

<b>To:</b>	Legal Services Board	
<b>Date of Meeting:</b>	26 May 2011	<b>Item:</b> Paper (11) 42

<b>Title:</b>	Learning and development at LSB
<b>Workstream(s):</b>	All
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<b>Status:</b>	Unclassified

<b>Summary:</b>
<p>In setting the reward framework for the LSB, the Board agreed that there should be four components of 'the deal' between the LSB and colleagues: pay, benefits, professional development and working style.</p> <p>At the Chairman's request, this paper updates the Board on the work that has been undertaken to implement the LSB's learning and development framework and presents an overview of the training and development provided to date.</p>

<b>Risks and mitigations</b>	
<b>Financial:</b>	N/A.
<b>FoIA:</b>	Initial assessment of exempted text highlighted.
<b>Legal:</b>	N/A.
<b>Reputational:</b>	N/A.
<b>Resource:</b>	N/A.

Consultation	Yes	No	Who / why?
<b>Board Members:</b>		✓	
<b>Consumer Panel:</b>		✓	
<b>Others:</b>	N/A.		

<b>Recommendation:</b>
The Board is invited to note and to comment on the update about learning and development at LSB.

## LEGAL SERVICES BOARD

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### Learning and development at LSB

#### Executive Summary

#### Recommendation

The Board is invited to note and to comment on the update about learning and development at LSB.

#### Background / context

1. In setting the reward framework for the LSB, the Board agreed that there should be four components of 'the deal' between the organisation and its employees: pay, benefits, professional development and working style. The desire for a professional development component reflected the LSB's commitment to creating a learning environment culture.
2. The 'deal' describes the LSB's approach to professional development as a joint approach whereby overall training and development planning is geared to LSB's capability needs. This includes:
  - an approach whereby individuals' development plans reflect and reinforce external and internal marketability and broadening of skill base
  - a high degree of individual ownership for development, with managers and coaches and sponsors
  - a focus on simple, but effective, performance management to achieve goals, raise capability and reinforce culture.
3. During 2010/11, we developed our approach to learning and development by:
  - **commissioning a training needs analysis (TNA)** – this was undertaken by an external consultant who conducted interviews with a sample of Board Members, senior management and a range of colleagues. Whilst this exercise was conducted relatively early in LSB's existence, with not all colleagues yet in post, it provided a baseline understanding of the learning needs of the new organisation
  - **developing our Learning and Development Framework** – this was prepared by an experienced Training Manager seconded to us by the Crown Prosecution Service (on an expenses only basis). The Framework describes the way in which we will identify and offer learning and development on an annual basis and links closely to our Business Plan and performance management process. The Framework can be found at **Annex 1**
  - **offering organisation-wide and personal development learning opportunities** – in line with the Learning and Development Framework we implemented a series of formal and informal learning opportunities. These are summarised below.

## **Learning and development programme**

4. Board Members will note the programme described at Appendix 1 of the Learning and Development Framework. This describes the range of activities we have provided and those yet to be completed as part of an organisation-wide programme. Delivery of learning and development happens through a range of channels – both formal and informal.

### **'Informal' programme**

5. Examples of the more informal routes include 'management cascade' e.g. LSB aims and objectives via Directors and line managers or briefings at team meetings e.g. awareness of LSB policies. Colleagues may also be 'coached' through stretch activities by their line manager as part of their in-role development.
6. To maintain and increase sector awareness, our colleague, Alanna Linn, has been instrumental in developing a programme of 'lunch and learn' sessions that see an external speaker present informally on a relevant topic in a session that is then opened up to 'Q&A'. These are open to all colleagues and have proved very popular. Speakers have so far included representatives from the General Medical Council, the patent and intellectual property sectors, the costs sector, vulnerable client representatives and the British Standards Institute. Forthcoming speakers include an employment judge and a consumer representative.

### **'Formal' organisation-wide programme**

7. Building on the TNA, we identified a number of cross-organisation training needs best met through external training provision. A core programme was provided for colleagues during Q4 2010/11 with modules on:
  - personal impact
  - effective writing skills
  - effective policy submissions and briefings
  - influencing and negotiation skills
  - policy development.
8. We also commissioned London School of Economics to provide a short-course about regulation, which included modules presented by Professor Julia Black.
9. Two areas remain outstanding for organisation-wide delivery – equality and diversity and management skills. These will form part of the programme for 2011/12 and are likely to include elements of online provision via the CPS Prosecution College, an innovative online training resource to which we have been granted free access.

## **Personal development**

10. Alongside the organisation-wide programme, the Framework also contains a commitment to individuals' personal development, in particular where it is aligned with organisational capability needs. During 2010/11 we were able to offer all colleagues a personal development budget (**PDB**) of £1000. The process for

gaining access to the PDB is described in the Learning and Development Framework.

11. We were very pleased to see almost every colleague take advantage of their PDB during 2010/11. The table below illustrates the range of training sought and the number of colleagues who attended.

Training	Level			
	Admin. (5)	Associate (9)	Manager (11)	SMT/Head of (8)
Comms for non-comms professionals (1 day)	1	1		
Guide to legislation (1 day)		1		1
Advanced legislation (1 day)		3		1
FoI Level 1 and 2			1	
Prince2 Practitioner and Foundation (5 days)	1	3	2	
Time management (1 day)		1	1	1
Speed reading (1 day)		1	1	1
SCS Base Camp (2.5 days)				1
Business for in-house lawyers (3 days)				1
Creative strategic thinking (1 day)			1	
Intro to line management (1 day)	1			
Taking effective minutes (1 day)	3			
First presentation skills (1 day)		1	1	
Internal communications (1 day)	1			
Effective proofreading (1 day)	1		1	
Strategic approaches to policy (1 day)		1		
Understanding UK legal system (1 day)		1		
Guide to legislation from consultation to Act (1 day)		1		
Developing leadership skills (1 day)		1		
Advanced public speaking skills (1 day)		1	2	
Presentation skills (1 day)		1		
Marketing skills (1 day)				1
Essential writing skills (1 day)	1			
Basic project management (1 day)	1			
The Executive PA (1 day)	1			
The NDPB Board member (1 day)			1	
Finance for non-finance managers (1 day)			1	
Networking (webinar)				1
Performance management (1 day)		1		
Think on your feet (1 day)		1		
Leadership workshop (3 days)				1

SMT/Head of - Five out of eight members of this group accessed PDB  
 Manager - Ten out of eleven members of this group accessed PDB

Associate - Nine out of nine members of this group accessed PDB  
Administrator - Five out of five members of this group accessed PDB

12. Delivering learning and development is only one part of the training process. What is equally important is to ensure that new skills and knowledge are acknowledged and used to both the individual and the organisation's benefit. Colleagues are encouraged to review their training experience with their line managers and we will be building on this process further during the 11/12 performance management process. So far, feedback on training provided has generally been very positive, particularly some aspects of the core programme and the short course on regulation. We have also been pleased to see colleagues share their experiences of their individual personal development courses with each other.
13. We have also seen enthusiastic involvement in the lunch and learn programme with a range of ideas offered for future speakers.

### **Budget**

14. The figures below describe the external financial spend on training and development during 2010/11:
- PDB budget** 10/11 (£1000 per head) = **£33000**  
Total PDB spend 10/11 = **£34825**  
Overspend = £1825
- LSB non-PDB training budget** 10/11 = **£40000**  
Total non-PDB training spend = **£52500** (core programme plus training in-year)  
Overspend = **£12500**
15. We were able to accommodate the overspend in 2010/11 due to our overall budget position. In 2011/12, the LSB non-PDB training budget is £40000 and we will allocate a sum for the PDB pot during the second-half of 2011/12. It is unlikely to be as generous as that provided in 2010/11.

### **Board learning and development**

16. Alongside colleague learning and development, we are also committed to making sure that Board Members have access to ongoing learning opportunities. To date this has included:
- initial induction programme (subsequently revised and updated for new appointee in consultation with Remuneration and Nomination Committee)
  - training for Audit and Risk Committee (**ARC**) members provided by National School for Government (**NSG**)
  - offers of attendance at external seminars / conferences increasingly being made available to Board Members e.g. NDPB member training offered by NSG
  - MoJ-wide meetings for ARC Chairs
  - external speaker attendance at Board meetings.

17. In addition, the annual Board evaluation and review exercise sought views on Board Member training and development. Once the results of this exercise have been collated, further recommendations will follow.

### **Conclusion**

18. The LSB is committed to being an organisation that invests in learning and development. Such an approach delivers benefits to individual colleagues and to the organisation as a whole. In 2010/11, we started the process of investment in learning and we will develop this further during 2011/12.

17.05.11