IPCC Learning and development policy

1 Introduction

1.1 *Policy statement*

As a new organisation we have huge challenges and exciting times ahead of us. We will all need to embrace learning and flexibility in order to meet these demands and meet our stakeholder's expectations. IPCC's success will be entirely reliant on its most valuable resource, a flexible and knowledgeable workforce. The requirement for learning & development will be significant, to support and enable our employees at all levels to embrace change and increase their capability.

Learning & development support so far has focussed on core skill training for new staff joining the organisation. An intensive Investigator programme has been underway since March 2004. Casework staff have also undergone considerable training to enable them to be effective in their new roles. These development needs were identified by the centre of the organisation. As the organisation evolves it will be necessary for some initiatives to remain central, such as Diversity and Induction, but others will need to be identified at directorate and team levels. The IPCC Learning & Development Policy sets out how IPCC will manage learning and development needs in a consistent and fair manner.

All employees will be entitled to:

- ✓ Equality of opportunity in all aspects of their development
- ✓ An Induction programme into their job, their team and the organisation
- ✓ An understanding of the direction and objectives of the organisation
- ✓ Clear and measurable objectives for their performance at work
- ✓ A twice annual review of their performance
- ✓ A manager who is committed to staff development

All employees should take responsibility for their development by:

- ✓ Sharing responsibility for the identification of their development needs
- ✓ Taking advantage of development opportunities
- ✓ Taking an active part in performance management and staff development schemes
- ✓ Sharing their knowledge with others

1.2 *Objective of learning and development*

The primary objective of training and development activity within the IPCC is to:

- Support the organisation in achieving its goals
- Support employees skills development to enable effectiveness in their roles
- Support the development of employees to enable their progression through the organisation

1.3   *Types of learning needs*
The following represent some of the main types of training need that have been identified:

- Service/directorate specific knowledge, e.g. changes in service practice, criteria, continuing professional development, etc., plus
  - Stakeholder awareness, e.g. knowledge of gateways, advice and support groups, local and regional communities, the legal system, lobby groups, police and home office initiatives
  - Delivering improvement, e.g. identifying and communicating lessons learnt, influencing institutional practice.
- Personal development, e.g. interpersonal skills, individual IT skills, further/higher education
- Corporate initiatives, e.g. diversity awareness, health and safety, management development
- Induction

2   **Learning need/development matrix**
Below is a matrix of the main types of development need. Across the top of the matrix are the various stages of the training cycle. The list of needs on the matrix is not exhaustive, but can be used as a guide for who is responsible for taking the lead on implementation.

Directorate / Team specific						
	Need identified by	**Solution agreed by**	**Delivery type**	**Delivery source**	**Level of L&D plan**	**Who's accountable?**
CPD	Self-assessed, line manager	Line Manager	Various	Various	Personal	Line Manager
Changes in team/directorate practice	Self-assessed, line manager,	Line manager	Various	Various	Personal	Line Manager
Stakeholder awareness	Line manager	Line manager	Professional network meeting	Delegated speaker	Team	Line manager
Delivering improvement	Self-assessed, line manager	Line Manager	Various	Various	Personal	Line manager
Personal development						
	Need identified by	**Solution agreed by**	**Delivery type**	**Delivery source**	**Level of L&D plan**	**Who's accountable?**
Interpersonal skills	Self-assessed line manager	Line manager	Coaching, training workshop	Line manager, course provider	Personal	Line manager

IT skills	Self-assessed line manager	Self, line manager	Computer based tutorial, coaching, training course	Anite, competent IT user, course provider	Personal	Self, line manager
Further/Higher education	Self-assessed, line manager	Director	Various	Various	Personal	Self
Corporate initiatives						
All corporate initiatives	SEG	SEG	Various	Various	SEG	SEG
Management development	Self-assessed, line manager	SEG	Various	Various	Personal	Line Manager
Induction						
Corporate	HR	HR	New starter induction	Internal	Personal	Line manager
Team	Line Manager	Line manager	Local activity	Line manger, office staff as appropriate	Personal	Line manager

3   **Identifying needs**
Individual training needs will primarily be identified by self-assessment or line manager and these needs will predominately form part of the individual's personal development plan. Needs identified locally should be discussed and agreed by the individual and his/her line manager.

A further type of need is likely to arise from a change in role, and when the requirements of the job change.

Finally, the whole organisation must be kept up to date with current issues within the IPCC and outside with our stakeholders, the importance of this should not be underestimated, involving significant sharing and use of knowledge.

4   **Implementing learning and development**

4.1   *Agreeing a solution*
Where a need is identified and agreed, a solution should be found that is appropriate for the need. Where the need has been identified locally, the solution should be discussed between the individual and line manager. This should ensure that the solution not only fits the individual's learning style but meets the IPCC's requirements. Managers must ensure that they have budget approval prior to implementing a solution. An authorisation form is available for those wishing to attend external training courses or apply for higher education or external qualifications.

Needs identified corporately will have a solution agreed and costed as part of the relevant project plan.

4.2   *Delivery type*
Managers should look to implement a wide range of delivery types. Training courses may be appropriate but often coaching, on-the-job training, stakeholder visits, project work etc. provide more effective ways of training and developing staff.

4.3   *Level of L&D plan*
Once a need has been agreed, it will form part of a L&D plan. L&D plans will be on the following levels:

Personal – an individual's Personal Development Plan
Team Training Plan
Directorate Training Plan
Organisation Training Plan

The matrix indicates the level that the training need is initially planned at.

Line managers are responsible for ensuring that a personal development plan is in place for each employee.

All plans will be collated at the level above and having incorporated needs identified by managers at the next level, will form the next level plan and so on.

Directors will consider applications for further/higher education and form an overall plan.

All L&D plans will be managed on an ongoing basis, being updated primarily in March and October each year.

4.4 Who's accountable?
Once contained within a L&D plan, one person will be identified as being accountable for ensuring that the need is met. For each directorate, it is suggested that one person on the management team should take on this responsibility as well as providing a single point of contact for L&D issues.

5 Evaluation
All L&D activity should be evaluated to ensure that the objectives are met to avoid continued use of an inappropriate course or supplier. A three level model of evaluation will be used.

5.1 *Level 1 - Individual*
Consisting primarily of reaction sheets and one-to-discussions between manager and employee. To be carried out as soon as possible after the L&D event.

5.2 *Level 2 - Team / Directorate*
Twice yearly each department will review the L&D activity undertaken and assess the overall impact on improving the performance of the department. This will take place in April and November, subsequent to the formal performance management process.

5.3 *Level 3 - Organisation*
An overall review of the assessment of the impact of training and development activity will be undertaken by SEG in June of each year.

6 The role of HR
The HR team provides specialist support to managers in the development of staff. The Head of HR & the Learning & Development Manager can provide consultancy support in identifying needs, sourcing suppliers and venues, developing L&D events and carrying out all levels of evaluation. In addition the Learning & Development Manager will collate and monitor the implementation of the Corporate training plan.

Managers must ensure that L&D Manager is informed of all L&D activity undertaken by a member of staff. IPCC has a legal requirement to report on L&D activity from an equal opportunities perspective.

7   **Public training courses and conferences**
Directors must approve all expenditure involved in staff attending external training courses or conferences. Once expenditure has been agreed staff may book the training and make arrangements for payment. An authorisation form is available for approval to attend external training courses.

8   **Further/Higher education**
Continuing the formal education of staff allows IPCC to develop the capability of staff, aids succession planning, improves morale, assists recruitment and retention and enables the organisation to reach its strategic objective of building a professional and credible workforce.

Whilst the cost of further and higher education can be high compared to other forms of development activity, where the study undertaken is linked to organisational objectives the cost may be offset by enabling promotion from within and reducing the need for expensive and time consuming external recruitment. Consequently it is imperative that the study supported can clearly be seen to be relevant to the organisation. There is a range of educational programmes that have been agreed by the senior management team as receiving IPCC support. They are listed in annex A. Requests to support other courses will be considered by a panel of senior managers as designated by SEG.

The level of financial support provided will be at the discretion of the budget holding Director. Employee's seeking financial support should complete a Higher Education / External Qualification Authorisation Form, setting out details of the programme they wish to study, any impact that the study may have on working patterns and where the programme is not directly relevant to their existing post, what benefits will accrue to IPCC through the programme of study. The amount of study leave available is in accordance with the IPCC Special Leave Policy:

"Where study/training is an IPCC requirement paid time off will be granted for studies and exams. The cost of approved study materials for required IPCC study/training will be reclaimable as a business expense.

Where study/training is related to an employee's job but it is not an IPCC requirement, paid time off may be granted at the discretion of the relevant functional Director for the purpose of attending study days or exams.

Where paid leave is being considered by the Director, the employee must provide the Director with details of the study/training and information on dates/level of time required off work to attend the study/training.

Where study/training is unrelated to an employee's job unpaid leave may be granted at the discretion of the relevant functional Director but will be capped at a maximum of 5 days unpaid leave."

In considering applications for support, in addition to considering the relevance of the programme Director's must take into account the existing level of educational attainment, any previous support provided, the work history and performance of the employee, the need for qualified staff within the organisation and budget availability. In all instances, decisions must be seen to be fair and reasonable and in accordance with IPCC's Diversity in Employment policy.

Where an employee's case for support is based on succession but outside of the employing Directorate, the employing Director should consult with the appropriate Director as to the relevance of the study programme, the likelihood of employment with the Director and the opportunities to gain work experience within the other Directorate.

9   **Learning and development budget and procurement of suppliers**
Each Directorate will have its own L&D budget devolved on an annual basis. It is the responsibility of each budget holder to ensure that the budget is managed with a consequent prioritisation of the L&D needs identified. The HR team will maintain oversight of training budgets and spending during the year.

A central budget will be maintained by the Chief Executive for centrally directed activity.

New needs will be identified from time-to-time and therefore each Directorate must ensure that their plans are updated regularly and the priority of each activity revised as required to ensure budget compliance.

Procurement of any externally provided activity must follow IPCC procurement rules and where applicable use agreed suppliers. Advice on suppliers can be sought from the HR function.