

**ourNHS**  
*our future*



**NHS**  
*North West*

## **Building Learning and Development Excellence**

Guidance for using the  
High Performing Competency  
Framework for Learning Leaders

**September 2011**

# Contents

Section	Page
<b>1. Introduction</b>	<b>3</b>
<b>2. Definition of Competency and Competence</b>	<b>4</b>
<b>3. Development of the Competency Framework for Learning Leaders</b>	<b>5</b>
<b>4. Use of the Competency Framework</b>	<b>6</b>
<b>5. Self Assessment</b>	<b>7</b>
<b>6. Development of the Evidence Portfolio</b>	<b>8</b>
<b>Appendix A – The Competency Framework for High Performing Learning Leaders</b>	<b>9</b>
<b>Appendix B – Suggested Examples of Evidence</b>	<b>13</b>
<b>Appendix C – Matrix of Suggested Evidence for Learning and Development Functions</b>	<b>19</b>
<b>Appendix D – Self Assessment Template</b>	<b>20</b>
<b>Appendix E – Peer Review Template</b>	<b>29</b>
<b>Appendix F – Peer Review Feedback Template</b>	<b>33</b>
<b>Appendix G – Suggested Guidelines for the presentation of Your Portfolio of Evidence</b>	<b>37</b>

# 1. Introduction

**In 2010, NHS North West published Building Learning and Development Excellence<sup>1</sup>. This provided a framework to support the development of high performing learning and development functions through the use and adoption of specific competences by those who lead such functions. The Competency Framework for Learning Leaders is a flexible framework and has been recently tested within several NHS organisations where the value of the framework and the process for undertaking the associated self assessment process was affirmed (Cheshire & Mersey Learning and Development Leads Network 2011<sup>2</sup>).**

This document sets out how Learning and Development teams within organisations might use the Competency Framework to inform and guide the effectiveness and impact of their functions.

The seven high level performing functions identified in the Framework should be used to help the organisation to build towards Learning and Development excellence and the competency statements within each high level function are a 'guide', not a 'rule book'. As each organisation will have different systems, policies and will have varying goals and ethos that reflect the management structure and personnel within that organisation, it may not be possible to achieve every competency statement within the framework. However, each organisation should strive to meet as many of the competency statements as possible as this will ensure that they will be more able to evidence a high level function.



<sup>1</sup> NHS North West (2010) Building Learning and Development Excellence, available from [http://www.ewin.northwest.nhs.uk/storage/knowledge/4311\\_BUILDING\\_LEARNING\\_AND\\_DEVELOPMENT\\_EXCELLENCE.pdf](http://www.ewin.northwest.nhs.uk/storage/knowledge/4311_BUILDING_LEARNING_AND_DEVELOPMENT_EXCELLENCE.pdf)

<sup>2</sup> Cheshire & Mersey Learning and Development Leads Network (2011) Building Learning and Development Excellence Project Report available from <http://www.ewin.northwest.nhs.uk/knowledge/resource/406>

## 2. Definition of Competency and Competence

BETTER CARE

BETTER HEALTH

BETTER LIFE

**The words competency/competencies and competence/competences are used interchangeably, in fact the dictionary definition is the same for both words, “The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity”<sup>1</sup>. In the UK the two words have different meanings when applied to workforce; ‘competency’ is more precisely defined as the behaviours that employees must have, or must acquire, to input into a situation in order to achieve high levels of performance, while ‘competence’ relates to a system of minimum standards or is demonstrated by performance and outputs.<sup>2</sup>**

Competencies are often put together to form a framework to cover the different broad functions within an area of work or collection of roles. Each competency within the framework may then have several levels so that the framework can be applied across the different levels of a team. They set out the behaviours and attitudes that each level of staff should ideally have to meet the requirements of their role.

Competences are written to describe a single function or activity carried out by an individual and the same level of performance and knowledge is required by whoever is carrying out the function. The competence should describe what must be done (performance criteria) and what must be known (understanding and knowledge) in order to be competent. Although competences can be written by individual organisations, if they are to be used in formal education then they must meet the agreed criteria set down by the United Kingdom Commission for Employment and Skills (UKCES), then be submitted to the United Kingdom Coordinating Group for approval. The lead organisation, which carries out this function for the health sector, is Skills for Health (SfH). The competences developed by SfH, once approved, are National Occupational Standards (NOS) and can be used in competence based education and qualifications.

<sup>1</sup> NHS North West (2010) Building Learning and Development Excellence, available from [http://www.ewin.northwest.nhs.uk/storage/knowledge/4311\\_BUILDING\\_LEARNING\\_AND\\_DEVELOPMENT\\_EXCELLENCE.pdf](http://www.ewin.northwest.nhs.uk/storage/knowledge/4311_BUILDING_LEARNING_AND_DEVELOPMENT_EXCELLENCE.pdf)

<sup>2</sup> Cheshire & Mersey Learning and Development Leads Network (2011) Building Learning and Development Excellence Project Report available from <http://www.ewin.northwest.nhs.uk/knowledge/resource/406>



# 3. Development of the Competency Framework for Learning Leaders

**The Competency Framework has been developed to support the functions of a High Performing Learning Leader. The framework draws upon competences and indicators from other relevant frameworks. All the competency statements from the frameworks reviewed were mapped together to first identify the seven functions of a Learning Leader and then to inform the development of the competency statements. In this way, a consolidated competency framework is presented which should be of specific relevance and use by Learning Learners.**

The competences have been identified from the Skills for Health 'Health Functional Map'<sup>3</sup> as being those that most closely support the competency statements for Learning Leaders. As with the competency statements, it is expected that Learning Leaders will identify those NOS, which support their role in their organisation.

The full Competency Framework can be found in **Appendix A.**



<sup>3</sup> Skills For Health - Health Functional Map available from <https://tools.skillsforhealth.org.uk/>

# 4. Use of the Competency Framework

BETTER CARE

BETTER HEALTH

BETTER LIFE

**The framework can be used by an individual or by the Learning and Development team to determine how well they are performing as a Learning Leader or organisation.**

The framework sets out an ideal High Performing Learning Leader role or function operating at the highest level within the organisation. Whilst every Learning and Development role or function should be able to recognise the seven functions set out in the framework, it is appreciated that Learning Leader roles/functions may vary from organisation to organisation depending on the size, structure, resources and accountability of the Learning and Development function. Therefore the competency statements that are applicable to a particular role also may vary.

The supporting NOS should be used as a guide to elicit how close to achieving the function the person or organisation is. The Performance Criteria and the Knowledge and Understanding statements in each NOS will aid understanding about what is required to know and do in order to fulfil each competency statement. Again, not all organisations or individuals may be able to evidence every NOS depending on their structure and remit.

# 5. Self Assessment

It is envisaged that Learning and Development teams will use the competency framework to undertake a self assessment evaluating their effectiveness against the elements identified, with Appendix B providing suggested examples of evidence. Appendix C gives an example of how common sources of evidence might be mapped to the competences. A self assessment template which organisations can use to undertake the assessment and develop an action plan has been produced (see Appendix D).

To enhance robustness and objectivity this self

assessment can then be used to undertake a peer review, with the review being undertaken by members from other Learning and Development Teams. Figure 1 identifies a process which was recently tested and endorsed by those organisations taking part in the initial assessment of the competency framework.

It is envisaged that through network arrangements, support will be put in place to help organisations identify potential peers who might help organisations with this process. Further supporting materials for undertaking a peer review can be found in Appendices E and F.



# 6. Development of the Evidence Portfolio

BETTER CARE

BETTER HEALTH

BETTER LIFE

**In order to support the self assessment and determine how well the individual or organisation is working as a high level learning leader/function it is recommended that a portfolio of evidence is produced. To support this, several templates have been produced which can be used by individuals/teams to plan the collection of evidence, evaluate current Learning Leadership status and develop an action plan to guide and focus any further improvements identified.**

## 6.1 Evidence Collection

The evidence can be gathered from a wide range of sources and examples of evidence that might be included are provided in Appendix B. The portfolio of evidence will also identify developmental needs for both the individual and the organisation in order to continue to build Learning and Development excellence.

The list of suitable evidence used in the following pages is not exhaustive or definitive. The examples are there as a guide and organisations may use different types of evidence from those shown. Some sources of evidence may cover more than one function, for example, a Learning and Development Strategy or Annual Plan might cover all seven functions. We have included a Matrix of Suggested Evidence and how it might be used to support several functions (Appendix C).

Guidelines are offered to support the development of the portfolio in Appendix G.





# Appendix A - The Competency Framework for High Performing Learning Leaders

High Level Function	Competency Statements	Supporting National Occupational Standards
<p><b>1. The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.</b></p>	<ul style="list-style-type: none"> <li>• Ensures Learning and Development function is integrated in shaping the development and delivery of the organisational strategic plans.</li> <li>• Ensures that all relevant stakeholders, within the organisation are able to influence and shape the development of the Learning and Development function to meet the short and long term objectives.</li> <li>• Ensures that the Learning and Development function has the appropriate structure and culture to support enhanced performance and has the ability to change to meet new challenges over time.</li> <li>• Being able and prepared to adopt a number of ways to gain influence and engage within the organisation in order to secure support at a senior level.</li> <li>• Ensures Learning and Development function supports other departments with the delivery of the strategic plan within the organisation.</li> <li>• Maintains networks with other organisations to ensure consistent and effective delivery of the Learning and Development function locally, regionally and nationally.</li> </ul>	<p>CJHI2 Develop and maintain a strategic overview of developments in knowledge and practice</p> <p>CJHI4 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>GEN31: Initiate, and participate in, networks and discussion groups</p> <p>M&amp;L B1 Develop and implement operational plans for your area of responsibility</p> <p>M&amp;L B2 Map the environment in which your organisation operates</p> <p>M&amp;L B3 Develop a strategic business plan for your organisation</p> <p>M&amp;L B4 Put the strategic business plan into action</p> <p>M&amp;L D1 Develop productive working relationships with colleagues</p> <p>M&amp;L D2 Develop productive working relationships with colleagues and stakeholders</p>
<p><b>2. The Learning and Development function has a clear strategy and delivery plan.</b></p>	<ul style="list-style-type: none"> <li>• Influences and supports organisational planning by ensuring that the Learning and Development function has a clear strategy and delivery plan linked to the business plan.</li> <li>• Ensures that the Learning and Development function has the right structure, capability, capacity, and design to meet the needs and values of the organisation.</li> <li>• Being able and prepared to adopt a number of ways to gain influence and engage within the organisation in order to secure support at a senior level.</li> </ul>	<p>CJHI2 Develop and maintain a strategic overview of developments in knowledge and practice</p> <p>M&amp;L B1 Develop and implement operational plans for your area of responsibility</p> <p>M&amp;L B2 Map the environment in which your organisation operates</p> <p>M&amp;L B3 Develop a strategic business plan for your organisation</p> <p>M&amp;L D4 Plan the workforce</p> <p>PHS24 Manage the development and direction of work</p>

High Level Function	Competency Statements	Supporting National Occupational Standards
<p><b>3. The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.</b></p>	<ul style="list-style-type: none"> <li>• Understands the culture of the Learning and Development function and how it can be a positive force for change.</li> <li>• Appreciates the value of talent and supports development through learning.</li> <li>• Communicates the vision and rationale for development and engages with and facilitates others to work collaboratively to achieve ongoing development.</li> <li>• Empowers others to bring about lasting change organisational development</li> <li>• Understands the Learning and Development process for organisations, teams and individuals.</li> <li>• Ensures that the Learning and Development function supports people at all levels of the organisation to develop the skills, knowledge and experiences to fulfil the short and long term plans of the organisation and that they are motivated to learn, grow and perform.</li> <li>• Ensures that the Learning and Development function is aware of and uses the latest developments in education and training.</li> </ul>	<p>BA3 Contribute to the development of organisational policy and practice</p> <p>CJZE5 Facilitate individual learning and development through mentoring</p> <p>LLUK L13.2010 Evaluate and improve learning and development provision</p> <p>M&amp;L B1 Develop and implement operational plans for your area of responsibility</p> <p>M&amp;L B2 Map the environment in which your organisation operates</p> <p>M&amp;L B9 Develop the culture of your organisation</p> <p>M&amp;L C2 Encourage innovation in your area of responsibility</p> <p>M&amp;L C4 Lead change</p> <p>M&amp;L D13 Support individuals to develop and maintain their performance</p> <p>M&amp;L E11: Communicate information and knowledge</p>
<p><b>4. The Learning and Development function is delivered through effective Team Leadership and self-development.</b></p>	<ul style="list-style-type: none"> <li>• Leads the team by example by being open, honest and inclusive, and allows individual members to be creative and innovative.</li> <li>• Ensures that individuals within the team are empowered to support and challenge other team members in order for the team to perform at its maximum potential.</li> <li>• Leads a team that is able to respond to short-term developments without losing sight of the long-term goal.</li> <li>• Develops self in order to meet the new and demanding challenges of their role.</li> <li>• Ensures that their knowledge and skills are kept up to date in order to guarantee that best practise is used across the whole of the Learning and Development function.</li> </ul>	<p>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>GEN13 Synthesise new knowledge into the development of your own practice</p> <p>HSC23 Develop your knowledge and practice</p> <p>M&amp;L B5 Provide leadership for your team</p> <p>M&amp;L B6 Provide leadership in your area of responsibility</p> <p>M&amp;L D5 Allocate and check work in your team</p> <p>M&amp;L D6 Allocate and monitor the progress and quality of work in your area of responsibility</p>

High Level Function	Competency Statements	Supporting National Occupational Standards
<p><b>5. The Learning and Development function is delivered through effective systems and processes.</b></p>	<ul style="list-style-type: none"> <li>• Ensures that the Learning and Development function is a quality led service with systems designed to support continuous improvement.</li> <li>• Ensures that the Learning and Development function has structures and systems that will maintain and improve the quality of educational provision.</li> <li>• Ensures that the Learning and Development function has robust Knowledge Management processes that are designed to meet the needs of the organisation.</li> <li>• Ensures that the Learning and Development function is effectively resourced with the right physical and human resources to deliver its Key Performance Indicators (KPI).</li> <li>• Ensures that the Learning and Development function has clear, realistic and obtainable targets that support an enhanced patient centred service and that Key Performance Indicators (KPI) are monitored appropriately to maintain a quality service.</li> </ul>	<p>CJHF27 Evaluate, prioritise and review demands for services</p> <p>DANOS BC4 Assure your organisation delivers quality services</p> <p>GEN67 Establish quality policy and quality assurance systems for the delivery of a service or function</p> <p>GEN68 Monitor compliance with quality systems</p> <p>HI8.2010 Analyse data and information and present outputs in a health context</p> <p>M&amp;L B10 Manage risk</p> <p>M&amp;L D6 Allocate and monitor the progress and quality of work in your area of responsibility</p> <p>M&amp;L F13 Manage quality systems</p>
<p><b>6. The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.</b></p>	<ul style="list-style-type: none"> <li>• Ensures that all the Education and Training Programmes are fit for purpose and meet the needs of the organisation now and in the future.</li> <li>• Understands the commissioning process and develops a robust commissioning specification that ensures 'value for money'.</li> <li>• Ensures that their knowledge and skills are kept up to date in order to guarantee that best practise is used across the whole of the Learning and Development function.</li> </ul>	<p>CJHI4 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>CJHI2 Develop and maintain a strategic overview of developments in knowledge and practice</p> <p>LLUK L1.2010 Identify collective learning and development needs</p> <p>LLUK L2.2010 Identify individuals' learning and development needs</p> <p>LLUK L3.2010 Plan and prepare learning and development programmes</p> <p>LLUK L13.2010 Evaluate and improve learning and development provision</p> <p>M&amp;L B1 Develop and implement operational plans for your area of responsibility</p>

High Level Function	Competency Statements	Supporting National Occupational Standards
<p><b>7. The Learning and Development function is underpinned by evaluation and evidence.</b></p>	<ul style="list-style-type: none"> <li>• Understands the need for evidence based research and its role in the Learning and Development function.</li> <li>• Leads the organisation on evidence based research for the Learning and Development function to ensure the organisation meets its objectives.</li> <li>• Ensures that research contributes to the Knowledge Management of the organisation and that all decisions made are evidence based.</li> <li>• Ensures that the organisation uses the latest thinking and developments in technologies and methodologies for the Learning and Development function.</li> </ul>	<p>CJHI4 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>GEN32 Search information, evidence and knowledge resources and communicate the results</p> <p>LLUK L13.2010 Evaluate and improve learning and development provision</p> <p>R&amp;D7 Direct and manage research and development activities</p> <p>R&amp;D8 Conduct investigations in selected research and development topics</p> <p>R&amp;D10 Interpret results of research and development activities</p> <p>R&amp;D14 Translate research and development findings into service</p>

# Appendix B - Suggested examples of evidence that might be presented for reflecting Learning and Development Functions

High Level Function	Suggested Examples of Evidence	Significance of Evidence
<b>1. The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.</b>	L&D strategy aligned to organisational objectives and/or Service improvement and/or patient outcomes	L&D function meets the needs of service and users and reflects national, regional and local policy changes.
	Service plans linked to integrated business plan and strategy/organisation objectives	L&D function meets the needs of service and users and reflects national, regional and local policy changes.
	Information on Education Governance structures and arrangements in place.	There are arrangements to ensure the L&D function is meeting agreed outcomes within time scales, budget and organisational priorities.
	Stakeholder meetings <ul style="list-style-type: none"> <li>• Within organisation</li> <li>• External networks</li> </ul>	All meetings have the relevant people attending and that actions from those meetings are proactive, implemented where appropriate, enhance the reputation of the function.
<b>2. The Learning and Development function has a clear strategy and delivery plan.</b>	A ratified L&D Strategy aligned to organisational objectives, service improvement and patient outcomes. Best practice would incorporate the components identified within the Educational Governance Framework/NHS Constitution	L&D function meets the needs of service and users and reflects national, regional and local policy changes.
	Annual L&D plan <ul style="list-style-type: none"> <li>• Linked to business plan and/or Strategy</li> <li>• Evidence of how this is reviewed and amended</li> <li>• Evidence of how this has been informed by workforce requirements and modernisation</li> <li>• Has been endorsed at board level</li> </ul>	L&D function meets the needs of service and users and reflects national, regional and local policy changes.
	Learning Needs Analysis for all levels of staff/staff groups informed by mandatory training needs analysis and staff PDRs	Ensures that L&D is for all staff across the organisation, is based upon actual intelligence provided by the workforce.
	L&D function 'skills and knowledge matrix'	Ensures that L&D staff are up to date in their own subject, maximises team skills and identifies potential function gaps.



High Level Function	Suggested Examples of Evidence	Significance of Evidence
<b>3. The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.</b>	L&D mission statement and/or values	Gives a clear message to the organisation and all staff about the value, purpose and approach of the L&D function.
	L&D Strategy and supporting policies, including: <ul style="list-style-type: none"> <li>• Talent management</li> <li>• Workforce development</li> <li>• Study leave</li> <li>• Leadership programme</li> <li>• Quality management</li> </ul>	Shows how the L&D function seeks to support organisations, management and staff to develop as appropriate to meet service needs.
	Stakeholder involvement, including service users/patients, internal and external partners	All meetings have the relevant people attending and actions from those meetings are proactively implemented where appropriate.
	Programme and Activity Prospectus	Shows how the L&D function seeks and provides access to the priorities, range and type of learning opportunities available.
	Quality standard accreditation	Reflects the quality standards achieved by the L&D Department and its ability to meet the requirements of these standards and reputation for the organisation.
	Employee engagement in development of L&D plan	Ensures that the L&D function is responsive to the needs of staff, is interested in variety of perspectives to inform and guide approach and should promote better alignment of programme activities.
	Effectiveness and compliance of Personal Development Review/Appraisals/360 degrees feedback.	Reflects the organisational importance placed upon personal development reviews and how L&D contributes to value and adoption.
	Learning needs analysis & action plan	Ensures that L&D is for all staff across the organisation, is based upon and informed by actual intelligence provided by the workforce.
	Staff survey & action plan	Ensures that the L&D function is responsive to the needs and concerns of staff and how the organisation is seeking to address any identified priorities.

High Level Function	Suggested Examples of Evidence	Significance of Evidence
	Coaching/mentoring	Demonstrates the range and type of support approaches provided by L&D and how they can be accessed.
	Change management/programmes supporting workforce planning & redesign	Shows that the L&D function is seeking to develop the skills of key staff and how it future proofs skills to ensure appropriate development of the workforce to meet service needs.
	Learning investment/CPD spending plans	Enables the L&D function to demonstrate how it prioritised resources appropriately to meet the needs of staff and service and within any constraints.
	How evaluations have improved L&D programmes	Shows that the L&D function learns from past experiences to continually improve the quality and relevance of the service it provides and delivers.
<b>4. The Learning and Development function is delivered through effective Team Leadership and self-development.</b>	Team meetings	Reflects team values and business approaches to guide and manage delivery of the service.
	1:1 meetings	Demonstrates that staff have a focused opportunity to understand and prioritise their contribution and provide insights to challenge those aspects which might affect the quality of service.
	Time out sessions/away days	Demonstrates commitment to team development, opportunities for co-development for planning and guiding the delivery of services.
	Leadership programme, including attendance of L&D staff	Ensures that the L&D function demonstrates commitment to Talent management.
	Outcomes of any Action Learning Activities	Reflects importance of co-development and ability to inform local plans for delivery.
	Availability and uptake of 360 degree feedback process	Reflects importance and commitment to enriched feedback fro effective performance.

High Level Function	Suggested Examples of Evidence	Significance of Evidence
	Staff survey	Ensures that the L&D function is responsive to the needs and concerns of staff and how the organisation is seeking to address any identified priorities.
	Effectiveness and compliance of Personal Development Review/Appraisals/360 degrees feedback.	Reflects the organisational importance placed upon personal development reviews and how L&D contributes to value and adoption.
	Staff CPD Training Portfolio including: <ul style="list-style-type: none"> <li>• Course attendance/certificates/ qualifications</li> <li>• Conferences and seminars</li> <li>• Reflective practice/learning logs</li> </ul>	Shows commitment to development and the relevance of courses, conferences etc. are appropriate to the needs of staff and service.
	Organisational and Professional membership	Shows that the memberships are appropriate to the needs of staff and service.
	Membership of committees/work groups at local, regional or national level	Demonstrates commitment to wider development. enrichment, reputation enhancing activities.
<b>5. The Learning and Development function is delivered through effective systems and processes.</b>	Approach to Education Governance	There are formal arrangements to ensure the L&D function is managed in a transparent and focused way meeting agreed outcomes within time scales and budget.
	How evaluations have improved L&D programmes	Shows that the L&D function learns from past experiences to continually improve the quality and relevance of the service it provides and delivers.
	Specific performance and quality metrics are available and reports.	Demonstrates commitment to education governance and performance management.
	Risk management reports & action plans	Shows that the L&D function learns from past experiences to improve the service it delivers analyses and is aware of any key risks potentially affecting performance and how these are being mitigated.
	Learning needs analysis & action plan	Ensures that L&D is for all staff across the organisation, is based upon and informed by actual intelligence provided by the workforce.

High Level Function	Suggested Examples of Evidence	Significance of Evidence
	Staff survey	Ensures that the L&D function is responsive to the needs and concerns of staff and how the organisation is seeking to address any identified priorities.
	Quality Assurance Policy and systems and audits of effectiveness	There are arrangements to ensure the L&D function is being delivered within an organised and quality assured way.
	External audits & assessment reports	There are arrangements to ensure the L&D function is meeting external stakeholder/ quality indicators.
<b>6. The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.</b>	Evidence of commissioning of education and training and quality assurance systems and processes	Shows how the L&D function manages commissioning activities and compliance with local policy and guidelines.
	Course and curriculum developments	Evidence the conceptual and educational design underpinning programme developments to achieve desired learning outcomes and educational impact.
	Learning needs analysis and action plan	Ensures that L&D developments and requirements are based upon and informed by actual intelligence provided by the workforce.
	Stakeholder involvement, including service users	Priorities for any commissioning and education activities are identified and informed by stakeholders and potential beneficiaries.
	How evaluations have improved L&D programmes	Shows that the L&D function learns from past experiences to continually improve the quality and relevance of the programmes and service it provides and delivers.
	Adherence to Trust procurement and contract management arrangements	Ensures that resources are used appropriately, procurements are managed transparently.

High Level Function	Suggested Examples of Evidence	Significance of Evidence
<b>7. The Learning and Development function is underpinned by evaluation and evidence.</b>	Approach to Education Governance	There are formal arrangements to ensure the L&D function is managed in a transparent and focused way meeting agreed outcomes within time scales and budget.
	Outcomes of any Action Learning Activities	Reflects importance of co-development and ability to inform local plans for delivery.
	Research/projects/evaluations/action plans and how they are used to inform the L&D function	Shows commitment to enriching and ensuring that L&D programmes are evidence based.
	L&D function reviews	Shows the L&D function is focused upon continual improvement and willingness to adapt function and structure to ensure effectiveness.
	Service user impact on L&D Function	Ensures that the L&D function is responsive to the needs of stakeholders.
	Links to organisational research/audit functions	Shows that L&D programmes are evidence based and up to date.
	Examples of Benchmarking reviews undertaken	Shows that L&D function is seeking to compare performance with any national, regional and local benchmark standards.



# Appendix C – A suggested matrix of evidence illustrating the examples of evidence that might map to and be offered for each Learning and Development Function

1. The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.	2. The Learning and Development function has a clear strategy and delivery plan.	3. The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.	4. The Learning and Development function is delivered through effective Team Leadership and self-development.	5. The Learning and Development function is delivered through effective systems and processes.	6. The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.	7. The Learning and Development function is underpinned by evaluation and evidence.	Type of Potential Evidence
✓	✓	✓	✓	✓	✓	✓	L&D strategy, Annual L&D plan L&D Policy Service / Business plans
✓	✓	✓					L&D mission statement and values
✓	✓		✓				Board level engagement
✓	✓	✓					Employee engagement in development of L&D plan
✓	✓	✓	✓	✓			Training needs analysis Learning needs analysis & action plan
			✓	✓			Training records
	✓	✓	✓				L&D function 'skills and knowledge matrix' Leadership programme
		✓	✓				Coaching / Mentoring, 1:1 meetings Quality standard accreditation Professional membership Membership of committees / work groups
		✓	✓	✓			Team communication Time out sessions / away days Team meetings Performance reports
		✓					Change management supporting workforce redesign Reward and recognition
✓	✓	✓	✓		✓	✓	Staff survey & action plan
✓	✓	✓	✓	✓	✓	✓	Education Governance Framework
✓		✓			✓	✓	Stakeholder involvement
	✓	✓		✓		✓	Learning investment & CPD spending plans
✓	✓			✓		✓	Objectives & measurable outputs KPIs and reports
✓	✓			✓			Issues logs Action logs
		✓	✓		✓		CPD portfolio
✓					✓		Adherence to Trust tendering regulations
		✓		✓	✓	✓	Evaluation processes External audits & assessment reports Quality Assurance systems
✓	✓		✓	✓		✓	L&D function reviews
✓	✓			✓		✓	Risk management reports & action plans
					✓		Evidence of Commissioning of Education & training Course development
		✓			✓	✓	How evaluations have improved L&D programmes
	✓			✓		✓	Research / projects / evaluations and action plans
✓			✓	✓	✓	✓	Service user impact on L&D Function

# Appendix D – Self Assessment Template

BETTER CARE

BETTER HEALTH

BETTER LIFE

## Background

**Building Learning and Development Excellence published by NHS North West identifies the attributes of a high performing Learning and Development (L&D) Function.**

Click here to access **the Building Learning and Development Excellence Framework.**

The attributes have been used to develop this self assessment questionnaire. Through completion of this questionnaire you and your team should be able to assess your current status against the desired attributes of high performance and begin to identify priorities for action to enhance your approach and so improve your performance.

## Using this Self Assessment

As a team consider and agree the best response for each of the questions on the key attributes of high L&D functioning.

Then identify specific evidence which you think supports the judgement you have made, please refer to Appendix B & C of the guidance document for further information on suggested supporting evidence.

Once you have completed this, and with reference to the attributes of high performance, identify 2-3 priorities and actions that you can take in relation to the attribute so that you can begin to build a plan to help you improve your performance. A template has been provided to help you with this aspect.

Answer all questions.

**Start  
Here**

<b>Name of Organisation</b>	
<b>Name of person completing this Self Assessment</b>	
<b>Please identify by Job role/ function who else has contributed to this assessment.</b>	
<b>Please list the main Learning and Development functions/services provided by your department</b>	



High Level Function	Competency Statements	Assessment (Please choose the option that best reflects your current status)
<p><b>1. The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.</b></p>	<ul style="list-style-type: none"> <li>• Ensures Learning and Development function is integrated in shaping the development and delivery of the organisational strategic plans.</li> <li>• Ensures that all relevant stakeholders, within the organisation are able to influence and shape the development of the Learning and Development function to meet the short and long term objectives.</li> <li>• Ensures that the Learning and Development function has the appropriate structure and culture to support enhanced performance and has the ability to change to meet new challenges over time.</li> <li>• Being able and prepared to adopt a number of ways to gain influence and engage within the organisation in order to secure support at a senior level.</li> <li>• Ensures Learning and Development function supports other departments with the delivery of the strategic plan within the organisation.</li> <li>• Maintains networks with other organisations to ensure consistent and effective delivery of the Learning and Development function locally, regionally and nationally.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excellent</b> - fully aligned L&amp;D function perceived and valued as a vital business function.</li> <li>• <b>Working towards</b> - good progress has been made but more work needed as function still not yet fully organisationally aligned.</li> <li>• <b>Underdeveloped</b> - some efforts have been made to progress organisational alignment but significant efforts are still needed to ensure effective alignment.</li> <li>• <b>Not started</b> - L&amp;D function not organisationally aligned and no efforts have been made to address this.</li> </ul>
<p><b>What specific evidence can you provide to support your assessment?</b></p>		
<p><b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b></p>		
<p><b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b></p>		
<p><b>Is there anything else you need to record in relation to this item which you have not already covered?</b></p>		





High Level Function	Competency Statements	Assessment (Please choose the option that best reflects your current status)
<b>2. The Learning and Development function has a clear strategy and delivery plan.</b>	<ul style="list-style-type: none"> <li>• Influences and supports organisational planning by ensuring that the Learning and Development function has a clear strategy and delivery plan linked to the business plan.</li> <li>• Ensures that the Learning and Development function has the right structure, capability, capacity, and design to meet the needs and values of the organisation.</li> <li>• Being able and prepared to adopt a number of ways to gain influence and engage within the organisation in order to secure support at a senior level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excellent</b> - the L&amp;D function has an explicit strategy and action plan which has been endorsed by the organisation.</li> <li>• <b>Working towards</b> - the L&amp;D function has an explicit strategy and action plan but this has not yet been endorsed by the organisation.</li> <li>• <b>Underdeveloped</b> - the L&amp;D function has started to develop its strategy and delivery action plan.</li> <li>• <b>Not started</b> - the L&amp;D function does not have a strategy and/or delivery action plan.</li> </ul>
<b>What specific evidence can you provide to support your assessment?</b>		
<b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b>		
<b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b>		
<b>Is there anything else you need to record in relation to this item which you have not already covered?</b>		

High Level Function	Competency Statements	Assessment (Please choose the option that best reflects your current status)
<b>3. The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.</b>	<ul style="list-style-type: none"> <li>Understands the culture of the Learning and Development function and how it can be a positive force for change.</li> <li>Appreciates the value of talent and supports development through learning.</li> <li>Communicates the vision and rationale for development and engages with and facilitates others to work collaboratively to achieve ongoing development.</li> <li>Empowers others to bring about lasting change organisational development</li> <li>Understands the Learning and Development process for organisations, teams and individuals.</li> <li>Ensures that the Learning and Development function supports people at all levels of the organisation to develop the skills, knowledge and experiences to fulfil the short and long term plans of the organisation and that they are motivated to learn, grow and perform.</li> <li>Ensures that the Learning and Development function is aware of and uses the latest developments in education and training.</li> </ul>	<ul style="list-style-type: none"> <li><b>Excellent</b> - the L&amp;D function has an explicit appreciation of its contribution in driving a positive learning culture and this is fully recognised and appreciated by the organisation.</li> <li><b>Working towards</b> - the L&amp;D function has an explicit appreciation of its contribution in driving a positive learning culture but this is not yet fully recognised or appreciated by the organisation.</li> <li><b>Underdeveloped</b> - the L&amp;D function recognises it can contribute in driving a positive learning culture but this is not yet fully evident in its service delivery and the organisation is not aware of its contribution in this area.</li> <li><b>Not started</b> - the L&amp;D function does not have an understanding of its contribution in driving a positive learning culture.</li> </ul>
<b>What specific evidence can you provide to support your assessment?</b>		
<b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b>		
<b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b>		
<b>Is there anything else you need to record in relation to this item which you have not already covered?</b>		







High Level Function	Competency Statements	Assessment <small>(Please choose the option that best reflects your current status)</small>
<p><b>4. The Learning and Development function is delivered through effective Team Leadership and self-development.</b></p>	<ul style="list-style-type: none"> <li>• Leads the team by example by being open, honest and inclusive, and allows individual members to be creative and innovative.</li> <li>• Ensures that individuals within the team are empowered to support and challenge other team members in order for the team to perform at its maximum potential.</li> <li>• Leads a team that is able to respond to short-term developments without losing sight of the long-term goal.</li> <li>• Develops self in order to meet the new and demanding challenges of their role.</li> <li>• Ensures that their knowledge and skills are kept up to date in order to guarantee that best practise is used across the whole of the Learning and Development function.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excellent</b> - there is a strong leadership which encourages an open, inclusive approach where the team are encouraged to be creative and innovative.</li> <li>• <b>Working towards</b> - effective leadership is evident which seeks to encourage an open, inclusive approach. Team creativity is valued and encouraged but is not fully evident.</li> <li>• <b>Underdeveloped</b> - leadership is evident but further development is needed if an open, inclusive approach and promotion of team creativity is to be more visible.</li> <li>• <b>Not started</b> - significant developments in leadership needed.</li> </ul>
<p><b>What specific evidence can you provide to support your assessment?</b></p>		
<p><b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b></p>		
<p><b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b></p>		
<p><b>Is there anything else you need to record in relation to this item which you have not already covered?</b></p>		

High Level Function	Competency Statements	Assessment (Please choose the option that best reflects your current status)
<p><b>5. The Learning and Development function is delivered through effective systems and processes.</b></p>	<ul style="list-style-type: none"> <li>Ensures that the Learning and Development function is a quality led service with systems designed to support continuous improvement.</li> <li>Ensures that the Learning and Development function has structures and systems that will maintain and improve the quality of educational provision.</li> <li>Ensures that the Learning and Development function has robust Knowledge Management processes that are designed to meet the needs of the organisation.</li> <li>Ensures that the Learning and Development function is effectively resourced with the right physical and human resources to deliver its Key Performance Indicators (KPI).</li> <li>Ensures that the Learning and Development function has clear, realistic and obtainable targets that support an enhanced patient centred service and that Key Performance Indicators (KPI) are monitored appropriately to maintain a quality service.</li> </ul>	<ul style="list-style-type: none"> <li><b>Excellent</b> - there are comprehensive and specific L&amp;D systems and processes in place, which are systematically applied and which enable the L&amp;D function to fully plan, manage and measure its impact. At organisational level there is full confidence in the robustness of such systems and processes.</li> <li><b>Working towards</b> - there are a range of specific L&amp;D systems and processes in place which enable the L&amp;D function to plan, manage and measure to some extent its impact. However further development of these are required if a comprehensive approach is to be ensured. At organisational level there is only partial confidence in the robustness of such systems and processes.</li> <li><b>Underdeveloped</b> - some efforts have been made to develop relevant L&amp;D systems and processes to enable the L&amp;D function to plan, manage and measure its impact. However these are not fully developed or consistently applied and at organisational level there is only limited confidence in their effectiveness.</li> <li><b>Not started</b> - there are no specific L&amp;D systems or processes in place.</li> </ul>
<p><b>What specific evidence can you provide to support your assessment?</b></p>		
<p><b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b></p>		
<p><b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b></p>		
<p><b>Is there anything else you need to record in relation to this item which you have not already covered?</b></p>		





High Level Function	Competency Statements	Assessment <small>(Please choose the option that best reflects your current status)</small>
<p><b>6. The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.</b></p>	<ul style="list-style-type: none"> <li>• Ensures that all the Education and Training Programmes are fit for purpose and meet the needs of the organisation now and in the future.</li> <li>• Understands the commissioning process and develops a robust commissioning specification that ensures 'value for money'.</li> <li>• Ensures that their knowledge and skills are kept up to date in order to guarantee that best practise is used across the whole of the Learning and Development function.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excellent</b> - ensures that all education and training programmes are fit for purpose, are based upon clear education design principles and fully mapped to meet the needs of the organisation and all external programmes purchased are progressed using a defined commissioning process.</li> <li>• <b>Working towards</b> - attempts are made to ensure that education and training programmes are fit for purpose, are based upon clear education design principles and are mapped to meet the needs of the organisation. Commissioning external programmes requires more systematic approaches to strengthen this area of performance.</li> <li>• <b>Underdeveloped</b> - some attempts are made to ensure that some education and training programmes are fit for purpose, are based upon clear education design principles and are mapped to meet the needs of the organisation. However the approach to commissioning external services is adhoc.</li> <li>• <b>Not started</b> - little or no attempts have been made to ensure that education and training programmes are fit for purpose, they are not based upon clear education design principles and are not mapped to meet the needs of the organisation. There is no defined approach for undertaking the commissioning of external services.</li> </ul>
<p><b>What specific evidence can you provide to support your assessment?</b></p>		
<p><b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b></p>		
<p><b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b></p>		
<p><b>Is there anything else you need to record in relation to this item which you have not already covered?</b></p>		

High Level Function	Competency Statements	Assessment (Please choose the option that best reflects your current status)
<p><b>7. The Learning and Development function is underpinned by evaluation and evidence.</b></p>	<ul style="list-style-type: none"> <li>Understands the need for evidence based research and its role in the Learning and Development function.</li> <li>Leads the organisation on evidence based research for the Learning and Development function to ensure the organisation meets its objectives.</li> <li>Ensures that research contributes to the Knowledge Management of the organisation and that all decisions made are evidence based.</li> <li>Ensures that the organisation uses the latest thinking and developments in technologies and methodologies for the Learning and Development function.</li> </ul>	<ul style="list-style-type: none"> <li><b>Excellent</b> - the L&amp;D operates a comprehensive and defined evaluation plan for all activities supported by the L&amp;D function. It also ensures that all activities wherever possible is based upon best available evidence.</li> <li><b>Working towards</b> - the L&amp;D uses evaluation processes for some of the activities supported by the L&amp;D function. There are attempts to ensure that activities are based upon best available evidence. However further development of these are required if a comprehensive approach is to be ensured.</li> <li><b>Underdeveloped</b> - some efforts have been made to develop relevant evaluation approaches however these are not fully developed or consistently applied. There is only limited attempt to ensure the evidence base for any activities supported by the L&amp;D function.</li> <li><b>Not started</b> - there are no specific evaluation approaches used. There is no attempt to ensure the evidence base for any activities supported by the L&amp;D function.</li> </ul>
<p><b>What specific evidence can you provide to support your assessment?</b></p>		
<p><b>What do you think are the priorities that you need to act upon if you are to strengthen your performance further?</b></p>		
<p><b>What, if any, are the development needs that will need to be met if the enhanced performance is to be achieved?</b></p>		
<p><b>Is there anything else you need to record in relation to this item which you have not already covered?</b></p>		



Having now completed your self assessment, identified priorities for enhancement, potential development needs, now develop an action plan using the template below.

<b>Competency</b> (Insert the relevant High Level Function).	
<b>Based upon your self assessment what are the priorities you wish to achieve?</b>	
<b>What specific actions need to be taken to meet your identified priorities?</b>	
<b>Identify (and allocate) any required resources needed?</b>	
<b>Planned Implementation Schedule</b>	
<b>Nominated Lead and any other responsible person(s)</b>	



Progress Review		
Review Date	Update on Implementation Progress	Next Planned Review Date

**Finish Here**

# Appendix E – Peer Review Template



Building Learning and Development Excellence – Peer Review	
Name of Trust Being Reviewed:	
Reviewer's Name and Trust:	
Date:	



## EVALUATION

1. From reviewing the Trust's self assessment and competence evidence, what level do you think the trust is currently at for each competence?



	Excellent	Working Towards	Under-developed	Not Started
1. The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.				
2. The Learning and Development function has a clear strategy and delivery plan.				
3. The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.				
4. The Learning and Development function is delivered through effective Team Leadership and self-development.				
5. The Learning and Development function is delivered through effective systems and processes.				
6. The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.				
7. The Learning and Development function is underpinned by evaluation and evidence.				

**2. Is there any perceived difference in the competence level between the Trust's self assessment and the above evaluation?**



	Yes	No	Any key comments which would be helpful to aid understanding of any perceived difference noted
<b>1. The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.</b>			
<b>2. The Learning and Development function has a clear strategy and delivery plan.</b>			
<b>3. The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.</b>			
<b>4. The Learning and Development function is delivered through effective Team Leadership and self-development.</b>			
<b>5. The Learning and Development function is delivered through effective systems and processes.</b>			
<b>6. The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.</b>			
<b>7. The Learning and Development function is underpinned by evaluation and evidence.</b>			




**3. Are there any recommendations that you feel the Trust should include in their action plan that would help strengthen their performance further?**

**Yes**                      **No**

If Yes, please include key details below and identify the relevant function/competence

Function/Competence Number	Recommended Actions





**Additional Comments: Any areas of best practice that you think could be shared with other organisations or any other feedback that you think would be helpful to share with the organisation.**



**Finish  
Here**

An interactive version of this template can be accessed at:  
[http://www.ewin.northwest.nhs.uk/storage/files/BLDE\\_Peer\\_Review\\_Template.pdf](http://www.ewin.northwest.nhs.uk/storage/files/BLDE_Peer_Review_Template.pdf)

# Appendix F – Peer Review Feedback Template



Building Learning and Development Excellence – Peer Review	
<b>Name of Trust:</b>	
<b>Date of Review:</b>	
<b>Reviewers:</b>	



<b>Competence 1:</b> The Learning and Development function is organisationally aligned, integrated, adaptive and responsive.	
<b>Relevant evidence submitted</b>	
<b>Non-relevant evidence</b>	
<b>Reviewer's Competence Level – based on evidence</b>	
<b>Trust's Competence Level</b>	
<b>Reason for Difference</b>	
<b>Action Points / Additional Comments</b>	

**Competence 2:**

The Learning and Development function has a clear strategy and delivery plan.

**Relevant evidence submitted**

**Non-relevant evidence**

**Reviewer's Competence Level – based on evidence**

**Trust's Competence Level**

**Reason for Difference**

**Action Points / Additional Comments**

**Competence 3:**

The Learning and Development function drives a positive learning culture, supporting the organisation, team and the individual's development.

**Relevant evidence submitted**

**Non-relevant evidence**

**Reviewer's Competence Level – based on evidence**

**Trust's Competence Level**

**Reason for Difference**

**Action Points / Additional Comments**

#### Competence 4:

The Learning and Development function is delivered through effective Team Leadership and self-development.

Relevant evidence submitted	
Non-relevant evidence	
Reviewer's Competence Level – based on evidence	
Trust's Competence Level	
Reason for Difference	
Action Points / Additional Comments	



#### Competence 5:

The Learning and Development function is delivered through effective systems and processes.

Relevant evidence submitted	
Non-relevant evidence	
Reviewer's Competence Level – based on evidence	
Trust's Competence Level	
Reason for Difference	
Action Points / Additional Comments	



**Competence 6:**

The Learning and Development function ensures robust design, delivery, assessment and commissioning of Education and Training activities.

<b>Relevant evidence submitted</b>	
<b>Non-relevant evidence</b>	
<b>Reviewer's Competence Level – based on evidence</b>	
<b>Trust's Competence Level</b>	
<b>Reason for Difference</b>	
<b>Action Points / Additional Comments</b>	

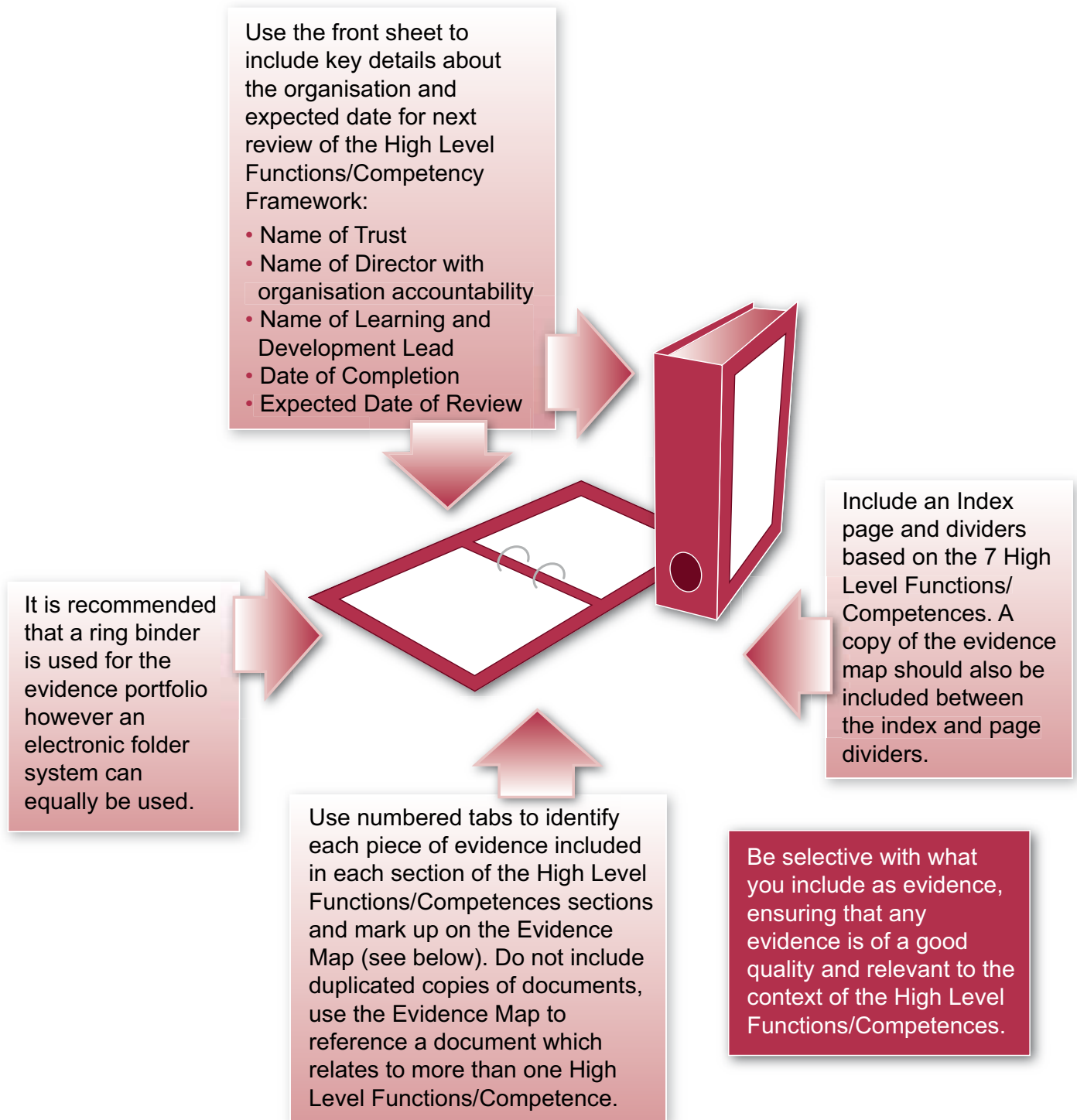
**Competence 7:**

The Learning and Development function is underpinned by evaluation and evidence.



**Finish Here**

# Appendix G – Suggested Guidelines for the Presentation of Your Portfolio of Evidence







**If you would like this report in another language or format or if you require the services of an interpreter.**

ይህንን ጽሁፍ በሌላ ቋንቋ ወይም ቅርጽ ከፈለጋችሁ ወይም አስተርጓሚ ከፈለጋችሁ እባክዎን ደውሉልን።	Amharic
إذا أردت هذه الوثيقة بلغة أخرى أو بطريقة أخرى، أو إذا كنت بحاجة إلى خدمات مترجم، فترجو أن تقوم بالاتصال بنا.	Arabic
যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান অথবা যদি আপনার একজন ইন্টারপ্রেটারের প্রয়োজন হয়, তাহলে দয়া করে আমাদের সাথে যোগাযোগ করুন।	Bengali
本文件可以翻譯為另一語文版本，或製作成另一格式，如有此需要，或需要傳譯員的協助，請與我們聯絡。	Cantonese
Pokud byste si chtěli tento dokument přečíst v jiném jazyce nebo formátu, nebo pokud požadujete služby tlumočnicka, kontaktujte nás.	Czech
اگر این مدرک را به زبانی دیگر یا در فرمتی دیگر میخواهید و یا اگر احتیاج به سرویس مترجم دارید، لطفاً با ما تماس بگیرید	Farsi
Si vous souhaitez obtenir ce document dans une autre langue ou sous un autre format ou si vous avez besoin des services d'un interprète, veuillez nous contacter.	French
જો તમને આ દસ્તાવેજ બીજી ભાષા અથવા રચનામાં જોઈતો હોય, અથવા જો તમને ઈ-ટરમિટરની સેવાઓ જોઈતી હોય તો, કૃપા કરી અમારો સંપર્ક સાથો.	Gujurati
ئەگەر دەتەوێ ئەم بەلگەیت بە زمانیکی که یا بە فۆرمیکی که هەبێ، یا پێویستت بە مۆترجم هەبێ، تکایە پێیوه‌ندیمان پێوه‌ بکه	Kurdish
Jeżeli chcieliby Państwo otrzymać ten dokument w innym języku lub w innym formacie albo jeżeli potrzebna jest pomoc tłumacza, to prosimy o kontakt z nami.	Polish
ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਕਿਸੇ ਇੰਟਰਪ੍ਰੀਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਨੂੰ ਦੱਸੋ।	Punjabi
Haddii aad ku rabtid dokumentigaan luqado kale ama daabacaad kale, ama haddii aad u baahan tahay turjibaan, fadlan nala soo xiriir.	Somali
Kama unataka hati hii katika lugha nyingine au katika mtindo mwingine, au kama unahitaji huduma za mkalimani, tafadhali wasiliana nasi.	Swahili
இந்த ஆவணம் வேறொரு மொழியிலோ அல்லது வேறு வடிவத்திலோ தேவை என்று நீங்கள் விரும்பினால், அல்லது உங்களுக்கு மொழிபெயர்ப்பாளரின் தேவை இருந்தால், தயவு செய்து எம்மைத் தொடர்பு கொள்ளவும்.	Tamil
'ዛህ ሰነድ እዚ ብካልእ ቋንቋ ወይ ቅርጺ እንተደሊኹም ወይ ድማ አስተርጓሚ እንተደሊኹም በኛኹም ተወከሱና ወይ ደውሉልና።	Tigrinya
یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو برائے مہربانی ہم سے رابطہ کیجئے۔	Urdu

**Tel: 0161 625 7300**