Learning & Development Policy

July 2023

ARMAGH CITY, BANBRIDGE AND CRAIGAVON BOROUGH THE COUNCIL

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Policy Nominated Officer:	**Lisa Rogan, Organisational Development & Performance Manager**
Equality screened/Rural Impact Assessed by	**Lisa Rogan, Organisational Development & Performance Manager** **Niamh Shannon, Head of HR & Organisational Development**
Equality screening/Rural Impact Assessment date:	**24 July 2023**
Amendment Version Issue Date:	**24 October 2023**
Approved by:	**Full Council - 23 October 2023**
Review Date:	**23 October 2026**

AMENDMENT RECORD SHEET

Remove and destroy old pages. Insert new pages as indicated.

Revision Number	Page Number	Date Revised	Description of Revision
1	2 & 3	July 2023	Updated budget provision information
2	2, 3 & 5	July 2023	Updated to incorporate new Staff PDC Process
3	3	July 2023	Replaced Essential Skills reference with Mandatory/Compliance training
4	4 & 5	July 2023	Updated health and safety information
5	6	July 2023	Revised Post Entry provision-personal development aspect
6	7	July 2023	Reference to ICT Acceptable Use Policy
7	7	July 2023	Inclusion of information in respect of Trainee Posts

Contents

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1. INTRODUCTION

1.1 Armagh City, Banbridge & Craigavon Borough Council recognises the contribution employees make to the success of the organisation. It also recognises the need to support employees ensure that they are equipped with the necessary skills and attributes to deliver customer-focused and value for money services.

2. AIMS

2.1 The purpose of this policy is to ensure that:

o Employees are equipped with the knowledge, skills and attributes required to deliver the objectives laid down in the Community Plan, Corporate Plan and the resultant Departmental Business Plans.

o Employees are enabled, as far as possible, to achieve their own potential, ensuring a motivated workforce aspiring to excellence.

o Training is identified in line with annual budget allocation, delivered and evaluated on a planned and structured basis, ensuring efficiency, effectiveness and value for money.

3. EQUALITY OF OPPORTUNITY

3.1 Learning and Development opportunities are open to all employees, regardless of age, gender, religion, race, political persuasion or disability. The provision of training assistance will be governed by the criteria of need, relevance to organisational objectives, staff development and cost effectiveness.

3.2 In assigning any development opportunity that may potentially give a promotional advantage, Managers must be duly cognisant of their equality obligations. While urgent service demands will often be a foremost consideration, Managers will be expected to objectively justify all decisions and demonstrate fairness in the workplace at the widest level.

4. RESPONSIBILITY FOR TRAINING PROVISION

4.1 The Executive Management Team is responsible for setting the annual Learning & Development budget.

4.2 The Learning & Development section will be responsible for drawing up an annual Corporate Training Plan based on corporate learning and development needs and individual learning and development needs identified at employee Performance Development Conversation (PDC) meetings.

5.   TRAINING RECORDS

5.1   The Learning & Development team will collate and maintain a personal training record for each employee, briefly summarising training undertaken within a particular year. Copies of these records can be made available on request from the respective line manager or individual employee concerned. It is important that these records are kept up to date and for that reason all information in relation to training (to include in-house/on the job training) should be forwarded to the Learning & Development Team in HR&OD (Craigavon). Line Managers should use these training records during PDC meetings to review any learning & development activity completed since the last review meeting. Discussion should also take place on how the employee has benefitted from and applied the learning in his/her job role or if there are any training gaps still to be addressed and how this will be actioned going forward.

6.   MANDATORY/COMPLIANCE TRAINING

6.1   On the Job Training

6.1.1   For many employees the greater part of their training will be on the job and it is important that this is properly addressed and properly recorded by line managers. The training record must include the date that the employee has completed the training and the signature of the Manager and the employee. A record must be given to the L&D team, HR&OD (Craigavon) for personal files.

6.2   Externally provided Training

6.2.1   From time to time it may be necessary for employees to attend externally provided mandatory/compliance training in relation to their post. Ideally these should be discussed as part of individual/team PDCs (whatever is most appropriate). In such instances, the following procedure should be adhered to:

   o   Once a training/development need is identified, the relevant application form must be completed (individual/departmental). This must be signed off by the employee (where relevant) their Line Manager and Head of Department. The form, including all event details, must be passed to the L&D team, HR&OD, who will check to ensure that it falls within current budget provision.

   o   Line Managers should endeavour to control the number of requests for the same conference/seminar and ensure that multiple requests are not submitted unless absolutely necessary. If approval is granted to one individual then that member of staff must, on request, share their learning with the rest of the team.

   o   L&D will notify the employee if a training course/activity has been approved and L&D will make all necessary arrangements including raising the relevant purchase order and approving the associated invoice. It is the responsibility of the applicant to ensure that sufficient time is available to obtain all the necessary approvals, otherwise a place on the training event/course cannot be guaranteed. Early processing of forms also allows for early bird rates and discounts to be applied.

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- On approval an employee will book themselves a place on any conference/seminar. The L&D team will provide the employee with the purchase order details to be used on booking. It is the responsibility of the applicant to ensure that sufficient time is available to obtain all the necessary approvals, otherwise a place on the conference/seminar cannot be guaranteed. Early processing of forms also allows for early bird rates and discounts to be applied.

- After the training has taken place, the employee and the Line Manager must evaluate the course and inform L&D section, HR&OD of any positive or negative feedback. Employees are encouraged to give honest and constructive feedback. Both parties should also agree any actions which may be implemented as a result of the course.

- All travel and subsistence associated with attendance at a training event will be paid from the departmental travel and subsistence budget and not the training budget. Where an employee is a casual or essential car user, mileage will be paid at the appropriate rate. Only the public transport rate will be paid in relation to post entry qualifications. Employees must ensure that their car insurance covers them for occasional business use before using their own car to attend training events.

- When course attendance is mandatory and requested by the council for the satisfactory performance of duties, leave of absence is granted and paid for. Course attendance outside normal working hours is treated as working hours and paid for (or taken as lieu time depending on the terms and conditions of employment of the individual). Where the course is related to the employment and is mutually beneficial to the council and the employee, leave of absence is granted and the employee will be paid for any time that coincides with his/her normal rostered shift. Course attendance outside normal rostered hours for the employee is not credited as lieu time nor is it paid for.

- In all cases where training (including post entry training) is given at the expense of the Council, the employee will be required, after completion of the course to carry out the tasks for which he/she has been trained and which relate to their post.

- Depending upon the type of training; and to avoid a potential conflict of interest; there may also be some restrictions in place on an employee using any training/qualifications funded by Council for another party or for personal gain. Further information on this will be made known if applicable.

6.3   Health & Safety Training

6.3.1 The Council will provide health and safety training and information to employees to ensure that they are not injured whilst at work. The Council has a duty of care and will endeavour to ensure that staff are working in a healthy and safe environment and will provide training to ensure that employees are competent. The Council also aims to ensure that those accessing council services are protected. The following health and safety training will be provided for our employees:-

- o Basic induction training and information , including arrangements for first aid, fire safety, accident reporting emergency evacuation
- o E-learning Health and safety training for relevant employees
- o Specific on the job training i.e. manual handling, safe use of equipment, safe systems of work, normal operating procedures, emergency operating procedures, tool box talks etc

Managers will receive risk assessment training so that they can identify specific training needs within their departments.

Casuals will also be given adequate health and safety training.

Any externally provided health and safety training should be requested via the application form for short course/seminar/conference and the necessary approvals sought.

7. POST ENTRY QUALIFICATIONS

7.1 The Council is supportive of providing opportunities for employees to achieve recognised accredited qualifications. Applications of this nature will only be considered from staff who have successfully completed their probationary period. Post Entry training includes any course which results in a third level/further education/QCF qualification and is obtained through:
- o Day release
- o Evening classes
- o On-line learning

7.2 Approval for Post Entry training will not normally be granted unless prior identification of the need has been recorded through the PDC process.

7.3 Applications for such courses should be made on the "Post Entry Training Application". They should be approved up to Departmental Director level and submitted to Learning & Development **no later than 31 May** for any courses starting September/October and **30 September** for courses starting January. **Late applications will not be considered.**

7.4 All applications will be reviewed simultaneously by EMT and in line with budget availability. Approval will be allocated in the following order:
- • The course of study will make a contribution to performance as outlined in the objectives in employee PDC
- • The course of study will make a contribution to the achievement of departmental objectives
- • The course of study will make a contribution to the achievement of organisational objectives
- • The course of study will contribute to employee's personal development and have some potential relevance to performance.

7.5 Where a course is deemed to be personal development, the Council will require the applicant to pay 50% of the costs involved and/or attend on their own time (by taking annual leave or TOIL as necessary).

7.6   If a course spans more than one academic year, you should submit an application clearly stating this and providing as much detail as possible and a total breakdown of the costs. Eligibility for further years is not an automatic right and evidence will need to be provided of successful completion of the previous years' study. Eligibility to higher qualifications is also not an automatic right; and in these instances employees need to submit a new application in line with the procedure above.

7.7   Approval will mean payment of the following:
   o Course fee
   o Registration fee
   o Exemption fee
   o Examination fee
   o Essential text books (in line with 7.8 below)
   o Residential fee

7.8   50% of the cost of essential text books can be reclaimed up to a maximum of £75 per year. All text books purchased must be part of the reading list of the course. The costs will initially be borne by the employee. Receipts should be sent to the L&D section, HR&OD, who will arrange for reimbursement at the appropriate level.

7.9   Day release for attendance at classes must be regarded in every way as a day on normal duty. If ill the employee must send the usual notification to their office. If the employee is to be on leave, then prior approval must be obtained from the Line Manager and a leave request submitted in the normal way.

7.10   Study Leave / Examination Leave

7.10.1 Study leave is granted prior to the sitting of official examinations. When more than one examination is taken, 1 day's study leave per examination may be granted up to a maximum of 5 days in the study year.

7.10.2 Examination leave is granted for the actual sitting of the examination. The day on which the examination is being held will be considered as special paid leave whether the time of the examination is outside normal working hours or not.

7.10.3 Where a dissertation or thesis is taking the place of an official examination, study leave to a maximum of 5 days may be granted at the discretion of the Head of Department and L&D section. If an employee has to prepare for an oral examination on their thesis then study leave may be granted at 1 day per subject. Officers will normally be expected to select a dissertation/thesis subject relevant to the Council's business.

7.10.4 Study leave and examination leave may be withdrawn if attendance at classes is less than 70%.

7.11   Continuation of Support

7.11.1 Employees required to re-sit examinations must do so in their own time and at their own expense.

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7.11.2 Financial assistance will not normally be continued beyond the first attempt at any one examination. In exceptional circumstances (e.g. illness), further concessions may be granted. Each case will be considered on its own merits.

7.11.3 For courses of more than 1 year, examination results must be submitted as approval to continue a course will be influenced by examination results.

7.11.4 Where studies are discontinued by an employee at any time during a course of study, he or she will be required to repay monies in respect of fees and text books.

7.11.5 If an employee resigns from the employment of Local Government within 2 years of completing a course (end date of course taken as end of study and any exams if applicable), all monies paid in respect of fees and text books will be deducted from any final salary.

7.11.6 Fees in respect of membership of professional institutes will be paid for an employee only when completing an agreed course of study.

7.11.7 Council support does not extend to study in Council time, other than study leave or other time specifically approved. However, reasonable use of Council hardware and software in the student's own time can be approved if in line with the Council's ICT Acceptable Use Policy.

7.11.8 If employees wish to attend graduation ceremonies, they will be expected to do so in their own time and at their own expense.

8.   Trainee Posts

Council will support those employees in Trainee posts to obtain the associated professional/vocational qualification within an agreed timescale in relation to the respective Trainee post. These will be dealt with on a case by case basis. The main principles of provision of Post Entry Qualifications, where relevant, will also apply. Council will however support a Trainee who is required to re-sit examinations with provision of one re-sit of an examination.

9.   REVIEW

8.1   This procedure will be reviewed regularly by the Council and, if necessary, revised in consultation with recognised Trade Unions.

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Appendix 1 Equality Screening Form

Policy Title: Learning & Development Policy

Brief Description of Policy (please attach copy if available). Please state if it is a new, existing or amended policy.

The updated Learning & Development Policy outlines how learning and development is to be managed within Armagh City, Banbridge & Craigavon Borough Council and also outlines the procedures on how training requests will be dealt with.

Intended aims/outcomes. What is the policy trying to achieve?

The aim of this policy is to ensure that:

- o Employees are equipped with the knowledge, skills and attributes required to deliver the objectives laid down in the Community Plan, Corporate Plan and the resultant Departmental Business Plans.

- o Employees are enabled, as far as possible, to achieve their own potential, ensuring a motivated workforce aspiring to excellence.

- o Training is identified in line with annual budget allocation, delivered and evaluated on a planned and structured basis, ensuring efficiency, effectiveness and value for money.

Policy Framework

Has the policy been developed in response to statutory requirements, legal advice or on the basis of any other professional advice? Does this affect the discretion available to The Council to amend the policy?

No

Are there any Section 75 categories which might be expected to benefit from the policy? If so, please outline.

Not directly. Policy will drive equality of opportunity within training as learning and development opportunities are open to all employees irrespective of section 75 category. The provision of training assistance will be governed by the criteria of need, relevance to organisational objectives, staff development and cost effectiveness.

Who initiated or wrote the policy (if The Council decision, please state). Who is responsible for implementing the policy?

Who initiated or wrote the policy?	Lisa Rogan, Organisational Development and Performance Manager
Who is responsible for implementation?	All line managers and HR&OD Department-Learning and Development Team

Are there any factors which might contribute to or detract from the implementation of the policy (e.g. financial, legislative, other)?

n/a

Main stakeholders in relation to the policy

Please list main stakeholders affected by the policy (e.g. staff, service users, other statutory bodies, community or voluntary sector, private sector)

Staff

Are there any other policies with a bearing on this policy? If so, please identify them and how they impact on this policy.

No

Available Evidence

The Council should ensure that its screening decisions are informed by relevant data. What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories. For up to date S75 Borough Statistics

Section 75 category	Evidence
Religious belief	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Political opinion	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Racial group	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Age	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.

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Marital status	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Sexual orientation	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Men and women generally	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Disability	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.
Dependants	Policy has to be reflective of whole workforce and provide equality of opportunity for all staff in respect of learning and development.

Needs, experiences and priorities

Taking into account the information gathered above, what are the different needs, experiences and priorities of each of the following categories in relation to this particular policy/decision?

Section 75 category	Needs, experiences and priorities
Religious belief	Through the Learning & Development Policy Council recognises the need to ensure Equality of Opportunity in respect of access to learning & development opportunities.
Political opinion	
Racial group	
Age	
Marital status	
Sexual orientation	
Men and women generally	
Disability	Timing, location and delivery methods of learning and development opportunities should consider any reasonable adjustments that may be required to ensure full participation of disabled staff.
Dependants	Timing & location of learning and development opportunities should take into consideration potential caring responsibilities of staff who have dependants.

1. What is the likely impact on equality of opportunity for those affected by this policy for each of the Section 75 categories?

Category	Policy Impact	Level of impact (Major/minor/none)
Religious belief Political opinion Racial group Age Marital status Sexual orientation Men and women generally Disability Dependants	There are procedures in place to ensure Equality of Opportunity in relation to learning and development opportunities within Council.	None

2. Are there opportunities to better promote equality of opportunity for people within the Section 75 categories?

Category	If yes, provide details	If no, provide reasons
Religious belief		There are procedures in place to ensure Equality of Opportunity in relation learning and development opportunities within Council.
Political opinion		
Racial group		
Age		
Marital status		
Sexual orientation		
Men and women generally		
Disability		
Dependants		

3. To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion, or racial group?

Category	Details of Policy Impact	Level of impact (major/minor/none)
Religious belief	N/A	None
Political opinion	N/A	None
Racial group	N/A	None

4. Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Category	If yes, provide details	If no, provide reasons
Religious belief		No
Political opinion		No
Racial group		No

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Multiple Identity

Generally speaking, people fall into more than one Section 75 category (for example: disabled minority ethnic people; disabled women; young Protestant men; young lesbian, gay and bisexual people).   Provide details of data on the impact of the policy on people with multiple identities. Specify relevant s75 categories concerned.

> The Learning & Development Policy Council recognises the need to ensure Equality of Opportunity in respect of access to learning & development opportunities.

Disability Discrimination (NI) Order 2006

Is there an opportunity for the policy to promote positive attitudes towards disabled people?

> The provision of training for staff in meeting the needs of Disabled customers and colleagues is included in Induction and Section 75 and Equality training which is offered to staff throughout the year.

Is there an opportunity for the policy to encourage participation by disabled people in public life?

> N/A

Screening Decision

A: NO IMPACT IDENTIFIED ON ANY CATEGORY – EQIA UNNECESSARY

   Please identify reasons for this below

> Learning and development opportunities are open to all employees irrespective of section 75 category. The Council will continually review its learning methods so that they are suitable for a variety of disabilities. The provision of training assistance will be governed by the criteria of need, relevance to organisational objectives, staff development and cost effectiveness.

B: MINOR IMPACT IDENTIFIED – EQIA NOT CONSIDERED NECESSARY AS IMPACT CAN BE ELIMINATED OR MITIGATED

Where the impact is likely to be minor, you should consider if the policy can be mitigated, or an alternative policy introduced. If so, an EQIA may not be considered necessary. You must indicate the reasons for this decision below, together with details of measures to mitigate the adverse impact or the alternative policy proposed.

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C: MAJOR IMPACT IDENTIFIED – EQIA REQUIRED

If the decision is to conduct an equality impact assessment, please provide details of the reasons.

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Timetabling and Prioritising

If the policy has been screened in for equality impact assessment, please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3 with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Policy Criterion	Rating (1-3)
Effect on equality of opportunity and good relations	*Choose an item.*
Social need	*Choose an item.*
Effect on people's daily lives	*Choose an item.*

The total rating score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the Council in timetabling its EQIAs.

Is the policy affected by timetables established by other relevant public authorities? If yes, please give details.

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Monitoring

Effective monitoring will help the authority identify any future adverse impact arising from the policy. It is recommended that where a policy has been amended or an alternative policy introduced to mitigate adverse impact, monitoring be undertaken on a broader basis to identify any impact (positive or adverse).

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Further information on monitoring is available in the Equality Commission's guidance on monitoring (www.equalityni.org).

Identify how the impact of the policy is to be monitored

The implementation of the new Performance Development Conversation (PDC) Process will initially assist with monitoring.

Approval and Authorisation

A copy of the screening form for each policy screened should be signed off by the senior manager responsible for that policy. The screening recommendation should be reported to the relevant Committee/The Council when the policy is submitted for approval.

Screened by	Position/Job title	Date
Lisa Rogan	Organisational Development and Performance Manager	24/07/2023
Approved by	Position/Job Title	Date
Niamh Shannon	Head of Human Resources and Organisational Development	24/07/2023

Please forward a copy of the completed policy and form to:

mary.hanna@armaghbanbridgecraigavon.gov.uk

who will ensure these are made available on the Council's website.

The above officer is also responsible for issuing reports on a quarterly basis on those policies "screened out for EQIA". This allows stakeholders who disagree with this recommendation to submit their views. In the event of any stakeholder disagreeing with the decision to screen out any policy, the screening exercise will be reviewed.

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Appendix 2 Rural Needs Impact Assessment (RNIA)

SECTION 1
SECTION 1
Defining the activity subject to Section 1(1) of the Rural Needs Act (NI) 2016

1A. Name of Public Authority: Armagh City, Banbridge & Craigavon Borough The Council

1B. Please provide a short title which describes the activity being undertaken by the Public Authority that is subject to Section 1(1) of the Rural Needs Act (NI) 2016.

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1C Please indicate which category the activity specified in Section 1B above

relates to:

Developing a	*Choose an item.*
Adopting a	*Choose an item.*
Implementing a	*Choose an item.*
Revising a	**Policy**
Designing a Public Service	☐
Delivering a Public Service	☐

1D. Please provide the official title (if any) of the Policy, Strategy, Plan or Public

Service document or initiative relating to the category indicated in Section 1C above

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1E. Please provide details of the aims and/or objectives of the Policy, Strategy, Plan or Public Service

To set out how learning and development is to be managed within Armagh City, Banbridge and Craigavon Borough Council and the procedures on how training requests will be dealt with. The aims of this policy are to ensure that:

- o Employees are equipped with the knowledge, skills and attributes required to deliver the objectives laid down in the Community Plan, Corporate Plan and the resultant Departmental Business Plans.

- o Employees are enabled, as far as possible, to achieve their own potential, ensuring a motivated workforce aspiring to excellence.

- o Training is identified in line with annual budget allocation, delivered and evaluated on a planned and structured basis, ensuring efficiency, effectiveness and value for money.

1F. What definition of 'rural' is the Public Authority using in respect of the Policy, Strategy, Plan or Public Service?

Population Settlements of less than 5,000 (Default definition ⊠

Other Definition (Provide details and the rationale below) ☐

A definition of 'rural' is not applicable ☐

Details of alternative definition of 'rural' used

N/A

Rationale for using alternative definition of 'rural'.

N/A

Reasons why a definition of 'rural' is not applicable.

N/A

SECTION 2
Understanding the impact of the Policy, Strategy, Plan or Public Service

2A. Is the Policy, Strategy, Plan or Public Service likely to impact on people in rural areas?

Yes ☐ **No** ⊠ **If response is No go to 2E**

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2B. Please explain how the Policy, Strategy, Plan or Public Service is likely to impact on people in rural areas.

2C. If the Policy, Strategy, Plan or Public Service is likely to impact on people in rural areas *differently* from people in urban areas, please explain how it is likely to impact on people in rural areas differently.

2D. Please indicate which of the following rural policy areas the Policy, Strategy, Plan or Public Service is likely to primarily impact on.

Rural Businesses	☐
Rural Tourism	☐
Rural Housing	☐
Jobs or Employment in Rural Areas	☐
Education or Training in Rural Areas	☐
Broadband or Mobile Communications in Rural Areas	☐
Transport Services or Infrastructure in Rural Areas	☐
Health or Social Care Services in Rural Areas	☐
Poverty in Rural Areas	☐
Deprivation in Rural Areas	☐
Rural Crime or Community Safety	☐
Rural Development	☐
Agri-Environment	☐
Other (Please state)	

If the response to Section 2A was YES GO TO Section 3A.

2E. Please explain why the Policy, Strategy, Plan or Public Service is NOT likely to impact on people in rural areas.

This is an internal policy for employees and will not have an impact on people living in rural areas.

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3A. Has the Public Authority taken steps to identify the social and economic needs of people in rural areas that are relevant to the Policy, Strategy, Plan or Public Service?

Yes ☐ No ☒ If response is No go to 3E

3B. Please indicate which of the following methods or information sources were used by the Public Authority to identify the social and economic needs of people in rural areas.

Consultation with Rural Stakeholders ☐
Consultation with Other organisations ☐
Published Statistics ☐
Research Papers ☐
Surveys or Questionnaires ☐
Other Publications ☐
Other Methods or Information Sources
(include details in Question 3C below) ☐

3C. Please provide details of the methods and information sources used to identify the social and economic needs of people in rural areas including relevant dates, names of organisations, titles of publications, website references, details of surveys or consultations undertaken etc.

3D. Please provide details of the social and economic needs of people in rural areas which have been identified by the Public Authority?

If the response to Section 3A was YES GO TO Section 4A.

3E. Please explain why no steps were taken by the Public Authority to identify the social and economic needs of people in rural areas?

This is an internal policy for employees and will not have an impact on people living in rural areas.

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4A. Please provide details of the issues considered in relation to the social and economic needs of people in rural areas.

This is an internal policy for employees and will not have an impact on people living in rural areas. This policy is focused on the accessibility of learning and development opportunities for all staff regardless of where they live or work. Where physical access to face to face training is a barrier to staff travelling from rural areas considerations will be given to the location and opportunities to join sessions remotely.

SECTION 5
Influencing the Policy, Strategy, Plan or Public Service

5A. Has the development, adoption, implementation or revising of the Policy, Strategy or Plan, or the design or delivery of the Public Service, been influenced by the rural needs identified?

Yes   ☐   **No**   ☒   **If response is No go to 5C**

5B. Please explain how the development, adoption, implementation or revising of the Policy, Strategy or Plan, or the design or delivery of the Public Service, has been influenced by the rural needs identified.

If the response to Section 5A was YES go to 6A.

5C. Please explain why the development, adoption, implementation or revising of the Policy, Strategy or Plan, or the design or the delivery of the Public Service, has NOT been influenced by the rural needs identified.

This is an internal policy for employees and will not have a negative impact on people living in rural areas.

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SECTION 6

Documenting and Recording

6A. Please tick below to confirm that the RNIA Template will be retained by the Public Authority and relevant information on the Section 1 activity compiled in accordance with paragraph 6.7 of the guidance.

I confirm that the RNIA Template will be retained, and relevant information compiled. ☒

Rural Needs Impact Assessment undertaken by: (Lisa Rogan)

Position: (OD & Performance Manager)

Department / Directorate: (HR and OD)

Signature: Lisa Rogan

Date: 24/07/2023

Rural Needs Impact Assessment approved by: (Niamh Shannon)

Position: (Head of HR&OD)

Department / Directorate: (HR&OD)

Signature: Niamh Shannon

Date: 24/07/2023

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