
Learning and Development Policy

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1. PURPOSE

- 1.1 This document sets out the policy and procedures used by the Library for the training and development of staff.

2. SCOPE

- 2.1 The policy is applicable to all members of staff. Aspects of the policy in terms of support may only apply to certain categories of staff.

3. POLICY STATEMENT

- 3.1 The British Library values the continuous development of all staff in support of our strategy. We aim to put activities in place to ensure everyone is competent in their current role and can respond to changing requirements. We aim to provide opportunities for longer-term career development where this meets individual and Library needs.

- 3.2 This policy is based on two principles:

- Responsibility for development is shared between individuals, managers, directorates and Human Resources, particularly the HR Organisation Development Team.
- Development opportunities will be accessible to everyone and communicated to all.

- 3.3 We support 'lifelong learning' – the concept that all learning is valuable, regardless of subject, at any stage of an individual's life and career. However, all learning has associated costs and we must evaluate and justify all learning investment.

4. REASONS FOR DEVELOPMENT

- 4.1 The main reason for development is the need to ensure people have the right knowledge, skills and competencies to meet current and future business needs as identified in the Library's strategy. Development needs might relate to an individual, a group of staff or the whole Library.

- 4.2 For individuals, performance management processes require managers and their staff to discuss development needed to meet job objectives or competency expectations.

- 4.3 On a wider scale, changing business strategy and working practices may involve development for whole groups of staff, while corporate development programmes are designed to help staff meet business requirements and to develop core and role competencies. The aim here is to develop the potential of staff to meet the longer term needs of the Library.

- 4.4 Development can also be driven by an individual's desire to advance their own knowledge, skills and competencies.

5. DEVELOPMENT NEEDS

- 5.1 Development needs may be identified by the manager or individual and can arise at any time. A key part of performance management involves identifying development needed to meet agreed objectives and competency expectations arising from:

- Changes in job content, processes or tasks
 - Individual being new to the role
 - Personal desire to improve performance (e.g. for the purposes of career development)
 - Performance in the current job not meeting expectations
- 5.2 Agreed development needs are recorded on the Personal Development Plan, with a description of how and when they will be addressed and the outcomes expected. The plan is updated when new needs arise.
- 5.3 There are many ways of developing e.g. attending courses, undertaking educational programmes, reading, attending conferences, shadowing colleagues, working on projects etc. The most appropriate method/s depend on the individual and the situation. Individuals may do several activities to meet one development need.
- 5.4 When agreeing the development approach there needs to be a balance between:
- Individual preferences about methods that best suit the learner e.g. someone who doesn't enjoy formal courses may prefer an experience-based approach.
 - Practical considerations about how quickly development is needed, costs, operational restraints etc.
 - The Library's need for development to be cost effective, timely and relevant to the business.
- 5.5 Applications for development should be made on the appropriate form.
- 5.6 Withdrawal from a course once a place has been confirmed will incur a cancellation fee (see the Intranet for exceptions and current charges).

6. HOW DEVELOPMENT HAPPENS

- 6.1 There are two methods of formal development:
- *Off-the-job* – takes place away from the workplace e.g. attending an internal or external training course, studying for qualifications or attending conferences.
 - *Workplace* – involves an individual undertaking work that will develop their knowledge, skills etc. This is formal development because the manager and individual agree that development is one reason for undertaking the work (though not the only one) and review progress made.
- 6.2 Development also takes place informally while individuals carry out their daily work, but this 'informal' learning should not be relied upon as the sole development method.

Examples of informal development



- *Individual has an objective which involves arranging meetings - while achieving the objective, they learn about available meeting rooms, ordering refreshments etc*
- *Individual has to deal with a computer problem for the first time - in the course of doing this they find out about the role of the IT Helpdesk*

6.3 The value of all types of development is enhanced by reflecting on it afterwards. What have you learnt? How will this change the way you do things in the future? Managers have an important role in helping individuals to evaluate their learning. (See Section 13)

7. DEVELOPMENT RESPONSIBILITIES

7.1 Development responsibilities are shared, with many people having an important role.

7.2 *Individuals.*

Individuals are responsible for their own learning and development in terms of:

- Thinking about objectives and competency expectations and discussing with their manager any areas where development is needed, even if they are not sure how to achieve this.
- Being receptive to feedback indicating development needs.
- Undertaking agreed development to the best of their ability including attendance at courses, submitting required coursework, submitting regular progress reports to their manager (including flagging any problems as they arise) and notifying their manager of the final outcomes of externally-examined courses or qualifications.
- Reflecting on what they learn and how they can use it in the future.
- Keeping a learning record if they want a complete list of all development undertaken. (See Appendix 2 for sample format).
- Thinking about their own career aims.

7.3 *Line Managers.*

Staff development is a major part of a line manager's responsibilities. It is continuous, but the line manager's support is particularly essential at the following times:

- To ensure individuals new to the Library and/or department are properly introduced to the organisation and the job (known as 'induction'). The induction process is shared with Human Resources and Health & Safety/Security. Further guidance is available from Human Resources.
- To set and review objectives during the performance management process with a view to identifying training and development needs and available development options.
- To help individuals make appropriate choices for their Personal Development Plan.
- To evaluate the effectiveness of activities in meeting personal development objectives, particularly in monitoring progress on external courses funded by the Library.

- To consolidate training and provide management support to develop the skills and knowledge gained.
- To coach, guide and support individuals so they develop in the job.
- To ensure training and development opportunities are equally available to all staff

7.4 *Directorate Training Co-ordinators.*

The Training Co-ordinator's role is to:

- Prioritise, co-ordinate and manage the directorate training budget, ensuring financial and procurement procedures are followed correctly.
- Act as a focal point for information on training and development.
- Source external work-related development at the request of line managers.
- Record attendance information for directorate-funded training.
- Report KPI data to Organisation Development as required.
- Co-ordinate the evaluation of directorate-led internal and external training and inform Organisation Development of the results as required.

7.5 *Directorate Learning and Development Champions.*

The L&D Champion's role is to:

- Ensure the learning and development needs of all staff in the directorate are met.
- Monitor equality of access to training and development and recommend appropriate action.
- Ensure directorate-managed learning and development supports the business plan.
- Develop and maintain the directorate's learning and development plan.
- Represent the directorate's needs to the corporate Organisation Development Team, acting as a sounding board on organisation-wide issues.
- Be a member of the Learning & Development Forum.

7.6 Human Resources

7.6.1 The Organisation Development (OD) Team within Human Resources works to:

- Identify, agree and prioritise corporate training and development needs which support achievement of Library strategy and our core and role competencies.
- Manage the corporate training budget.
- Provide internal consultancy services to support organisational development and change. For example, facilitating events, advising on the design of focus groups, away days and training in support of change programmes.
- Develop, implement and manage best-practice training and development programmes and processes which meet strategic and corporate needs. 'Corporate' means needs which are shared by significant numbers of staff across the organisation, not staff of a single directorate, and which assist the Library in achieving its strategy.
- Record attendance information for OD-organised training.
- Report KPI data for training as required, including equal opportunities data.

- Ensure all corporate and external training and development is evaluated, the data reported and appropriate action taken. Advise Training Co-ordinators on the evaluation of external training undertaken by directorates which is included in the scope of corporate evaluation.
- Advise line managers and staff on the application of the Learning and Development Policy. Monitor and review the policy.
- Provide advice on learning and development to managers and staff.

7.6.2 The Human Resources Business Partners and Advisers are also available to advise line managers on learning and development issues.

7.7 *Learning and Development Forum.*

Committee formed of the Organisation Development Manager, Directorate Learning and Development Champions and Trades Union Learning Representatives. Role is to:

- Represent staff views of learning needs, processes and solutions at a corporate level.
- Act as a sounding board for, and advise on, the Organisation Development Team's plans.
- Communicate learning and development plans to directorate staff.
- Ensure directorate and corporate learning processes are operating effectively.

7.8 *Learning & Development Group of the Industrial Relations Framework*

A group consisting of representatives of Library management and the recognised trade union branches of the Library. Its role is to:

- Discuss, consult and negotiate on matters pertaining to learning & development.
- To monitor the operation of the Library's Learning & Development policy.

Changes to the policy will be dealt with by this group.

7.9 *Other corporate training providers.*

Some areas of the Library have special responsibilities for organising specific types of training and development e.g. Estates organises various types of Health & Safety training. Project and change groups also need to consider the training implications at an early stage of their work.

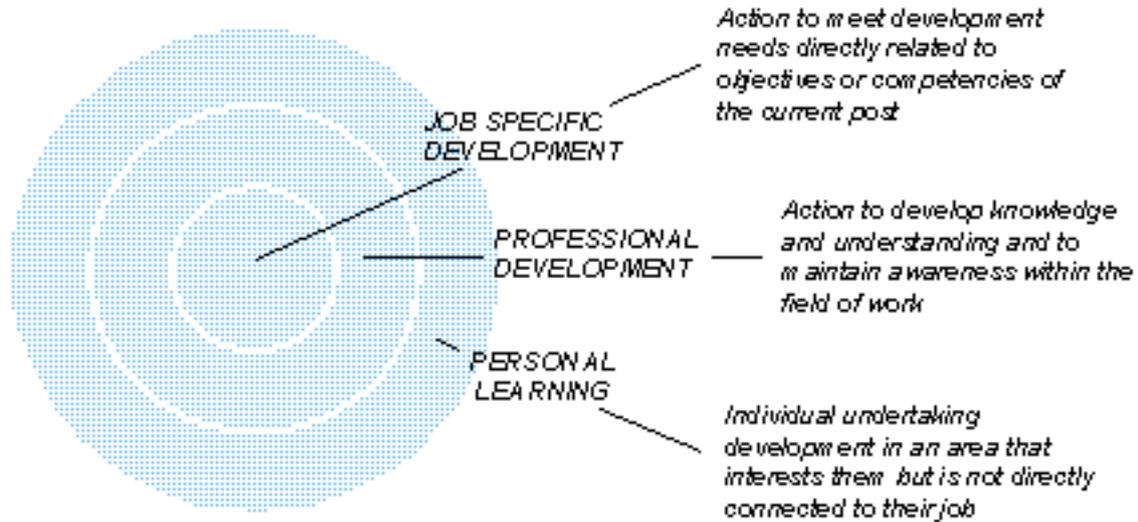
All providers are responsible for:

- Communicating with staff about the training.
- Recording who has attended.
- Evaluating the training using corporate evaluation criteria.
- Providing required KPI data to the Organisation Development Team.

Plans for large-scale training should be discussed with the Organisation Development Team and the Corporate Programme Office in advance.

8. DEVELOPMENT FOCUS

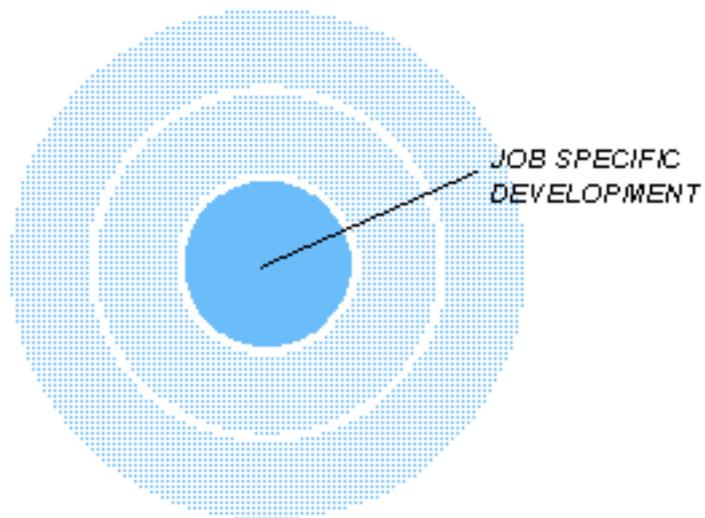
8.1 The Library divides development into three categories, with focus broadening from the immediate job through to more general personal learning. Development in any of these categories can enhance potential.



8.2 To decide where a specific development activity fits, test it against each category in turn until there is a match. Development in every category is achieved by a range of methods, and may bring benefits in more than one area. The Library will consider any form of development activity that meets development needs and is of an acceptable standard.

9. JOB-SPECIFIC DEVELOPMENT

9.1 Actions to meet development needs directly relating to delivery of objectives or achievement of competencies in the current job. The aim is to ensure individuals can do the current job to the required standard, a standard which may change. Requirements are defined by the Job Profile, and by the objectives/competency expectations in the performance management record. Agency or interim staff can be offered job-specific development essential to the role.



9.2 Development within the current role helps individuals develop their potential by increasing both transferable and post-specific knowledge and skills.

Examples of job-specific development



- *Shadowing colleague to learn how to do a new task*
- *Attending project management course to enable achievement of job objective*
- *Reading job- manual to understand how to undertake a process*
- *Attending training event designed to increase job skills*

9.3 *Methods for job-specific development can include:*

On-the-job training	Professional education	Short courses
Internal or external visits	NVQs	Further education

9.4 *Standards for job-specific development.*

9.4.1 Job specific development needs, and the actions taken to meet them, should be agreed by manager and individual and recorded on the Personal Development Plan.

9.4.2 Any training courses attended should have stated learning outcomes that match the individual's development needs as accurately as possible.

9.4.3 Where needs can be met by the Corporate Development Programme eg software courses for desktop applications, these corporate courses must be used.

9.4.4 Development actions incurring costs must be agreed and signed-off by the manager and Directorate Training Co-ordinator.

9.4.5 Managers must evaluate the success of development activities undertaken by staff and progress made towards meeting the original need.

9.4.6 Records of attendance at courses must be kept by the course organiser (see Sections 7.4, 7.6 and 7.8).

9.4.7 Everyone new in a post should have an induction process, tailored to whether they are new to the job or to the job and the Library.

9.4.8 All new line managers must:

- Attend performance management training.
- Have an HR Briefing with their HR Business Partner or Adviser.
- Attend the Library's Recruitment & Selection training course if they will be taking part in the recruitment of either internal or external staff.

9.5 Responsibilities for job-specific development.

	Individual	Manager	Training Coordinator	OD Team	Other corporate training providers
Identifying development needs	○	○			
Identifying/selecting development actions	○	○			
Completing Personal Development Plan					
Signing-off development activities		○	○ ¹		
Confirming corporate course is appropriate				○	
Keeping records of attendance at courses			○ ²	○ ³	○ ⁴
Providing KPI data to OD			○ ²		○ ⁴
Evaluating development progress	○	○			
Arranging job-specific induction		○			

○¹ If budget required

○³ OD-organised training

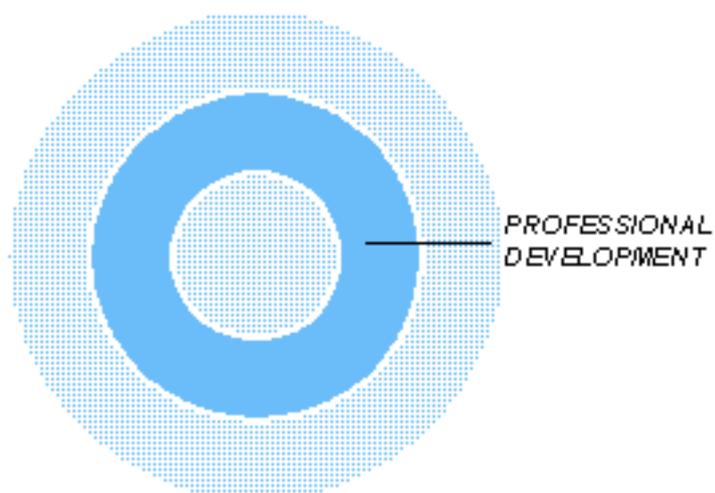
○² Directorate-organised training

○⁴ Training they organise

10. PROFESSIONAL DEVELOPMENT

10.1 Actions taken in order to develop knowledge and understanding and maintain awareness of the field in which an individual works.

10.2 It is Library policy to support staff in developing their specialist knowledge and also to foster scholarship where it relates to the collections and services derived from them. To support scholarship the employing directorate may agree to support external studies, allow research breaks or special leave (paid or unpaid) or arrange secondment to, or exchange with, another institution. (See also the [Career Development](#) and [Secondment](#) policies).



10.3 Each directorate is responsible for deciding if development of professional competencies requires a co-ordinated approach across the directorate or is left to the discretion of individual managers.

Examples of professional development



- *Attending conference on digitisation of material*
- *Studying for library chartership*
- *Academic research on the collections*
- *Professional education to gain finance qualification*
- *Secondment to another organisation*
- *Reading professional conservation journals to keep up to date*

10.4 *Methods for professional development can include:*

Attending a conference	Discussion groups	Mentoring
Reading	Professional education	Further education
Short courses	Research	Shadowing
NVQs	E-learning	Visits
Secondments		

10.5 *Standards for professional development.*

- 10.5.1 Professional development needs, and actions being taken to meet them, should be agreed by the manager and individual and recorded on the Personal Development Plan.
- 10.5.2 Any training courses attended should have stated learning outcomes that match the individual's development needs as accurately as possible.
- 10.5.3 Where needs can be met by corporately-provided development e.g. a course from the corporate development programme, these must be used.
- 10.5.4 Development actions incurring costs must be agreed and signed-off by the manager and Directorate Training Co-ordinator.
- 10.5.5 Professional education or research breaks tend to have a longer term focus and higher costs and therefore require approval by the line manager, Training Co-ordinator **and** a senior manager (as determined by the directorate).
- 10.5.6 Professional education needs to comply with standards set by the relevant professional body.
- 10.5.7 Managers must evaluate the success of development activities undertaken by staff and progress made towards meeting the original need. The Library has the right to withdraw support from any member of staff who fails to make the requisite progress with his or her studies. The Library also has the right to withdraw support from any member of staff whose performance or attendance level in their job ceases to be satisfactory. Such a decision will not be taken without due consideration for any attributable change in circumstances. In such cases, the member of staff has a right to appeal. (See Section 17)
- 10.5.8 Records of attendance at courses must be kept by the course organiser (see Sections 7.4, 7.6 and 7.8)

10.6 Responsibilities for professional development.

	Individual	Manager	Training Coordinator	Senior manager
Identifying development needs	○	○		
Identifying/selecting development actions	○	○		
Completing Personal Development Plan	○	○		
Signing-off development activities		○	○ ¹	○ ³
Keeping records of attendance at courses			○ ²	
Providing KPI data to OD			○ ²	
Evaluating development progress	○	○		

○¹ If budget required

○² For directorate-organised training

○³ If long-term focus and/or high cost

11. FINANCIAL SUPPORT FOR JOB SPECIFIC AND PROFESSIONAL DEVELOPMENT

11.1 Budgets for job specific and professional development are managed by Directorate Training Co-ordinators, who must agree funding before any course booking is made. Where development commitment is long-term and costs are high, additional approval may be needed (see 10.5.5). Terms of support may be reviewed at the start of a new study year but will not be applied retrospectively.

11.2 Agreement to fund development covers:

- All registration, course and examination fees. Payment for exam resits is at manager's discretion, depending on circumstances.
- 50% contribution to additional course materials that are not included in the cost of the course, on production of receipts.
- Reimbursement of fares in excess of normal home-office commitment in accordance with corporate travel policy.
- Personal expenses allowance or subsistence in accordance with travel & subsistence rules.
- If the individual's usual working pattern prevents attendance at a training event, additional support may be available towards the cost of making special arrangements e.g. a person could be paid to attend work for a whole day for a training course, even though they normally only work in the evening.

11.3 Individuals employed on short term contracts must meet extra criteria to be eligible for support for courses of professional study:

- employment contract should have at least two years left to run after the anticipated end of the study.

If the remaining contract duration is shorter (less than 2 years but more than one) reduced level of support is provided:

- 50% contribution to registration, course and examination fees
- Travel expenses and personal expenses or subsistence allowances in full

If remaining contract duration is less than one year, the individual is not eligible for support.

- 11.4 To support scholarship directors may grant up to five days special paid leave per year to a member of staff. Special leave in excess of this allowance may occasionally be granted by the director, for example to allow someone to complete a catalogue or other piece of work to enhance public access or contribute to collection development. Another source of support for scholarship is through fellowships. Staff may apply to bodies such as research councils and grant giving charities for fellowships to support short periods of unpaid special leave. Applications must be supported by the relevant Director, who must be satisfied that the individual can be released. In all cases the work should clearly contribute to the development or interpretation of, or access to, British Library collections for which there is an appropriate business need.
- 11.5 Staff who take career breaks or secondments to other organisations whilst being supported on longer term study programmes may be eligible to receive a contribution towards their continued studies.

12. TIME OFF FOR JOB SPECIFIC AND PROFESSIONAL DEVELOPMENT

- 12.1 Managers are responsible for ensuring staff absences do not unduly affect operations. This is particularly important when a course of study involves regular absences over a long period of time as this may affect the possibility of releasing other staff for training and development.
- 12.2 Staff aged 16 or 17 who are not qualified to level 2 (i.e. 5 GCSEs at grades A*-C, NVQ at level 2, Intermediate GNVQ or specified equivalents) have the right to paid time off work for study or training for approved qualifications to bring them up to this level.¹
- 12.3 Attendance at mandatory course events and at examinations during normal office hours is considered official duty. Proof of attendance may be required.
- 12.4 Attendance at residential courses is often intensive, extending beyond normal conditioned hours of work. Staff cannot claim flexi time credit beyond a standard day, time in lieu or overtime pay in these circumstances. Travel time can be claimed in accordance with the corporate travel policy and Flexible Working Hours rules.
- 12.5 Where a course of study or education requires significant course work to be done in the individual's own time, managers may grant study leave of up to one day per month though less may be granted depending on course and operational needs. The amount to be granted should be agreed before the course begins. In no circumstances may study leave exceed the equivalent of one day for each month the course runs, but the individual and manager have discretion over how it is taken e.g. one day per month, or accumulated into small blocks. The manager makes the final decision, based on operational need.
- 12.6 Requests for time off for job specific and professional development will not be unreasonably refused. If refused, the reasons will be given in writing on request.
- 12.7 If staff need to depart from work before their normal departure time in order to attend classes, the difference in time may be claimed back.
- 12.8 Accredited trade union officials wishing to attend union-related training should use part of their allocation of facility time. Facility time details appear in Staff Handbook, Staff Representation.

¹ Right to Time Off for Study or Training, Part III of Teaching & Higher Education Act 1998

13. EVALUATING DEVELOPMENT

13.1 It is important to evaluate the effectiveness of development to ensure:

- Individuals have learnt the required new knowledge/skills successfully and are doing things differently as a result.
- The development has had a positive effect on the Library's ability to achieve objectives and/or Key Performance Indicators and has provided value-for-money.

13.2 Evaluation is done at three levels:

13.2.1 Assessing immediate reaction.

Delegates complete the OD evaluation questionnaire at the end of every course. Using this form:

- Organisation Development evaluate all corporate courses.
- Training Co-Ordinators evaluate all event-based training paid for through the directorate e.g. by individuals attending an external training course. They analyse the results and report them to the Organisation Development Team at required intervals.
- Project groups responsible for large scale training of large groups of staff should use the same questionnaire to evaluate the training they provide. They analyse the results and report them to the Organisation Development Team at required intervals.

13.2.2 Assessing changes in knowledge, skills or behaviour.

Methods vary depending on the course, but the aim is to discover what impact the training has had on individual performance.

The manager and individual are responsible for discussing activities listed on the Personal Development Plan on a regular basis, assessing what learning has taken place, how best to implement the new skills/knowledge in the workplace and whether further development is needed. After attendance at formal courses, managers should hold "de-brief" meetings with individuals to ensure the course delivered what was expected and to help the individual evaluate what they have learnt.

13.2.3 Assessing the strategic effects of training.

Methods vary but the aim is to assess the benefits of the training to the Library in terms of increased capability, set against costs.

- The Organisation Development Team evaluate corporate training to ensure content and delivery are appropriate to staff needs, and that it has the desired impact on performance. They can also advise others on how to do this.
- Training Co-Ordinators are responsible for evaluating directorate-funded training using corporate evaluation criteria.
- Project groups are responsible for evaluating the training that they put in place using

14. MAKING TRAINING ACCESSIBLE

14.1 In line with the policy statement in Section 3, The Library aims to make learning and development accessible to everyone, regardless of race, nationality, age, gender, religion, disability, working pattern, contract type, trade union membership/non-membership, grade, directorate etc. Where an individual has special requirements, the Library will make reasonable adjustments e.g.

- Covering extra care costs where this is needed to allow someone to attend a course
- Providing large print versions of course notes
- Arranging for signers to attend a course

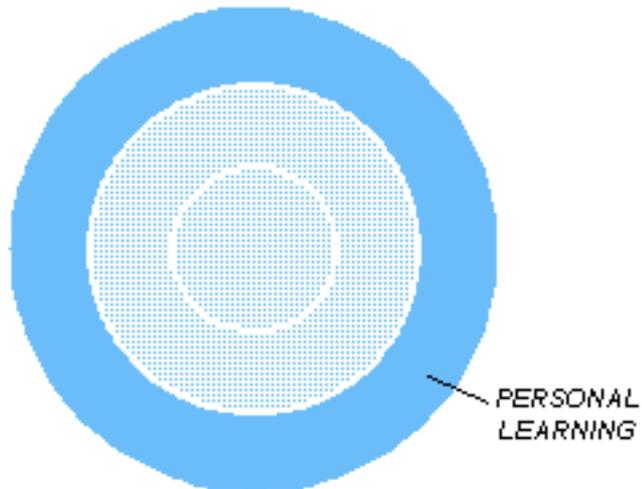
14.2 To help part-time staff, the Organisation Development Team will try to offer corporate courses on a variety of days of the week where attendance is mandatory. However it is not possible to accommodate every Library working pattern and individuals may be asked to change their working days in order to attend. They are entitled to time off in lieu or payment for extra time worked.

15. PERSONAL LEARNING SCHEME

15.1 The Personal Learning Scheme (formerly known as the Personal Development Scheme) is designed to support individuals who wish to pursue development in an area of personal interest, rather than development directly relevant to their job.

15.2 Personal Learning develops knowledge and skills, and brings benefits that are harder to define, such as confidence, interest and enjoyment, increased willingness to try new things.

The Library supports this approach to lifelong learning by making a financial contribution to successful applicants to the Personal Learning Scheme.



Examples of development supported by the Personal Learning Scheme



- *GCSE - Mathematics*
- *Open University degree - Psychology*
- *Evening class - French for beginners*

There are areas of personal interest and development which are not supported by the Personal Learning Scheme. These include:

- Attending health and fitness classes, such as Keep Fit, Aerobics, Athletics and Yoga, unless attending an accredited course to become an Instructor.
- Participation in sports will not be supported, unless following a recognised accredited route to become a qualified coach

Each application will be assessed on its own merit in line with the criteria. The criteria are listed below in Section 15.4.3 and are on the Intranet, along with contact details, if individuals want to discuss a potential application.

Full details, will be required before an application is considered, covering the aims and objectives of the development, supplier and their qualifications and/or accreditation, costs, learning methods and timescales. Support will not be granted without this information.

15.3 *Development methods for Personal Learning Scheme* can include:

E-learning	Further education (evening classes, Open University etc)
Reading	Distance Learning

15.4 *Standards for Personal Learning Scheme.*

15.4.1 Details of the Personal Learning Scheme are held on the Intranet and the budget is managed by the Organisation Development Team. Individuals can apply for support at any point in the year but retrospective applications will not be considered. Applications are dealt with in the order received and once the budget is committed, no new applicants can be supported until the next financial year.

15.4.2 Only one successful application will be authorised per person per financial year. A financial year begins on 1 April and ends on 31 March.

15.4.3 To qualify for support individuals must meet **all** the following criteria:

- *The learning* - must be provided by a recognised training supplier. The application must be able to demonstrate learning content rather than just participation in an activity. Private tuition for specialist skills such as languages will be considered but Organisation Development must be satisfied that providers are suitably qualified and/or accredited.
- *Individual* - must have completed probation and have a satisfactory performance, conduct and attendance record. The individual should have no "unsatisfactory performance" assessments for job objectives or competencies at the last end-of-year performance review, and not be currently failing to meet performance expectations.
- *Contract* - must not be due to end before the individual will finish the course of study.
- *Line manager* - must support the application and sign the form to indicate that the individual's performance and attendance are satisfactory. For more information on attendance see the [Managing Attendance policy](#), Section 17, Excessive Absences.

15.4.4 If a Personal Learning Scheme application is successful the individual is entitled to:

- 80% of course fees in any one financial year, up to a maximum of £500 whichever is less.
- 80% of exam fees
- 50% of essential course books and materials in any one financial year, up to a maximum of £100 per course of development.

15.4.5 Staff under the age of 18 receive the following support:

- 100% of all registration, course and examination fees
- Reimbursement of fares in excess of normal home-office commitment

- 50% contribution to course materials
- Attendance at college is regarded as official duty

15.4.6 The procedure for financial support requires that you pay all course fees and material costs yourself and then reclaim the money from Organisation Development. Receipts are needed for every item.

15.5 The Personal Learning Scheme does not give any rights to study leave and all studies must take place in your own time. However special paid leave may be granted by your manager to cover examinations which take place during your normal working hours. Additionally, for staff aged 16 and 17, see Section 15.4.5.

15.6 *Responsibilities for Personal Learning Scheme.*

	<i>Individual</i>	<i>Manager</i>	<i>OD Team</i>
Identifying development needs	○		
Identifying/selecting development actions	○		
Confirming satisfactory performance/attendance		○	○
Approving financial support			○
Evaluating development progress	○		

16. EQUAL OPPORTUNITIES MONITORING

16.1 The Library is committed to equality and will undertake to monitor learning activities on the grounds of gender, ethnic origin, disability, religion and belief and age. This is to ensure there is equality of opportunity for all employees to the access and take-up of learning activities in order to support the implementation of our diversity policy. This information will be kept confidential by the Human Resources team and will be used for no other purpose than to enable the Library to fulfil its obligations for monitoring equal opportunities.

17. APPEALS PROCESS

17.1 Employees have a right to appeal if they are not satisfied with a decision about training or development. This should be done using the Library's Grievance Policy. However individuals are encouraged to try and resolve the issue informally with their line manager before going through the grievance procedure.

18. RESPONSIBILITY

18.1 All members of staff referred to within the scope of this policy are required to adhere to its terms and conditions.

18.2 All line managers are responsible for ensuring that this policy is applied within their own area. Any queries on the application or interpretation of this policy must be discussed with Human Resources prior to any action being taken.

Human Resources has the responsibility for ensuring the maintenance, regular review and updating of this policy. Proposed changes to the policy will follow the process as described in Section A: Introduction: Paragraph 1.1 of the Staff Handbook.

Appendix 1 – Glossary

Competency	<p>Competencies describe the skills, knowledge and behaviours required for effective performance. Assessing performance against required competencies may identify development needs.</p>
<ul style="list-style-type: none">• <i>Core</i>	<p>Five core competencies apply to everyone in the Library:</p> <ul style="list-style-type: none">• Open consultative organisation• Empowered, flexible and diverse workforce• Non-hierarchical, agile decision making• Staff who feel valued and recognised• Strong performance management
<ul style="list-style-type: none">• <i>Role</i>	<p>Every Library job is assessed against three role competencies:</p> <ul style="list-style-type: none">• Customer Focus• Managing Change• Business Focus <p>Definitions vary depending on the job's role group:</p> <ul style="list-style-type: none">• Service Delivery• Expert and/or Team Leader• Leading Expert and/or Manager• Strategic Leader
<ul style="list-style-type: none">• <i>Professional</i>	<p>Professional competencies are the job-specific technical or professional knowledge/skills required for effective performance. Some jobs may not require specific professional competencies as the job is fully described by the core and role competencies.</p>
Corporate evaluation criteria	<p>These are:</p> <ul style="list-style-type: none">• Programme objectives• Programme content• Learning application• Training materials• Programme administration• Programme length• Tutor delivery style• Tutor knowledge
Development need	<p>Where development is required to carry out job objectives or achieve competency expectations. Development needs may be identified by the manager or individual and can arise from changes in job content or processes, individual taking on a new role etc.</p>
Formal and informal development	<p>Formal development occurs when development needs are identified and agreed actions are put in place to provide the development. Methods include attending training courses or undertaking work specifically to develop knowledge or skills.</p> <p>Informal development is unintentional and occurs as a by-product of the job.</p>

Induction	The process of helping someone feel welcome and passing on information about their new job and the Library to enable them to become effective in the role.
Job-specific development	Action to meet development needs related to objectives or competencies in the current job. Aim is to ensure individuals can meet the required standards. Budgets are held by Directorate Training Co-Ordinators. Further details are in Section 9
Key Performance Indicators (KPIs)	<p>Key Performance Indicators reported for learning and development allow monitoring of the number of training days undertaken by Library staff. They also provide information for equal opportunities monitoring, with break downs by gender, ethnic origin, disability, age and religion/belief.</p> <p>The Organisation Development Team is responsible for collating learning and development KPIs, using their own data plus that provided by training coordinators and other corporate training providers.</p>
Learning & Development Champions	Individual within the directorate with responsibility for ensuring the learning and development needs of staff are being met, developing directorate learning and development plans etc. Further details are in Section 7.5.
Learning & Development Forum	Group made up of the Organisation Development Manager, Learning and Development Champions and Trades Union Learning Representatives with responsibility for representing staff views of learning needs at a corporate level, providing advice to the OD Team etc. Further details are in Section 7.7.
<i>Learning & Development Group of the Industrial Relations Framework</i>	Group consisting of representatives of Library management and the recognised trade union branches of the Library. Further details are in Section 7.8.
Learning record	Complete record of all learning and development activities an individual undertakes throughout their career. Kept by the individual in whatever format they choose. (See Appendix 2 for sample format)
Lifelong learning	<p>Idea that everyone should continue to learn throughout their life in support of their job, career and personal interests. All learning is valuable, regardless of subject, as it provides new knowledge, new skills and more intangible things like enjoyment, confidence, new ways of thinking etc.</p> <p><i>"learning throughout life will build human capital by encouraging the acquisition of knowledge and skills and emphasising creativity and imagination. The fostering of an enquiring mind and the love of learning are essential to our future success..."</i></p> <p>'The Learning Age', Green Paper, 1998</p>

National Vocational Qualification (NVQ)	Work-related, competence-based qualifications reflecting the skills and knowledge needed to do a job effectively. Based on national occupational standards and assessed at five levels.
Organisation Development Team	Team within Human Resources responsible for identifying corporate training needs to support the achievement of strategy and competencies, managing the corporate training budget etc. Further details are in Section 7.6.
Performance Management Record	<p>Every individual should have a current performance management record, agreed with their manager. This is a live document, updated throughout the year in accordance with the annual performance management cycle. It records:</p> <ul style="list-style-type: none"> • Individual's details and manager's overall performance assessment • Objectives set and achievements made • Expectations and achievements for core, role and professional competencies • Personal Development Plan goals and achievements
Personal Development Plan (PDP)	The part of the performance management record where development needs and the actions agreed to meet them are identified and recorded. Personal development goals should be described in SMART terms – specific, measurable, achievable, relevant and time related.
Personal learning	Individual undertaking development in an area that interests them but is not directly connected to their job.
Personal Learning Scheme	Provides financial support for staff undertaking study in their own time, subject to a number of criteria relating to the training and the individual. The Personal Learning Scheme is administered by the Organisation Development Team. Further details are in Sections 15.4 and 15.5
Professional development	Action to develop knowledge and understanding and to maintain awareness within the field of work. Budgets are held by Directorate Training Co-Ordinators. Further details are in Section 10.
Training Co-ordinator	Individual responsible for coordinating and managing the directorate budget for job-specific and professional development, keeping directorate training data etc. Further details are in Section 7.4. A list of current co-ordinators is on the Intranet at: Home > Working here > People Issues > Learning and Development > Training Co-ordinators.

Appendix 2 – Sample Learning Record

LEARNING RECORD

This Learning Record is for personal use by anyone who wants a single, complete record of all the training and development they undertake over the years.

It provides a sample template for recording development including qualifications gained, courses attended, on-the-job learning, personal development activities etc.

It can be adapted to suit personal needs, for example by adding new lines as appropriate.

Name

Date	Development area	Development undertaken	Key learning points to remember