PER03	ADOPTED: 29.5.96	REVIEWED: 16.8.99, 29.8.01, 27.8.03; 31.8.05; 29.8.07; 25.8.10; 28.8.13; 31.8.16;

STAFF TRAINING AND DEVELOPMENT POLICY

1.0 INTRODUCTION

1.1 We encourage staff members to undertake training and development to acquire the skills, knowledge and qualifications necessary to perform their duties and responsibilities. We will also try to assist staff wishing to develop their careers, within the framework of the priorities detailed in section 1.4 below.

1.2 We are committed to maximising the potential of all our employees and this commitment is formalised through this Staff Training and Development Policy and through the allocation of appropriate resources as part of the budget setting process.

1.3 As part of the annual appraisal process, staff will identify in conjunction with their Manager their future training and development requirements.

1.4 We have limited resources available to meet identified training needs. In order to assess priorities, account will be taken of whether an individually identified training need:

- will provide a development opportunity to ensure employees have the necessary skills to perform their jobs effectively;

- will help Prospect fulfil its strategy and objectives for the year ahead as detailed in the Business Plan;

- is in the medium to longer term interest of the organisation;

- is a personal need which Prospect, in recognising its size and lack of career progression, ought to seek to fulfil in the longer term.

1.5 We recognise that staff can sometimes demonstrate ability, interest and initiative that may result in them being considered for a training post that could result in promotion.

In the event that such a post is being considered, a detailed report highlighting the purpose of the post, performance expectations and criteria and the training support to be offered will be prepared by the Manager and authorised by the Director.

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1.6   Following approval of the budget, an organisational training plan will be set incorporating individual training plans. The individual training plans for each staff member will be finalised at their annual appraisal meeting, and will form part of the staff member's objectives for the following year.

1.7   This policy is supported by detailed procedures.

2.0   MEETING TRAINING & DEVELOPMENT NEEDS

2.1   We aim to meet the training and development needs of employees in the following ways:

Induction

2.2   Managers are responsible for ensuring that all new employees, and staff transferring to a new job or section within the Association, receive appropriate induction training. For further details see the New Employees Starting Arrangements procedure. All new staff will be encouraged to undertake development opportunities to ensure they have the skills and knowledge to perform their jobs effectively.

In-house training & development

2.3   We recognise the value of in-house training where 'on the job' training, coaching and mentoring can take place to pass on relevant skills, to ensure competence in the current job or for future new initiatives or working practices.   This type of training opportunity will be tailored to meet the specific needs of an individual.

Seminars and Conferences

2.4   Where development needs or skill gaps have been identified as part of the appraisal process and no appropriate in-house training can be provided, members of staff will be encouraged to identify appropriate external courses to meet their needs. Managers will provide assistance with this process if needed.

2.5   We also recognise the value of networking events and will encourage attendance at forums, seminars and conferences to allow staff to keep up-to-date with current developments in their area of work and to assist them to carry out their duties.

Academic and Professional Qualifications,

2.6   Staff may be eligible to receive assistance to enable them to follow a course of study leading to a professional qualification or to improve or learn a new skill. Such a course must be of benefit to both the staff member and to Prospect and recommendations for assistance must be made by the employee's Manager.

2.7   The assistance that may be available will include:

- all or part of the fees for the approved course of tuition;
- the examination fee, including exemption fees where applicable;
- up to 12 days study leave per year;
- the additional cost of transport, where this exceeds the cost normally incurred in travelling from home to work;
- time off with pay to sit the examination;

- a grant towards meeting the costs of essential books, with the books becoming the Association's property.

For further details see the procedures supporting this policy.

2.8   We do not have a list of professional qualification courses which are recognised and regarded as eligible for release from work or for financial assistance. Each application for professional training will be treated on its merits, bearing in mind the short and long-term needs and requirements of the organisation.

Evening Classes

2.9   We will consider reimbursing the costs of attendance at evening classes where the course is directly work related. No time off will be given for attendance at Evening Classes.

3.0   IMPLEMENTATION AND REVIEW

3.1   The Director is responsible for ensuring that this policy is implemented.

3.2   Managers will monitor and review the results of training received as part of the appraisal review meetings held during the year.

3.3   The Director will submit an annual report detailing the seminars, conferences, training courses etc. attended by staff during the previous year, to the April meeting of the Management Committee.

3.4   The Director will ensure that this policy is reviewed by the Management Committee at least every 3 years.

Reviewed by the Management Committee on 30 October 2019

Next review due by: October 2022

PROSPECT EQUALITY IMPACT ASSESSMENT RECORD

Title of policy/ practice/ strategy	Staff Training and Development Policy
Department	Corporate
Who is involved in the EQIA?	Management Team/Julie Thynne
Type of policy/ practice/ strategy	New ☐ Existing ☒
Date completed	13/08/19

Stage 1: Screening Record

What is the main purpose of the policy?

To provide a framework for the training and development of our staff in order to improve, enhance and develop their skills.

Who will the policy benefit and how?

Training and development opportunities are available to all members of staff. Tenants and service users will indirectly benefit by the enhanced skills and knowledge obtained by staff.

For each equality group, does or could the policy have a negative impact?

Protected characteristic	Negative	Positive/no impact	Don't know
Age	☐	☒	☐
Disability	☒	☐	☐
Gender reassignment	☐	☒	☐
Marriage & civil partnership	☐	☒	☐
Pregnancy & maternity	☒	☐	☐
Race	☐	☒	☐
Religion or belief (including no belief)	☐	☒	☐
Sex	☐	☒	☐
Sexual orientation	☐	☒	☐

If you answered negative or don't know to the above question you should consider doing a full EQIA.

Are there any potential barriers to implementing the policy?

Potential barriers include financial and capacity issues. A specific budget is allocated for training and development each year. Managers and staff members discuss training requirements as part of their annual appraisals and capacity issues are identified at this stage.

	Yes	No
Is a full EQIA required?	☒	☐

If you answered no to the above question explain why a full EQIA is not required:

No impact on equalities identified:	☐
Other:	

Stage 2:   Data and evidence gathering, involvement and consultation

Include here the results of your evidence gathering, including qualitative and quantitative data and the source of that information, whether national statistics, surveys or consultations with relevant equality groups.

Source	Qualitative evidence provided	Quantitative evidence provided	Which protected characteristics are covered?	Gaps identified/ action taken
Management information data		Annual staff and committee equalities data	Age, disability, gender, ethnicity. In some cases other protected characteristics	Membership data not collected. Implementation of Cx will assist with data collection.
Tenant satisfaction survey		Survey carried out in 2013	Age, disability, gender, ethnicity. In some cases other protected characteristics	Data becoming out of date. Implementation of Cx will assist with data collection.
Committee, Equalities Working Group and Tenants Forum minutes	Equality related issues identified and discussed		Various	
Review of complaints received	Tenant/service user experience	Statistical data on types of complaint	All protected characteristics	Implementation of Cx will assist with data collection and analysis of protected characteristics
Observations/conversations (anecdotal)	Staff/committee/tenant/service user levels of understanding, inclusive practice		All protected characteristics	
Edinburgh Census 2011		Statistical data	Age disability, gender, ethnicity, marital status, religion or belief.	Data becoming out of date.
EdIndex data		Statistical data provided for individuals on the housing waiting list	Age, disability, gender, ethnicity. In some cases other protected characteristics.	Data becoming out of date.
SHR Annual Return on Charter data		Statistical data on staff, committee and tenant profile for RSLs	Disability, ethnicity.	

Stage 3: Assessing the impacts

How might the policy impact on people who share protected characteristics? Include both positive and negative impacts.

Protected Characteristic	Description of Impact
Age	Younger employees may experience greater training opportunities in order to build their confidence and skills levels.
Disability	Accessibility of training venues and facilities may impact employees with disabilities. Venues and facilities are considered at the time of booking to ensure the needs of the individuals attending the training are met.
Gender reassignment	No impact identified.
Marriage & civil partnership	No impact identified.
Pregnancy & maternity	Employees on maternity leave may miss out on training opportunities. Employees on maternity leave are offered the opportunity to attend training during a "Keeping in Touch" (KIT) day. On return to work the Manager will discuss training requirements and ensure suitable arrangements are in place.
Race	No impact identified.
Religion or belief (including no belief)	No impact identified.
Sex	No impact identified.
Sexual orientation	No impact identified.

How does the policy promote equality of opportunity?

Training and development requirements are discussed and agreed with every employee at their annual appraisal and reviewed during regular work review meetings.

How does the policy promote good relations?

Where common training topics have been identified inter-departmental group training sessions are arranged. In some cases training can be held jointly with other Housing Associations.

Stage 4: Decision making and monitoring

Identifying and establishing any required mitigating action

If, following the impact analysis, you think you have identified any unlawful discrimination – direct or indirect - you must consider and set out what action will be undertaken to mitigate the negative impact.

Does the assessment show a potential for differential impact on any group(s)?	☒ Yes	☐ No
Is there potential for unlawful direct or indirect discrimination?	☐ Yes	☒ No

Describing how Equality Impact analysis has shaped the policy making process

No changes have been made to the policy as a result of the equality impact assessment. Training and development costs are budgeted for annually.

Monitoring and Review

This policy and its Equality Impact Assessment will be monitored and reviewed after three years. Training and development needs are monitored and reviewed on an ongoing basis through work review meetings and annual appraisals.

Stage 5 - Authorisation of EQIA

Please confirm that:
   ♦   This Equality Impact Assessment has informed the development of this policy:

   Yes   ☒   No   ☐

   ♦   Opportunities to promote equality in respect of age, disability, sex, pregnancy and maternity, gender reassignment, sexual orientation, race and religion or belief have been considered, i.e.:

   o Eliminating unlawful discrimination, harassment, victimisation;
   o Removing or minimising any barriers and/or disadvantages;
   o Taking steps which assist with promoting equality and meeting people's different needs;
   o Encouraging participation (e.g. in public life)
   o Fostering good relations, tackling prejudice and promoting understanding.

   Yes   ☒   No   ☐

Declaration

I am satisfied with the equality impact assessment that has been undertaken for Staff Training and Development policy.

Name: Brendan Fowler
Position: Director
Authorisation date: 13/08/19