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GBS Staff Learning and Development Policy

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GBS HE Malta Limited Staff Learning and Development Policy

1. Policy Statement

1.1 GBS HE Malta Limited (GBS) is committed to the provision of learning and development (L&D) for all our staff and will raise the standard of our academic and non-academic teams aligned to the industry sector with the aspiration of being known for the quality of our staff development. We believe that effective L&D plays a vital part in achieving this.

1.2 It is our intention to build staff capabilities at all levels through several development programmes within onboarding, performance, and leadership, which will align to the delivery of our Strategic Plan. As part of the Strategic Plan with the sub-People strategy, this policy encompasses all staff L&D activity at GBS. It aims to ensure that all staff understand their responsibilities for L&D, the funds in place to support this activity, alongside the importance of monitoring and evaluating the impact and benefits of the L&D activity at GBS.

2. Purpose

2.1 The purpose of this policy is to outline in broad terms GBS commitment to staff learning and development and to indicate the role that different parties play in the delivery of their learning and development.

3. Scope

3.1 This policy covers all GBS staff on a full time and/or part time basis after successful completion of their probation period. Only essential training necessary for fulfilling the job criteria will be considered during a staff member's probationary period.

4. Definitions

4.1 **70:20:10** is a learning and development theory that encapsulates all of the different ways that people learn. The model will aid in developing a formal learning solution to integrating learning in the workflow. The 70:20:10 model is based on the principle that:

- **70 percent** of learning comes from experiences, experiment, and reflection. Examples include problem solving, challenging tasks, other roles, and responsibilities, auditing/reviewing, innovation, and reflection.

- **20 percent** derives from interacting and working with others through training. Examples include coaching colleagues in the workplace, collaboration, and continuous improvement, giving and receiving feedback, learning in networks, action learning and after-action reviews.
- **10 percent** comes from formal interventions and planned learning solutions. Examples include courses, modules, workshops/masterclasses, e-learning, seminars, and reflection.

5. Equality and Diversity

5.1 GBS will ensure equality of access to learning and development opportunities for all staff. No member of staff will be treated less favourably on the grounds of sex, marital or parental status, race, ethnic or national origin, colour, disability, sexual orientation, religion, or age.

6. Roles and Responsibilities

6.1 GBS takes primary responsibility for implementing the Learning & Development Policy, by ensuring staff are given the necessary opportunities to undertake appropriate learning and development activities. The roles and responsibilities include:

6.2 **GBS Employees and Line Managers-** In line with business needs, managers and staff should discuss, agree, and evaluate learning and development.

6.3 **The Organisation and Talent Development (OTD)¹**-The role of the OTD team provides specialist support to managers in the development of their staff. The OTD team must ensure that all our staff have the necessary knowledge, skills, and experiences to deliver our vision. It also supports our commitment to all our values, in particular, *“We always want to learn and improve”*. (Please refer to Annex 3- Our Values).

6.4 The OTD team will:

¹ Please note the OTD team is a business unit which is a part of the People Team (Human Resources)

- Assist with the identification of learning and development needs.
- Implement and monitor the Corporate Learning Plan.
- Develop and design learning and development activities.
- Source suppliers for learning and development activities and evaluate appropriately.

6.5 Learning needs will be identified and determined through self-assessment by line managers with the support of the OTD team. These needs will be recorded on a personal development plan (PDP). When a learning or development activity is required, even if already recorded on a PDP, a Learning Request Form must be completed and forwarded to learninganddevelopment@globalbanking.ac.uk. (*Please refer to Annex 1- Learning Request Form*).

6.6 GBS recognises that many staff are highly skilled and professionally qualified, therefore will have a need for Continuous Professional Development (CPD). GBS will assist in supporting those needs. (*Please refer to Annex 2 – Financial Support*). Most effective learning happens at work and therefore GBS is committed to supporting a wide range of learning methods including coaching, e-learning, secondments, and project work. Traditional solutions such as training courses, seminars, workshops, and conferences will also be made available.²

6.7 The OTD team:

- Has responsibility for updating the information available through Unit4 Talent and Life platforms.
- Work together with IT to maintain the functionality of these platforms.
- Co-create learning content with the Learning Resources and Technology team.

7. L&D Review

7.1 GBS will ensure our staff are supported through learning and development by:

- Performance consulting to ensure that any solutions developed focus on improving performance overall and look beyond L&D solutions.
- Recommend the most effective L&D solution for the need identified.

² Please note, these are suggestions and not exhaustive.

- Validate the effectiveness of the L&D work using operational performance measures e.g., Key Performance Indicators (KPIs) Register.
- Commit to adopting the 70:20:10 model of learning as the basis for its L&D provision.
- Recognise staff need to engage in Continuous Professional Development (CPD).
- Place continuous improvement at the core of our policy.
- Provide continuous improvement by reviewing progression every 12 months as part of the performance management cycle.
- Schedule improvement plans through e-learning or webinar sessions, external training sessions, internal training sessions, mentoring and shadowing or on-the-job training.

8. Finance

8.1 GBS commits to contributing to development. *(Please refer to Annex 2- Financial Support)*. For any agreed financial investment, a signed copy of a payback plan must be completed, agreed, and signed. The completed form must be emailed to learninganddevelopment@globalbanking.ac.uk.

8.2 Payback Plan

8.2.1 Where it is deemed appropriate, GBS may make it a condition of attendance at a course, that should an employee leave their employment within a specified time frame, we will recover, from the employee, a portion of the fees paid to the training provider according to the schedule in 8.2.3 below. This intention will be made clear at the outset of the training and the employee shall be given the opportunity to determine if they wish to proceed with the training under the terms offered, except where this is made as a condition of appointment. In such circumstances, a separate training agreement will be drafted between GBS and the employee.

8.2.2 No recovery will be made without the prior knowledge and agreement of the member of staff, and this provision would not be introduced without the prior knowledge of the employee, nor would it be made retrospectively.

8.2.3 The payback plan is as follows:

- Before commencement of the course, although *after* fees/any associated costs have been paid: 100% of the liability which remains subsequent to attempts to recover any costs from the training provider.
- At any point during the course, or within three months after course completion: 100% per cent staff responsibility.
- More than three months since completion, although less than 12 months since completion: 70% per cent staff responsibility.
- More than 12 months, although less than 18 months since completion: 50% per cent staff responsibility.
- More than 18 months, although less than 24 months 30% per cent staff responsibility.

9. Monitoring and Review

9.1 This policy may be amended by GBS at any time. Any issues related to the monitoring and review of this policy or any other issues will be reviewed in line with the performance year by the OTD team. For any queries related to Learning and Development, please contact:

- Learning and Development Team
- learninganddevelopment@globalbanking.ac.uk

10. Data Protection and Confidentiality

10.1 GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the [Information Commissioners website](#). GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

11. Alternative Format

11.1 This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Welfare Management Team
- **Position:** Welfare Officer/Manager
- **Email:** welfare@globalbanking.ac.uk

Annex 1- Learning Request Form

GBS staff member must discuss and agree their learning and development need (L&D) with their Line Manager. Staff member must complete this form and return to learninganddevelopment@globalbanking.ac.uk and/or via Unit4 Learn.

Name:		Role:	
Business Area		Cost (if known):	
L&D Activity		Date of activity:	
<i>How does this learning and development activity link to your personal development plan?</i>			
<i>Please detail 2-4 learning objective/s for this L&D activity? (State measurable/observable outcomes)</i>			
1.			
2.			
3.			
4.			
Signature:		Date:	
L&D activity agreed or declined:		Reason:	
Line Manager signature:		Date:	
Budget holder's signature:		Date:	

For HR use only Booked and Training plan updated	
Signed:	Date:

To help ensure most value from each L&D activity, take a moment to review some of your related roles and responsibilities

	Line Manager	Staff	Org. Talent Development
Before	<ul style="list-style-type: none"> • Be available for pre activity discussion • Set date for post activity discussion 	<ul style="list-style-type: none"> • Familiarise with the learning content and objectives • Complete any pre-learning work in a timely fashion • Arrange pre and post activity discussions • Clear your diary and communicate attendance with your line manager 	<ul style="list-style-type: none"> • Design/source learning and development activity to suit staff/organisations needs • Ensure all staff have what they need for each learning activity • Be available for consultation
During	<ul style="list-style-type: none"> • Provide support, encouragement, and cover to ensure staff attendance 	<ul style="list-style-type: none"> • Identify ways to apply the new skills to the workplace • Practice the skills to perform them confidently • Gain feedback from peers, line manager and staff • Complete/update personal development plan 	<ul style="list-style-type: none"> • Encourage maximum participation and learning from all • Be available for consultation • Provide structured feedback to all staff if appropriate • Work with everyone to build action driven development plans
After	<ul style="list-style-type: none"> • Be available for post activity discussions • Take time to provide feedback and coach • Identify opportunities for further development 	<ul style="list-style-type: none"> • Complete post learning evaluation discussions • Take actions to transfer skills • Follow up with line manager • Review personal development plan regularly 	<ul style="list-style-type: none"> • Be available for coaching • Review staff evaluations and update learning plan as required

Annex 2- Financial Support


The below table demonstrates the types of learning that can be requested and supported. The level of financial support is dependant on the employees length of service at GBS and whether the employee has completed their probation period or not.

Perspective	Hierarchy	Self-Directed / Work-Based Learning < 6 months service	Foundation >6 months* (Mutual benefit to both GBS and Individual**)	Specific + 12 months* (Mutual benefit to both GBS and Individual**)
Strategic	Level 16-21	GBS Onboarding <ul style="list-style-type: none"> Self-Serve inc. Compliance learning GBS Induction Business Area Induction 		Skill and/or Experience Based Learning aligned to their current role and career direction. Job Assignments in line with Strategic Plan - developmental assignments are a challenge, something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently Developmental Relationships - learning through interaction with others:- 1. Assessment (feedback provider, sounding board, point of comparison, feedback interpreter) 2. Challenge (dialogue partner, assignment broker, role model) 3. Support (counsellor, cheerleader, reinforcer, cohort) Professional Activity e.g., attending local, regional, national, and international meetings, conferences and workshops sponsored by professional businesses Presenting papers at conferences and workshops Serving as an officer, board or committee member Coordinating events sponsored by GBS
Tactical				
Operational	All Managers	Improve job performance <ul style="list-style-type: none"> Keeping up with technology, systems, processes Learning about new developments in your field Improving existing skills 	<ul style="list-style-type: none"> Professional Qualifications e.g., enrolment in GBS programs, courses, or pursuing external certificates, accreditations or other credentials through educational programs*** Professional Subscriptions, Memberships, Conferences and Exhibitions Secondments *** 	
	All Levels	Increased duties and responsibilities <ul style="list-style-type: none"> Taking on new challenges in current position, projects, long or short-term assignments 		
General	All Levels	Refer to Self-Directed/Work-Based Learning examples		

* Must achieve good performance in role across the Performance Year, Personal Development Plan in place, and/or identified as high potential/talent – validation via Unit4 Talent required by your line manager

** Payback plan would apply refer to L&D policy

*** Policy to be written by end of 2021



Financial Investment Levels

The below table demonstrates the UNIT4 approval thresholds. It is divided into two 1) Types of Learning and the level of 2) Financial Investment approval required.

Type of Learning *	Financial Investment
<ul style="list-style-type: none"> Learning resources e.g., books, journals, digital content 	<p><u>Self-Directed/Work-Based</u> (Line Manager approval in line with Finance U4 thresholds)</p> <p>Any associated learning resources deemed appropriate</p>
<ul style="list-style-type: none"> Professional Subscriptions, Memberships, Conferences and Exhibitions 	<p><u>Foundation</u> (Line Manager approval in line with Finance U4 thresholds)</p> <p>Considerations - appropriate to current role, supports their development and achievement of the Strategic Plan, aligned to outcome of Annual Review and where its renewed or not (as appropriate)</p>
<ul style="list-style-type: none"> Professional Qualifications 	<p><u>Specific</u> (CEO/Head of Dept. approval in line with Finance U4 thresholds and completing Learning Request form via Unit4)</p> <p>Considerations - appropriate to current role, supports their development and achievement of the Strategic Plan, aligned to outcome of Annual Review and where its renewed or not (as appropriate)</p>

* Excludes travel and expenses – all references within the current expenses policy will remove financial support for learning. This will be covered in the new L&D policy which will supersede the current policies – Tuition Reimbursement and Training & Development

Self-Directed/Work-Based Learning Examples

The below table gives examples of the types of learning an employee may be involved in to enhance their learning. This is divided into two: 1) Self-directed learning and 2) Work-based learning.

Self-Directed	Work-Based
<ul style="list-style-type: none"> • Reading books/articles • Listen to podcasts • Reflect and learning from mistakes or past experiences • Receive regular informal feedback from your line manager, colleagues and direct reports • Engage in project debriefs • Participate in facilitated group discussions • Seek advice by asking questions and sounding out ideas • Receive coaching from managers, peers and others • Participate in mentoring relationships • Meet with people who have skills and knowledge that you are interested in learning more about • Engage with communities, blogs and discussion forums • Build your networks in other business groups • Use external networks and contacts • Get actively involved in professional associations 	<ul style="list-style-type: none"> • Apply new learning from training in real situations • Try a new approach to take a different view • Use feedback you've received or information you've researched to apply best practices • Participate in job shadowing • Take on increased responsibilities/increased decision-making • Champion and/or manage change projects • Volunteer to work on new initiatives • Collaborate with others outside of your immediate team • Take on task/projects that stretch you • Cover for others leave • Apply standards and processes • Request co-ordinated job swaps • Participate in leadership activities e.g., manage the P&L, manage a team • Take part in projects or working groups that are not core to your current job • Volunteer to participate in communities or to become a committee chair • Undertake research projects

Annex 3- Our Values

Our vision is embedded within our values. Our values are not just a set of words, they define who we are and what we strive to be as an organisation. We want to put our values at the heart of everything that we do, and we need our staff and students help to make this a success.

