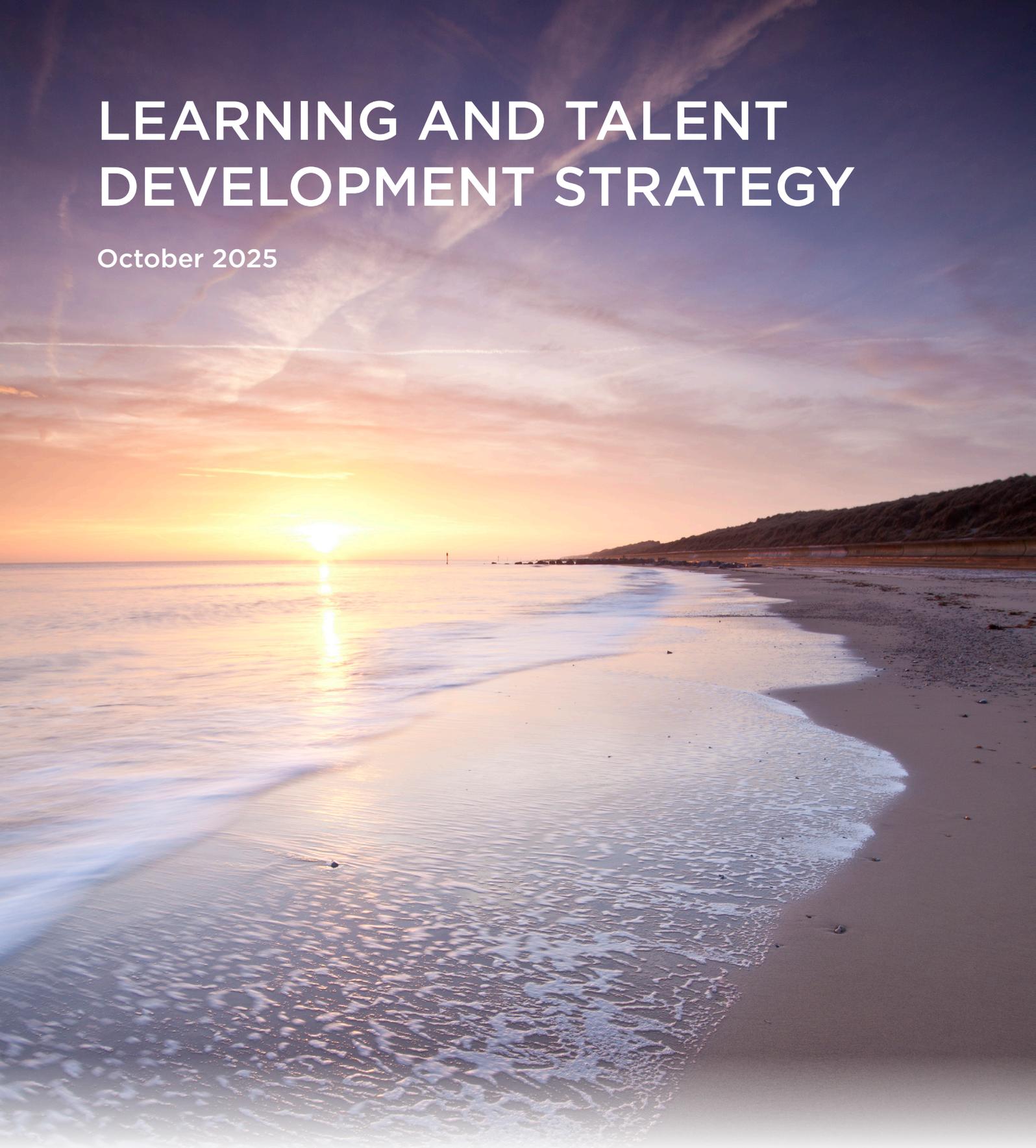


LEARNING AND TALENT DEVELOPMENT STRATEGY

October 2025



NORTH
NORFOLK
DISTRICT
COUNCIL

1. Introduction

The ability for organisations to evolve and thrive is inextricably linked to the capability and performance of its people, therefore for success to be a reality learning and development (L&D) must be at the core of how organisations operate.

Evidence shows that learning has a clear link to growth, innovation, and motivation. Organisations that prioritise L&D respond faster to change, practice more effective problem solving and deliver increased productivity through a culture of high performance. Therefore, for North Norfolk District Council (NNDC) to maximise the potential of our workforce, deliver against ambitious objectives and remain competitive in a challenging and complex labour market, we must think strategically about how we invest in, and develop our human capital: the knowledge and abilities of our people.

This L&D Strategy seeks to:

- Provide a platform to identify current and future skill, knowledge, and behaviour gaps through the development of a learning needs analysis framework (LNA) framework.
- Build on the capabilities of our current workforce by delivering an annual programme of learning designed to fill gaps identified through the LNA process at an organisational, team and individual level.
- Contribute towards the intrinsic reward needs required to maintain a positive working culture through greater job satisfaction and organisational commitment, resulting in a reduction in absence, and an increase in performance and retention.
- Maximise internal resources through the upskilling, reskilling, and utilisation of existing talent.
- Ensuring that the in depth level of knowledge obtained by experienced, long serving employees is retained in the Council through effective knowledge management processes and succession planning.
- Improve people management through the implementation of a manager competency framework and talent development programme with a focus on increasing performance relating to personal performance, people management, working culture, and stakeholder engagement.

All learning, whether delivered through the Organisational learning programme or through other means will be accessible to all, where spaces or opportunities for learning and development are restricted, fair, and transparent processes will be followed to ensure there is no discrimination in accessing development opportunities and learning resources. There may be occasion when it is deemed appropriate to limit access or provide additional resources to develop the skills of under-represented groups within the workforce or when a business critical need has been identified.

2. Strategy

Learning is currently formed of two specific areas, Corporate Training and Service Training.

Corporate Training sits within the responsibility of HR and covers corporate learning needs, competencies, and values. It identifies and addresses the knowledge skill and behaviour learning needs required to meet our corporate objectives. For example, digital skills that allow our employees to work more effectively and efficiently, Customer Service skills, to enhance customer experience and environmental sustainability in order to meet our net zero agenda.

Service Learning provides learning that is service specific and provide the technical knowledge that is required for employees to undertake their specific roles. Managers and Assistant Directors are responsible for the delivery of Service related learning.

This strategy seeks to align these two areas ensuring learning spends and activities are recorded, and a central, equitable and corporate approach is taken to assessing and delivering the L&D needs of the workforce at both a corporate and departmental level.

We will achieve this by breaking learning down into four key and distinct areas: Organisational Learning, Team Learning, Individual Learning, and Talent Management.

Organisational Learning

- Learning that is closely aligned to organisational objectives, values and competencies.
- Providing systems and processes that enable learning that is accessible at all levels.
- Driving force for creating a learning culture that celebrates and promotes learning.

Team Learning

- Line managers are empowered and encouraged to provide time and space for learning.
- Systems in place to assess and identify current and future skill gaps that impact delivery.
- Line managers provided the tools and support to meet learning and development needs.

Individual Learning

- Resources that allow individuals to design personalised, tailored learning programmes.
- Employees work within an environment that supports and makes time for learning.
- Structures that provide opportunities for individuals to put learning into practice.

Talent Management

- A model manager framework, designed to embed desired competencies and behaviours.
- A programme of learning for existing managers to utilise and tailor to their needs.
- A more structured programme of learning providing a pathway for our future leaders.

Organisational Learning

Organisational learning will replace Corporate training. Its purpose is to provide inclusive access to learning for all staff that directly relates to the corporate objectives, competencies, values, and desired behaviours of the Council, and will include all mandatory training.

In addition, the Corporate Learning Programme will be the driving force for cementing a learning culture across the organisation where learning and development is celebrated, rewarded, and promoted at the most senior level.

The Corporate Leadership Team (CLT) will actively participate in setting learning priorities and identifying the skill, knowledge and behavioural gaps that hinder progress at a corporate level. From this analysis an annual organisational learning programme will be delivered which allows us to respond quickly to the changing needs of the Council and provide learning when and where it is most needed.

Team Learning

Line managers are key to shaping workplace culture and fostering a work environment that is healthy and productive. To enable this, we will design and implement consistent processes that effectively identify learning needs against service delivery requirements and ensure learning development plans are adopted accordingly. In addition, Managers will be given the skills and tools required to assess learning impact. Progress against development plans and learning impact will be monitored through the Councils reporting processes.

There will be a more centralised approach to service learning, which will allow us to monitor and report on service learning, identify potential savings through collaboration and knowledge sharing and ensure an equitable, compliant and consistent approach to learning is applied.

Individual Learning

This strategy recognises that Individual learning does not need to be about progression or career development and participation in learning will not necessarily lead to career growth. However, we acknowledge that people's roles, the technology we are using and the external and internal environment are constantly evolving and as such individual's knowledge and skills need to evolve at the same pace in order to optimise organisational performance.

Individual learning needs will be established through a learning needs analysis against the individual's job role, this will take place annually and when changes to job descriptions occur. From the emerging development plans we will ensure that all of our workforce is being provided with both the skills and knowledge required to undertake their roles effectively. Progress against development plans will be monitored through the Councils check-in process.

Talent Management Programme

We will implement a talent management programme that will enhance the people management capabilities of the Council. This will be achieved through the introduction of a Model Manager framework and accompanying learning programme designed to develop the knowledge, skills and behaviour of our existing and aspiring managers, ensuring all of our people managers are equipped to handle core people issues including conflict resolution, performance, capability, poor behaviour, employee engagement, wellbeing, coaching for development and creating diverse and inclusive cultures, all vital to optimising performance.

3. Method of Delivery

Learning Delivery

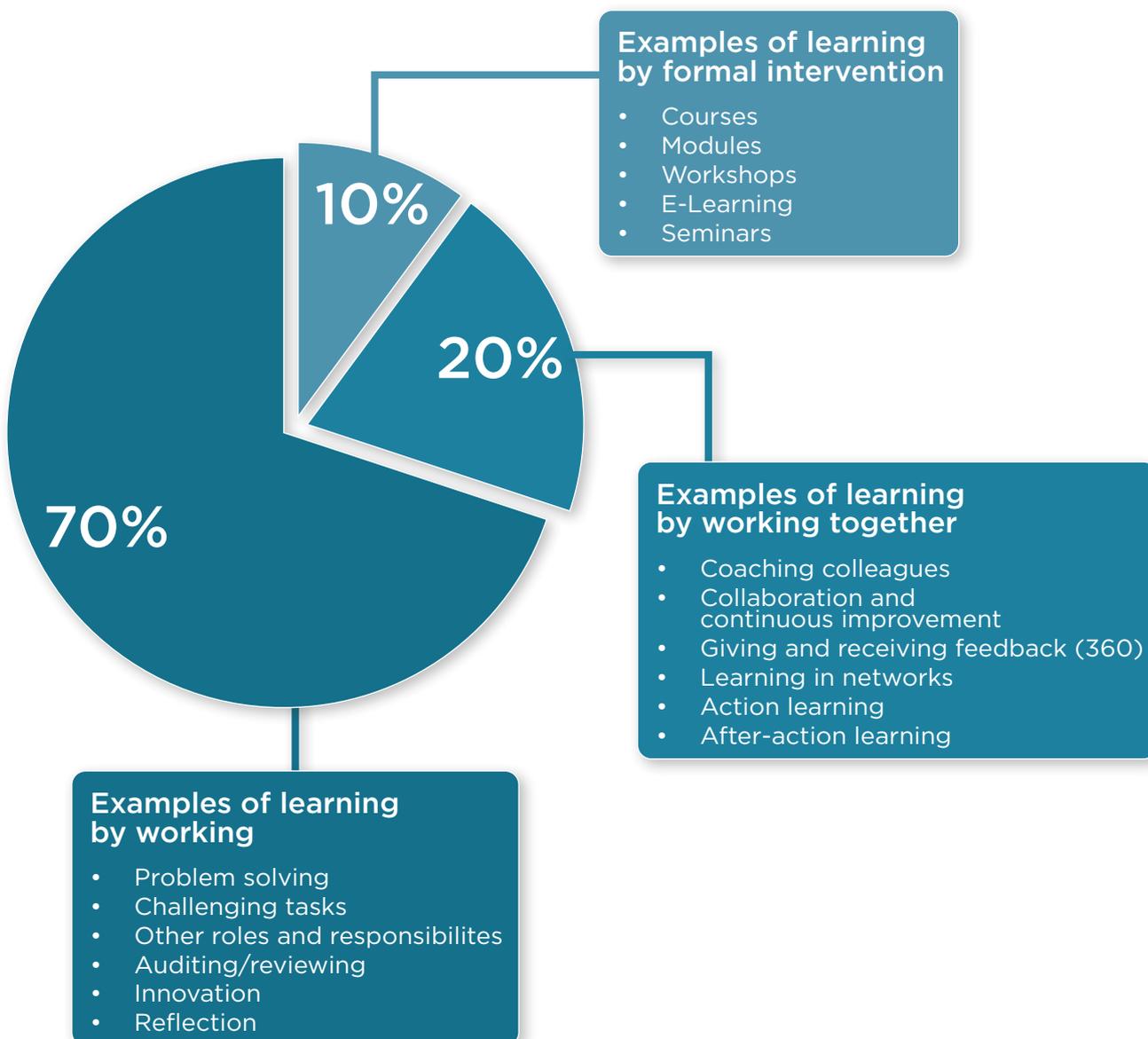
NNDC has traditionally relied on in-house (face to face) learning through the delivery of workshops and courses provided by external trainers. This is a similar case with service learning in which external courses, and face to face training are frequently relied upon to update technical knowledge. Whilst this approach has its merits, and in some circumstances, provides the best format to deliver particular knowledge, psychology in relation to learning informs us that the majority of what we learn is delivered through personal experience and social interactions.

To reflect this, we will adopt the 70:20:10 learning model to deliver L&D initiatives, in doing so we will shift the focus from delivering formal learning solutions to integrating learning into the flow of work. The 70:20:10 model is based on the principle that:

70% of learning comes from experience, experiment, and reflection.

20% derived from working with others.

10% comes from formal interventions and structured learning solutions.



The purpose of the 70:20:10 model is not to separate learning and working, but to strengthen the synergy between them to make the learning solutions mutually reinforcing.

Learning paradigm
Focus on the learning solutions: the 10
Learning is the result of a skills gap
Analyses the learning need
Develop and deliver formal L&D Solutions
High focus on learning goals
High focus on content of learning
High focus on theoretical knowledge (what)
High focus on the classroom, workshop, or e-learning platform
Learning is an event in itself
Learning is separated from work

70:20:10 performance paradigm
Create connections between learning and working, by learning by working
Learning tackles performance and behavioural problems within the organisation
Analyses performance needs at an organisational level
Develop learning solutions that improve organisational performance and learn from this
High focus on performance goals
High focus on context as well as content
High focus on the practical knowledge (the how)
High focus on the entire organisation
Learning is a constant process and part of overall performance
Learning and working are integrated

Knowledge Management

North Norfolk District Council has a number of standalone and unique posts, and a record of long service. This brings a wealth of in-depth, specialised local knowledge and expertise that cannot be replaced. This poses a risk when such post holder leaves the Council. Without knowledge transfer structures and processes in place, this knowledge that has taken years, if not decades, to accumulate leaves the Council with the employee. Continuous knowledge transfer and mentorship throughout the employee lifecycle will ensure the unique local knowledge is retained for the benefit of our communities.

This Strategy seeks to provide processes and structures that allow for knowledge transfer through mentor programmes and internal work experience programmes. In addition we will utilise the expertise we have in house by providing people the opportunity to share their knowledge through a series of in-house workshops, lunch and learns, how to videos and formal knowledge management processes.

What learning will look like:

Digital Learning	Revised Skillgate platform with condensed content but more tailored to NNDC. This platform will include functionality to record CPD, monitor and report on mandatory training, undertake learning needs analysis at a team level, complete staff surveys and 360 feedback.
Knowledge sharing platforms	Utilising Teams and SharePoint to collate learning materials such as articles, webinars, podcasts, access to e-learning, lunch and learn and breakfast sessions.

Internal skills banks	Utilising the skills that already exist in the Council by having subject experts holding Q&A sessions, videos, lunch and learn and bitesize workshops in their subject field, this can be within a service or organisation wide, i.e. (IT skills).
Learning hubs and libraries	Access to Perlego, an online library service with over 1M books covering 950 topics. An organisation subscription for all staff to access.
Classroom learning	For the times traditional face to face learning is the best option this will be provided but will be followed up by frequent opportunities to apply that learning.
Bitesize motivational workshops	Bitesize workshops in house or online delivered by trainers, motivational speakers, members of the community and NNDC employees.
Corporate learning days	Incorporate 3 learning days per year, where events take place across the Council. To include; <ul style="list-style-type: none"> • Service area open days, show and tell and on/off site learning experiences in order to understand the work of other departments. • Inspirational keynote speakers, short sessions in the Council Chamber • Workshops held by Senior Leadership providing learning on key organisational issues. • Networking/social events facilitated informal lunch will be provided on these days for staff to network. • Celebrations, these days will be used to celebrate learning achievements, whether that is the completion of an apprenticeship or recognising someone who has implemented a positive change as a result of a learning initiative.
Internal Apprenticeships	We will utilise the Apprenticeship Levy to upskill or reskill individuals. Apprenticeships will be available at all levels from NVQ to degree level.
Degree Apprenticeship programme	Build a 'grow our own' apprenticeship programme for hard to recruit areas such as Environment Health, Planning and Legal.
Mentorships	Structured mentor programme where staff have access to mentorship within a specific area of expertise, this can be upwards and downwards and not hierarchical.
Coaching	Re-establish and broaden the Coaching group with additional expertise in career coaching.
Job shadowing	Establish a structure and process that allows job shadowing where skill sets and experience outside of an employee's direct team/service area can be accessed in the flow of work.
Project work	Not just organisational, can be service level and individual small scale projects that allow people to put their new learning into practice.
Work experience	Internal work experience formed through amendments to the L+D policy which allow so many hours per annum to access work experience in different departments.

4. Potential Challenges

Siloed working cultures

Organisational processes and bureaucracy can often restrict information-sharing, social learning, and collaboration. In addition, 'micro cultures' across the Council means that learning attitudes and practices vary across the organisation, because of this creating a consistent vision for learning is likely to be a challenge and be challenged.

Employee engagement

Attempts to structure informal learning could backfire if employees feel like they lack agency in their own learning and development, especially if they are already prioritising their own development. It is necessary to ensure there is as much flexibility as possible when implementing learning to avoid it being interpreted as steering someone to a fixed way of learning.

Sustained focus on learning and development

For learning to be embedded into organisational and team cultures there needs to be a sustained focus from managers. When learning is promoted, discussed, and encouraged at a senior level a sense of purpose and importance is instilled across the workforce. It also provides permission for individuals and line managers to prioritise the development that will ultimately lead to positive outcomes for the organisation.

Time and Resources

Time and resources are limited across the Council with many teams holding vacancies. A recent study by LinkedIn (March 2024) on workplace learning showed that nearly three-quarters of employees surveyed feel that lack of training is the biggest hurdle that stands in the way of achieving their full potential at work and that most employees simply don't feel like they have the time for learning. If employees aren't finding the time to learn, then learning and development programmes aren't going to be as successful as they could be. Our people are busier than ever, this means that our learning opportunities need to be easily available and we are flexible in our approach to how learning needs can be met.

1. Organisational Learning				
Action	Outcomes	Timeline	Responsible Officer	Involving
Following completion of data driven research methods, develop an organisational learning needs analysis (LNA) process to capture the skill, knowledge and behaviour gaps across the organisation at a corporate level.	A comprehensive data driven process involving 360 and scenario based competency assessments that successfully and accurately identifies knowledge, skill and behavioural gaps across the organisation that could hinder the delivery of achieving our corporate aims.	August 2026	HR Manager and an HR Advisor	CLT Assistant Directors Comms/IT Programme and Project Team
Develop an annual learning plan based on the outcome of the organisational LNA	A wide offering of cost effective, diverse, inclusive and accessible learning solutions that all staff can access, leading to increased performance and delivery against objectives.	Takes place between January and April annually	HR Manager and an HR Advisor	Programme and Project Team Procurement Officer Comms/IT
Align the LNA vertically with NNDCs reporting and performance management processes	An LNA that aligns and enhances corporate reporting through service plans, corporate action plans and check-ins	Takes place between January and April annually	HR Manager and an HR Advisor	CLT Assistant Directors Service Managers
Establish corporate mandatory learning and implement through Skillgate's Traffic light Programme	A manageable and reportable system/online platform where mandatory training can be managed at an organisational, team and individual level.	Variable dependant on organisational and legislative requirements	Variable - dependant of service area requirements	HR manager Advisor Payroll coordinator Comms/IT Programme and Project Team
Undertake an Equality Assessment of all processes to ensure an equitable and inclusive approach is being taken to all learning initiatives.	An organisational assessment process and learning and development programme that is inclusive and equitable.	Takes place between January and April annually	LNA - HR manager and HR Advisor. Mandatory will be undertaken by Service manager	Variable - dependant of service area requirements

Update the Councils Learning and Development policy to reflect changes	A L&D Policy that successfully informs and guides employees on how to utilise L&D to maximise their own and their team's performance.	August 2026	HR Advisor	HR Manager CLT UNISON
Design and organise the Councils learning day events	An embedded learning culture across the organisation that supports, highlights and celebrates learning and development.	Where possible annually by 31st March	HR Advisor	HR Manager HR Advisor Comms/IT
Communicate changes to all staff	Effective communication that informs, encourages and motivates employees to engage in learning and growth.	31st August 2026	HR Manager HR Advisor	CLT Comms/IT
Establish a skills bank across the workforce and develop a network of talent with the skills to support colleagues across the organisation	A Skills bank that utilises existing knowledge and skills across the organisation to enhance the skills of others through a series of bitesize workshops, lunch/learns and video tutorials.	January 2027	HR Advisors	HR Team
Mentoring pool	All employees at all levels have access to a mentor, a programme of mentors based on skill set allowing for upwards as well as downwards mentoring.	January 2027	HR Advisor	HR Team
Coaching pool	Re-establish and reskill the Councils coaching pool enhancing the coaching offering and promoting manager as coach	January 2027	HR Advisor	HR Team

2. Team Learning				
Action	Outcomes	Timeline	Responsible Officer	Involving
Design and implement a team learning needs analysis process at team level to identify skill and knowledge and behavioural gaps against service objectives	A consistent, equitable and robust form of LNA that effectively captures the skill, knowledge and behavioural gaps against service plans across the organisation that can be used to inform service level development plans, job design and workforce planning.	By August 2026	HR Manager, HR Advisor Assistant Director Service Manager	HR payroll Co-ordinator Procurement Officer Comms/IT Assistant Directors
Align LNA with service plans and existing performance reporting structures	An embedded LNA that aligns vertically and horizontally with existing practice and processes enabling accurate monitoring, reporting and accountability.	By August 2026	HR Manager, HR Advisor Assistant Director Service Manager	HR payroll Co-ordinator Procurement Officer Comms/IT Assistant Directors
Templates, platforms and governance structures that identify opportunities to collaborate and create efficiencies	An effective process management system that enables service learning to be monitored centrally enabling performance reporting, the identification of duplication, trends and cost savings.	Variable and ongoing	HR Manager, HR Advisor Service Managers	HR Team Programme and Project Team
Identify and implement a service level structure of learning champions	A 'champion' in every service area responsible for the maintenance of learning material and activities within the area – sourcing and sharing service specific learning material on a shared platform, advertising webinars/lunch and learns and other learning opportunities.	April 2027	HR Manager, HR Advisor	HR Team Programme and Project Team Assistant Directors Comms/IT

Undertake an equality impact assessment to ensure an equitable and inclusive approach to Learning opportunities at service level.	All staff have access to learning material relevant to their role and development. Opportunities for growth and personal development are inclusive and transparent.	Ongoing and Variable	HR Manager and service managers	HR team Service managers
Provide management guidelines and checklist regarding arranging and reporting L&D solutions	Managers that are supported and encouraged to invest in their team's development and have the tools available to do so.	November 2026	HR Manager, HR Advisor	HR Team IT
Communicate changes to the workforce.	A workforce that is engaged and inspired to undertake professional and personal learning to achieve their potential in their roles.	September 2026	HR Manager, HR Advisor	Comms IT

3. Individual Learning				
Action	Outcomes	Timeline	Responsible Officer	Involving
Design and implement a learning needs analysis (LNA) based on Job description skill and knowledge review	An effective assessment of individuals knowledge, skills and attributes against requirements for their roles.	January 2027	HR Manager, HR Advisor Service Managers Assistant Director	Assistant Directors
Horizontal alignment to wider L&D processes and Vertical alignment to the Councils Check -in process	Smooth, non-burdensome and effective processes that compliment performance management measures and processes	June 2027	HR Manager, HR Advisor	Assistant Director Programme and Project Team Comms
Seek wider opportunities to reskill and upskill individuals via the apprenticeship levy	The apprenticeship Levy is used to re-skill and upskill existing staff and as a resource to grow our own talent in hard to recruit areas.	ASAP and ongoing	HR Manager and relevant Advisor	Director Assistant Director Norfolk Public Sector Apprenticeship group
Develop governance processes that ensure equality of opportunity and indemnities are applied consistently	Individual learning is managed by the line manager but centrally recorded by HR to ensure equality of opportunity and application of training indemnities when relevant	Variable and ongoing	HR Manager, HR Advisor	Assistant Directors
Communicate change with the workforce	A workforce that are fully informed of the learning and development opportunities available to them, are clear of the knowledge, skills and Behaviours that are required to undertake their roles.	August 2027	HR Manager, HR Advisor	HR team Comms/IT