

<b>REPORT TO:</b>	Management Review Committee	
<b>DATE:</b>	06 July 2017	
<b>PORTFOLIO:</b>	Cllr Gareth Molineux - Resources	
<b>REPORT AUTHOR:</b>	Kirsten Burnett	
<b>TITLE OF REPORT:</b>	Draft Learning and Development Policy	
<b>EXEMPT REPORT (Local Government Act 1972, Schedule 12A)</b>	<b>Options</b>	Not applicable
<b>KEY DECISION:</b>	<b>No</b>	If yes, date of publication:

**1. Purpose of Report**

1.1 To present a draft Learning and Development Policy (Appendix 1).

**2. Recommendations**

2.1 That the proposed Policy is agreed for immediate implementation.

**3. Reasons for Recommendations and Background**

3.1 The current Learning and Development Policy was agreed in 2011. It is now out of date in a number of ways:

- It reflects the Council's previous commitment to Investors in People;
- It was written at a time when Skills for Life and Union Learning representatives were new, whereas now they are embedded into our processes;
- It was written prior to the new Apprenticeship Levy; and
- It does not reflect the new arrangements whereby the training budget is be held centrally by HR.

3.2 The new draft largely reflects the same underlying principles and it includes responsibilities for managers. It also includes responsibilities for employees including listening, asking for clarification, arriving promptly and so on. (See S3 of draft policy.)

3.3 Instead of dividing the overall training budget by service, it is now being managed centrally. This is to try and ensure that funding is based on need rather than staff numbers, and that where there are opportunities for staff to develop the skills they need via apprenticeships, we can identify this. The draft policy outlines the factors which will be used to prioritise requests for training and a process for making requests. This will rely on consistent and timely PDR completion. (S4 of draft policy.)

3.4 The current policy gives leave for taking examinations (covered by the Green Book) and also for half a day's study leave per half day exam. Many qualifications however are based on other forms of assessment and sometimes some flexibility is required. For example, in our internal ILM level 3 Management courses, which are modular programmes over a number of days, with written assignments, we allow 1 day's study leave. The proposed draft outlines that study time will be agreed at the outset, in consultation with HR.

3.6 The repayment provisions have not changed, other than adding detail which would cover existing staff who may undertake qualifications under an apprenticeship. People taken on specifically to undertake an apprenticeship would not be required to repay any training costs.

#### **4. Alternative Options considered and Reasons for Rejection**

4.1 The existing policy is out of date.

#### **5. Consultations**

5.1 Management Team and the Trade Unions have been involved in developing the final draft. All staff were invited to comment.

#### **6. Implications**

<b>Financial implications (including any future financial commitments for the Council)</b>	N/a
<b>Legal and human rights implications</b>	It is important to operate a system which ensures we do not breach our equality obligations.
<b>Assessment of risk</b>	N/a
<b>Equality and diversity implications</b> <i>A <a href="#">Customer First Analysis</a> should be completed in relation to policy decisions and should be attached as an appendix to the report.</i>	A CFA is attached.

#### **7. Local Government (Access to Information) Act 1985: List of Background Papers**

None.

## 1. Purpose

- What are you trying to achieve with the policy / service / function?

To set out key principles and processes for how the Council deals with learning and development.

- Who defines and manages it?

HR, line manager and all employees have responsibilities, overseen by HR.

- Who do you intend to benefit from it and how?

The organisation and all its customers should benefit from having skilled and motivated staff who keep their knowledge up to date and behave in a way that encourages co-operation.

- What could prevent people from getting the most out of the policy / service / function?

Not having effective performance development reviews.

- How will you get your customers involved in the analysis and how will you tell people about it?

We will consult with staff and unions on the new L & D policy before finalising it.

## 2. Evidence

- How will you know if the policy delivers its intended outcome / benefits?

If people report through PDRs and employee surveys and course evaluation questionnaires that they feel they are able to meet their potential and have the skills they need for their role.

- What existing data do you have on the people that use the service and the wider population?

We log some training on HR records, mainly when it arranged corporately or if managers send other information through. The latter is inconsistent and there is usually a backlog of information to be entered on to the system due to not having dedicated staff to do this.

- What other information would it be useful to have? How could you get this?

Information on one-off short courses and qualification courses. The proposed draft policy should remedy this but this will depend on people submitting information to HR and HR then finding the time to input this. There is a self-service facility but this needs some work to develop it.

- Are you breaking down data by equality groups where relevant (such as by gender, age, disability, ethnicity, sexual orientation, marital status, religion and belief, pregnancy and maternity)?

If all training data is input to the HR system then equality breakdowns will be more meaningful.

## 3. Impact

- Are some people benefiting more – or less - than others? If so, why might this be?

There is no evidence of this but there is only partial data.

#### **4. Actions**

Consult on new policy.

For next financial year, implement new budget arrangements, with a process for people to apply for course funding, primarily through PDRs.

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**Dated: 9 February 2017**