



To: Executive Councillor for Finance and Resources  
Report by: Head of Human Resources  
Relevant scrutiny committee: Strategy and Resources  
Scrutiny Committee -  
20<sup>th</sup> October 2014  
Wards affected: All

Report Title : **Training Spend and Budgets**

Key Decision: **No**

### 1. **Executive summary**

This report sets out to analyse the Council's training budgets and spend in recent years and will highlight potential barriers to participation in training.

### 2. **Recommendations**

The Executive Councillor is recommended to:

- § Note the Council's training spend and budgets
- § Note the potential barriers to training participation.

### 3. **Background**

Analysis of the training spend and budgets.

#### 3.1 **Training Budget**

The training budgets for 2013/14 was set at £440,290 (including carry forwards) and it is split into two areas of spend:

1. Corporate learning and development (holds 17% of the council's training budget and is held within HR to provide training for the whole council).
2. Short Courses (83% of the council's training budget and is held within departments)

The table below lists broad headings of where the budget has been invested:

<b>Corporate Learning and Development c.(£66K)</b>	<b>Short Courses (held within departments) c.(£374K)</b>
Induction	Conferences
Management Development	Update/refresher courses
Health & Safety	Technical courses
Skills Development	Team building
Safeguarding	
Information Technology (I.T.)	
Project Management & Procurement	

### **3.1.1 Professional Training Budget**

The Council's professional training budget is there to meet the professional development needs of staff, which is a separate training budget and is held within the departments. Examples of professional development would be for professional qualifications and continued professional development in areas such as; environmental health, planning, project management, legal services etc.

The professional training budget has ranged from £123,000 (2008/9) to £29,000 (2014/15).

### **3.1.2 Training Underspend**

Based on the base budget for 2013/14 there was an underspend of £86,857 across the council, excluding carry over budgets from 2012/13. Between 2008 and 2013/14 there was a pattern of underspend, (£22 - £140k over the 6 years).

There are over 100 budget codes for training spend, ranging from budgets of £300 to £50,000. The majority of these codes are managed within services. The original budgets were set some time ago and are managed by services based on their anticipated needs.

The allocations across services vary, for example £51,000 for the Customer Service Centre to support the high level of training needed here for new staff to £9,000 for Planning.

The base budgets have reduced from £413,400 (2008/09) to £267,570 (following the £75K reduction 2014/15). It has to be recognised that staffing has also reduced from approximately 1200 (2008) to 1050 (2014). (See appendix 1 – Training Spend and Underspend 2008 – 2014/5).

Corporate training is providing more learning events than in previous years despite the training budgets decreasing as we are looking at new ways of providing learning. For example, half day training events rather than a whole day and making better use of e-learning.

### 3.1.3 Training budget per employee

The table below is the annual training budget per employee which is benchmarked against the national average and public sector average:

	<b>Average per City Council employee</b>	<b>National average</b>	<b>Public Sector average</b>	<b>Public Sector – Shire/District average</b>
2011/12	£336	£350	£311	£223
2012/13	£366	£276	£167	£206
2013/14	£419	£303	£250	Waiting to be published
2014/15	£254 (New base Budget)	£286	£238	Waiting to be published

From 2011/12 – 2014/15 the council's training budget per employee has been higher than public sector averages and between 2012/13 – 2013/14 the budget per employee was higher than the national and public sector average, which demonstrates the commitment the organisation places on development for employees, but the training budget has always been underspent. However, with a training budget reduction of £75,000, this puts the budget per employee more in line with the public sector average for 2014/15.

### 3.2 Training hours

The total number of corporate training hours per employee is 11hrs or 1.5 days. This figure does not take into account the training that is organised by departments or services as well as on the job training.

Therefore the actual overall training hours per employee will be higher than 11hrs. The public sector national average is 1.0 days training hour per employee.

### 3.3 How training needs are identified

Identification of learning needs is essential to continual change and probably the most important part of the learning cycle. Training needs vary from year to year and essentially we identify learning needs in three ways

**Organisational** – this is done through the development and analysis of Corporate Portfolio Plans. (Director/Member Level)

**Service/Team** – this is done through the development and analysis of Operational Plans. (Head of Service/Project Manager level)

**Individual** – this is done through the Performance Review Process – Personal Development Plans.

Corporate Learning and Development workshops are intended to meet learning and development needs identified across the organisation, whereas the services will provide technical/professional development.

**Corporately** – the HR team collate the personal development plans from the performance review process and identify themes that cut across the Council. The learning and development programme is then amended to reflect the identified learning needs. Changes in legislation, policy and ways of working as well as meetings with Heads of service and Strategic Leadership Team are also a source of identifying learning needs e.g. corporate management development programme.

**Services** – use performance reviews, supervision meetings, operational plans and changes in legislation, policy and best practice to identify learning needs for both their teams and individuals.

### **3.4 Reasons for staff not applying to attend courses**

The reasons outlined below are consistent with similar sized organisations and the table on the next page indicates that there has been no increase in the level of cancellations in the last 3 years. After receiving feedback from staff and managers, either verbally or by email the following reasons for cancellations or staff not applying for learning have been identified:

§ **Organisational change** – people who were booked onto training may have left or are doing different jobs within the council and therefore may no longer require the training.

**Action taken** – we are working more closely with the HR Business Partners to identify when service reviews are likely to happen and then to remind candidates of the courses they are scheduled to attend.

§ **Doing more with less (work pressures/demands)** - some services and teams are finding it harder to release people for development. If there is sickness within the team on the same day of a course, this can have a knock on effect to provide cover for the service.

**Action taken** – Where possible we are reducing course duration. For example some one day courses are being reduced to half a day but we are not impacting on quality. It's about ensuring we have a sharper focus on what is really required with the content of our courses. We have increased our communications to staff that are scheduled to attend training by sending them more reminders.

**Staff attitude towards development** – Some staff do not view participation in training courses and its association with their development as important or being part of the job. Consequently, if something else comes up they may consider this more important or a higher priority and will cancel a course.

**Action taken** – We now inform line managers if a member of staff has cancelled before or on the day of the course. We are also informing Heads of service with monthly cancellation figures for their services. We also target specific groups within the Council who require particular development or refreshing their skills.

§ **Allocation of training budgets** – The way that the training budgets are allocated is mainly based on historical allocation of what a department/service have budgeted for in previous years. Training needs may be identified and met in one year but in the following year there are different identified needs. However, the services may want to keep similar funding from the previous year for flexibility within the budget to meet new needs. This could create an underspend and may cause carry-over requests within the training budgets.

**Action taken** – We are conducting an analysis and profiling the training budget for the Council to meet anticipated learning needs.

§ **Provision of e-learning** – More staff are learning through the councils e-learning platform, which was introduced in 2013, therefore they may attend fewer courses. Over the period of 2013/14 159 staff members accessed 177 e-learning courses.

**Action taken** – continuing to promote and communicate the e-learning system.

§ **Support from managers** – Being released for development or making arrangements to be released for development can be an issue for some staff that are scheduled to attend courses. There can be variable support from line managers.

**Action taken** – continue to use internal communication channels to reinforce the importance of learning and to visit management team meetings.

### 3.5 Corporately run short courses – attendance figures

The table below shows a picture from 2011 – 2013/14 as well as the average number of attendees per course:

Year	Total number of attendees	Total number of staff Cancellations	Total number of corporate courses
2011/12	888	192 (21%)	174
2012/13	1109	169 (15%)	153
2013/14	1631	182 (11%)	178

The cancellation rates over the last 3 years show, relative to the overall number of attendees, a consistent reduction in the proportion of staff cancelling. Although the number of cancellations has increased in 2013/14 from the previous year, the number of attendees in 2013/14 has also increased over the same period.

The table also indicates that we are running a similar number of courses to that of previous years and the number of staff attending training has increased by 24% between 2011/12 – 2012/13 and a 47% increase between 2012/13 – 2013/14. Overall there has been an increase in course attendance of 83% between 2011/12 – 2013/14.

### 3.6 Summary

- § Overall we have improved the learning and development systems, processes and ways of working over the last 12 months to provide a better service to our customers.
- § Our budget provision for 2014/15 is more in line with the public sector average.
- § We have continually underspent over the last 6 years and the reduction in the training budget will help reduce the underspend and make better use of the Council's finances.
- § The corporate training budget has identified and met training needs and an unspent budget does not necessarily indicate unmet training needs.
- § Cancellations are not the only reason for underspend within the training budget.
- § More corporate courses are being organised and delivered than before, and more staff are attending courses than previous years even though there have been reductions in budgets.
- § We are making better use of e-learning which is integrated with our courses/programmes.
- § Better communication and marketing of our courses is helping with attendance on courses.
- § Line managers are better informed if a member of staff cancels or fails to attend a course.
- § Targeting of groups that require updates/refresher training is working and better use of our resources.

### 4. Implications

- (a) **Financial Implications** – The Council has a training budget of £267,570 for 2014/15.
- (b) **Staffing Implications**  
Provision of training provides a cost effective mechanism to continue to develop and retain an effective workforce.
- (c) **Equality and Poverty Implications**  
An EQIA has been prepared on the current budget and is attached
- (d) **Environmental Implications** – None

(e) **Procurement**

We ask for a request for quotation for short term courses. Longer term learning programmes are procured through the procurement process.

(f) **Consultation and communication**

Director of Business Transformation  
Chief Executive  
Head of Finance

The content of this report was considered at the Joint Staff Employer Forum on the 3<sup>rd</sup> September 2014

(g) **Community Safety**

The Council's training programme provides Child and Adult Protection training.

**5. Background papers**

**6. Appendices**

Appendix 1 – Training Spend and Underspend

Appendix 2 – EQIA

**7. Inspection of papers**

To inspect the background papers or if you have a query on the report please contact:

Author's Name: Deborah Simpson and Jon Summerson

Author's Phone Number: 01223458101 or 01223458108

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## Appendix 1

### Training Spend and Underspend from 2008 – 2014/15

(The figures below include budget carry forwards)

<b>Year</b>	<b>Total General Training Budget</b>	<b>Total Underspend</b>
2008/09	£413,750	£45,569
2009/10	£352,540	£22,157
2010/11	£322,490	£47,948
2011/12	£403,550	£141,436
2012/13	£385,090	£121,958
2013/14	£440,290	£86,857
2014/15	£267,570	Current Budget



## Appendix 2 - Cambridge City Council Equality Impact Assessment



Completing an Equality Impact Assessment will help you to think about what impact your strategy, policy, plan, project, contract or major change to your service may have on people that live in, work in or visit Cambridge, as well as on City Council staff.

The template is easy to use. You do not need to have specialist equalities knowledge to complete it. It asks you to make judgements based on evidence and experience. There are guidance notes on the intranet to help you. You can also get advice from Suzanne Goff, Strategy Officer on 01223 457174 or email [suzanne.goff@cambridge.gov.uk](mailto:suzanne.goff@cambridge.gov.uk) or from any member of the Joint Equalities Group.

### 1. Title of strategy, policy, plan, project, contract or major change to your service:

The Council's Training Budget.

### 2. What is the objective or purpose of your strategy, policy, plan, project, contract or major change to your service?

To recognise the changes to the General Training Budget Fund for 2014/15 that effects all departments and services and the potential barriers to attendance.

### 3. Who will be affected by this strategy, policy, plan, project, contract or major change to your service? (Please tick those that apply)

- Residents
- Visitors
- Staff

A specific client group or groups (please state):  
All Staff

### 4. What type of strategy, policy, plan, project, contract or major change to your service is this? (Please tick)

- New
- Revised
- Existing

### 5. Responsible directorate and service

Directorate: Business Transformation

Service: Human Resources

**6. Are other departments or partners involved in delivering this strategy, policy, plan, project, contract or major change to your service?**

No

Yes (please give details):

**7. Potential impact**

Please list and explain how this strategy, policy, plan, project, contract or major change to your service could **positively** or **negatively** affect individuals from the following equalities groups.

When answering this question, please think about:

- The results of relevant consultation that you or others have completed (for example with residents, people that work in or visit Cambridge, service users, staff or partner organisations).
- Complaints information.
- Performance information.
- Information about people using your service (for example whether people from certain equalities groups use the service more or less than others).
- Inspection results.
- Comparisons with other organisations.
- The implementation of your piece of work (don't just assess what you think the impact will be after you have completed your work, but also think about what steps you might have to take to make sure that the implementation of your work does not negatively impact on people from a particular equality group).
- The relevant premises involved.
- Your communications.
- National research (local information is not always available, particularly for some equalities groups, so use national research to provide evidence for your conclusions).

**(a) Age** (any group of people of a particular age, including younger and older people – in particular, please consider any safeguarding issues for children and vulnerable adults)

In 2014 18.76% of staff over the 55 age group attended training and this is an increase of 2.85% since 2013.

**(b) Disability** (including people with a physical impairment, sensory impairment, learning disability, mental health problem or other condition which has an impact on their daily life)

Between April 2013 and March 2014 4.63% of Attendees declared themselves as disabled. This is lower than the workforce profile for disability which is 5.07%. There have been decreases in this figure over the past 2 years. We will continue to monitor this and take appropriate action where possible.

**(c) Gender**

The gender of the workforce is 48% Female and 52% Male. The numbers of staff attending training are 52% Female and 48% Male.

**(d) Pregnancy and maternity**

No Impact

**(e) Transgender (including gender re-assignment)**

No Impact

**(f) Marriage and Civil Partnership**

No Impact

**(g) Race or Ethnicity**

7.53% of staff that attended training between April 2013 – March 2014 declared themselves as BAME, which is higher than the workforce profile of 7.44%. This is a decrease from 9.23% who attended training in 2012/13. Even though attendance of BAME staff is higher than the workforce profile we will monitor this as there has been a drop in attendance from the previous year.

**(h) Religion or Belief**

No Impact

**(i) Sexual Orientation**

No Impact

**(j) Other factors that may lead to inequality – in particular – please consider the impact of any changes on low income groups or those experiencing the impacts of poverty (please state):**

There are 335 part time employees, and 75% of these are female. This should not have a negative impact on part time employees as we have shorter courses and e-learning available.

## 8. If you have any additional comments please add them here

Staff and managers will still have access to learning & development courses through the corporate training programme and e-learning.

## 9. Conclusions and Next Steps

- If you have not identified any negative impacts, please sign off this form.
- If you have identified potential negative actions, you must complete the action plan at the end of this document to set out how you propose to mitigate the impact. If you do not feel that the potential negative impact can be mitigated, you must complete question 8 to explain why that is the case.
- If there is insufficient evidence to say whether or not there is likely to be a negative impact, please complete the action plan setting out what additional information you need to gather to complete the assessment.

All completed Equality Impact Assessments must be emailed to Suzanne Goff, Strategy Officer, who will arrange for it to be published on the City Council's website.

Email [suzanne.goff@cambridge.gov.uk](mailto:suzanne.goff@cambridge.gov.uk)

## 10. Sign off

Name and job title of assessment lead officer: Jon Summerson

Names and job titles of other assessment team members and people consulted:

Date of completion: 18 August 2014

Date of next review of the assessment:

## Action Plan

**Equality Impact Assessment title:** The Council's Training Budget cut

**Date of completion:** 28 July 2014

<b>Equality Group</b>	<b>Age</b>
Details of possible disadvantage or negative impact	To be kept under review
Action to be taken to address the disadvantage or negative impact	We will monitor profile of course attendees.
Officer responsible for progressing the action	Jon Summerson
Date action to be completed by	Quarterly (December 2014)

<b>Equality Group</b>	<b>Disability</b>
Details of possible disadvantage or negative impact	To be kept under review
Action to be taken to address the disadvantage or negative impact	We will monitor the disability profile of course attendees
Officer responsible for progressing the action	Jon Summerson
Date action to be completed by	Quarterly (December 2014)

<b>Equality Group</b>	<b>Gender</b>
Details of possible disadvantage or negative impact	To be kept under review
Action to be taken to address the disadvantage or negative impact	We will monitor profile of course attendees.
Officer responsible for progressing the action	Jon Summerson
Date action to be completed by	Quarterly (December 2014)

<b>Equality Group</b>	<b>Pregnancy and Maternity</b>
Details of possible disadvantage or negative impact	
Action to be taken to address the disadvantage or negative impact	
Officer responsible for progressing the action	
Date action to be completed by	

<b>Equality Group</b>	<b>Transgender</b>
Details of possible disadvantage or negative impact	
Action to be taken to address the disadvantage or negative impact	
Officer responsible for progressing the action	
Date action to be completed by	

<b>Equality Group</b>	<b>Marriage and Civil Partnership</b>
Details of possible disadvantage or negative impact	
Action to be taken to address the disadvantage or negative impact	
Officer responsible for progressing the action	
Date action to be completed by	

<b>Equality Group</b>	<b>Race or Ethnicity</b>
Details of possible disadvantage or negative impact	To be kept under review
Action to be taken to address the disadvantage or negative impact	We will monitor the BAME profile of course attendees.
Officer responsible for progressing the action	Jon Summerson
Date action to be completed by	Quarterly Dec 2014

<b>Equality Group</b>	<b>Religion or Belief</b>
Details of possible disadvantage or negative impact	
Action to be taken to address the disadvantage or negative impact	
Officer responsible for progressing the action	
Date action to be completed by	

<b>Equality Group</b>	<b>Sexual Orientation</b>
Details of possible disadvantage or negative impact	
Action to be taken to address the disadvantage or negative impact	
Officer responsible for progressing the action	
Date action to be completed by	

<b>Other factors that may lead to inequality</b>	
Details of possible disadvantage or negative impact	Kept under review
Action to be taken to address the disadvantage or negative impact	We will monitor the profile of part time staff attending courses.
Officer responsible for progressing the action	Jon Summerson
Date action to be completed by	Quarterly (Dec 2014)