

Version	EN3
Last Revision Date	April 2023

Datblygu'r Gweithlu
Cyngor Rhondda Cynon Taf, gweithio gyda chi, gweithio gyda'n gilydd

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People Development
Rhondda Cynon Taf Council, working with you, working together

Training, Learning & Development Policy

This document is available in Welsh, please see, Polisi Hyfforddi, Dysgu, a Datblygu



DOCUMENT CONTROL	
POLICY NAME	Training, Learning and Development Policy
Department	Human Resources
Telephone Number	01443 444503
Initial Policy Launch Date	2007
Reviewing Officer	Policy Review Group
Review Date	September 2016
Date of Equality Impact Assessment	September 2016
REVISION HISTORY	
Date	Revised By
August 2010	Rachel Davies
September 2016	Policy Review Group
June 2019	Rhianydd Davies
April 2021	Michelle Lindley
May 2021	HR Welsh Language Standards Group
DOCUMENT APPROVAL	
This document has received approval from:	Date of Approval
HR Senior Management Team	April 2021
Senior Leadership Team	June 2019
Cabinet	

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1. INTRODUCTION

As set out in our Corporate Plan, the Council's Vision is to have "a County Borough that has high aspirations, is confident and promotes opportunity for all". The purpose of the Council is "to provide strong community leadership and effective services for the people of Rhondda Cynon Taf to enable them to fulfil their potential and prosper".

The Training, Learning & Development policy is to provide support and guidance for staff and managers to enable the Council to achieve its priorities by ensuring that the Council staff, or workforce, are developed and able to meet the current and future challenges the organisation faces, so that services for residents are the best they can be.

"Training, learning and development" includes all activities by which staff acquire or develop competencies that are necessary or desirable in enabling them to achieve their performance targets effectively, or to prepare them to achieve future performance targets, including induction and career management activities.

2. SCOPE

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. WHO IS RESPONSIBLE FOR LEARNING AND DEVELOPMENT?

All staff have responsibility for learning and development:

3.1 **All Staff:**

- 3.1.1 will assist in identifying their learning needs,
- 3.1.2 will make best use of the learning and development opportunities afforded to them,
- 3.1.3 will provide feedback to enable learning and development activities to be evaluated,
- 3.1.4 will actively work to apply what they have learnt to improve their performance at work,
- 3.1.5 in addition, staff with particular strengths may, with an appropriate level of support, assist the learning and development of their colleagues through explanation/demonstration etc.
- 3.1.6 will look to source learning and development through internal sources via **The RCT Source or the RCT Training Compendium**. Should the required learning and development be unavailable internally then any externally funded opportunities should be investigated prior to sourcing externally provided learning and development at cost to the Council.

3.2 Team Managers:

- 3.2.1 will review the performance of their team members and provide individual feedback in order to highlight both areas of particular strength and areas where development is needed. Any written feedback is to be provided in the language preference (Welsh or English) of the member of staff.
- 3.2.2 will work with staff to prioritise learning and development needs to reflect organisational, team and individual performance targets.
- 3.2.3 will maintain a plan for the learning and development of their team.
- 3.2.4 will enable the provision of relevant learning to their staff.
- 3.2.5 will monitor the quality of learning and support the implementation and application of learning to improve work performance.
- 3.2.6 will evaluate the impact of learning and development actions on individual and team goals and targets.

3.3 Senior Managers (Chief Officer Related Grades)

- 3.3.1 will ensure that priority areas identified for learning and development reflect the Council's priorities.
- 3.3.2 will ensure the availability of appropriate resource, including budget, to meet learning and development needs.
- 3.3.3 will ensure the development and delivery of learning and development plans.
- 3.3.4 will ensure equality in the identification, planning and delivery of learning and development.
- 3.3.5 will evaluate the impact of learning and development on organisational goals and targets, and identify potential improvements where possible.

3.4 Human Resources:

- 3.4.1 will provide professional advice and support to team managers and senior managers in order to support them in exercising their responsibilities for learning and development.
- 3.4.2 will offer a range of learning solutions focussing on those areas that are of the highest strategic importance.
- 3.4.3 will monitor the effective and fair planning and delivery of learning and development across the Council.

4. THE IDENTIFICATION OF LEARNING NEEDS

The identification of learning and development needs takes place at four levels:

- 4.1 **Council Wide** – on an annual basis, the Senior Leadership Team will determine and communicate the broad priorities for performance improvement through learning and development across the Council. This statement of priorities will not preclude necessary learning and development at a lower level but will provide managers with a broad framework in which to prioritise learning and development needs.
- 4.2 **Service** – on an annual basis, Group or Service management teams will determine and communicate overall priorities for performance improvement through learning and development within the service. This will take account of Council wide priorities and, in addition, will identify service level priority areas.
- 4.3 **Team** – responding to business priorities and assessment of team performance and competence, team managers will, on at least an annual basis, determine and communicate priorities and targets for performance improvement through learning and development.
- 4.4 **Individuals** – The Performance Review and associated discussions with the line manager are the mechanisms for identifying individual learning and development needs. Every member of staff must have a Performance Review and Individual Action Plan. The Individual Action Plan is a rolling document which will be maintained up-to-date at all times.

5 PLANNING LEARNING AND DEVELOPMENT

- 5.1 As with the identification of learning and development needs, planning of learning and development takes place at several levels:
 - 5.1.1 The Individual Action Plan will specify the learning and development targets and actions for the individual, based on an assessment of their competence, measured against their performance targets and the needs of their service. The plan will specify those actions that can be managed effectively within the team, and those that will require resource, whether financial or other, which cannot be provided from existing team resources. Individual Action Plans are to be provided in the language preference of the individual (Welsh or English).
 - 5.1.2 Team managers are responsible for the collation of information from Individual Action Plans, and subsequent prioritisation to form a team learning and development plan.

5.1.3 Group Management teams are responsible for the collation and production of higher level learning and development plans. These will draw together needs identified at operational level with those identified strategically and will prioritise appropriately. It is acknowledged that different structures will require different approaches to planning at this level. It is for Group Management teams to determine whether to create a single learning and development plan for the Group, or whether to devolve Learning and Development plans to a Divisional level.

5.1.4 Senior Leadership Team, whilst not needing full details of every learning and development intervention planned, will require confirmation that their priorities (see 3.1 above) are being appropriately addressed. A Council wide overview plan, prepared by Senior Leadership Team will enable this assessment, and provides opportunity for cross-cutting themes to be planned for effectively.

5.2 A series of cascading plans for learning and development will emerge from the planning exercise identified in paragraph 4.1:

- Individual Plan – the shared responsibility of the individual and their manager resulting from the Performance Review;
- Team Plan – the responsibility of the team manager, collated from the needs identified through Performance Plus! reviews;
- Service/Division or Group plan, the level and responsibility being determined by the relevant Group Director, prioritising the results of team plans and Corporate needs.
- Council wide overview plan, outlining corporate learning priorities – the responsibility of Senior Leadership Team.

Learning and development plans at team, service/division and overview levels must link closely with Business, Strategic and improvement plans respectively, and should be considered an element of these plans.

5.3 Plans for learning and development must be realistic and resourced. Relevant resources may include:

- Learner's Time
- Manager's, coach's or mentor's time
- Books, videos or other learning materials
- Finance
- Equipment (e.g., PC, Laptop)

- 5.4 Plans for learning and development must be appropriately prioritised. Priority levels, whether at individual or service level will usually be ascribed according to the following criteria:
- Learning required by Law, regulation or regulatory authority, or that reflecting highest Council wide priority.
 - Learning required in order to maintain existing, required services, or to enhance services where they are under-performing
 - Learning reflecting Council wide priorities, or that required to enhance existing service levels
 - Learning required to satisfy future service needs or other future plans
- 5.5 Learning and development plans form an important annex to all performance plans, such that all business plans should be supported by a current learning and development plan.

6. PROVIDING AND ENABLING DEVELOPMENT ACTIVITIES

- 6.1 Planned learning and development objectives that are prioritised and agreed have the same level of importance as any other performance objective. Indeed, as learning and development is a key tool for enabling service improvement, achieving learning and development targets is fundamental to the achievement of performance targets. Accordingly, managers must treat the achievement of their staff's learning and development goals and objectives as one of their fundamental performance targets.
- 6.2 Whether additional budget is required, or whether learning and development targets can be achieved through existing team resources, learning and development needs must be addressed in as efficient and effective a way as possible. In practice, this means:
- 6.2.1 that careful consideration is given to the most effective method for achieving learning
 - 6.2.2 that staff must have adequate preparation prior to embarking on any learning activity,
 - 6.2.3 that staff must be afforded adequate time and other resources to learn effectively,
 - 6.2.4 that staff must be de-briefed after learning activities and must be supported in applying acquired knowledge or skill to their work.

- 6.3 In all circumstances, learning must be delivered in ways that do not disadvantage groups or individuals. For example, consideration must be given to the particular needs of part-time staff and other staff whose normal work pattern falls outside core hours.

7. ENSURING THAT LEARNING AND DEVELOPMENT ACTIVITIES IMPROVE PERFORMANCE

- 7.1 The impact of learning and development on the performance of individuals, teams, services and the Council as a whole must be measured in order that a return on investment may be gauged and that future improvements in the efficiency and effectiveness of learning and development activities may be identified. Whilst an initial assessment of the impact of a particular learning and development intervention may be carried out immediately, valuable information relating to the impact of learning on the achievement of performance targets will become available over time.
- 7.2 Individual Action Plans should be reviewed regularly by the line manager with the individual concerned. These reviews should normally be part of regular one-to-one supervision meetings, but in any event must be at intervals not exceeding four months. These review meetings will be used to determine the degree of achievement of individual learning and development objectives, their impact on individual performance targets and to agree and plan any further action or variation to targets that is required. Individual Action Plans are to be provided in the language preference of the individual (Welsh or English).
- 7.3 Managers at all levels should maintain management control over learning and development plans and should formally review the progress of these plans and the impact on team and service level objectives at intervals not exceeding six months. These formal reviews will provide most value where they are integrated with a review of the business plan. The review will focus on the degree of achievement of team or service learning and development objectives, their impact on business objectives and will highlight necessary variations to existing plans.
- 7.4 Where external circumstances or overall service priorities change, learning and development plans must be reviewed and adjusted to reflect these changes.
- 7.5 By maintaining an on-going approach to review, learning and development plans become increasingly flexible and responsive to the changing public service environment.

8. ADVICE AND GUIDANCE.

The Director of Human Resources will issue guidance and procedure to managers relating to the effective management of learning and development. In addition, the Director of Human Resources will disseminate information on best practice and act as a conduit for information exchange between service areas.

PROCEDURES AND GUIDANCE

This document supports and underpins the Council's Training, Learning and Development Policy and Strategy. It aims to provide clarity for managers and members of staff about their responsibilities in respect of this policy and strategy and how those responsibilities should be exercised. It also aims to provide the philosophical basis against which matters of judgement should be made.

The Council's Competency Framework includes Core Competencies relating to learning and development and to delivering excellence in work:

IMPROVING PERFORMANCE THROUGH LEARNING AND DEVELOPMENT

“Understand own strengths and development needs. Take appropriate responsibility for meeting these needs in partnership with own manager through setting clear targets. Learn effectively and use learning to continually improve own performance. Support others with their learning”.

DELIVERING RESULTS

Help to achieve excellence by demonstrating a strong personal commitment to delivering high quality outcomes. Positively contribute to the setting and achievement of individual, team and organisational targets. Understand how own performance contributes to service/organisation performance.

This document focuses on how staff and managers may best manage learning and development in order that they may improve the Council's ability to 'Deliver Results'.

1. RATIONALE FOR TRAINING

1.1 Rhondda Cynon Taf Council will support Training, Learning and Development opportunities which:

- Meet the employee and Council's needs and are relevant to the employee's job role
- Are linked to the aims and objectives of the Council as stated in the Corporate Plan, Council wide and Business Plans
- Are part of an employees structured Personal Development Action Plan
- Can be achieved within the available group resources
- Link to personal development-preparing/developing for the future.

2 LEARNING AND DEVELOPMENT PRIORITIES

2.1 The Improvement of Performance through the Learning and Development strategy document defines the overall priorities for learning and development:

- Learning required by Law, regulation or regulatory authority, or that reflecting highest Council wide priority.
- Learning required in order to maintain existing, required services, or to enhance services where they are under-performing
- Learning reflecting Council wide priorities, or that required to enhance existing service levels
- Learning required to satisfy future service needs or other future plans

It is important to emphasise however, that this priority statement should be used as a guide rather than an absolute. It is the responsibility of all managers to strike an appropriate balance between the short and long term needs of the Council when prioritising learning and development needs. Managers should be able to justify these decisions in relation to the needs of the Council and its citizens.

Example: *In preparation for significant change of priority, or for development in strategic policy, it may be that learning that would normally fall within the third priority area would be elevated to top priority.*

Example: *Where a service is preparing for substantial development in order to meet a future service need, learning that would normally fall within a lower priority area is likely to assume a much higher priority*

2.2 Particular staff groups should also be viewed as priority for learning and development. Managers should pay particular attention to:

- New staff – both those new to the Council, and those who have recently changed jobs. Particular attention should be paid to providing new and newly promoted staff with a thorough induction. The Councils' Induction Policy and supporting documentation will provide managers with detail of the Councils' induction procedure.
- New managers – the transition from practitioner to manager is critical and requires effective support. It should be remembered that becoming a manager or supervisor involves the use of an entirely new set of skills. Supporting the learning and development of a new manager has impact; not only on the individual concerned, but on the staff they manage.
- Other staff identified within health & safety regulations. (e.g. lone workers)

- Literacy and Numeracy - those staff who fall below the national standard in basic literacy, numeracy or any other identified essential skill should be supported to develop those skills.

3. **LEARNING AND DEVELOPMENT METHODS**

3.1 There are many ways of enabling and supporting learning. Whilst we may immediately think of a training course as the usual way people learn, this is not always the best method. A range of development methods should be explored to meet the identified needs. Development methods may include, for example, shadowing, coaching, mentoring, training courses, distance learning, e-Learning, seminars and conferences as well as formal and informal mechanisms for sharing best practice/working with others. Advice and support on identifying the most appropriate methods can be gained from individual group learning and development officers.

4. **PROCESS**

- 4.1 Before any training, learning and development activities are undertaken; a personal development planning session must take place between the employee and their line manager in order to identify development needs. This session should include discussions that cover both individual and business priorities. Documentation to support this process is provided in Appendix 1. Individual Action Plans are to be provided in the language preference of the individual (Welsh or English).
- 4.2 For any training, learning and development activity where there will be a financial cost incurred by the group, the document provided in Appendix 2 must be completed and signed and a copy returned to the People Development Team in Human Resources. The Council reserves the right to recoup **any** costs incurred if the employee leaves the council. The sliding scale of costs is shown at 6.3.4.
- 4.3 Following any training, learning and development activities evaluation sessions must take place between the employee and their line manager to establish that the learning objectives have been met and to identify how learning will be put into practice in the workplace. Documentation to support this process is provided in Appendix 3.

5. ACADEMIC AND VOCATIONAL STUDY

- 5.1 Where it has been agreed that an individual will be supported in the pursuit of an accredited qualification, the form provided in Appendix 2 must be completed. The line manager should ensure that sufficient budget is allocated to fund the **full** duration of academic study and that the appropriate budget code is apportioned. At this stage the line manager should agree the logistics of academic study including time off for study and exam leave, use of Council property (e.g. computers, stationery) and ownership of material associated with the study (see section 6).
- 5.2 Employees who withdraw from the course without adequate reason including leaving employment (e.g., long-term illness etc. or circumstances which, in the opinion of the Chief Officer are exceptional), will be required to repay the course fees in full. These monies will be deducted at source over a period of time not exceeding twelve months.
- 5.3 Employees who fail to make adequate progress at the end of the first year will be withdrawn from the course. The decision will be based on feedback from the educational establishment providing the course. After evaluation and monitoring of the activity a discussion must take place between the individual and their manager to determine the appropriate action.

6. SUPPORTING LEARNING AND DEVELOPMENT

In order for employees to benefit from training, learning and development and for the organisation to benefit from this learning, employees will need to be supported with, for example, study leave, time off etc.

6.1 Time Off

- 6.1.1 For employees following qualification routes no overtime or enhancements will be paid.
- 6.1.2 For full or part time employees on seminars, conferences and non-qualification courses, where attendance occurs on a normal working day, hours will be credited in accordance with their normal hours of work, e.g., full-time employees who operate under the Council's flexi-time scheme will be credited with 7 hours and 24 minutes.

Where the training hours exceed the normal hours of work for part time staff they will be paid for the time attended, not exceeding 7 hours and 24 minutes.

- 6.1.3 For employees undertaking qualification courses on a day release basis, time will be credited in accordance with the principles outlined in 6.1.2. Should the course require afternoon into evening attendance employees will be credited time from when they leave work, including reasonable travel time, **up to 5pm** less ½ hour for lunch (if not already been accounted for) and up to a maximum of 7 hours and 24 minutes.
- 6.1.4 Attendance for full or part time employees at any training, learning and development event which does not occur on a normal working day, compensatory time off in lieu will be granted according to the principles outlined in 6.1.2.
- 6.1.5 For employees working shifts, unsociable or irregular hours, special arrangements may be made at the discretion of the Chief Officer.

6.2 **Leave of Absence**

All requests for Leave of Absence for course time, examinations and other study activities **MUST** be agreed with the line manager prior to booking.

6.2.1 Full-Time Courses

In exceptional circumstances employees attending a full-time academic qualification course may be eligible for leave without pay at the discretion of the Chief Officer.

6.2.2 Part-Time Courses

Leave of absence with pay may be granted for course attendance as follows:

- i) at College of other place of training or study, or
- ii) at residential workshops, via the Open University etc., or
- iii) day release to support distance learning courses, not exceeding the number of days allowed for equivalent college-based courses.
- iv) seminars/conferences and non-qualification courses.

Where leave of absence cannot be granted an employee may be eligible for financial support to undertake these activities in their own time.

6.2.3 Study Leave

All employees will be eligible to study leave for the purpose of pre-examination study, preparation of theses, dissertations or preparation for other recognised formal qualification.

Managers must use discretion in granting study leave and should consider the number of examinations, involved the level of qualification being undertaken (e.g. NVQ or Post - Graduate qualification are likely to involve very different levels of study leave).

The amount of study leave that an employee can take whilst undertaking a qualification must be agreed between the manager and the employee prior to commencement of the development activity.

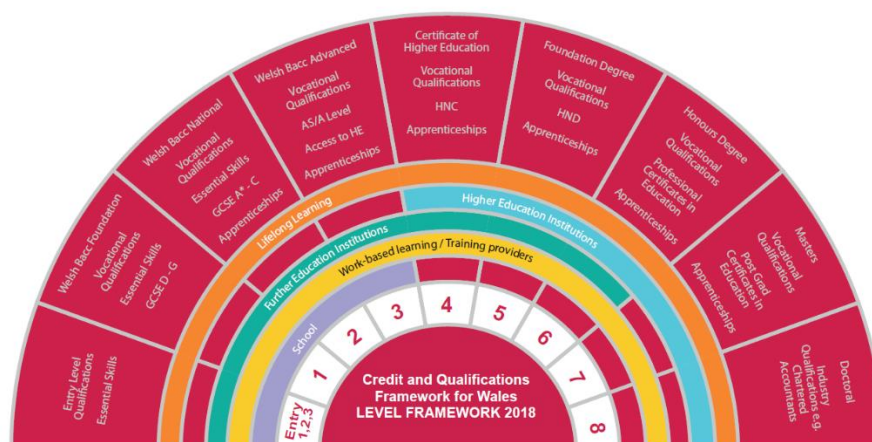
The decision will be based upon information provided by the employee to the manager in the **Qualification Request** form and will take account of:

- **Development activity duration**
- **Mode of delivery**
- **Qualification level**

There is an expectation that the amount of study leave awarded will increase in line with the level of the qualification.

QCF Qualification Level	Study Leave
Level 1 to Level 3	½ day per examination/assignment*
Level 4 to Level 5	1 day per examination/assignment *
Level 6 to Level 8	2 Days per examination/assignment*

* The amount of study leave shall not exceed a maximum of 5 days study leave per academic year.



If you require any further guidance on the award of study leave please contact the **People Development Team** – pdt@rctcbc.gov.uk

6.2.4 Examination/Assessment Attendance

Leave of absence will be granted for an examination or assessment together with reasonable travelling time. Time will also be granted for one re-sit.

6.2.5 Graduation/Award Ceremonies

Time required for the ceremony including reasonable travelling time, up to a maximum of one day.

6.2.6 Right to Time Off for Study or Training

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

6.2.7 e-Learning

Where e-Learning has been identified and agreed, by both parties, as a suitable method of meeting the identified development need the manager should treat the completion of the e-Learning as they would any other formal development.

The employee should be given adequate support in relation to time off to complete the learning.

6.3 **Finance and Resources**

6.3.1 Subsistence Allowance

- i) Residential training courses and seminars/conferences which require an overnight stay: The employing Division will meet the cost of the course accommodation/meal provision in full.
- ii) In cases where accommodation is not provided, the accommodation required will be booked through the employing Division. Where meals are not provided as part of the course arrangements, allowances will be payable in line with the Council's agreed scheme for subsistence allowance.

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

6.3.2 Travelling Expenses

Travelling expenses accrued as part of any agreed training, learning and development activity will be reimbursed in accordance with the Council's agreed scheme for the payment of travelling expenses.

6.3.3 Fees

The employees Division will pay for all fees associated with approved programmes of training. For example:

- i) enrolment fees
- ii) registration fees
- iii) examination or assessment entry fees (including 1 re-sit per exam where applicable)
- iv) residential fees
- v) the fees associated with an approved development activity

6.3.4 Reimbursement of Fees

If you leave the Council once the training has been agreed and paid for but before it starts, you will be responsible for the reimbursement of the full amount.

If you leave during the training and the costs cannot be recouped you will be responsible for the reimbursement of the full amount.

Following the completion of financially supported learning there is a requirement to remain with the Council for a period of not less than 24 months. If you leave the Council's employment within 24 months of the completion of the training, you will be responsible for the repayment of 1/24th of the total cost of the training for each month remaining.

- After 24 months there is no requirement to reimburse any costs.
- If the course taken lasts more than 24 months, then the reimbursement will be spread over the same period on a pro rata basis.
- i.e., For a course lasting three years, there will be a requirement to remain with the council for 36 months or reimburse 1/36th for each month remaining.

This will not be applicable in the event that your employment is terminated by the Council or a mutual agreement to terminate employment is reached.

6.3.5 Grants and Awards

Every effort should be made to secure external funding for training, learning and development activities. Fees as outlined in 6.3.3 will only be provided for the element of expenditure not covered by grants and awards from other sources.

6.3.6. Registration and membership fees to professional organisations

Where membership of a professional body is a prerequisite to a course or examination entry, registration and membership fees will be paid to the relevant professional body during the period of study only.

6.3.7. Provision of books, equipment and other resources

Each group should aim to develop a library of resources for any employee undertaking learning and development, particularly those following a qualification course. If a resource is not available through the group then the following shall apply:

- i) use of the Councils library service to source and borrow resources
- ii) books and equipment may be purchased following approval from the Chief Officer. The books will remain the property of the Council and should be returned to the group library on completion of the qualification.

6.3.8. Use of Office Facilities

Where there is a requirement that an employee provides a written submission as part of their approved course of training, photocopying and ICT facilities may be granted.

7. ADDITIONAL INFORMATION

The provisions set out in this document should be read in conjunction with the improvement of performance through Learning and Development policy other procedures, policies and provisions adopted by the Council. No variation or amendment can be made to these provisions without the prior agreement of the Director of Human Resources.

LEARNING REQUEST FOR FUNDING

Once all parties have signed the agreement, including the finance officer, the individual and line manager should retain one copy and a copy should be sent to The People Development Team, Human Resources, Municipal Buildings, Pontypridd, CF37 2DP.

N.B. Learning and Development Activity *must not* commence without the authorisation of the finance officer.

This document is available in Welsh

Employee Name	
Course title	
Line Manager	
Request Approved (Yes or No)	
Reasons for application refusal (if applicable):	

LEARNING AGREEMENT

Agreement in relation to the type and amount of support that the learner can expect to receive **MUST** be agreed between the learner and their manager prior to the commencement of the learning activity and should be detailed for the total duration development.

Please refer to Learning and Development Policy Procedures and Guidance when completing and agreeing the following.

This document is available in Welsh

Group	
Division	
Name of Employee	
Designation and Grade	
Name of Line Manager	
Course Start & Finish Date	
Duration of course	
Course title	
Qualification Title (where applicable)	
Training Provider	

How much Study Leave will the Learner receive?	
How much Examination Leave will the Learner be granted	
What Resources and Materials will the Learner require?	
Type of attendance (i.e., day release/afternoon/evening)	

Study Leave	
Resources and Materials	
Course Fees	
Type of attendance (i.e. day release/afternoon/evening)	

Training costs

List all costs associated with this course.

Fees	
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Exam fees	
Other	
TOTAL COST	

Additional Information:

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LEARNING AGREEMENT

Details of any other courses you have studied that have been funded by this Council:

--

Any other comments

--

I confirm that if my request for undertaking a formal qualification at the expense of the Council is approved, I agree to the following conditions:

- If I withdraw from the course without adequate reason (identified in the Training, Learning and Development Procedures and Guide) I will be required to repay the course fees in full. These monies will be deducted at source over a period of time not exceeding 12 months.
- If I fail to make adequate progress at the end of the first year, I understand I will be withdrawn from the course and liable for the fees. This decision will be based on feedback from the provider of the course.
- If I leave the Council once the training has been agreed and paid for, I will be responsible for the reimbursement of the full amount.
- If I leave the Council during the training and the costs cannot be recouped, I will be responsible for the reimbursement of the full amount.
- Following the completion of financially supported learning there is a requirement to remain with the Council for a period of not less than 24 months. If I leave the Council's employment within 24 months of the completion of the training, I will be responsible for the repayment of 1/24th of the total cost of the training for each month remaining.
- After 24 months there is no requirement to reimburse any costs.
- If the course taken lasts more than 24 months then the reimbursement will be spread over the same period on a pro rata basis.
- i.e., For a course lasting three years, there will be a requirement to remain with the council for 36 months or reimburse 1/36th for each month remaining

This will not be applicable in the event that employment is terminated by the Council or a mutual agreement to terminate employment is reached.

Any reimbursements will be actioned from any final payments **in full**.

I hereby authorise the Council to deduct from my pay (including holiday pay, sick pay and pay in lieu of notice) any amounts, which are owed by me to the Council with respect to the reimbursements shown above.

Employee		Date	
-----------------	--	-------------	--

I confirm that this application meets Council requirements, in that:

- The training and development activity meets the employee and the Council's needs and is relevant to the employee's job role.
- The training and development activity forms part of an employee's agreed action plan or development plan.

Line Manager		Date	
---------------------	--	-------------	--

I confirm that costs will be met by the financial resources available to this Division

Finance Officer		Date	
------------------------	--	-------------	--

Budget Code	
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POST – COURSE EVALUATION (EVAL 2).

Following your learning event, you need to complete this post-course evaluation, with your line manager, referring to your pre-course evaluation form (Eval 1) and review again in 3 – 4 months.

This document is available in Welsh

Name	Learning Activity
Date of event	Venue

1. Objectives - Referring to your pre-course evaluation, assess how the following objectives were met:

i) Personal Objectives

ii) Business Objectives (to be completed when measurable)

2. Learning Outcomes

i) Describe your main learning outcome from the course - Now

3 months' time

ii) List three ways you could apply what you have learnt in practice

- 1 _____
- 2 _____
- 3 _____

3. Delivery method

How compatible was the method of delivery to your learning style?

4. Opportunities for further development

List any opportunities to further your development.
(i.e., further training, follow up work, sharing knowledge/skills with others etc.)

Now

3 months' time

5. Further review.

Use this space to arrange a date to review sections **2** and **4** (*ideally in 3 to 4 months' time*) to review personal and business objectives.

Date: _____ Time: _____

Signed employee: _____ Date: _____

Signed line manager: _____ Date: _____