



# **Legal Services Board Learning and Development Framework**

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#### **APPENDICES**

- 1. Learning and Development Programme**
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## 1. Introduction

Given our role as the independent body responsible for overseeing the regulation of legal services in England and Wales it is critical that our colleagues are committed and well trained so that we can deliver our statutory duties and continue to work towards ensuring that the legal services market provides the highest standards of competence, conduct and service for the benefit of individual consumers and the public.

In March 2010, we commissioned a Training Needs Analysis (TNA), which outlined the skills and knowledge our colleagues need to be able to perform effectively in their roles and contribute to achievement of our organisation's key objectives in this, our first full year of delivery, and beyond.

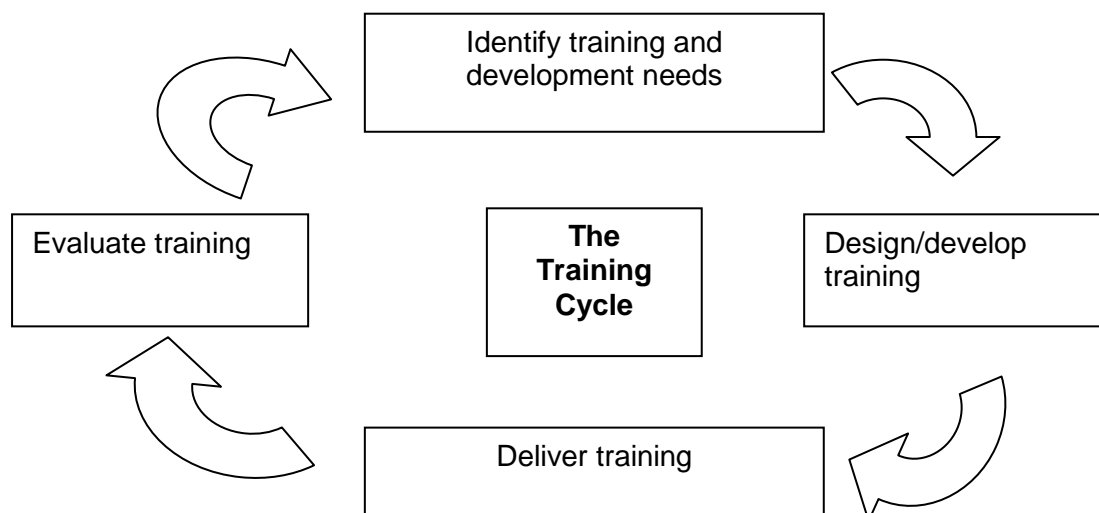
Following on from that analysis, this Learning and Development Framework describes how the needs identified will be translated into a programme as part of the LSB "offer" around learning and development for our colleagues.

This Framework supports the LSB's aim to be a high performing organisation; we want to be a role model to the approved regulators around education and training and to ensure that there are opportunities for development/improving performance once an acceptable level is reached. It also supports the provision of a learning environment for individuals and the organisation which:

- refreshes corporate memory from experience;
- provides feedback from colleagues, the Board, etc, to ensure knowledge sharing, learning and skill/experience development for good and not so good outcomes;
- recognises lack of success and examines why; and
- is open to new ways of doing things.

An integral principle of this Learning and Development Framework is that it not only proposes learning and development opportunities to meet the LSB's capability needs, but it also considers individual's external and internal marketability. It aims to broaden colleagues' skills base and develop organisational and role-specific knowledge and skills that will also be transferable.

The content of this Learning and Development Framework outlines the LSB's approach to the four stages of the training process within the Training Cycle as follows:



Finally, in the current economic climate with the requirement for all public sector organisations to make unprecedented savings and efficiencies, this Learning and Development Framework proposes the most cost-effective solutions to meet our needs. It follows research into available training products, media and suppliers and includes some of the most innovative online training solutions currently available within the public sector.

## 2. Planning and identification of training needs

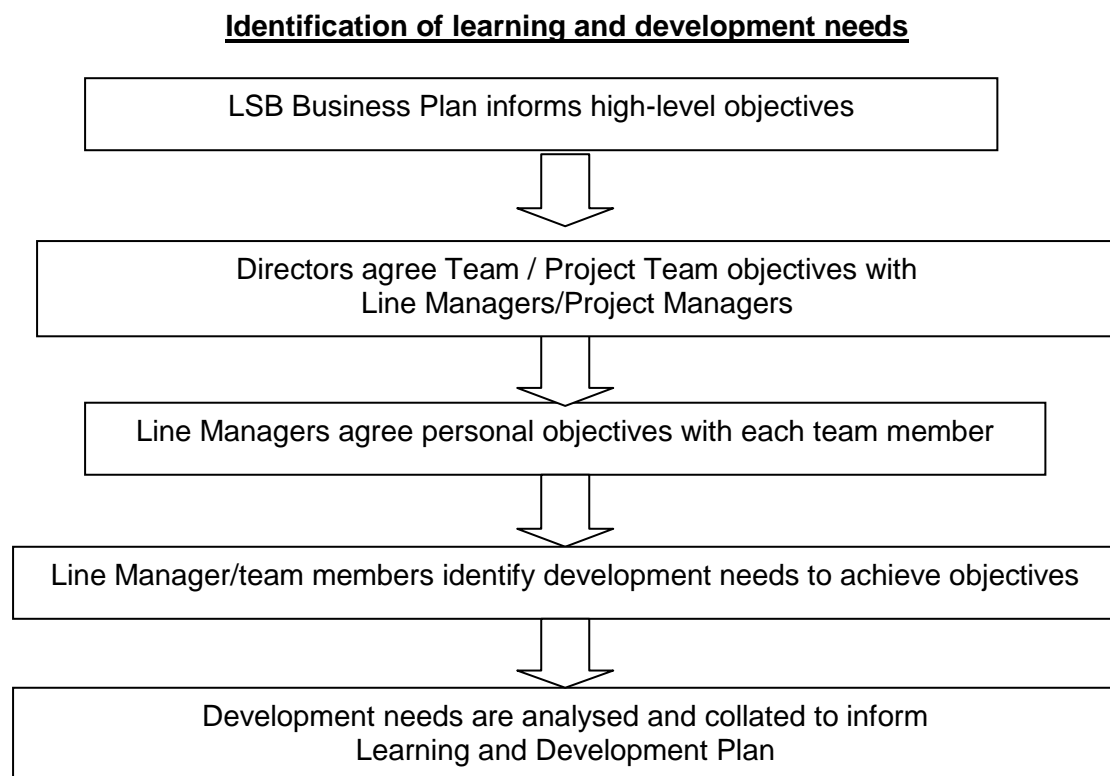
Our business planning process identifies the organisation's long-term vision for the legal services sector and translates into the development of annual Business Plans.

Our vision for the legal services sector by 2013 is that we want to see:

- Greater competition and innovation in service delivery
- Access to justice for all consumers
- Empowered consumers, receiving the right quality of service at the right price
- An improved customer experience with swift and effective redress when things go wrong
- Constantly improving legal professions, as diverse as the community they serve;
- Clear regulatory structures, which command wide confidence in the public and the market

The over arching principle of the learning and development opportunities identified in this Framework is that any learning and development supports the achievement of this long term vision, plus the business priorities identified in our annual Business Plan.

In March 2010, we launched our Performance Management process. The process provides a clear line of sight from the Business Plan to each individual's objectives using a cascade approach and provides a system for individuals and their managers to identify development needs to achieve these objectives as shown below:



As part of the Performance Management process, both cultural and operational objectives are set. These emphasise that how colleagues go about their work is as important as what they deliver. All colleagues have the same cultural objectives, but operational objectives are linked to the colleague's job role and job descriptions. This Learning and Development Framework can then be used to identify the learning and development needs to meet these objectives.

By establishing these clear links to business planning, the Performance Management process will ensure individual colleagues have a clear understanding about:

- the focus of their role;
- how it relates to the Business Plan; and
- what is expected of them in terms of both outcomes and behaviours.

In doing so it will promote the personal ownership of development and career progression.

A Performance Development Review form is used to record and review the agreed objectives and monitor performance and progress during the year. Once the objectives are set, development needs are identified and recorded on the Performance Development Review form. The section on the PDR form to record Development needs and how they should be met then becomes an individual colleague's Personal Development Plan (PDP).

Each Performance Development form will be forwarded to the Corporate Director to oversee the analysis and collation of development needs to inform the content of the LSB Annual Learning and Development Plan. The Plan will then be signed off and reviewed during the year by the LSB Senior Management team.

### 3. Learning and development needs – the programme

The programme outlined in this Framework has been designed to develop the competencies colleagues in the LSB require to undertake their roles effectively. The competencies colleagues need can be expressed in terms of knowledge, skills and attitudes. The LSB Training Needs Analysis identified core and role-specific **knowledge** and **skills**. In addition to these competencies, the following cultural objectives that colleagues have also been set identify and develop competencies in terms of the **attitudes** the LSB want all colleagues to demonstrate:

- to contribute to the delivery of organisational, team and personal objectives in a collaborative way;
- committed to the continuous improvement of LSB, its work, projects and processes and to those of oneself and one's colleagues;
- brings out the best in team members (Line Managers only).

The programme described at Appendix 1 shows that certain development activities are mandatory for all or certain colleagues, it is not, therefore, a menu, but is there to meet gaps in individual's knowledge, skills or attitudes, or to develop these further.

Going forward, as part of the Performance Management process, development needs should also be assessed and prioritised in terms of High/Medium/Low and the LSB will assess how to meet those needs bearing in mind the following principles:

- We will support all colleagues in meeting their learning and development needs as they relate to their role and objectives.
- Whilst an exactly equal, individual distribution of learning and development funding is neither appropriate nor practical, decisions on what is a reasonable cost for learning and development will be made in the light of individual and organisational need and affordability, not according to role or hierarchy.
- We will support personal development by giving colleagues opportunities for personal growth, both through their work and work-related learning. Subject to agreement with their manager, and the requirements of the business, we will also try to give reasonable time off and other support for any self-funded personal development which colleagues undertake. As a small organisation, colleagues will need to be aware that this may not always be possible.
- Where continuing professional development is a requirement of a colleague's LSB role this will be funded by the LSB; we will not fund CPD which is not a role requirement, but will support CPD through, for instance, allowing time off for the necessary CPD activity where possible. Any CPD funded by the SB must meet agreed professional development needs and demonstrate value for money,
- On an annual basis, the LSB will determine whether it will be possible to allocate a Personal Development Budget to each permanent colleague in addition to the mandatory training programme to meet organisational needs. This will vary from year to year depending on budget constraints and may not always be possible to allocate. (See **Appendix 2**).

The Legal Services Board Learning and Development Programme is shown at **Appendix 1**. It identifies the knowledge and skills gaps that need to be met across the organisation, the target population for any training identified, recommended training media and suppliers and titles of learning and development opportunities.

#### **4. Media and supply options**

##### Media

In identifying the most effective media to use for the development opportunities outlined in the programme the following have been considered:

- What aspect of performance is being addressed (knowledge, skills or attitudes)?
- How much time is available?
- How will I measure the success of the training (evaluation)?
- How will the design help people to learn (the learning cycle)?
- How much time is available to prepare?
- People's different learning styles.

The following delivery media have been considered after taking account of the size of the LSB, the job roles and competencies to be developed and the budget available:

- **Desk Training,**
- **Internal and external training courses,**
- **Coaching,**

- **Mentoring,**
- **Distance learning** – self directed, but supported learning using text, video, e-learning
- **Action learning** - a method of collaborative learning where a small group of learners (an ‘action learning set’) meet regularly to reflect on real work issues. Its basic philosophy is that the most effective learning takes place when we are faced with a real problem to solve.
- **E-learning** – generally bite-sized modules
- **Job shadowing** – following and observing both internal and external experienced practitioners
- **Talks/Presentations** - delivered by guest speaker/subject experts. Could be delivered as lunch and learn sessions
- **Webinars.**

#### Supply options

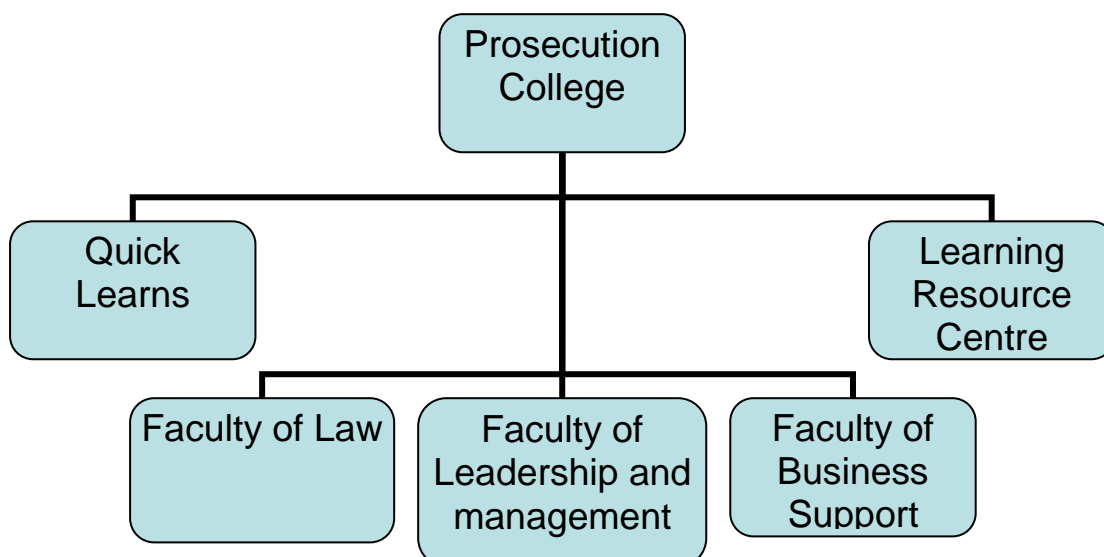
Given the size of the organisation and the diverse nature of its learning needs, it is not viable, or cost effective, to develop in-house learning and development capacity to design and deliver the interventions identified in this Framework.

There are a wide range of both public and private sector suppliers offering excellent quality and value for money solutions which the LSB is able to take advantage of due to its independent status. This Framework identifies a small range of the most suitable suppliers. This will reduce the potential for confusion and will also enable the LSB to obtain the most competitive deals in terms of cost. The majority of the suppliers are accredited suppliers on the “Buying Solutions” national public sector procurement portal.

When courses have been identified as the most effective solution, suppliers offering both closed and open courses have been specifically chosen in order to support sustainability in the longer term. Initially, we will have sufficient numbers of staff to be trained to be able to run closed courses, with new staff able to attend open courses in the future, as required. This will also enable us to negotiate savings on cost of courses per head.

The Programme uses a number of training products available from the on-line learning portals available within the **Ministry of Justice** (The Justice Academy) and the **Crown Prosecution Service** (The Prosecution College); both partner organisations to the LSB.

The Prosecution College also provides access to the following resources:



In addition to the three **Faculties**, which host a number of subject-related E-Learning Modules, the **Learning Resource Centre (LRC)** has been specifically designed to support leaders, managers and colleagues with tools and techniques to use in the workplace. There are resources dedicated to career management and people management, which will enable managers and colleagues to build upon a performance-led culture. The LRC is updated regularly and works with the Professional Skills for Government Framework to ensure consistency across the civil service, and is used by many other government departments and public sector organisations. Some of the resources available from the LRC have been highlighted in the Programme. In addition, all colleagues will be able to access the wealth of resources available in the LRC.

A series of **Quick Learns** are also available in the Prosecution College. These are small, bite-sized courses which provide basic learning points on a number of topics. They are useful modules as a standalone introduction to a topic, or to access as part of a blend of learning and can be used as a pre-requisite prior to attending a course. Quick Learns are available in the following topics:

- Coaching
- Minute Taking
- Performance Conversations
- Principles of Line Management
- Fit Note Guidance.

In addition to the Ministry of Justice and the Crown Prosecution Service, the following public and private sector suppliers have been identified:

- **Government Exchange** – a provider of accredited professional training supporting skills development in the public sector, particularly linked to the workings of Parliament, Government and policy-making.
- **Capita** – a provider of a wide range of management and leadership development training.
- **National School of Government** – Finance Skills for all.

Training events have been selected from the above list taking into account how closely the objectives of differing training solutions fit with LSB objectives and competencies, plus cost benefit analyses given the LSB's budget for Learning and Development.

In addition to the range of training solutions included in the Training Programme, we will start to develop a Learning Library containing a range of purchased written media available on loan to colleagues covering a range of topics linked to the LSB, plus information about career development and planning for individuals.



## **5. Measuring success and evaluation**

Any learning opportunity needs to be evaluated to measure the impact that the learning has had on the colleague's job performance and the change in their knowledge, skill or attitudes that was required. Managers must address this on completion of the learning, as it is important to ensure that the LSB gets a return for its investment in learning and development.

The best time to review performance is after the colleague has had sufficient time to use the knowledge/skills/attitudes learned during the training. This can vary depending on the complexity of the subject, but would usually be within three - six months after the development has taken place. It is recommended that, where possible, the discussion of the short-term evaluation between the line manager and colleague takes place during the PDR review as part of the Performance Management process. Managers should also be evaluating the effect on the colleague's individual's day-to-day performance.

Updated PDR forms should be forwarded to the Corporate Director who will use the information to evaluate the effectiveness of the learning at an Organisational level and report back to the LSB Board.

## **6. Roles and responsibilities**

Learning and development should be addressed at a number of different levels and there are different roles that need to be fulfilled. These are as follows:

### Colleagues

Every colleague has responsibility in respect of his or her own learning and development. In general, terms their role is to:

- Identify personal learning and development needs in conjunction with their line manager, using the Performance Management process as a tool for discussion
- Take ownership of the Development Plan and responsibility for their own learning and development
- Complete required self-paced and face to face learning
- Ensure that relevant continuous professional development is undertaken and personal records kept.

### Line Managers

Line Managers should aim to:

- Be a role model of learning
- Identify and address the learning and development needs of their teams using the Performance Management process as a tool
- Ensure that adequate time is available to their teams to undertake the required development and that, once a training event has been confirmed, ensure colleagues attend for the entirety of the event.
- Give feedback on performance following the learning intervention and provide further coaching, if appropriate.

## Corporate Director

The Corporate Director should:

- Act as a learning and development champion on the LSB SMT
- Create and sustain a positive attitude to learning and development in all its forms within the LSB
- Ensure that the LSB has the skills and competences to deliver both now, and in the future (i.e. succession planning)
- Produce the LSB Learning and Development Plan in line with the LSB Business Plan and priorities and ensure that it is carried out
- Ensure that funding considerations are reflected in the plans;
- Ensure and monitor value for money and added value when authorising learning and development activities.
- Ensure that the learning and development Framework is implemented fairly and consistently across the organisation.

## **7. Coaching**

Coaching is now embedding itself as a widespread development tool and performance management technique. Indeed, its flexibility and when delivered optimally, relatively low cost, make it an efficient learning and talent development intervention.

Some examples of situations where coaching is a suitable development tool include:

- helping competent technical experts develop better interpersonal or managerial skills
- developing an individual's potential and providing career support
- developing a more strategic perspective
- handling conflict situations so that they are resolved effectively.

Our managers will play a crucial role in supporting staff to achieve our vision for the legal services market in the future. To enable them to meet this challenge we want to ensure that our managers are developed and have the necessary skills and knowledge. As part of our investment in developing our managers, we hope to introduce a coaching programme in 2011/12 where a series of coaching sessions delivered by externally qualified coaches will be available to managers. This programme will not be compulsory. Its introduction is dependent on budget availability and public sector controls on spending.

## **8. Induction**

As we are now established and in our second year of operation it is unlikely that we will have a significant induction requirement for new staff going forward. However, the learning opportunities in the Learning and Development Programme will be used to form the basis of an Induction Programme for any new staff joining the LSB.

## **9. Skills Pledge**

The Skills Pledge is an important Government-wide initiative designed to enable employers to support staff in achieving Level 2 qualifications as a minimum level (Level 2 qualifications being equivalent to 5 GCSEs, grades A-C).

The LSB is committed to the Skills Pledge and we are committed to ensuring that every colleague has at least a Level 2 qualification by 2011-12.

Any colleague not qualified to level 2 will be offered support undertake a qualification to qualify them to this level. Opportunities will include:

- O levels/GCSEs;
- NVQs;
- Modern Apprenticeships;
- Advanced Modern Apprenticeships;
- A Levels.

Where a vocational course of study is being undertaken time will normally be allowed during the working day to collate evidence for the work portfolio; this will not normally exceed more than two hours each week. Time off is also allowed to attend exams. If day release is agreed colleagues must attend work on that day during half term and term time holidays, or if they are not required to attend for any reason.

## **10. Conclusion**

We have a challenging programme of work ahead in challenging times so the systematic approach to learning and development set out in this Framework will help ensure that our effort is directed where it is most needed and that our resources are put to cost-effective use.

It ensures that we do not see training out of context and that we relate our efforts to the workplace at every opportunity.

We must be continually alert to emerging developments, both in an organisational context and in terms of the learning and development opportunities available in the public sector. This Framework will therefore be reviewed and evolve over time to provide the best learning and development opportunities for all our colleagues to ensure that the legal services market continue to see us as a role model.

## **11. Acknowledgements**

Jane Jones, CPS  
Pat Hignett, CPS  
Morag Aitken, MoJ

## Appendix 1

Knowledge/skills requirement	Training/development module	Mode of delivery	Duration	To be undertaken by	Status
<b>All about the LSB's work</b>					
Why, what, how we do what we do	Induction, awayday presentation, general ongoing cascade	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
LSB key aims and Business Plan	Induction, awayday presentation, general ongoing cascade	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
Legal services markets and developments	Lunch and learn / research de-briefs	Internal	n/a	All colleagues	Ongoing
Stakeholder awareness and understanding	Lunch and learn sessions / written de-briefs from meetings	Internal	n/a	All colleagues	Ongoing
How do I contribute to LSB?	Induction, awayday presentation, general ongoing cascade	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
<b>LSB policies and processes</b>					
Performance management system	All colleague briefing / management cascade	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
LSB policies and systems – security and information assurance	Team meetings / management cascade	Internal		All colleagues	Complete and to be refreshed on ongoing basis Complete (but needs to be re-taken by all during 2011)
	Information Assurance	E-Learning Module through Justice Academy (MoJ)	1 hour		
LSB policies and systems – employment and H&S	Induction / management cascade / team meetings	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
		E-Learning Module	20		

	Health and Safety at Work	through Prosecution College (CPS)	minutes		Jul - Sept 2011
LSB policies and systems – IT and telephony	Induction / one to one briefings as required	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
Judicial review awareness	In-house training	Internal	n/a	All colleagues	Complete (and to be refreshed on ongoing basis)
LSB project and risk management processes	In-house training	Internal	n/a	Managers and associates	Complete (and to be refreshed on ongoing basis)
<b>Core skills development</b>					
What is policy, how to develop it	Policy Design (part 1): Problem, Stakeholders, Evidence and Consultation	Commercial course tailored and provided in-house (Govt. Exchange)	1 day	Regulatory Project Managers and Associates	Complete Jan – Mar 2011
Policy options and evaluation	Policy Design (part 2): Options to Evaluation	Commercial course tailored and provided in-house (Govt. Exchange)	1 day	Regulatory Project Managers and Associates	Complete Jan – Mar 2011
Getting policy messages across orally and in writing	Effective Policy Submissions and Briefings	Commercial course tailored and provided in-house (Govt. Exchange)	1 day	All Managers, Associates, selected administrators	Complete Jan – Mar 2011
Understanding regulatory techniques	Short Course on Regulation	LSE (being sourced)	2 days	Regulatory Project Managers and Associates	Complete Jan – Mar 2011
How to improve written documents	Effective Writing Skills	Commercial course tailored and provided in-house (Govt. Exchange)	1 day	All colleagues	Complete Jan – Mar 2011
General good practice in preparing written documents	Written Communication Skills	E-Learning Module through Prosecution College (CPS)	30 minutes	All colleagues	Jul - Sept 2011

<i>Improving presentation skills</i>	<i>Course to be sourced</i>			<i>All Managers and Associates</i>	<i>Q2/3 2011/12</i>
Getting results through influence	Influencing and Negotiation Skills	Commercial course tailored and provided in-house (Govt. Exchange)	1 day	All Managers, Associates and Office Services Co-ordinator	Complete Jan – Mar 2011
Getting the best out of personal relationships	Personal Impact	Commercial course tailored and provided in-house (Capita)	1 day	All colleagues	Complete Jan – Mar 2011
<b><i>Equality and diversity</i></b>					
	Diversity Overview	E-Learning Module through Prosecution College (CPS)	20 minutes	All colleagues	<i>Q2/3 2011/12</i>
	Equality and Diversity and Inclusion (Modules 1, 2 and 4)	E-Learning Module through Prosecution College (CPS)	50 minutes	All colleagues	<i>Q2/3 2011/12</i>
	Effective Intercultural Communication	E-Learning Module through Prosecution College (CPS)	30 minutes	All colleagues	<i>Q2/3 2011/12</i>
	Awareness of Equality and Human Rights Issues	Practitioner-led discussion – to be sourced		All colleagues	Tbc
	European Convention on Human Rights (Modules 1 – 8)	E-Learning Module through Prosecution College (CPS)	2 hours	All colleagues	<i>Q2/3 2011/12</i>
	Leading Diversity	E-Learning Module through Prosecution College (CPS)	30 minutes	All Line Managers	<i>Q2/3 2011/12</i>

<b>Management development skills</b>					
General into to management	Introduction to Management	In-house course (Deminos)	Tbc	All Line Managers	Tbc
Coaching skills	Coaching Techniques for managers	E-Learning Module through Prosecution College (CPS)	50 minutes	All Line Managers	Tbc
Finance skills	Finance Skills for non-Finance Managers	E-Learning Module through National School of Government	Tbc	Any interested colleague through PDB	As required

## Appendix 2

### Personal Development Budgets

1. As part of its commitment to being a learning organisation, the LSB will make every endeavour to provide permanent colleagues who have successfully completed probation with a Personal Development Budget (PDB), which can be used to meet training and development needs outside of the organisation's Development Plan.
2. The decision on whether or not a PDB can be allocated to individuals, and if so, the size of the PDB, will be made each financial year in August. Its use is optional, but if a personal training need is identified, the budget must be committed and spent before the end of each individual financial year (March).
3. As funding decisions are taken on an annual basis, colleagues should not assume that funding will be available in any subsequent year nor that the LSB will continue to fund any course of training which runs across financial years.
4. Once the PDB is announced, colleagues should consider their training needs and discuss options with their Line Manager before making a request to use the PDB. Requests will be granted where the training and development requested meets the following conditions:
  - a. Meets a training need identified on a colleague's Personal Development Plan;
  - b. Will deliver benefits to both an individual's personal development and the needs of the LSB;
  - c. You have the ability and aptitude to successfully complete the training
  - d. Provides value for money (training options must be sourced in line with the LSB's procurement policy). Where more than one colleague identifies a similar need, the LSB may ask you to develop a joint proposal to allow provision from a single supplier;
  - e. Will not have a detrimental impact on your ability to perform your role to required time and quality thresholds.
5. Submissions should be made to the Corporate Director and have the support of the relevant Line Manager. A PDB Request Form is attached.
6. Once you have completed the training, you will need to consider how to put what you have learnt into practice and whether this will be immediate or over a longer period. We will ask you to evaluate the training you have received and, at your next performance review, to assess how it has improved your performance.



**FORM**

**Request to access Personal Development Budget**

**Colleague name:**

**Job title:**

**Line manager:**

**Date of request:**

**What is the training/development need?**

**Why is the training required?**

Please include how it links with the business of the LSB and how it relates to your own job.

**What do you hope to learn?**

**Training indentified**

*Please attach details including Cost and Duration*

**Value for money justification including alternative suppliers investigated**

**Any other information to support your application**

Eg measures to address any impact on work progress, request for time off etc

Supported by *(signature of line manager)* .....

Application review and approved by .....