

**Request Ref: 2634**

FOI Request dated **16/05/2022** as follows –

*Please may you provide me with:*

- *A copy of your organisation's staff development policy*
- *Please could you also complete the attached excel spreadsheet.*

The Freedom of Information Act requires that this request is dealt with in a manner that is motive and applicant blind. A disclosure under this legislation is considered a disclosure to the world and is considered to be on the basis that it is in the public interest.

**Response**

Please find attached response.

Please note some of the questions posed are not valid under the Freedom of Information Act (Section 8), as FOI is for information held not yes/no answers. However, as a gesture of goodwill and outside of the act, we have answered some of the questions. I trust this is helpful, but it does not affect our legal right to rely on the fees regulations for the remainder of your request.

## LEARNING AND DEVELOPMENT POLICY AND PROCEDURE

<i>Author:</i>	<i>HR Directorate (Learning and Development)</i>
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<i>Latest version issued on:</i>	<i>27 August 2021</i>
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<i>Consultation process:</i>	<i>Policy Working Group (October 2019)</i>
<i>Target audience:</i>	<i>All University employees</i>
<i>Distribution:</i>	<i>Intranet</i>

When this document is viewed as a paper copy, the reader is responsible for checking that it is the most current version on the University intranet.

This document is in two parts. The Policy sets out the guiding principles and intentions of the University and the Procedure describes how the policy will be applied and put into action.

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#### **Learning and Development Procedure**

## **The University of Hull**

### **Learning and Development Policy**

#### **1 Purpose and objectives**

1.1 This Learning and Development Policy should be considered in the context of the University's overall objectives for staff as set out in the corporate strategy. The University is committed to the development of its staff and aims to develop a flexible and proficient workforce through continued investment in learning and development.

1.2 Learning and Development within the University is defined as: all those processes which enable staff to develop the knowledge, skills and abilities required to achieve institutional goals and enhance personal effectiveness.

1.3 Learning and Development activity encompasses a wide range of activities and processes which may include but are not limited to:

- Faculty, Directorate or Section development events or activities.
- Coaching and Mentoring
- On line learning
- Job shadowing, job rotation, secondment or special projects
- Engaging in teaching observation or other systematic mechanisms for gaining feedback on work
- Short courses provided by the University
- External courses, workshops and conferences
- Professional or technical qualifications

1.4 The University is committed to professional development and acknowledges the potential synergy and existing connections across the academic and professional areas. Staff are expected, with the active support of their Manager, to take responsibility for their Continuing Professional Development (CPD). Senior colleagues should ensure that individuals are prepared for the learning and development activities which they undertake and are given time to apply and consolidate their learning. They should also assess the impact of such learning on performance in order to monitor the effectiveness of the provision both for the University and the individual.

#### **2 Scope/Eligibility**

2.1 The Learning and Development Policy applies to all staff employed by the university.

2.2 Colleagues from associate colleges or partner institutions are welcome to attend events as advertised in the central learning and development programme where spaces are available. Priority will, however, be given to University of Hull employees where demand is particularly high and participation is at the discretion of the Organisational Development Team

### **3 Principles**

3.1 Advisory policy to support institutional effectiveness.

### **4 Equality**

4.1 This policy and procedure has been produced with the aim of supporting the University's overall strategy to embrace diversity and welcome individuals from all backgrounds on an equal and non-discriminatory basis. When using this policy and procedure, the University expects members of staff to treat all colleagues fairly and with respect and will take action against acts which breach the Policy on Diversity.

### **5 Data Protection**

5.1 The data collected in the course of following this policy and procedure will be used for monitoring and managing the effectiveness of the University's Learning and Development provision. Records of Learning and Development attendance and completion be held on the University's computerised Human Resources Management System (MyHR) and paper records will be kept on an individual's central HR file, and where necessary in secure records within other relevant departments. Only staff who need to see the information in order to carry out the duties of their post will have access to the data. The information will be kept on computerised and paper records, in line with the Data Retention Policy, for the life of those records, details of which can be found in the Policy on Data Protection on the University's SharePoint site.

### **6 Communications**

6.1 The University aims to raise awareness of all employees of their rights and responsibilities under this policy and procedure.

### **7 Monitoring**

7.1 The effectiveness of this policy will be ensured by continuous monitoring, regular review and consultation with campus trade unions. It will be the responsibility of the HR Director to monitor the effectiveness of this policy.

### **8 Further information**

8.1 This Policy and Procedure is not contractual and is not intended to be incorporated into individual terms and conditions of employment. It may be subject to review, amendment or withdrawal but any changes will be made following consultation with the recognised Trade Unions.

8.2 For further information on anything in this policy document, or for availability in larger text format, please contact University of Hull HR Department in the first instance.

## **Learning and Development Policy Procedure**

### **Central Learning and Development Provision**

The University Organisational Development Team sits within the Human Resources Directorate. The team will:

- Assess and recommend the level of resources, including financial resources, to be budgeted for learning and development activities for all staff groups across the University.
- Review, promote and support learning and development initiatives and activities throughout the University.
- Design and deliver centrally provided courses, workshops and other activities, and will assist other units to meet their identified needs including recommendations for the evaluation of all learning and development activity.

In the Spring of each year the Organisational Development Team prepares the central programme of events for the next academic session as part of the integrated planning process. Topics covered reflect the priorities contained within the University's Corporate Strategy and respond to the changing context of Higher Education. Learning and development needs of staff are identified through discussion with University senior colleagues, staff groups, feedback from external agencies, external factors such as new legislation, reports on Higher Education, local changes and appraisal. In addition to strategic priorities the Organisational Development Team also identify generic topics for workshops that will equip colleagues with the necessary skills, knowledge and abilities to perform their roles more effectively.

- The central programme of events is made available to all staff on the Organisational Development sharepoint pages. Throughout the year a number of additional events, supporting major University initiatives, may be added to the site.
- In addition to the central programme of events the Organisational Development Team provide a consultancy service to Faculties, Directorates and Sections.
- Strong links exist between the central Organisational Development Team and other University providers of learning and development activity. Such links are vital in ensuring that staff have access to a full range of learning and development interventions. These partners include:
  - Teaching Excellence Academy
  - Health and Safety Services
  - Doctoral College
  - Skills team (Library)
  - Student Support Services
  - Research and Innovation

## **Responsibilities**

Responsibility for the identification and administration of learning and development activity in addition to that managed centrally, and also for operating systems that allow access to support for 'external' learning and development activity, rests with that local area. The following guidelines are designed to support consistency of practice across the University.

The Head of each area should nominate a member of staff to act as Learning and Development representative, making clear their responsibilities and advising the Organisational Development team of the nominated contact. The Learning and Development team will assist representatives in understanding of the potential of their role, and in keeping them informed as to events, funds, and policy development.

Permission to attend courses, seminars and other development activity will ultimately be given by the Head of the area. The University Appraisal and Development Review Scheme must play an important role in determining appropriate learning and development activities and priorities. Criteria used should include the appropriateness of the development event based upon individual, subject area and institutional requirements and resources available. Such a plan should be based upon a combination of the person's occupation, future career, the department's plans and institutional goals.

In order to gain maximum benefit from any learning and development activity it is advisable for the Head and individual to agree expected learning outcomes and any anticipated actions, such as how learning might be disseminated, resulting from such attendance.

When considering requests for formal programmes of study Managers should refer to the 'Staff Access to Programmes of study, internal and external' policy which provides further guidance for establishing a business case for each activity and recording an agreed pay back position.

The Organisational Development Team can offer assistance and guidance on implementing the University's Learning and Development Policy, and in recommending practice and provision.

## **Process for raising an issue**

Should there be any problem in reaching an agreement about learning and development activities, an attempt to resolve the problem should be made, initially, within the area. If the issue remains unresolved it should then proceed through the line-management system and finally, if still unresolved, through the normal grievance process.

## **Specific development activity**

### Induction

All new members of staff are invited to complete the central induction eLearning course and Managers should make time available for all new staff to participate in this activity. All new members of staff must also be given a period of induction training within their area to provide them with essential and specific information about their role and tasks and about the area.

### In-House Courses

Courses organised centrally are free to University employees and all are welcome to attend. Managers should encourage take-up of places by ensuring that information about in-house provision is circulated adequately and that time off is granted and/or cover arranged so as to make it possible for staff to attend where such activity has been agreed through appraisal and development review.

### Day release

Day release is subject to the approval of the Head of area and to the relevance of the course of study or training to the agreed development plan. The approval of the Head should be sought before enrolling on a course (or as soon as possible where a new member of staff has embarked upon a course of study prior to becoming an employee of the University).

### Open University Degree Courses

Leave of absence with pay for one week may be granted to members of staff enrolled as students of the Open University and wishing to attend the annual residential course. (Members of staff considering such a development activity must seek approval from their line manager before pursuing such activity)

### Examinations

Leave of absence, without loss of pay or annual leave, should be granted for attendance at examinations for approved courses where successful completion is identified as a requirement of the role, for example ACCA qualifications in Finance. It is recommended that a further half day's leave for each examination be granted as preparation time for each examination.

### University degree courses

Staff who wish to register for degree courses offered by the University, should refer to the document 'Staff access to Programmes of Study internal and external' which describes the procedure and application process to be followed. This can be found on the Organisational Development sharepoint pages.

### Conference attendance

Funding for external conference attendance would normally be included in research grant applications. Where external funding is unavailable the Head will need to determine whether such attendance is in the interests of the department before authorising funding from the area budget.

### PhD funding

Where a member of academic staff has been asked to undertake / complete a PhD whose research outcomes have a direct benefit for the Faculty or School it is the responsibility of the Dean to allocate an appropriate budget.

**Section 1 Academic Staff Development**

1a. Does your university offer academic employees the opportunity to gain H training programme?

1b. If the answer to 1a is yes, what is the highest level of award possible thro

1c. If the answer to 1a is yes, is this programme offered as a standalone prog

1d. If the answer to 1a is yes, is this programme (also) offered as an apprenti

1e. If the answer to 1a is yes, is the programme open to employees seeking t academic roles?

1f. Since 2017, how many academic staff have been on a **NON-APPRENTIC**

	2017	2018	2019	2020	2021
	105	91	118	92	113

**Section 2 Professional Services Staff Development**

2a. Does your university offer professional service staff the opportunity to gain internal training programme (e.g. Chartered Status)?

2b. If the answer to 2a is yes, what is the highest level of award possible thro

2c. If the answer to 2a is yes, are any of these programmes offered as an app

2d. If the answer to 2a is yes, are any of these programmes open to employe professional service roles?



<b>2e.</b>	Since 2017, how many professional service staff have been on a <b>NON-A</b>				
	2017	2018	2019	2020	2021
	0	0	0	0	0

\* professional development programmes for our PSS are bespoke to

<b>2f.</b>	Since 2017, how many professional staff have been on an <b>APPRENTICE</b>				
	2017	2018	2019	2020	2021
	7	13	8	5	0

### Section 3 Apprenticeships

**3a.** How many apprenticeship programmes does your organisation currently development programme?

<b>3b.</b>	Since the introduction of the apprenticeship levy in 2017, how many emp - For the year 2022, please enter actual at present and anticipated for the the coming months please add 2 to “2022 at present” and 3 to “2022 antic				
	2017	2018	2019	2020	2021
	7	13	8	5	0

**3c.** How many internal apprenticeship programmes lead to a recognised qua

**3d.** Please list the Standards offered as apprenticeships to staff and any acad  
Senior Leader – MBA)

**3e.** Do your apprenticeship programmes contain any discrete modules/training in management/leadership?

**3f.** Does your organisation offer internal apprenticeship programmes which are delivered by external providers?

**3g.** If the answer to 3f is YES, please list the Standards delivered by the external providers.

**Section 4 Demographics**

**4a.** What is the gender and racial profile of employees currently studying on / completing an apprenticeship?

	Female	Male	Transgender	Non-binary
	0	0	0	0

*Breakdown*

<b>Asian</b>	0	0	0	0
<b>Black</b>	0	0	0	0
<b>Mixed</b>	0	0	0	0
<b>White</b>	0	0	0	0
<b>Other</b>	0	0	0	0
<b>Unknown</b>	0	0	0	0

\* please see note on question 2e

**4b.** What is the gender and racial profile of employees currently studying on / completing an apprenticeship?

	Female	Male	Transgender	Non-binary
	25	8	0	0

*Breakdown*

<b>Asian</b>	0	0	0	0
<b>Black</b>	0	0	0	0
<b>Mixed</b>	0	0	0	0
<b>White</b>	23	8	0	0
<b>Other</b>	0	0	0	0
<b>Unknown</b>	2	0	0	0

EA accreditation through a formal internal

ugh this route (E.g. PGCertHE).

programme (i.e. not part of an apprenticeship)?

ceship?

o move from professional service to

**ESHIP** HEA accrediting programme?

2022 at present	2022 anticipated additional
52	65

n external accreditation through a formal

ugh this route (E.g. L7).

renticeship?

es seeking to move from academic roles to

**APPRENTICESHIP** formal development progr

2022 at present	2022 anticipated additional
0	0

individual and team needs. This provision i

**APPRENTICESHIP** programme?

2022 at present	2022 anticipated additional
0	0

offer to staff as part of a structured staff

employees at your university have joined an app  
remainder of the year. E.g. if there are 2 cur  
"2022 anticipated additional"

2022 at present	2022 anticipated additional
0	0

qualification from your organisation?

academic awards contained within (e.g. L7

ng elements regarding Higher Education

are delivered by external training

nal provider.

NON-APPRENTICESHIP internal development

Other	Total
0	0

0	0
0	0
0	0
0	0
0	0
0	0

APPRENTICESHIP internal development prog

Other	Total
0	33

0	0
0	0
0	0
0	31
0	0
0	2

Drop Down

Yes

Free Text

Post Graduate Certificate in Academic Practice (PCAP)

Drop Down

Yes

Drop Down

No

Drop Down

Yes

Numeric Values

Total

636

Drop Down

No

Free Text

Drop Down

Drop Down and Free Text

Numeric Values

amme?	
Total	0

s mixed between internal and external, but is not recorded in

Numeric Values

Total	33

Numeric Value

	10
--	----

Numeric Values

renticeship programme funded through your levy account?	
rently on programme and an additional 3 expected to start in	
<b>Total</b>	33

Numeric Value

	3
--	---

Free Text

Chatered Management Degree Apprenticeship Level 6 (contains academic award of BA in Business Management); Senior Leaders Apprenticeship L7 (contains award of MBA); and Professional Supply Chain Apprenticeship L6 (contains award of BSc in Professional Practice in supply chain leadership
--

Drop Down

No

Drop Down

Yes

Free Text

Business Admin L2 & L3, Construction Building Maintenance L2, Plumbing & Heating L2, Customer Service L2, Assistant Account L3, Associate Project Manager L4, Commercial Supply Chain L4

it programmes?

These classifications are assembled according to ONS formatting. Where the breakdown is not consistent with your organisation's internal categorisations please change to fit.

rammes?

These classifications are assembled according to ONS formatting. Where the breakdown is not consistent with your organisation's internal categorisations please change to fit.





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a way we can extract it for the FOI.

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