

SECTION 2:

LEARNING AND DEVELOPMENT

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CALDERDALE METROPOLITAN BOROUGH COUNCIL

TRAINING AND DEVELOPMENT

1. INTRODUCTION

- 1.1 Our role as a major provider of public services will continue to change and one of our aims must be to respond progressively and effectively to the different demands made on our services.
- 1.2 The success of the Authority is based on the ability of every employee to meet the challenges. The Authority recognises the value and importance of its major resource, the people it employs.
- 1.3 The skills and abilities of the workforce and the way in which people work together to deliver a service are the key elements of this policy. This Training and Development Policy will assist in ensuring that the workforce has every opportunity to be equipped to meet these challenges.
- 1.4 This policy is based upon the recognition that development is a continuous process.

TRAINING AND DEVELOPMENT POLICY

- The Authority will provide training and development for ALL its employees as part of its commitment to quality, equality and a sustainable environment.
- Every employee will have the right to, as a minimum, an annual discussion about their training needs and have the opportunity to contribute to their own development.
- The Authority will provide all employees and managers with support to develop new skills and expertise to do their job better, particularly to adapt to new ways of working.
- All training and development will be designed, monitored and evaluated with a view to improving services and the competence of individuals.

TRAINING AND DEVELOPMENT ACTION

HR has the responsibility for:

- Advising and encouraging all services to implement the policy.
- Ensuring that the policy is monitored, reviewed and evaluated for its impact on the organisation.
- Advising Elected Members on training and development within the organisation and its impact.
- Supporting the policy by encouraging the provision of adequate resources.

- Monitoring and reviewing training and development activities to ensure that resources are used effectively.

The Corporate Lead for HR will assist the Chief Executive in the planning, monitoring and evaluation of Management Team's training and development as requested.

Chief Officers have the responsibility for:

- Producing a strategy to implement this policy over the next three year period.
- Promoting the policy to all service teams and employees.
- Ensuring that training plans at individual, team and service level exist and are implemented in a way that is consistent with this policy and the Employee's procedures.
- Reporting on the costs and the impact of training and development on their service and its employees.
- Ensuring that training and development supports the achievement of both service and corporate objectives.
- Ensuring that their service is adequately represented on the Corporate Training and Development Group.
- Ensuring that a range of criteria for allocation of training and development resource is developed and applied fairly.
- Monitoring and reviewing how training and development money and resource is utilised within their service.

Corporate Training and Development Group has a responsibility for:

- Setting and maintaining the criteria for monitoring and evaluating how the training and development policy is being achieved in individual services across the Authority.
- Facilitating a systematic approach to the effective implementation of this policy and providing help and support where necessary.
- Ensuring that there is a range of provision to support corporate, service and individual training plans.
- Evaluating the range of effectiveness of training and development to ensure the Authority achieves Best Value from its training resources.
- Sharing and promoting good training and development practice within and across services.

- Being aware of and promoting within their own service the range of learning opportunities available to employees.

Managers have the responsibility for:

- Ensuring all employees understand the intent of the Authority's Training and Development Policy and implementing it.
- Ensuring that all new employees, including staff appointed from other services, receive an induction and initial job instruction. This includes both corporate and service needs.
- Making sure all employees have access to development opportunities in line with the Authority's procedure for identifying training and development needs.
- Working with employees to identify and plan training and development and taking action so that needs are continually met in the most effective manner.
- Ensuring that training and development plans are evaluated at team and/or service level.
- Ensuring employees are able to apply any new learning to their workplace.
- Encouraging employees to take responsibility for their own learning.
- Being aware of and promoting the range of learning opportunities available to employees:-
 - Courses
 - Seminars
 - Workshops
 - Competence-based learning
 - Open learning
 - Planned experience
 - Job rotation
 - Secondments
 - Special assignments
 - Systematic development
 - Coaching and counselling.
- Ensuring that employees are clear about the intention/outcome of any training and development activity.
- Actively participating in any formal mechanism to gather feedback on training and development in line with the Authority's procedures.
- Contributing to the evaluation of training and development to assess its impact and work in line with pre-determined criteria and the Authority's procedures.

Employees have the responsibility for:

- Preparing for, and contributing to, the identification of their training and development needs.
- Making the most of all training opportunities by being clear about its purpose and then applying this learning to their work.
- Contributing to the development of other employees whenever opportunities present themselves.
- Participating in any formal mechanism to gather feedback on training and development and evaluating its worth against identified criteria.
- Understanding that priority for training and development must support the achievements of service and corporate objectives.

MONITORING CRITERIA

The Corporate Training and Development Group will use these criteria to inform the Authority of its progress on an annual basis.

These criteria have been produced using the standards set by Investors in People, the ethos of Best Value and being mindful of the changes likely to emerge from the Modernisation of Local Government White Paper.

1. Training plans exist at the following levels:

- Directorate
- Service
- Team (where appropriate)
- Individual

Training plans should:

- Be linked to service and corporate objectives
- Identify the required resources to meet the training and development needs
- Identify the appropriate responsibilities for implementing the plan
- Be monitored, reviewed and updated on a regular basis, at a minimum of annually.

2. Planning and Development Review exists at the following levels:

- Service
- Section
- Individual

Planning and Development Review includes:

- A minimum of one discussion per year for each employee

- Evaluation of training at individual, service and team level
- Written records
- Identification of appropriate external standards for training, such as National Vocational Qualifications, where appropriate.

3. Communication

- All employees receive an effective induction both at entry and at transfer both corporate and service-based
- All employees are made aware of the development opportunities available to them
- No employee is refused training without explanation
- All employees are made aware of their obligations and responsibilities regarding training and development.

General Training Conditions for Assistance with Training

The basic provisions delegated to Chief Officers are as follows:-

1. Professional Qualifications

- a) Full-Time Courses - Over six months duration must be individually approved by the Chief Officer.
- b) Other Courses - ie block, sandwich, day release, correspondence and short-term residentials, will be approved at the discretion of the Chief Officer or his/her nominated responsible officer.

2. General Training

Attendance at in-house courses, external workshops, conferences and seminars should be agreed with the Service's nominated responsible officer.

3. The Criteria for Determining Training Release

- (a) The course must be related to the individual's current or expected function within the Service;
- (b) Service provision must not be adversely affected by the release of the individual;
- (c) Sufficient course funding must be available within the budget.

4. Conditions of Assistance

- (a) Where an employee without good reason fails to sit for an examination within a reasonable period or fails to show satisfactory progress in studies or discontinues the course, the Authority may forthwith withdraw the facilities granted under this scheme and may require the refunding of such proportion of the financial assistance granted as the Authority may determine in the particular case.
- (b) The continuance of facilities under this scheme, whether for a second or succeeding stage of study or for a second attempt at an examination, shall be granted only if the Authority is satisfied either that the employee has passed the appropriate examination, has otherwise made satisfactory progress in studies, or merits assistance to enable them to sit the examination again.
- (c) Where facilities are granted under this scheme to enable an employee to acquire a recognised qualification, Calderdale Council make it a condition precedent to the granting of such facilities that the employee shall be required to undertake to remain in the service of Local Government for a period of two years from the date on which the qualification is obtained, always providing there is available for him/her a post requiring the qualification which he/she has secured. Where the employee who has been granted facilities under this scheme fails to honour

his/her obligation as a result of obtaining a post outside Local Government service, the Council shall be entitled to claim repayment of financial assistance in full.

NOTE: Repayment will not normally be required if no expenditure has been incurred in the two year period immediately prior to the date of leaving.

- (d) Full repayment shall be required for expenditure for examinations not yet taken at the date of leaving.
- (e) Proportionate repayment shall be required at the discretion of the Chief Officer for unsuccessful attempts including those immediately preceding a successful outcome for the particular examination or defined part.
- (f) Where repayment of financial assistance is required this shall not include salary paid in respect of time spent at approved courses of study.

NOTE: These arrangements do not include National Vocational Qualifications (NVQs).

- 5. Employees wishing to attend professional training courses should apply by 1 July prior to a September start and by 30 November prior to a January start, and those who make formal application should receive a written reply, stating reasons for rejection if necessary.
- 6. A letter must be provided for all staff attending college courses stating that all related fees will be paid by the Authority viz:-

Course entry fees
Examination fees
Registration fees

7. **Expenses**

Expenses which may be claimed are as follows:

- (a) Travel - Bus or 2nd class rail fares to the college and return minus the normal cost of public transport from the individual's home to work.
- (b) Text Books - Students are presently allowed up to £50 per annum for the purchase of text books, provided that such books are not already available within the Directorate.

8. **Study Leave**

All students taking professional examinations are entitled to one half day's study leave per examination eg

3 half-day examinations	=	1½ day's study leave
1 half-day examinations	=	½ day study leave
1 x 3 hour evening examinations	=	½ day study leave

Study leave must be applied for in the same way as annual leave but must be identified as study leave.

9. **Personal and Development Record (PADR)**

The Authority recognises that it relies on the contribution of its employees in delivering its services. The performance of every individual matters and quality of service is critical to the success of the Authority. There is a need to continuously improve the performance of all employees.

The Authority has agreed new Purpose, Vision, Core Values and Corporate Priorities. These will become the bedrock for all of the Authority's activities and provide a sense of purpose and direction for Members, staff and our customers in terms of making explicit why we exist and why we do what we do.

The PADR Scheme will require this commitment; further information available from Central Training Section.

Criterion and Finance Assistance for Training for Qualifications

A. **Qualifications**

1. If, without good reason, you:-

- (a) fail to sit for an examination within a reasonable period
- (b) do not show satisfactory progress
- (c) discontinue the course

the Authority will withdraw the facilities granted to you under this scheme. In addition you will be required to refund all of the financial assistance given.

2. Assistance will continue to be given for:-

- (a) a second or succeeding stage of study
- (b) a second attempt at an examination

- only if you have passed the appropriate examination, made satisfactory progress in your studies, or merit assistance to enable you to sit the examination again.

These arrangements do not include National Vocational Qualifications (NVQs).

B. **Post Entry Training**

Decisions on sending staff on courses/secondments to be made by the Chief Officer. Any training arrangements should be made through Calderdale College initially unless the College cannot provide the appropriate course/training.

Chief Officers will need to consider the following criteria:

- (i) the relevance of the course/training to the Authority and its objectives and priorities;
- (ii) the relevance of the course to the individual, his/her post and his/her development;
- (iii) the logistics of attending the course/training in terms of cost, budget provision, time off, effects of time off on the service/other members of staff etc;
- (iv) equity - fair treatment of staff.

C. **Study Leave**

- (i) Entitlement is discretionary.
- (ii) Subject to Chief Officer approval having due regard to Post Entry Training criteria and the exigencies of the service.
- (iii) To be granted only in circumstances where there are no day release facilities being provided.
- (iv) Half ($\frac{1}{2}$) day per week during term (semester) time only for the duration of the course.
- (v) Suitable for distance learning arrangements.

The National Qualification Framework

Structure of the National Qualification Framework (NQF)

The following table compares the original and revised NQF levels with broad comparisons of levels (FHEQ) the Framework for Higher Education Qualification.

National Qualifications Framework		Framework for Higher Education Qualification levels (FHEQ)
Original levels	Revised levels	
Entry (There is no change to level 3 in the revised NQF) Entry Level Certificate in Adult Literacy		
1 (There is no change to level 3 in the revised NQF) Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G		
2 (There is no change to level 3 in the revised NQF) Level 2 Diploma for Beauty Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C		
3 (There is no change to level 3 in the revised NQF) Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels		
4 Level 4 NVQ in Advice and Guidance* Level 4 Diploma in Management Level 4 BTEC Higher National Diploma in 3D Design Level 4 Certificate in Early Years Practice	4 Level 4 Certificate in Early Years Practice	C (certificate) Certificates of higher education
	5 Level 5 BTEC Higher National Diploma in 3D Design	I (intermediate) Diplomas of higher education and further education, foundation degrees, higher national diplomas
	6 Level 6 Diploma in Management	H (honours) Bachelors degrees, graduate certificates and diplomas
5 Level 5 NVQ in Construction Project Management* Level 5 Diploma in Translation	7 Level 7 Diploma in Translation	M (masters) Masters degrees, postgraduate certificates and diplomas
	8 Specialist awards	D (doctoral) Doctorates

The significance of NQF levels

The positioning of qualifications at the same level only indicates that they are broadly comparable in terms of general level of outcome; it does not indicate that they have the same purpose, content or outcomes.

Level indicators in the National Qualification Framework

The proposed level indicators in the NQF are a guide to the range of qualifications and levels.

They describe the learning and achievement that happens at each level and show how the skills and knowledge relate to job roles. The indicators are not intended to be precise or comprehensive - they are working guides and the subject of continuous review.

The level indicators have been designed for:

- Individual learners
- Parents
- Teachers/tutors/trainers
- Careers advisers
- Employers.

Framework level	Level indicators	Examples of qualifications
Entry	Entry-level qualifications recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills and is not geared towards specific occupations.	Qualifications are offered at entry 1, entry 2 and entry 3, in a range of subjects
Level 1	Level 1 qualifications recognise basic knowledge and skills and the ability to apply learning with guidance or supervision. Learning at this level is about activities which mostly relate to everyday situations and may be linked to job competence.	NVQ 1; Certificate in Plastering; GCSEs Grades D – G
Level 2	Level 2 qualifications recognise the ability to gain a good knowledge and understanding of a subject area of work or study, and to perform varied tasks with some guidance or supervision. Learning at this level involves building knowledge and/or skills in relation to an area of work or a subject area and is appropriate for many job roles.	NVQ 2; GCSEs Grades A* - C
Level 3	Level 3 qualifications recognise the ability to gain, and where relevant apply a range of knowledge, skills and understanding. Learning at this level involves obtaining detailed knowledge and skills. It is appropriate for people wishing to go to university, people working independently, or in some areas supervising and training others in their field of work.	Certificate for Teaching Assistants; NVQ 3; A levels; Advanced Extension Awards

Framework level	Level indicators	Examples of qualifications
Level 4	Level 4 qualifications recognise specialist learning and involve detailed analysis of a high level of information and knowledge in an area of work or study. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others. Level 4 qualifications are at a level equivalent to Certificates of Higher Education.	Diploma in Sport & Recreation; Certificate in Site Management; Certificate in Early Years Practice
Level 5	Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working as higher grade technicians, professionals or managers. Level 5 qualifications are at a level equivalent to intermediate Higher Education qualifications such as Diplomas of Higher Education, Foundation and other degrees that do not typically provide access to postgraduate programmes.	Diploma in Construction; Certificate in Performing Arts
Level 6	Level 6 qualifications recognise a specialist high level knowledge of an area of work or study to enable the use of an individual's own ideas and research in response to complex problems and situations. Learning at this level involves the achievement of a high level of professional knowledge and is appropriate for people working as knowledge-based professionals or in professional management positions. Level 6 qualifications are at a level equivalent to Bachelors degrees with honours, graduate certificates and graduate diplomas.	Certificate or Diploma in Management
Level 7	Level 7 qualifications recognise highly developed and complex levels of knowledge which enable the development of in-depth and original responses to complicated and unpredictable problems and situations. Learning at this level involves the demonstration of high level specialist professional knowledge and is appropriate for senior professionals and managers. Level 7 qualifications are at a level equivalent to Masters degrees, postgraduate certificates and postgraduate diplomas.	Diploma in Translation; Fellowship in Music Literacy

Framework level	Level indicators	Examples of qualifications
Level 8	Level 8 qualifications recognise leading experts or practitioners in a particular field. Learning at this level involves the development of new and creative approaches that extend or redefine existing knowledge or professional practice.	Specialist awards

Qualification titles such as 'certificate' and 'diploma' are not indicators of the level of a qualification.

[Click here for a Word version of the Induction Profile Form](#)

Induction Profile Form

Name of Employee

Starting Date:

Service:

Worksite:

Person responsible for Induction:

Job Title:

Post Reference:

Employee Number:

The following induction profile has been designed to provide you and your manager with a structured induction programme. Whilst being a structured checklist it should be flexible in responding to your individual needs and those of your manager. This induction is intended to allow you to feel you are a valuable member of the team and where possible be linked to your probationary period.

Checklist for New Employees – Work Based Induction

Item	Person Responsible	Task Completed
New Employee received by		
ENVIRONMENT		
Hours of work including flexi-time arrangements		
Meals, refreshments arrangements		
Introduction to manager/mentor/colleagues – description of what they do/seating plan		
Reporting procedures – team structure		
Workstation, ensure that all basic equipment is in place – DSE workstation assessment		
Telephone/fax/Photocopying facilities		
Tour of immediate workplace/environment		
Security		
Travelling/parking facilities		
HEALTH AND SAFETY	See separate checklist	
JOB DETAILS		
Structure and role of the team		
Telephone system – use of the system, transferring calls, making outgoing calls, receiving calls, nature of calls, where and whom to report to, arrangements for personal calls/contacts list		
Supplies – where to get supplies, what can be ordered and who can order, who approves		
Photocopying – Danwood account		
Communication procedures – email, post (incoming and outgoing) fax, GCSX account		
Storage and filing systems		
CONDITIONS OF EMPLOYMENT	HR information session	
TRAINING/DEVELOPMENT		
Discuss development and training- Complete individual learning plan and set objectives		
FAMILIARISATION		
Meet appropriate Senior Management		
CUSTOMER CARE	Customer Focus Module	
Customer perception		
Handling people		
Handling customer feedback		

Note: This is provided as guidance only and your manager may adapt your induction to meet the needs of your individual work role.

<i>Learning and Development</i>	<i>Notes</i>	<i>Date Completed</i>
Welcome to Calderdale		
ICT and Security		
Introduction to Human Resources		
Customer Service		
Smarter Working Workshop		
Building Ambition for Calderdale	Chief Executive Briefing	
Lean level 1	To be completed at least 12 months after start date	
<i>E-learning</i>		
Data Protection		
Information Security		
Safeguarding Everybody		
Introduction to Health & Safety at Work		
Introduction to managing Health & Safety at work	Managers only	
Equality & Diversity		
<i>Manager Training</i>		
Vision System		
Appraisal Skills for managers		
Recruitment and Selection		
<i>Service Induction</i>	To be completed by manager	
Directorate structure		
<i>Job Specific Training Required</i>		
<i>Probation completed</i>	To be completed by manager	Decision sent to HR

Induction Timetable

Month 1	Week 1	Date	Week 2	Date	Week 3	Date	Week 4	Date
Month 2	Week 1	Date	Week 2	Date	Week 3	Date	Week 4	Date
Month 3	Week 1	Date	Week 2	Date	Week 3	Date	Week 4	Date
Month 4	Week 1	Date	Week 2	Date	Week 3	Date	Week 4	Date

Induction Progress Interview – 12 weeks from start date

Your induction progress interview will take place on _____ at _____. You will be interviewed by _____.

During this interview your performance over the previous 12 weeks will be discussed and a plan created for developing your skills and potential.

To help accelerate this process, please complete the following questions.

Have the Council's expectations of your role been fully explained to you? Yes/No
If no what areas, are unclear to you?

How do you think you are performing in the work in which you are involved?

Are there any areas where you feel you require more support?

What do you think your strong points are?

How do you think you can improve your performance?

How do you think the Council can do to help you with this?

Are there any other issues you want to discuss?

What do you think of the information you have received during this induction period?

Have you completed all the required training from the induction programme?

What have you gained from the induction programme?

Employee signature..... Date.....

Manager signature..... Date.....

NEW DEAL FOR YOUNG PEOPLE

INTRODUCTION

The Council is a 'New Deal Employer'. New Deal is part of the Government's Welfare to Work initiative. The principal aim is to provide unemployed young people with new opportunities in employment and training through lasting employment. The Employment Option of New Deal for young people is split into two age ranges, 18 to 24 and 25 and over.

CONDITIONS AND REQUIREMENTS FOR NEW DEAL EMPLOYMENT

18 – 24 Age Range

If employers take into their employment people aged 18 – 24 who have been out of work for at least 6 months, the Employment Service will:-

- Pay a weekly subsidy for each full-time employee (30 hours plus) for 26 weeks.
- Pay a weekly subsidy for each employee working between 24 and 29 hours.
- The employer must provide at least one day's training per week. Such training should usually be up to NVQ (National Vocational Qualification) Level 2.
- A sum is provided to the employer towards training costs. This is paid in 3 instalments subject to satisfactory progress in training. The first instalment is made on the production/agreement of the individual Action Plan for training. The second instalment is subject to satisfactory allowance and progress at week 14. The final payment follows the achievement of the agreed outcomes of the Action Plan.
- The employer needs to provide the Employment Service with an Action Plan for approval within 4 weeks of the employee commencing work. Such a plan should detail the training programme.
- The Employment Service will aim to provide suitable candidates for vacancies within a short period of time.
- Any people taken on under the Employment Option of the New Deal are selected at the employer's discretion and are engaged on, and subject to the employer's terms and conditions.
- Each person employed has a named personnel adviser from the Employment Service to handle any issues arising.

25 and Over

As above except:-

- must have been out of work for at least 2 years;

- a weekly subsidy is payable to the employer for a full-timer (30 hours plus) and also (at a lower rate) for a 16 to 29 hour a week part-timer;
- there is no obligation on the employer to provide mandatory training and, consequently, no training subsidy is available.

PROCEDURE FOR THE NEW DEAL EMPLOYMENT OPTION IN CALDERDALE

1. Suitable vacancies arising in the Authority will first of all be considered against any Council employees being made redundant, facing the threat of redundancy or being considered for redeployment.
2. Having trawled existing Authority employees and a vacancy is not filled internally, the Employment Service will be contacted and asked to send to the relevant Service details of "New Dealers" who could be suitable candidates. Job descriptions, personnel specifications and other relevant details will be sent to the Employment Service and "New Dealers" will complete Authority application forms (already supplied to the Employment Service).
3. Services will interview suitable candidates and decide whether or not to take someone on, who will then become an authority employee.
4. Should the Service be unable to take on a New Dealer after interview then the vacancy will be advertised externally in the normal way.

The process will be co-ordinated through HR.

FURTHER GUIDANCE

- In operating this process Services should consider where it is practical, reviewing entry requirements into jobs in order to enable New Dealers to get a "start on the ladder". Where legitimate, Services could also consider, for a lead-in period, paying less than full pay where employees would be undertaking less than 100% of the duties of a post in order to facilitate a New Dealer's appointment.
- New Dealers are subject to normal Authority procedures as to the suitability for confirmation of appointment ie they would be subject to a standard 3 months probationary period.
- Calderdale has a training arrangement with Calderdale College and is able to advise/facilitate the necessary training required (including a Training Action Plan).