

Inspiring Learning

IMPROVEMENT TOOLKIT FOR MUSEUMS, LIBRARIES AND ARCHIVES

INSPIRING LEARNING - DETAILED CHECKLIST

Section 4 POLICIES, PLANS, PERFORMANCE: *Placing learning at the heart of the museum, archive or library*

Have you and your colleagues or partners used the quick checklist for an overview of your organisation?

Now use this detailed checklist to explore your work more deeply. The checklist will also prompt you to provide evidence that supports your claims.

The POLICIES, PLANS, PERFORMANCE key principle has 3 elements and each of these has two sections.

- **Questions to establish the extent to which you are following best practice in this area**
- **Questions to establish whether you have evidence of the outcomes and impact of these processes**

We recommend that you focus on this section and work through it as a team in detail, before you move to action planning. Try to be as honest as possible in your responses.

PLEASE NOTE: NOT ALL THE EVIDENCE EXAMPLES WILL BE RELEVANT TO EVERY MUSEUM, ARCHIVE OR LIBRARY

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4.1 Do you identify and seek to influence local, regional and national initiatives relating to learning?

Actions	Yes	<i>Have started</i>	No
4.1.1 Do you keep abreast of new and emerging initiatives which influence learning?			
4.1.2 Do you have appropriate advocacy for your organisation that helps you to influence key learning initiatives?			
4.1.3 Do you regularly meet with stakeholders ¹ to keep them informed about your learning policies and programmes?			

¹ Any people and organisations who have a stake or interest in the museum, archive or library.

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Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ regularly scanned and digested relevant policy documents and initiatives relating to learning and understand their relevance to you² ➤ regularly reviewed the external environment in which you operate ➤ shared relevant policies and initiatives with others in your museum, archive or library ➤ responded to initiatives relevant to your organisation? <p><i>Do your staff and members of governing bodies</i></p> <ul style="list-style-type: none"> ➤ attend relevant events and presentations to ensure they are up-to-date with learning issues ➤ ensure they are represented and active in local, regional and national learning partnerships ➤ participate in and learn from the work of professional bodies? <p><i>Do your stakeholders</i></p> <ul style="list-style-type: none"> ➤ perceive your organisation as a key partner in supporting learning, skills and social inclusion agendas? 			

² Such as government policies, regional agendas and cultural and social developments.

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4.2 Do you respond to local, regional and national initiatives in your plans and priorities?

Actions		Yes	Have started	No
4.2.1 Do your planning and organisational structures identify, reflect and prioritise learning, access and inclusion?	Identify			
	Reflect			
	Prioritise			
4.2.2 Do you seek additional funding and support to enhance learning provision?				
4.2.3 Is the learning strategy ³ endorsed and implemented across the organisation?				

³ The strategy may be a stand-alone document or incorporated in other documents e.g. the Service Plan, Strategic Plan, Annual Plan or Position Statement.

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Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ integrated national agendas in your organisational plans and programmes⁴ ➤ ensured that local and regional social, political and community factors shape and inform your learning strategy and provision ➤ an implementation plan for learning and access which is endorsed by your governing body ➤ targeted your financial plans and budgets to increase access to learning opportunities ➤ delivered programmes and services to meet gaps in learning provision ➤ monitored implementation & effectiveness of the learning strategy? <p><i>Are your members of governing bodies and other stakeholders:</i></p> <ul style="list-style-type: none"> ➤ consulted and invited to contribute their ideas and requirements for learning and access ➤ able to describe their perceptions of how your museum, archive or library supports learning? <p><i>Do your staff:</i></p> <ul style="list-style-type: none"> ➤ understand their roles and are accountable for delivering the plan ➤ who lead on learning issues are represented at senior management level and included in corporate decision-making ➤ at all levels identify learning and meeting user' learning needs as part of their core business? 			

⁴ E.g. Government agendas on lifelong learning and social inclusion, basic skills, e-government, citizenship, full-disclosure, MLA frameworks and standards.

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4.3 Do you demonstrate that your museum, archive or library is a learning organisation through your staff development and evaluation processes?

Actions	Yes	<i>Have started</i>	No
4.3.1 Do you evaluate your activities to enable you to respond to your users?			
4.3.2 Do you provide opportunities for staff to contribute to planning and development?			
4.3.3 Do you provide a range of development opportunities to support learning for all staff including temporary staff and volunteers?			
4.3.4 Do you identify and develop champions for learning among the members of your governing body?			
4.3.5 Do you promote equality and tolerance across the organisation?			

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Evidence of good practice processes and outcomes	Yes	No	Areas for Improvement
<p><i>Have you:</i></p> <ul style="list-style-type: none"> ➤ ensured that consultation and collaboration are integral to your way of working ➤ built regular piloting and evaluation into your work programmes ➤ demonstrated that your museum, archive or library develops and transforms itself in response to ongoing review of its activities ➤ debated learning issues at all levels and produced and implemented change/improvement plans ➤ committed to/have achieved liP⁵ OR there is an overall strategy and plan for people development ➤ ensured that your museum, archive or library's equal opportunities policy and code of practice is upheld by all ➤ taken action to ensure that the staff profile in the whole organisation becomes more reflective of the communities you serve⁶ ➤ taken steps to ensure that volunteering, traineeships and work experience programmes engage cultural and racial minority groups and people with basic skills needs, for example? <p><i>Are members of your governing body:</i></p> <ul style="list-style-type: none"> ➤ confident to represent your museum, archive or library in dialogue with stakeholders on learning matters ➤ broadly representative of your communities⁷ ➤ supportive of your policies on learning, equality and tolerance? <p><i>Do your staff:</i></p> <ul style="list-style-type: none"> ➤ participate in internal and external learning opportunities⁸ ➤ reflect, learn from and share the outcome of their own learning and integrate this into their work ➤ perceive that there are champions at senior management and governance level who promote their work externally ➤ know the ethical and legal implications of working with users⁹ ➤ recognise the organisation as one which supports equality and tolerance? 			

⁵ Investors in People – www.iipuk.co.uk

⁶ E.g. through targeted staff recruitment, participation in employability and training schemes.

⁷ In terms of age, gender, cultural group, social and economic group.

⁸ E.g. Sharing Skills Secondment scheme; CPD programmes; professional and vocational qualifications.

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⁹ E.g. child protection, disability discrimination, equal opportunities, race relations, intellectual property rights, data protection, freedom of information.