our targets? 	<ul style="list-style-type: none"> • Performance against targets • Review of performance and action taken

<p>4. What actions have we taken that have contributed to our performance?</p>	<ul style="list-style-type: none"> • Are we clear about what contributes to the achievement of our key customer results? • What plans have we put in place to enable us to meet our key customer results? 	<ul style="list-style-type: none"> • Minutes of meetings • Strategic plan • Causal descriptions • Surveys and their results
<p>5. How do we compare with other colleges?</p>	<ul style="list-style-type: none"> • Who do we use as an appropriate point of comparison and are we clear about why we use that particular reference point? • How well are we performing against our comparator? 	<ul style="list-style-type: none"> • Rationale for point of comparison • Performance data and analysis

PEOPLE RESULTS	PROMPTS	INDICATIVE EVIDENCE
<p>1. How do we ensure that we measure what matters with respect to our people results?</p>	<ul style="list-style-type: none"> • What key people results have we identified? • What processes have we put in place to collect these results? • Do these key people results meet the needs and expectations of our stakeholders? • Are our key people results consistent with our strategy? 	<ul style="list-style-type: none"> • Clarity about rationale behind data collected • Strategic plan • HR plan • List of measures • Balanced Scorecard • Feedback from staff
<p>2. How do we use our key people results to effect change?</p>	<ul style="list-style-type: none"> • How do we monitor how we use our key people results? • How do we embed the changes that come about as a result? 	<ul style="list-style-type: none"> • Minutes of meetings • Causal links • Project or pilot schemes • HR/operational plans • Data trends • Performance data • Use of data • Review of data and action taken to effect improvement • Minutes of meetings
<p>3. Do we have appropriate targets in place and are we meeting them?</p>	<ul style="list-style-type: none"> • What's our rationale for target setting? • How do we ensure that we are meeting our targets? 	<ul style="list-style-type: none"> • Rationale for target setting • Performance against targets • Review of performance and action taken
<p>4. What actions have we taken that have contributed to our performance?</p>	<ul style="list-style-type: none"> • Are we clear about what contributes to the achievement of our key people results? • What plans have we put in place to enable us to meet our key people results? 	<ul style="list-style-type: none"> • Minutes of meetings • Strategic/HR plans • Causal descriptions • Surveys and their results

<p>5. How do we compare with other organisations?</p>	<ul style="list-style-type: none">• Who do we use as an appropriate point of comparison and are we clear about why we use that particular reference point?• How well are we performing against our comparator?	<ul style="list-style-type: none">• Rationale for point of comparison• Performance data and analysis
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SOCIETY RESULTS	PROMPTS	INDICATIVE EVIDENCE
1. How do we ensure that we measure what matters with respect to our society results?	<ul style="list-style-type: none"> • What key society results have we identified? • What processes have we put in place to collect these results? • Do these key society results meet the needs and expectations of our stakeholders? • Are our key society results consistent with our strategy? 	<ul style="list-style-type: none"> • Clarity about rationale behind data collected • Strategic plan • List of measures • Balanced Scorecard
2. How do we use our key society results to effect change?	<ul style="list-style-type: none"> • How do we monitor how we use our key society results? • How do we embed the changes that come about as a result? 	<ul style="list-style-type: none"> • Minutes of meetings • Causal links • Project or pilot schemes • Strategic/operational plans • Data trends • Performance data • Use of data • Review of data and action taken to effect improvement • Minutes of meetings
3. Do we have appropriate targets in place and are we meeting them?	<ul style="list-style-type: none"> • What's our rationale for target setting? • How do we ensure that we are meeting our targets? 	<ul style="list-style-type: none"> • Rationale for target setting • Performance against targets • Review of performance and action taken
4. What actions have we taken that have contributed to our performance?	<ul style="list-style-type: none"> • Are we clear about what contributes to the achievement of our key society results? • What plans have we put in place to enable us to meet our key society results? 	<ul style="list-style-type: none"> • Minutes of meetings • Strategic plan • Causal descriptions

<p>5. How do we compare with other colleges?</p>	<ul style="list-style-type: none">• Who do we use as an appropriate point of comparison and are we clear about why we use that particular reference point?• How well are we performing against our comparator?	<ul style="list-style-type: none">• Rationale for point of comparison• Performance data and analysis
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KEY RESULTS	PROMPTS	INDICATIVE EVIDENCE
1. How do we ensure that we measure what matters with respect to our key results?	<ul style="list-style-type: none"> • What key results have we identified? • What processes have we put in place to collect these results? • Do these key results meet the needs of expectations of our stakeholders? • Are our key results consistent with our strategy? 	<ul style="list-style-type: none"> • Clarity about rationale behind data collected • Strategic plan • List of measures • Balanced Scorecard • Feedback from stakeholders • Governance • Data trends • Performance data • Use of data • Review of data and action taken to effect improvement • Minutes of meetings
2. How do we use our key results to effect change?	<ul style="list-style-type: none"> • How do we monitor how we use our key results? • How do we embed the changes that come about as a result? 	<ul style="list-style-type: none"> • Minutes of meetings • Causal links • Project or pilot schemes • Strategic/operational plans • Governance
3. Do we have appropriate targets in place and are we meeting them?	<ul style="list-style-type: none"> • What's our rationale for target setting? • How do we ensure that we are meeting our targets? 	<ul style="list-style-type: none"> • Rationale for target setting • Performance against targets • Review of performance and action taken
4. What actions have we taken that have contributed to our performance?	<ul style="list-style-type: none"> • Are we clear about what contributes to the achievement of our key results? • What plans have we put in place to enable us to meet our key results? 	<ul style="list-style-type: none"> • Minutes of meetings • Strategic plan • Causal descriptions

<p>5. How do we compare with other organisations?</p>	<ul style="list-style-type: none">• Who do we use as an appropriate point of comparison and are we clear about why we use that particular reference point?• How well are we performing against our comparator?	<ul style="list-style-type: none">• Rationale for point of comparison• Performance data and analysis
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Additional Departmental/team Self-evaluation Questions

Appendix 4

These questions are designed to be used at department, unit or course team level and to enable an assessment of the work of that part of the college to be undertaken whereby you can identify what works well in your area and where there might be room for improvement. So, although some of these questions can be responded to with a straightforward 'Yes' or 'No' answer you need to think about the questions in more depth and detail to get out of the exercise what you need to move forward on a journey of continuous improvement.

Leadership	Indicative Evidence
1. Is our team well-led?	Process of evaluation Feedback Clarity of direction
2. Does our course/team leader provide a clear direction for the team?	Clarity of direction Clarity of roles and responsibilities and how they contribute to direction of department/unit Link with college direction
3. Does our team leader make clear how what we are doing fits into the role and purpose of the unit?	Clarity of roles and responsibilities and how they contribute to the direction of the department/unit
4. Is communication effective within our team?	Clarity about means of communication Clarity about why the means of communication used are being used Feedback on communication
5. How effective are working relationships with other teams?	Clarity about reasons for interaction with other teams Clarity about roles and responsibilities of different functional teams
6. Are we encouraged to be innovative and creative and to effect improvement?	Examples of how, where and when innovation and creativity are encouraged Examples of what is done with innovative and creative thinking Examples of improvements
7. Does our team leader provide support in achieving our plans and objectives?	Support mechanisms and means Training and development opportunities

	Communication channels
8. Do we receive the support and leadership we need from senior management?	Support mechanisms and means Training and development opportunities Communication channels
Strategy	
1. Are we clear about how we contribute to the overall college strategic direction?	Strategic plan Departmental plans and how they link to college strategic plan Communication about college strategic direction College training and development strategies and approaches Individual roles and responsibilities and how they align with overall college direction
2. Do we have clear policies and procedures in our team?	Adequacy and appropriateness of departmental policies Adequacy and appropriateness of procedures Deployment of policies and procedures Evaluation of policies and procedures to ensure ongoing appropriateness
3. Do we know what's going on in the external and internal worlds that impact on our work?	Arrangements for gathering internal and external data Information from internal and external analysis Clarify about how this information is used within the department/unit
Staffing	
1. Is there sufficient staffing in our area?	Staff planning Adequacy of roles within the department/unit
2. Is there effective people planning in our team?	Process for staff planning
3. Are staff appropriately deployed – is the structure appropriate?	Process for determining an appropriate structure Appropriateness of staff roles and responsibilities

4. Are staff appropriately qualified and experienced?	List of qualifications and experience Training and development opportunities
5. Are staff development reviews used effectively to identify staff development and CPD requirements?	Process of staff reviews Evaluation of staff reviews Appropriateness of staff review process
6. Are staff appropriately supported in terms of training and development opportunities?	Staff development reviews Training and development opportunities
7. Is the staff development undertaken effective in helping the team to achieve its objectives?	Effectiveness of training and development opportunities Evaluation of training and development opportunities
8. Are innovation and creativity part of the culture of the way in which we do things in our team?	Examples of innovative and/or creative thinking and/or action
9. How well do staff work as a team?	Clarity about team roles and expectations Evaluation of team working
10. Is sharing of good practice and information part of how we do things in our team?	Process for sharing good practice Examples of sharing of good practice
11. Is there a culture of mutual support, recognition and care in our team?	Examples of means of recognition Examples of how staff are cared for
Use of Resources	
1. Do we have the necessary resources in place to enable us to carry out our roles and functions?	Process of determining resources needed Application of resources
2. Are the resources (buildings, technology, materials and equipment) used efficiently, providing best value for money?	Process for resource usage and application Evaluation of the resource application process

3. Are resources used in a sustainable way?	Examples of sustainable practice
4. Are our management information systems easy to use and helpful?	Appropriateness of MIS Evaluation of MIS
Processes	
1. What are the key processes in our area of work and do they support the achievement of the College's strategic priorities and aims?	List of key processes
2. Who is responsible for each key process in our area?	List of process owners
3. Are we doing the right things to meet external and statutory requirements, and to meet the needs of internal and external stakeholders?	Evaluation of what's done in relation to stakeholder needs and expectations
4. How do we promote the services we provide to users and potential users?	Marketing and promotional plans and strategies
5. Have we set appropriate service standards?	List of service standards
6. How do we check for the effectiveness of our processes?	Evaluation process
7. How are processes controlled and monitored?	Description and evaluation of control and monitoring processes
8. How were the processes designed? a. Were customers and stakeholders consulted? b. Were staff in our team consulted, involved and empowered? c. How often are processes reviewed? d. What changes have been made recently as a result of review? e. Have best practice and innovative practice elsewhere been taken into account? f. How did we ensure that staff from other teams who might be	Description and evaluation of design processes

part of the process were consulted and involved?	
9. Are our services accessible to all users?	Feedback Design process with users in mind
10. Do our written documents and materials conform to Quality, Equality and Diversity (QED) guidelines?	Appropriateness and efficacy of policies and practices
Outcomes	
1. What are the desired outcomes of our team and how do these contribute to the overall work of the college?	Process for determining appropriate outcomes
2. Are we achieving the desired outcomes?	Results data Clarity about what contributes to outcomes
3. How do we measure this?	Process for gathering data Accuracy and timeliness of data
4. How does our performance compare to others (internal and external)? How do we know?	Choice of points of comparison Performance against comparators
5. What factors have affected the outcomes we've achieved (in positive or negative ways)?	What's contributed to the outcomes
6. Do we encourage feedback from users of our services and how do we use this?	Feedback process Feedback outcomes Outcomes data usage
7. How do we deal with suggestions and complaints, resolve issues and make improvements?	Process for managing complaints and suggestions Action and improvements taken as a result

<p>8. Are our customers happy with the quality of our provision and how do we know?</p>	<p>Definition of customers for your department/unit Means of gathering feedback Level of satisfaction Action taken as a result of feedback</p>
<p>9. Are people in our team satisfied with how we are managed and looked after and how do we know?</p>	<p>Means of gathering feedback Level of satisfaction Action taken as a result of feedback</p>

Mapping of HMLe Questions and the College-Wide Question Sets developed by the College Sector Network **Appendix 5**

HMLe	College Sector Network Question Set
Key Results	1. Key Performance Outcomes
<ol style="list-style-type: none"> 1. How do we ensure that we measure what matters? 2. How do we use our Key Results to effect change? 3. Do we have appropriate targets in place and are we meeting them? 4. What actions have we taken that have contributed to our performance? 5. How do we compare with other organisations? 	<ol style="list-style-type: none"> 5.1 How well does the college perform against its educational aims, objectives and targets? 5.2 How effective is the college at achieving and maintaining high levels of retention, attainment and progression? 5.3 How well does the college fulfil its statutory duties?
Customer Results	2. Impact on Learners and other Users of College Services 4. Impact on Employers and Communities
<ol style="list-style-type: none"> 1. How do we ensure that we measure what matters? 2. How do we use our key customer results to effect change? 3. Do we have appropriate targets in place and are we meeting them? 4. What actions have we taken that have contributed to our performance? 5. How do we compare with other organisations? 	<ol style="list-style-type: none"> 5.4 How accessible, flexible and inclusive are college programmes and services? 5.5 How well do programmes and services meet learner needs? 5.6 How well do learners make progress, attain qualifications and achieve more widely? 4.1 How well does the college serve local and national employers? 4.2 How well does the college serve its communities?
People Results	3. Impact on Staff
<ol style="list-style-type: none"> 1. How do we measure what matters? 2. How do we use our key people results to effect change? 3. Do we have appropriate targets in place and are we meeting them? 4. What actions have we taken that have contributed to our performance? 5. How do we compare with other organisations? 	<ol style="list-style-type: none"> 3.1 How well does the college motivate staff and secure their engagement in setting and achieving college targets? 3.2 How well do staff reflect on, and participate in, professional discussion to enhance learning, teaching and other services? 3.3 How well do staff work together in their own teams, and more widely in the college?

Processes, Products and Services including Learning and Teaching	5. How Effective are the College's Learning and Teaching Processes
<ol style="list-style-type: none"> 1. How do we know that what we do is clear and comprehensive and meets our customers' needs? 2. How do we share and learn from best practice? 3. What measures do we use to ensure what we do is effective and effecting improvement? 4. How do we ensure that we promote our course(s) and service (s) to target customers and user groups? <p>Learning and Teaching</p> <ol style="list-style-type: none"> 1. What processes are carried out to develop and deliver our programmes and services and are these comprehensive and effective? 2. How is responsibility for each process or part of the process assigned and managed e.g. is there clear ownership for the planning of learning and teaching, assessment processes, the provision of information, advice and guidance? 3. How do we ensure that interactions/interdependability with other units/departments are taken into account in : <ol style="list-style-type: none"> (a) designing and managing programmes and services (b) the provision of information, advice and guidance? 4. How do we take into account the views of our end users and stakeholders in : <ol style="list-style-type: none"> (a) designing and delivering programmes and services; (b) designing our assessment processes; © delivering our approaches to the provision of information, advice and guidance? 5. How do we communicate to both staff and end users: <ol style="list-style-type: none"> (a) information about the design and development of our programmes and services; (b) assessment processes; © our policies and strategies on learning and teaching; (d) information about the provision of information, 	<ol style="list-style-type: none"> 1.1 How well does the college develop and deliver programmes and services to meet the need of learners from all backgrounds? 1.2 How well do learners learn? 1.3 How well do teaching and the use of resources ensure effective learning? 1.4 How effective is the context and planning for learning and teaching? 1.5 How well is assessment used to promote effective learning? 1.6 How well are potential and current learners provided with information, advice and support? 1.7 How well does the college sustain continuous enhancement through self-evaluation and internal review activities?

<p>advice and guidance?</p> <ol style="list-style-type: none"> 6. How do we control, review and monitor: <ol style="list-style-type: none"> (a) the design and development of programmes and services; (b) teaching and the application of resources to it; (c) our assessment processes to promote effective learning? 7. How do we take account of best practice from inside and outside our unit/department/college to the whole teaching and learning process? 8. How do we ensure that recommended actions for change to all teaching and learning processes are completed and implemented? 9. What key performance indicators are used to measure: <ol style="list-style-type: none"> (a) the effectiveness of the design and development of our programmes and services (b) the effectiveness of our learning, teaching process to facilitate learners' learning (c) the effectiveness of our assessment process? 10. How do we effectively allocate and prioritise our resources when implementing our learning and teaching plans? 11. What impact do our learning and teaching processes have on our end users and how do we know? 12. What are our means of obtaining feedback to inform our learning and teaching policies and strategies, from the point of view of: <ol style="list-style-type: none"> (a) learners and other customer groups; (b) external stakeholders; (c) college staff and internal customers <p>Is this feedback process comprehensive and effective?</p> 13. How robust is our process of self-evaluation and how do we know? 14. How have we developed a culture of continuous improvement? 	
Strategy	6. Providing Direction and Facilitating Change
<ol style="list-style-type: none"> 1. How do we develop policies and strategies taking account of external data, influences and 	<ol style="list-style-type: none"> 1.1 How effective are college planning processes? 1.2 How effective is action to achieve aims, objectives and targets of plans?

<p>information?</p> <ol style="list-style-type: none"> 2. How do we obtain and use internal performance measurements, benchmarking information about successful organisations from inside and outside the college sector? 3. How do we communicate our policies and strategies to ensure that all staff and stakeholders have a clear understanding of them? 4. How do we know if policies and strategies are effectively implemented? 5. How do we know if our approaches are effectively assessed and improved? 	<ol style="list-style-type: none"> 1.3 How well does the college recognise and respond to changes in its environments? 1.4 How well does the college plan for and manage change?
<p>People</p>	<p>7. Management and Support of Staff</p>
<ol style="list-style-type: none"> 1. How do we ensure that our workforce planning, management and improvement are effective? 2. How do we ensure people skills and competencies are reviewed and continuously developed in line with college needs and objectives? 3. How do we ensure people are involved and empowered to contribute effectively? 4. How do we ensure effective communication throughout the college? 5. How do we reward, recognise and care for our staff? 	<ol style="list-style-type: none"> 7.1 How relevant and current are staff qualifications, skills and experience? 7.2 How productive are the working relationships among staff, learners and external stakeholders? 7.3 How effective is the college in recruiting, selecting and retaining staff? 7.4 How effective is workforce planning? 7.5 How effective is the college in developing its staff?
<p>Partnerships and Resources</p>	<p>8. Partnerships and Resources</p>
<ol style="list-style-type: none"> 1. How do we manage and review our external partnerships to ensure they are effective and efficient? 2. How do we manage and review our finances to ensure that they are effective and efficient? 3. How do we manage and review our buildings, equipment and materials to ensure that they are effective and efficient? 4. How do we manage and review our technology to ensure that it is effective and efficient? 5. How do we manage and review our information and knowledge to ensure that they are effective and efficient? 	<ol style="list-style-type: none"> 8.1 How extensive and effective are college partnerships with communities, other learning providers, employers and other agencies? 8.2 How well does the college manage and use its resources and learning environments?
<p>Leadership</p>	<p>9. Educational Leadership and Direction</p>
<ol style="list-style-type: none"> 1. How do our leaders develop the mission, vision, values and ethics of the college and act as role models? 	<ol style="list-style-type: none"> 9.1 How appropriate and influential are the college aims, objectives and targets? 9.2 How effective is the Leadership for Learning and Teaching?

<ol style="list-style-type: none"> 2. How do our leaders develop and use a management system to monitor and drive the college's performance? 3. How do our leaders engage with external stakeholders? 4. How do our leaders reinforce a culture of excellence with the college's staff? 5. How do our leaders ensure that the college is flexible and can manage change effectively? 	<ol style="list-style-type: none"> 9.3 How effective is the leadership for services to support learners? 9.4 How well does the quality culture in the college lead to quality improvement and enhancement?
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Appendix 5

College Sector Question Sets Compared with Investors in People (IiP)

IiP Framework	College/unit/departmental Question Set	Departmental/unit Question Set
Business Strategy		
01.1	Leadership, question 1	Leadership, question 1
01.2	Leadership, question 2; strategy, question 2	Leadership, question 2; strategy, question 1
01.3	Leadership, question 2	Leadership, question 3
01.4	Leadership, question 2	Leadership, question 1; strategy, question 1
01.5	People, question 1; strategy, questions 2; people results, question 1	Leadership, question 1
01.6	People, question 1	Leadership, question 2; strategy, question 1; staffing, question 2
01.7	Leadership, question 1	Leadership, question 1; leadership, question 2
01.8	Leadership, question 1	Leadership, question 4
01.9	Leadership, question 2; strategy, question 2	Strategy, question 1
01.10	Leadership, question 1; people, question 5	No direct link
01.11	Leadership, question 1	Leadership, question 1; leadership, question 2
01.12	Leadership, question 1; people, question 5	No direct link
01.13	Leadership, question 1	Leadership, question 2
01.14	Strategy, question 1	Strategy, question 1
01.15	Leadership, question 2; strategy, question 2	Strategy, question 1
01.16	Leadership, question 1; people, question 5	No direct link
01.17	Leadership, question 1	Leadership, question 2
01.18	Leadership, question 1; people, question 5	No direct link
01.19	People, question 4	Leadership, question 2
01.20	People, question 3; people results, question 1	Strategy, question 1; outcomes, question 9
01.21	People, question 1; people results, question 1	Strategy, question 1; outcomes, question 1
01.22	People, question 5	No direct link
01.23	People, question 4	Leadership, question 1
01.24	People results, question 1	Outcomes, questions 1 & 2
01.25	People, question 5	No direct link

Learning and Development Strategy		
02.1	Leadership, question 4	Leadership, question 7
02.2	Leadership, question 4	Staffing, question 5; staffing, question 6; staffing, question 7
02.3	People, question 2	Staffing, question 5; staffing, question 6; staffing, question 7
02.4	People, question 2	Staffing, question 4
02.5	People, question 2	Staffing, question 4; staffing, question 5; staffing, question 6; staffing, question 7
02.6	People, question 4	Staffing, question 7
02.7	Leadership, question 4	Leadership, question 7;
02.8	Leadership, question 1	Leadership, question 7; staffing, question 5; staffing, question 6; staffing, question 7
02.9	Leadership, question 4	Leadership, question 7; staffing, question 5; staffing, question 6; staffing, question 7
02.10	People, question 2	Leadership, question 7
02.11	Leadership, question 4	Leadership, question 7
02.12	People, question 2	Staffing, question 4
02.13	People, question 2	Staffing, question 4
02.14	People, question 2	Staffing, question 4
02.15	People, question 2	Staffing, question 4
02.16	People, question 2	Staffing, question 5
02.17	People, question 3	Staffing, question 8
People Management Strategy		
03.1	Leadership, question 4	Staffing, question 8; staffing, question 10
03.2	Leadership, question 4; people, question 2	Staffing, question 6
03.3	Leadership, question 4; people, question 2	Staffing, question 6
03.4	Leadership, question 4; people, question 2	Staffing, question 6
03.5	Leadership, question 4; people, question 2	Staffing, question 8; staffing, question 10
03.6	People, question 1	Staffing, question 4
03.7	People, question 1; people,	Staffing, question 11

	question 5	
03.8	People, question 5	Staffing, question 11
03.9	People, question 4	Staffing, question 10
03.10	Strategy, question 2; people, question 2	Staffing, question 3; staffing, question 9
03.11	People, question 1	Strategy, question 2
03.12	People, question 1	Strategy, question 2
03.13	Strategy, question 1; people, question 5	Strategy, question 2
03.14	People, question 1	Strategy, question 2; staffing, question 4
03.15	People, question 5	Strategy, question 2
03.16	People, question 5	Strategy, question 2
03.17	People, question 4	Strategy, question 2
03.18	People, question 2	Strategy, question 2
03.19	People, question 1	Strategy, question 2
03.20	People, question 1; people, question 5	Strategy, question 2
03.21	People, question 5	Strategy, question 2
03.22	People, question 1	Staffing, question 4
03.23	People, question 5	Staffing, question 11
03.24	People, question 5	Staffing, question 11
03.25	People, question 4	Staffing, question 11
03.26	People, question 2	Staffing, question 6
03.27	People, question 1	Staffing, question 9
03.28	People, question 5	Staffing, question 11
03.29	People, question 5	Staffing, question 11
Leadership and Management Strategy		
04.1	Leadership, question 1; people, question 2	Leadership, question 8
04.2	Leadership, question 1; people, question 2	Leadership, question 1
04.3	People, question 4	Leadership, question 1
04.4	Leadership, question 1; people, question 2	Leadership, question 2
04.5	People, question 4	Leadership, question 6
04.6	People, question 2	Leadership, question 7
04.7	Leadership, question 1; strategy, question 1 and question 2	Strategy, question 1
04.8	Leadership, question 4	Leadership, question 1
04.9	Leadership, question 1; people, question 2	Leadership, question 7
04.10	Leadership, question 1; people, question 2	Staffing, question 5

04.11	Leadership, question 1; people, question 2	Staffing, question 5
04.12	Leadership, question 1	Staffing, question 5
04.13	Leadership, question 1	No direct link
Management Effectiveness		
05.1	Leadership, question 1; people, question 2	Leadership, question 1
05.2	People, question 2	Leadership, question 1
05.3	Leadership, question 1; people, question 2	Staffing, question 11
05.4	People, question 2	Staffing, question 5; Staffing, question 3; staffing, question 11
05.5	Leadership, question 1	Leadership, question 1
05.6	Leadership, question 1; people, question 3	Leadership, question 1
05.7	Leadership, question 1	Leadership, question 1
05.8	No direct link	No direct link
05.9	Leadership, question 1	Leadership, question 1
05.10	Leadership, question 4	Leadership, question 2; leadership, question 5
05.11	Leadership, question 4; people, question 2	Leadership, question 3; leadership, question 4
05.12	People, question 2	No direct link
05.13	People, question 2	Leadership, question 1
05.14	Leadership, question 4	Leadership, question 1
05.15	Leadership, question 4	Leadership, question 1
05.16	People, question 2	Leadership, question 1
05.17	People, question 4	Staffing, question 10
05.18	People, question 2	Staffing, question 10
05.19	People, question 2	No direct link
05.20	People, question 4	Staffing, question 8
05.21	People, question 1	Leadership, question 1
05.22	People, question 1	Leadership, question 1
05.23	People, question 2	Leadership, question 7
05.24	People, question 3	Staffing, question 11
05.25	No direct link	No direct link
Recognition and Reward		
06.1	People, question 5	Leadership, question 1
06.2	People, question 3	Staffing, question 5
06.3	People, question 5	Staffing, question 11
06.4	People, question 5	Leadership, question 1
06.5	People, question 1; people, question 5	Leadership, question 1
06.6	People, question 1; people,	Strategy, question 2

	question 5	
06.7	People, question 1 ; people, question 5	Strategy, question 2
06.8	People, question 1 ; people, question 5	Leadership, question 2
06.9	People, question 1 ; people, question 5	Leadership, question 2
06.10	People, question 5	Leadership, question 1 ; leadership, question 7
06.11	People, question 5	Leadership, question 7
06.12	People, question 1 ; people, question 5	Staffing, question 1
06.13	People, question 5	Leadership, question 4
06.14	People, question 1 ; people, question 5	Staffing, question 1
06.15	People, question 1 ; people, question 5	Staffing, question 11
06.16	People, question 5	Outcomes, question 9
06.17	People, question 5	Staffing, question 11
06.18	People, question 1	Staffing, question 1
06.19	People, question 5	Staffing, question 11
Involvement and Empowerment		
07.1	People, question 3	Leadership, question 4
07.2	People, question 3	Leadership, question 1
07.3	People, question 3	Leadership, question 1
07.4	People, question 3	Leadership, question 4
07.5	People, question 4	Leadership, question 3 ; leadership, question 4
07.6	People, question 4	Leadership, question 7
07.7	No direct link	No direct link
07.8	Leadership, question 4	Leadership, question 6
07.9	Leadership, question 4 ; people, question 2	Leadership, question 4
07.10	Leadership, question 4 ; people, question 4	Leadership, question 4
07.11	Leadership, question 4 ; people, question 4	Leadership, question 6
07.12	People, question 3	Staffing, question 10
07.13	People, question 3	No direct link
07.14	People, question 4	Staffing, question 10
07.15	People, question 3	No direct link
07.16	People, question 3	Outcomes, question 9
07.17	People, question 3	No direct link
07.18	People, question 3	No direct link
07.19	People, question 3	No direct link
Learning and		

Development		
08.1	People, question 2	Leadership, question 7; staffing, question 5; staffing, question 6
08.2	People, question 2	Outcomes, question 1; staffing, question 5
08.3	People, question 2	No direct link
08.4	People, question 2	Leadership, question 7
08.5	People, question 2	Leadership, question 6
08.6	Leadership, question 4	Leadership, question 7
08.7	No direct criterion part	No direct link
08.8	People, question 4	Leadership, question 7; leadership, question 8
08.9	People, question 2	Leadership, question 7
08.10	People, question 2; people, question 5	Leadership, question 1
08.11	Leadership, question 4; people, question 2	Leadership, question 1
08.12	People, question 2	Leadership, question 8
08.13	People, question 4	Staffing, question 10
08.14	People, question 3	Staffing, question 7
08.15	People, question 2	Staffing, question 7
08.16	People, question 2	Staffing, question 7
08.17	People, question 2; people, question 5	Outcomes, questions 1&2
08.18	People, question 2	Staffing, question 6
08.19	People, question 2	Staffing, question 6
08.20	People, question 2	No direct link
Performance Measurement		
09.1	Leadership, question 2; people, question 2	Leadership, question 7
09.2	Leadership, question 2	Leadership, question 7
09.3	Strategy, question 2	Outcomes, question 2
09.4	People, question 2;	Leadership, question 7
09.5	People, question 2; people Results, question 1	Outcomes, question??
09.6	Strategy, question 2	Leadership, question 7
09.7	People Results, question 1	Leadership, question 7
09.8	Leadership, question 2; people, question 2	Leadership, question 7
09.9	Leadership, question 2; people, question 2	No direct link
09.10	Leadership, question 2; people, question 2	Leadership, question 7
09.11	People Results, question 1	Outcomes, questions 1&2
09.12	People Results, question 1	Outcomes, questions 1&2
09.13	People Results, question 1	Outcomes, questions 1&2

09.14	People Results, question 1	Outcomes, questions 1&2
Continuous Improvement		
10.1	People, question 2; people Results	Outcomes, question 1&2
10.2	Leadership, question 4	
10.3	People, question 1	Outcomes, questions 1&2
10.4	Self-assessment process	Leadership, question 6
10.5	No direct criterion part	Leadership, question 6
10.6	People, question 2; People Results, question 2	Leadership, question 8
10.7	People Results, question 1	Leadership, question 8
10.8	Strategy, question 2	Strategy, question 3
10.9	People Results, question 1	Outcomes, question 9
10.10	Leadership, question 4	Staffing, question 5
10.11	People, question 1; people, question 3	Leadership, question 8
10.12	People, question 3	Staffing, question 10
10.13	People Results, question 1	Outcomes, question 9
10.14	People, question 1; People Results, question 1	Outcomes, question 9
10.15	People Results, question 1	Outcomes, question 9