

POLICY	Staff Training and Development
POLICY NUMBER	CFL013
EDITION	
DATE OF ISSUE	DATE OF REVIEW
SIGNATORY	

1 Introduction

CONFIDANCE for Life recognises that staff development and learning is an integral part of CONFIDANCE for Life's strategic planning so that all members of staff can perform their individual jobs effectively and in doing so ensure that the organisation meets its' strategic objectives.

2 Aim

The main aims of this policy are to:

- Provide a working environment where continuous learning and development take place
- To ensure that employees are supported and enabled to meet the changing demands of CONFIDANCE for Life and its service users.
- To ensure that CONFIDANCE for Life achieves its strategic objectives
- To facilitate employee development at work and/or personal development through assisting employees to broaden, deepen and thereby further enhance their existing skill base.

3 Equal Opportunities

CONFIDANCE for Life is committed to ensuring equality of learning opportunity, hence no employee will be excluded from learning on the grounds of gender (including gender reassignment), age, marital status, disability, racial grounds (race, colour, nationality – including citizenship - ethnic or national origin), sexual orientation, religion or belief, responsibility for dependants, trade union membership or employment status. Part time and fixed term employees will have equal access to learning and development opportunities.



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4 Responsibilities

Employees

Employee development is most effective when the individual employee takes responsibility for identifying any opportunities for self development which will enhance work performance through increased skills and knowledge.

We expect all employees to also take a proactive approach to furthering organisational wide learning and development.

Employees, through the support and supervision and appraisal process, must set out an Individual Learning Plan.

Line Managers

Line managers are responsible for assisting staff to develop Individual Learning Plans and for ensuring that they review these with staff on a regular basis during support and supervision sessions.

Line managers have a responsibility to monitor and evaluate the effectiveness of learning for employees who have undergone training and development. Line managers should seek feedback on internal and external training programmes, including their quality and cost effectiveness. Line managers should ensure that employees implement the skills that they have gained through training.

Management Committee (Board of Trustees)

The Board of Trustees is responsible for agreeing the learning and development budget on an annual basis. The Board of Trustees will agree an overall budget. The learning budget (or fund as it is referred to internally) is controlled by the Board of Trustees. Its subsequent allocation is monitored by the Board of Trustees.

5 Routes to Learning and Development

Options for learning & development may include:

- On the job learning including learning from other members of staff via job shadowing, mentoring, in house skill sharing, staff away days etc.
- Secondments and placements/visits to other organisations
- Setting up job development opportunities such as public speaking, in house presentations at team meetings
- Attending internal learning groups or events
- Attending internal or external training days/ workshops
- Attending conferences, forums
- An external course of study
- Web based e-learning

6 Key Professional And Skills Based Learning

CONFIDANCE for Life aims to prioritise learning that focuses on areas which:

- Enable us to fulfil our strategic objectives
- Pertain to any organisational statutory obligations
- Are essential in order to generate and maintain income
- Enable effective responses and management of legislative changes
- Ensure IT skills are at a basic level of competency and developed in accordance with work needs
- Are essential to ensure the quality of service provision
- Enable employees to meet their responsibilities in completing continuous professional development required by relevant professional bodies.
- Enable management development in relation to those who have managerial/supervisory responsibilities

7 Core Learning

There are specific areas of learning which are essential for all employees and cover a rolling programme of needs which have been identified as part of a continuous programme of learning and development: Core learning will therefore cover the following areas:

Induction

All new employees are given a timely programme of induction as this is regarded as an essential part of staff learning and development and integration into the working environment. It is important that new employees are given guidance and support on CONFIDANCE for Life, its work and practices and their individual duties and responsibilities.

ICT (Information and Communication Technologies)

It is important that all employees are given opportunities to enhance their ICT skills base. CONFIDANCE for Life is committed to ensuring that all employees have competent grounding in the use of ICT in the wider context of their professional roles. Employees will be positively encouraged to become familiar with the intranet, internet, email other electronic facilities and computer software packages at their disposal so that they become confident, skilled users.

Equalities

CONFIDANCE for Life is committed to promoting equalities through its policies, procedures and practices. It is therefore required that all employees attend a rolling programme of equalities workshops to heighten both individual and organisational awareness. This covers all key equalities issues, e.g. Race, religion or belief, gender, disability, age and sexual orientation.

Performance Management

Performance Management is an ongoing communication process, which involves both the line manager and their employee in:



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- Identifying and describing essential job functions and relating them to the strategic and operational objectives of the organisation
- Developing realistic and appropriate performance standards
- Giving and receiving feedback about performance
- Participating in constructive performance appraisals
- Planning learning and development opportunities to sustain, improve or build on employee work performance.

Appraisals

Appraisals are an essential component of our performance management framework and are supported by regular support and supervision sessions between line managers and their employees throughout the course of the year. The appraisal scheme allows for every employee to be formally appraised with their line manager through a structured discussion on work performance over the previous year and which, must also incorporate the employee's learning and development needs for the following year.

It is an opportunity to build on strengths and address areas, which require support, thereby enhancing the potential skill base of the individual employee.

8 Identifying And Assessing Learning Needs

There are a number of ways that learning and development needs are identified, these can be as follows:

- Occupational – As a result of introducing new technology, work methods, systems or practices (internally or externally).
- Promotion – As a result of an increase in responsibilities within the organisation.
- Developmental – Is vocational in nature and provides the employee with additional skills that can be applied at present or increases the individual's potential for further growth.
- Organisational - Affects a particular function or department as a result of changing work methods, procedures or practices and/or supports the overall strategy of the organisation.

It is the responsibility of line managers to identify and address learning needs through regular support and supervision sessions with individual employees, and during the annual appraisal.

9 Individual Learning Plans

Where individual learning needs have been identified through support and supervision or the appraisal process, employees are encouraged to discuss this with their line manager and develop a learning plan.

This should set out the learning required, by what method it will be achieved, what organisational objective it relates to, whether there are cost implications and the timescales involved.

10 Recording, Monitoring and Evaluating Learning

The Board of Trustees is responsible for ensuring that a central record of employee learning is created and maintained, and that all learning and development activities are monitored and evaluated in terms of suitability, effectiveness and value for money.

The Board of Trustees will have responsibility for reporting back on the effectiveness of any staff development programmes to the Board of Trustees.

11 Study Leave

Study leave allows employees to pursue a recognised qualification or accreditation, which is seen as valuable and relevant to their work and provides a means of ensuring that the organisation attracts, retains and develops high quality staff. Study leave permits employees to take paid time off for exam preparation, sitting an exam and building a portfolio of work for accreditation, or attend a day release course.

An employee may be granted paid leave of absence as follows:

- Up to 2.5 days study leave in any 12 months period.

Requests for study leave in excess of 2.5 days will be considered by the Board of Trustees, to ensure fairness across the organisation.

Applications for study leave should be made as soon as reasonably possible to line managers.

12 Higher Education

CONFIDANCE for Life will consider requests for financial assistance towards programmes of higher education and approved professional qualifications where the course is considered to be relevant and will be of benefit to the employee and CONFIDANCE for Life in the long term.

Employees should submit a request to their line manager for signing. The line manager should then forward this to the Board of Trustees for approval.

13 Reimbursement Of Fees

Where the organisation has agreed to contribute towards course fees the employee will be required to reimburse the full amount should the employee leave the organisation during the course or if they do not complete the course.

A percentage of the course fees would be reimbursed to the organisation if the employee leaves within a specified period of completion of the course as follows:



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Percentage to be repaid	Employee leaves within
100%	6 months
50%	1 year
25%	1.5 years
15%	2 years

Any monies that are owed will be deducted from the employee's salary.

Where a level of financial contribution has been agreed, employees are required to complete a 'Return of Study Costs Agreement Form'.