

Training, Learning and Development Policy

1 Introduction and principles

- 1.1 North Halifax Partnership (NHP) recognises that effective training and development benefits both individuals and the organisation. NHP teams and staff represent our main resource for delivering excellent services for local people.
- 1.2 This policy supports individuals to achieve the expected NHP behaviours (appendix 1) for all staff, and the programmes of work identified by the NHP's vision for *a better future for all our generations*. It is underpinned by staff induction; supervision; appraisal; and annual conversation processes.
- 1.3 Our approach to training, learning and development recognises the importance of career development on the job and maximises opportunities for mentoring and coaching. We follow the 70:20:10 learning model: 70 per cent through learning from experience, 20 per cent learning from colleagues and peers, and 10 per cent learning through structured training courses and programmes. (Appendix 2)
- 1.4 We seek to ensure equality of opportunity for all employees to personal and professional learning and development, whilst recognising that there are service and budgetary constraints which mean that at different times, different decisions may be made about similar training requests .
- 1.5 Mandatory training has first call on our annual training budget. We review our programme of mandatory training courses each year to ensure it continues to meet the legal and contractual requirements for the work we do.
- 1.6 All decisions on discretionary training will take account of the needs of the service and available budget as well as the needs and aspirations of the individual staff member. Whilst this policy mostly applies to staff in their probationary period, as a general rule, we would only support requests for discretionary training where the Manager has agreed this is required for successfully completing the probationary period. Training support during probation is generally

limited to training that has been agreed at the time of appointment or training that is mandatory for the role.

- 1.7 Throughout this policy and its application NHP recognises its duties to treat employees fairly and consistently and in line with its responsibilities under the Equality Act 2010.

2 Scope of this policy

- 2.1 This policy applies to all employees. It does not apply to agency workers, consultants or self-employed contractors.
- 2.2 Some employees aged 18 or under are subject to special laws on education and training, and may not be covered by this policy, depending on their age and qualifications. Further information about training for young employees is available from the Children and Families Programme Manager
- 2.3 This policy does not form part of any employee's contract of employment and NHP may amend it at any time.

3 Employee responsibilities under this policy

- 3.1 All employees are encouraged and expected to take ownership and responsibility for their personal development in relation to their work, within the support frameworks provided. Staff are expected to keep abreast of developments within their own area of expertise.
- 3.2 This includes analysing their own skills, aptitudes and potential development needs as well as having a positive attitude towards training, learning and development.
- 3.3 All employees are expected to reflect on their learning at work, and to share new skills and knowledge with colleagues.

4 Managers' responsibilities under this policy

- 4.1 Line managers are responsible for ensuring they give fair consideration to staff development needs and aspirations, and that the needs of staff employed on a part time or short term basis are addressed equitably by following the detailed Training, Learning and Development working practices which supports this policy.

- 4.2 Team managers are able to agree applications for low cost and no cost short courses (even free courses will have cost implications including travel, and sessional backfill)
- 4.3 The Children and Families programme Manager and Communities programme Manager are responsible for developing training and development programmes that sustain a professional, aspirational and fulfilled workforce within limited budgets. This includes an Annual training Plan which runs from May to March. Working with management team colleagues they make decisions on longer and more costly professional training and development requests across the organisation.

5 Monitoring and access to training.

- 5.1 The CEO is responsible for ensuring that all staff have equal opportunity of access to training and development which promotes their personal safety, wellbeing and fulfilment and ensures the sustained delivery of quality services.
- 5.2 The workforce and strategic lead will monitor training to ensure all staff have access to training which benefits them, their careers and their training requirements within their role.

6 Mandatory Training.

- 6.1 All staff will receive basic training and briefing on key safeguarding and health and safety issues as part of their induction/probation period. The mandatory training brochure clarifies staffing groups and training courses staff need to undertake and where staff can access the training. The mandatory training brochure identifies renewal information on all training courses.
- 6.2 All staff are expected to attend up to 2 team training days per year. Team training days offer a range of learning opportunities which are organisational wide training issues. These learning areas are identified during staff and manager discussions at supervision and appraisals.
- 6.3 All hours spent on mandatory training are credited as working hours.

7 Discretionary training and development – periodic review

- 7.1 Staff may discuss their training needs and aspirations with their line manager at any supervision meeting, or at any other time if an opportunity arises that will have passed before the next supervision.
- 7.2 Staff are encouraged wherever possible to bring requests for longer courses of study and professional qualifications to their annual appraisal. Annual staff appraisals includes a formal review of the individual's training needs and evaluation of training undertaken.

Professional and academic qualifications

- 7.3 NHP recognises that staff may increase their competence and broaden their knowledge in a chosen field by completing professional and academic qualifications. These benefits can then improve performance throughout the organisation.
- 7.4 A number of posts in NHP teams require specific National Vocational Qualifications or their equivalent, and pay scale progression is dependent on qualifications for some posts with several pay points.
- 7.5 When considering requests for financial support to pursue qualifications, priority will be given to staff who seek pay point progression within their current grade. However, we recognise that some staff will have career ambitions and demonstrate their skills and competence to undertake these qualifications at an early stage of their NHP career. In all cases the Manager will discuss the support available through supervision.

8 Training course and conference requests: decision – making and financial support

- 8.1 All requests for discretionary training must be made in writing.
- 8.2 Whether for a short course of minimal or no cost, or for a more lengthy and costly course of study, managers will include the following considerations in reaching a decision on whether to approve requests for discretionary training:
 - 8.2.1 Does the proposed course or conference meet an identified training need?
 - 8.2.2 Is it necessary for progression in the individual's current post/ for next step progression in the organisation?
 - 8.2.3 Will it benefit the work of NHP?

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- 8.2.4 What are the total costs including staff time and backfill?
- 8.2.5 What will the learner contribute?
- 8.2.6 Is there another way to meet this training need in-house, or through a short placement with a partner organisations?
- 8.2.7 Previous funding/ resources allocation

Professional and academic qualifications

- 8.3 Requests for longer courses and professional qualifications will be considered across the organisation in May/June each year.
- 8.4 Where a request is refused, this will be confirmed and reasons given in writing to the staff member (this may be in the form of supervision notes).
- 8.5 Where support is agreed, all staff pursuing professional and academic qualifications will be expected to contribute to their own learning in some part, and this will be written in a learning agreement drawn up between the line manager and individual staff member.
- 8.6 The learning agreement will include provisions for repayment of part or all of course costs if the staff member:
 - 8.6.1 Leaves NHP employment during the study year
 - 8.6.2 Fails to complete the study or sit any required examination within a reasonable timescale
 - 8.6.3 Leaves employment within 2 years of the completed course
- 8.7 In general terms the level of support from NHP will be informed by the factors outlined in paragraphs 7.5 and 8.3 above. For example,
 - 8.7.1 If a member of staff requires a qualification for pay point progression, NHP will fund the training provider costs and credit classroom/tutor visit time to their working hours. The individual staff member must complete any additional study within their own time.
 - 8.7.2 If there is no requirement for the qualification within the staff member's grade, then the learning agreement may be that NHP will fund the training provider costs only; and the staff member must attend classroom and tutor sessions in their own time.

- 8.8 Some modular qualification courses may involve separate annual training applications over more than one year and/or module. In these cases, support with funding or time in one year does not necessarily mean entitlement to year on year funding or support.

Appendix one

See NHP expected behaviours documents in Code of conduct Working practise folder or it can be found in SafeHR NHP staff hand book

Appendix 2

70% Learn and develop through experience.

on-the-job experience, applying new learning in real situations, solving problems, special assignments, project reviews, reading guides and manuals, new work within role, increased span of control, exposure to other teams and roles, stretch assignments, community activities.

20% Learn and develop from others.

mentoring, work-shadowing, coaching, informal feedback, internal and external networks, teamwork, professional associations, action learning

10% Learn and develop through structured programmes.

Structured programmes, activity-based workshops, seminars, masterclasses, professional development, business schools, e-learning, courses