INSPIRING LEARNING - DETAILED FRAMEWORK

Inspiring Learning is about outcomes as well as processes.
These outcomes underpin the framework.

Learning outcomes for users
- People enjoy themselves and are enriched and inspired by the experience
- People use the services and facilities to develop their knowledge and understanding
- People develop skills as a result of using museums, archive and libraries
- People become more self-confident, questioning, motivated and open to others' perspectives
- People decide to do something different in their lives

Other user outcomes
- People feel welcomed, respected and supported in their learning
- People have access to the learning opportunities that they want

Outcomes for the museum, archive or library
- A broader range of people use the museum, archive or library
- New learning opportunities are created as a result of partnerships
- Staff, volunteers and members of governing bodies are effective advocates for learning
- People who work in and for the organisation are continuously learning and developing their practice

Inspiring Learning will help you to demonstrate that you are meeting these outcomes.

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PROCESSES - WHAT THE ORGANISATION DOES

People

Providing more effective learning opportunities

You
- Engage and consult with a broad range of people to develop learning opportunities
- Provide opportunities for people to learn
- Broaden the range of learning opportunities to engage with new and diverse users
- Stimulate discovery and research
- Evaluate learning outcomes of services, programmes and activities

Places

Creating inspiring and accessible learning environments

You
- Create environments that are conducive to learning
- Develop your staff to provide support for learners
- Promote yourself as a place for learning, and inspiration

Partnerships

Building creative learning partnerships

You
- Identify potential partners and evaluate the benefits of working in partnership to support learning
- Work with these partners to plan and develop learning opportunities
- Invite people from outside the museum, archive or library to bring new perspectives and broaden the range and appeal of learning opportunities

Policies, Plans, Performance

Placing learning at the heart of the museum, archive or library

You
- Identify and seek to influence national, regional or local initiatives
- Reflect national, regional and local developments in plans and priorities
- Demonstrate that the museum, archive or library is a learning organisation through staff development and evaluation processes

1. PROVIDING MORE EFFECTIVE LEARNING OPPORTUNITIES

This key principle focuses on the extent to which the museum, archive or library:

1.1 Engages and consults with a broad range of people to develop
learning opportunities

1.2 Provides opportunities for people to learn

1.3 Broadens the range of learning opportunities to engage with new
and diverse users

1.4 Stimulates discovery and research

1.5 Evaluates learning outcomes of services, programmes and activities

It emphasises the importance of consultation with users and potential users to deliver relevant and stimulating opportunities for learning that reflect the diversity of learning styles and learning needs. Evaluating the outcomes to explore what people have learnt is central to the overall vision of Inspiring Learning.

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KEY PROCESS

1.1 You engage and consult with a broad range of people to develop learning opportunities

Actions	Evidence of good practice processes and outcomes
1.1.1 You identify who your users[1] are by collecting data on them and analysing their profile	You have ■ produced a profile of your current users ■ used multiple approaches appropriate to the scale of the organisation when consulting users and gathering and analysing data on them[2] ■ piloted learning opportunities with users ■ adapted learning opportunities in response to users' feedback
1.1.2 You consult users in order to gain insights into their values, motivations, preferences and experiences	
1.1.3 You develop, pilot and adapt learning opportunities[3] in consultation with users	Users ■ feel involved and consulted

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[1] Users include, for example, visitors to your museum, archive or library; people making enquiries; students and academics; members of your governing body.

[2] E.g. conversations with users, user books, local history groups, focus groups, user panels, basic skills providers, user surveys, friends organisations, audience advocates, discussions with community groups, enquiry satisfaction data, contact with people in residential accommodation, special schools, day centres, hostels, prisons, on the streets, email discussion groups, postal questionnaires, on-line feedback etc.

[3] E.g. Information Skills programmes, ICT taster sessions, reading groups, evening classes, day-schools, workshops, conferences, seminars, beginners' events, open days, web-based learning resources, books, catalogues, talks/visits, roadshows, exhibitions.

1.2 You provide opportunities for people to learn

Actions	Evidence of good practice processes and outcomes
1.2.1 You provide learning activities and resources that take account of people's needs[4]	You have ■ designed learning activities and resources to reflect a range of learning styles[6] ■ created learning activities and developed resources that appeal to a range of learning needs ■ designed your materials to reflect the curricula[7] ■ valued and celebrated people's attainments/ achievements
1.2.2 You provide learning activities and resources that people enjoy and that enrich them	
1.2.3 You enhance formal curriculum-based[5] learning	Users ■ find the museum/library/archive's services and resources easy to use ■ can access the information and services they need in their preferred medium and format
1.2.4 You recognise, value and celebrate learning attainment	■ consider the activities and resources[8] are suitable for their diverse access/inclusion needs ■ feel confident in using the museum, archive or library and its activities and resources to support their learning
1.2.5 You create and sustain a demand for your existing learning opportunities and an appetite for more	■ feel motivated, encouraged and engaged as a result of using your services ■ say how the experience/new skills/added confidence will help/ have helped them to move on to further learning, training and/or employment ■ decide to take their learning forward[9] ■ feel their expectations have been stretched ■ who are engaged in formal learning programmes find their attainment levels have been enhanced ■ who are engaged in teaching feel their programmes have been supported

[4] In terms of age, social and cultural group, extent of knowledge, different learning styles, any learning difficulties, language, literacy or numeracy, physical and sensory impairment.

[5] Including school, university and college curricula.

[6] Learning styles - people learn in different ways - see what do we mean by learning on Inspiring Learning web site.

[7] E.g. information skills are embedded in the curriculum; information literacy is regarded as a key and/or lifelong learning skill; you have involvement in the course development and review process.

[8] Including outreach and web services, resources etc.

[9] E.g. through study clubs, adult learner groups, web-based special interest communities.

1.3 You broaden the range of learning opportunities to engage with new and diverse users

Actions	Evidence of good practice processes and outcomes
1.3.1 You have a profile of your communities[10] and know who does not use your services 1.3.2 You consult non-users in order to gain insights into their values, motivations, preferences, skills and experiences 1.3.3 You take your knowledge, resources and collections to a variety of locations and audiences to inspire learning 1.3.4 You reflect the diversity of the communities that you serve in your collecting, stock development and disposal policies 1.3.5 You reflect the needs and interests of your communities in interpreting and using your knowledge, resource and collections	You have ■ a diverse profile of current users that you match regularly against the profile of communities [11] ■ policies and strategies for stock development and collecting that take account of the diversity of the communities that you serve ■ included under-represented groups in decision-making ■ used multiple approaches to consulting non-users and data gathering, appropriate to the scale of the organisation[12] ■ developed a plan to broaden your user profile ■ adapted what you do to accommodate new learning needs[13] ■ directed resources to off-site and remote learning activities[14] ■ included under-represented groups in projects to interpret and use knowledge, resources and collections ■ incorporated your communities' experiences and interpretations into exhibitions, programmes, purchasing plans, collecting policies, and web resources New users ■ learn as a result of off-site and remote learning opportunities ■ say that the experiences that you provide meet their interests and are relevant to their lives ■ use the museum, archive or library and extend their learning as a result of their contact and experience off site ■ organise, manage and direct some of the off-site projects themselves ■ are attracted via your activities and web-based services

10 'Communities' is defined as the potential users of your service

11 You will need to demonstrate how you know about your communities.

12 E.g. conversations with non users; focus groups; community panels; non-user surveys; contact with people in residential accommodation, community groups, non-traditional students, special schools, day centres, hostels, prisons, on the streets.

13 E.g. providing distance learning programmes.

14 E.g. %ge of budget, staff/volunteers with this responsibility.

1.4 You stimulate discovery and research

Actions	Evidence of good practice processes and outcomes
1.4.1 You develop and interpret your resources and collections[15] to stimulate people and inspire them to learn more 1.4.2 You facilitate people to research and explore your resources and collections	You have ■ engaged people in using resources and collections ■ applied your knowledge imaginatively in developing and interpreting resources and collections ■ reflected new and emerging issues that are relevant to your museum, archive or library's purpose in interpreting your resources and collections ■ presented different points of view that allow people to draw their own conclusions ■ provided access to information/experiences which do not avoid difficult and contentious issue ■ developed research tools[16] ■ recognised individual research contributions ■ facilitated people to use/research your collections and resources ■ made the outcomes of people's research available to other users Users ■ engage inactivities that stimulate debate and discussion[17] ■ can relate important personal experiences to more general concepts and strategies ■ learn from this engagement ■ say they have learnt about other cultures, histories and experiences from using the museum, archive or library ■ discover stories behind the resources and collections and discover their own stories ■ engaged in formal research say their research needs have been supported

[15] Both physical and virtual.

[16] E.g. web and portal developments.

[17] E.g. reader development programmes; web chat; conferences, lectures and seminars.

1.5 You evaluate the outcomes of services, programmes and activities

Actions	Evidence of good practice processes and outcomes
1.5.1 You focus on learning experiences and outcomes[18] in designing the learning opportunities that you provide 1.5.2 You evaluate whether these outcomes have been met with users, partners and volunteers	You have ■ applied learning outcomes in the design of learning activities and in the presentation and/or interpretation of resources ■ evaluated learning using a range of methods[19] appropriate to the organisation and sensitive to the needs of users[20] ■ assessed/evaluated the effectiveness of your learning activities and resources ■ based analysis of data collected on learning outcomes used results to improve existing and develop new learning opportunities Users ■ have learnt as a result of using your learning resources and activities

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18 The learning outcomes identified by your museum, archive or library. These may be linked to your mission, a specific project, and/or the generic learning outcomes (see Measure Learning > What are the GLOs)

19 See Measure Learning > Develop your research tools

20 Examples include: comment mechanisms (on-line, cards/walls); accompanied and observed visits; feedback from groups/partners; exhibition evaluation; learner/user testimony eg video booths, creative expression through poetry, art, music, performance; monitored use of materials eg session tracking, web logs.

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2. CREATING INSPIRING AND ACCESSIBLE LEARNING ENVIRONMENTS

This key principle focuses on how the museum, library or archive

2.1 Creates environments that are conducive to learning

2.2 Develops staff to provide support for learners

2.3 Promotes itself as a place for learning and inspiration

It examines the extent to which the museum, library or archive is stimulating learning by creating an accessible, welcoming and inspiring environment for people who visit and by reaching out to those who do not. It encourages museums, libraries and archives to consider the diversity of users, including virtual users, who will be stimulated by a variety of learning environments and who will have wide ranging support and access needs.

2.1 You create environments[21] that are conducive to learning

Actions	Evidence of good practice processes and outcomes
2.1.1 You have a plan to identify and remove obstacles that inhibit people from learning[22]	**You have** ■ consulted with people who might be excluded to make services more inclusive ■ undertaken physical, sensory and intellectual access audits[23] ■ adapted, or plan to adapt, buildings, facilities and information[24] ■ developed contracts and design briefs which refer to inclusive design ■ complied with relevant legislation eg: Disability Discrimination Act, Race Relations Act ■ ensured that suppliers and contractors[25] understand and reflect different learning styles in their work ■ flexible charging policies, opening times and access arrangements ■ used feedback to inform the development of the welcome, physical spaces and support provided ■ signposted and referenced learning materials so that they can be found easily both online and offline ■ cataloguing and digitisation procedures that take account of people's access and learning needs
2.1.2 You ensure that people have access to knowledge, resources and collections at times and in ways that suit them	
2.1.3 You make the physical and virtual learning environment welcoming and accessible	
2.1.4 You design learning environments and present knowledge, resources and collections to reflect different learning styles and enable learning and discussion	**Users** ■ are able to access information and learning resources remotely ■ find the learning environment and facilities appealing and suitable for their requirements[26] ■ are engaged in conversations, interactions, reflection, play etc. as a result of the variety of spaces, surprise factors, challenging exhibits and multi-sensory experiences that you create ■ describe their experience as stimulating, enjoyable, surprising, relaxing or challenging ■ have been recommended by others to visit and will recommend to others that they visit **Your website/virtual learning environment:** ■ is accessible via search engines, links and appropriate networks facilitating its widest possible use ■ is straightforward to navigate ■ maps on-line learning provision ■ provides opportunities for dialogue and feedback ■ has been used by people to support their learning

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[21] Including the web and virtual learning environments.

[22] This acknowledges: age, social and cultural group, economic status, extent of knowledge, learning styles, any learning difficulties, language, literacy or numeracy, physical and sensory impairment.

[23] See access toolkits - www.mla.gov.uk

[24] These are designed to make them suitable for people's physical and sensory needs and to meet recognised access standards.

[25] E.g. academics, architects, designers, events organisers, exhibit and web creators.

[26] E.g. chairs, tables, lighting, colour contrasts, tactile support, acoustics, study spaces, relaxation areas.

2.2 You develop staff [27] to provide support for learners

Actions	Evidence of good practice processes and outcomes
2.2.1 Immediate impressions of your organisation, both real and virtual, are positive and welcoming	**You have** ■ invited comments/suggestions and you have invited comments/suggestions and you have achieved appropriate accreditation[28] ■ appropriate staff who are easily identifiable, approachable and helpful ■ staffing levels appropriate to your stated policy
2.2.2 Staff engaged in outreach activities and public presentations present a welcoming and positive image of the service as a resource for learning	
2.2.3 Staff develop their ability to inspire learning environment welcoming people's learning and support their access requirements	**Staff receive induction and ongoing training to** ■ improve the welcome and response[29] ■ enable them to understand learners' needs and different learning styles ■ develop their role in supporting learning[30] ■ ensure that security checks are reassuring and not intimidating
2.2.4 Staff help people to understand and appreciate the role of museums, archives and libraries in supporting continuous learning and direct people to other places where this can happen	**Users** ■ say they feel welcomed and not intimidated ■ say they understand the relevance of museums, archives and libraries and their role and potential in supporting learning ■ describe positive support and encouragement from staff, which deepens their exploration and experience ■ are encouraged to investigate and use other learning opportunities ■ talk about how staff have supported users' learning, understanding and enjoyment

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[27] Staff includes paid and unpaid staff (volunteers, people on work placements).

[28] E.g. VisitBritain Visitor Attraction Quality Assurance Service (VAQAS), VisitScotland Visitor Attraction Quality Assurance Scheme, Charter Mark, IAG.

[29] E.g. customer care, disability awareness, Welcome Host family.

[30] This might include: subject/collections knowledge; learning styles; communicating with a broad range of users; running workshops/group sessions; effective referral; guiding skills; ICT skills; supporting learners' access and inclusion requirements; legislation and codes of practice; enquiry skills; formal teaching qualifications.

2.3 You promote the museum, archive or library as a place for learning and inspiration

Actions	Evidence of good practice processes and outcomes
2.3.1 Your marketing plan embraces learning as a key message	**You have** ■ a marketing plan[31] which promotes learning experiences and opportunities ■ strategies for seeking users' perceptions on the museum, archive or library, its services and facilities[32]
2.3.2 Your promotional materials ■ are regularly updated ■ are appealing ■ promote pleasure and enjoyment in learning ■ clearly state what people can expect to find ■ are accessible	■ responded to feedback from evaluation ■ produced attractive and understandable promotional materials that state clearly what is and is not available ■ described the learning potential of the organisation in these materials ■ adopted a common access standard to meet the majority of needs and adapted your materials for particular groups
2.3.3 You ensure the museum, archive or library is promoted widely	■ established regular dialogue with relevant stakeholders and external agencies[33]
2.3.4 You promote the museum, archive or library as a space and resource for use by communities	**Users** ■ identify the museum, archive or library as a learning provider ■ find out about your services from a variety of sources ■ identify your organisation as a place for learning, enjoyment, stimulation, entertainment and socialising ■ can describe the breadth of facilities and services and can describe the breadth of facilities and services and

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[31] This may be part of a larger plan such as the Service Plan, Strategic Plan, Annual Plan or Position Statement.

[32] Through user surveys, comments books, questionnaires,

[33] Such as learning and skills councils, local enterprise companies, local education authorities, disability organisations, community groups and grids for learning.

3. BUILDING CREATIVE LEARNING PARTNERSHIPS

This key principle describes how the museum, archive or library:

3.1 identifies suitable partners and evaluates the benefits of working in partnership to support learning

3.2 works with these partners to plan and develop learning opportunities

3.3 invites people from outside the museum, archive or library to bring new perspectives and broaden the appeal and opportunities

It emphasises the benefits that can accrue from museums, archives and libraries working in partnership to increase their learning potential and to expand the range of opportunities for users. Partners may be external or may be from other departments within the wider organisation.[34]

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[34] Examples of partners could include: users; other museums, galleries, libraries and archives; other departments within your parent organisation; funders; statutory bodies; education and learning establishments; lifelong learning departments; community, voluntary and special interest groups; residential establishments; arts organisations; tourism forums; commercial organisations; national and local media; local learning and skills councils; youth services; prison services; business links; basic skills providers; information, advice and guidance services (IAG); environmental groups; health trusts, health authorities, hospices, hospitals; regional bodies eg: regional development agencies, regional learning support units; individuals with specific talents and skills such as artists, freelance education workers, IT specialists, writers, craftspeople, academics, actors.

3.1 You identify suitable partners and evaluate the benefits of working in partnership to support learning

Actions	Evidence of good practice processes and outcomes
3.1.1 You actively look for partners when developing new initiatives and find ways to build on and use the skills and experiences of others 3.1.2 You encourage partners to become advocates for your work and to help create a bridge for extending on-site and off-site services 3.1.3 You regularly review and evaluate your working arrangements and their ongoing relevance in respect of partnerships and projects	You have ■ identified a range of partners with whom you might work effectively ■ identified how the work of partner organisations adds value to your own work ■ promoted the benefits users derive from partnership working ■ made links with new or infrequent user groups (potential partners) that more broadly represent the learning community (eg: colleges, community groups, specialist interest groups) ■ reviewed, recorded and reinforced the benefits of working with partners and the lessons learnt ■ strategies in place for partners to give their views on the relevance and impact of services ■ acted on decisions to withdraw from unproductive partnerships Staff ■ can describe the benefits of partnership working in developing their own skills, awareness and knowledge ■ have participated in information and skills exchange to widen understanding and share good practice Partners ■ are satisfied with working arrangements and your contribution to projects ■ describe the added value to their projects ■ say what they have gained from working with you

3.2 You work with partners to plan and develop learning opportunities

Actions	Evidence of good practice processes and outcomes
3.2.1 You work collaboratively with partners to secure resources for developing cooperative schemes that extend opportunities for a wide range of users	You have ■ secured additional funding for partnership working ■ developed cooperative schemes that extend and developed cooperative schemes that extend and engaged communities in learning projects through partnerships ■ undertaken shared audience research to underpin the development of new services
3.2.2 You work with partners to promote learning opportunities and access to new users	
3.2.3 You use your skills, resources and collections to add value to others' learning initiatives[35]	Users ■ discover other learning opportunities as a result of partnership initiatives ■ say they have benefited from these services, access to skills, resources, collections and learning opportunities

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[35] Such as reminiscence groups, after school clubs, social rehabilitation programmes, health trusts, training agencies etc.

3.3 Invite people from outside the museum, archive or library to bring new perspectives and broaden the range and appeal of learning opportunities

Actions	Evidence of good practice processes and outcomes
3.3.1 You increase the range of people involved in delivering services through various programmes[36] 3.3.2 You bring in external contributors to work with the museum, archive or library and to enhance the learning experience for users[37]	**You have** ■ involved a broader range of people in the work of your museum, archive or library ■ taken action to ensure the age, economic and cultural profile of these people fairly represents the community ■ supported them with training and development **Staff** ■ can describe the impact that these external people have made to the development of learning opportunities for users and to their own skills **Users** ■ gain new perspectives, insights and skills ■ respond positively to the range and variety of opportunities that have been developed in partnership **Volunteering and work experience programmes focus on** ■ skills development ■ enhanced knowledge and awareness ■ confidence building ■ social opportunities ■ enterprise and employability

[36] E.g. volunteers, work experience students, friends groups, interns, community groups, pupil librarians and other users including overseas users.

[37] External contributors may include writers, youth workers, artists, dancers, IT specialists.

4.   PLACING LEARNING AT THE HEART OF THE MUSEUM, ARCHIVE OR LIBRARY

The fourth key principle explores how your museum, archive or library:

4.1 Identifies and seeks to influence, national, regional and local initiatives

4.2 Reflects local, regional and national developments in plans and priorities

4.3 Demonstrates that the museum, archive or library is a learning organisation[38] through staff development and evaluation

It emphasises the need for museums, archives and libraries to be informed about current and emerging learning and access agendas and ensure these are reflected in planning and activities. It highlights the importance of continuous development and improvement of both organisation and staff in response this changing context and the diverse needs of users.

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[38] A learning organisation is one in which people at all levels, individuals and collectively, are continually increasing their capacity to produce results they really care about.

4.1 You identify and seek to influence local, regional and national initiatives relating to learning

Actions	Evidence of good practice processes and outcomes
4.1.1 You keep abreast of new and emerging initiatives which influence learning	**You have** ■ regularly scanned and digested relevant policy documents and initiatives relating to learning and understand their relevance to you[39] ■ 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
4.1.2 You have appropriate advocacy for your organisation that helps you to influence key learning initiatives	**Staff and members of governing bodies** ■ attend relevant events and presentations to ensure they are up-to-date with learning issues ■ are represented and active in local, regional and national learning partnerships ■ participate in and learn from the work of professional bodies
4.1.3 You regularly meet with stakeholders[40] to keep them informed about your learning policies and programmes	**Stakeholders** ■ perceive your organisation as a key partner in supporting learning, skills and social inclusion agendas

[39] Such as government policies, local and regional agendas and cultural and social developments.

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

4.2 You respond to local, regional and national developments in your plans and priorities

Actions	Evidence of good practice processes and outcomes
4.2.1 Your planning and organisational structures identify, reflect and prioritise learning, access and inclusion 4.2.2 You seek additional funding and support to enhance learning provision 4.2.3 The learning strategy and access is endorsed[42] and implemented across the organisation	**You have** ■ integrated national agendas in your organisational plans and programmes[41] ■ ensured that local and regional social, political and community factors shape and inform your learning and access 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 and access strategy **Users, members of governing bodies and other stakeholders** ■ have been consulted and invited to contribute their ideas and requirements for learning and access ■ describe their perceptions of how your museum, archive or library supports learning **Staff** ■ 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 users' learning needs as part of their core business

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

[42] 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.

4.3 You demonstrate that your museum, archive or library is a learning organisation through staff development & evaluation

Actions	Evidence of good practice processes and outcomes
4.3.1 You evaluate your activities to enable you to respond to your users	**You have** ▪ ensured that consultation and collaboration are integral to your way of working
4.3.2 You provide opportunities for staff to contribute to planning and development	▪ 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
4.3.3 You provide a range of development opportunities to support learning for all staff including temporary staff and volunteers	▪ debated learning issues at all levels and produced and implemented change/improvement plans ▪ committed to/have achieved IiP[43] OR there is an overall strategy and plan for people development
4.3.4 You identify and develop champions for learning among the members of your governing body	▪ 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 serve[44]
4.3.5 You promote equality and tolerance across the organisation	▪ 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
	Members of governing bodies ▪ are confident to represent your museum, archive or library in dialogue with stakeholders on learning matters ▪ broadly represent your communities[45] ▪ support your policies on learning, equality and tolerance
	Staff ▪ participate in internal and external learning opportunities[46] ▪ 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 users[47] ▪ recognise the organisation as one which supports equality and tolerance

[43] Investors in People - www.iipuk.co.uk

[44] Eg through targeted staff recruitment , participation in employability and training schemes..

[45] In terms of age, gender, cultural group, social and economic group.

[46] E.g. Sharing Museum Skills Secondment scheme; CPD programmes; professional and vocational qualifications.

[47] E.g. child protection, disability discrimination, equal opportunities, race relations, intellectual property rights, data protection, Freedom of Information.