



**Cayman Islands Government
Civil Service Learning & Development Policy
PERSONNEL CIRCULAR 2 of 2026**

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1.0 Introduction

The Cayman Islands Government (CIG) recognises that a skilled, capable, and engaged public service is essential to delivering high-quality services to the people of the Cayman Islands. In accordance with Section 55(1)(c) and (d) of the Public Service Management Act (PSMA), this policy reaffirms CIG's commitment to providing learning and development (L&D) opportunities that support the advancement of Caymanians within the Civil Service and facilitates the strengthening of competencies of all civil servants.

This policy establishes a unified, "One CIG" framework for learning and development across all ministries, portfolios, and departments, ensuring that civil servants are equipped with the knowledge, skills, and behaviours required for current and future needs. By strengthening individual capability and performance on the job, the policy directly supports higher standards of public service, better results for ministries and portfolios, and improved outcomes for the people of the Cayman Islands.

2.0 Purpose

The purpose of this policy is to:

- Promote a culture of continuous learning and professional growth.
- Ensure access to high-quality learning opportunities.
- Align individual development with organisational priorities.
- Establish clear roles, responsibilities, and processes for learning and development.
- Use public funds for learning and development carefully and wisely, making sure investments give the best value for employees and for the organisation.

3.0 Policy Statement

- 3.1. Under the Civil Service Strategic Plan (CSSP), the CIG has established goals which specify the provision of targeted, high-quality learning and development opportunities for all civil servants, so as to enhance their effectiveness in current roles and equip them for future advancement. This policy stems from the CSSP and is grounded in the belief that continuous learning and employee development are essential for maintaining a capable, high-performing workforce that supports the strategic goals of ministries, portfolios, and the wider public service.
- 3.2. All civil servants are supported in undertaking ongoing, relevant development opportunities that enhance their skills, knowledge, and understanding. L&D activities will address individual, departmental, ministry/portfolio, and government-wide priorities, and will be linked to job performance.
- 3.3. In keeping with a 'One CIG' approach, learning and development is not limited to preparing employees for their current ministry or portfolio alone. Development opportunities may also build capability for roles across the wider Civil Service,



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recognising that moving people across ministries and sharing skills makes CIG stronger.

- 3.4. The CIG supports the internationally recognised 70:20:10 approach to adult learning, which emphasises that most learning happens on-the-job (e.g., 'stretch' projects, working on cross-functional teams, etc., which accounts for approximately 70% of learning), through learning from others (e.g., collaboration, peer or formal coaching, and mentoring - approximately 20%), and through formal training (approximately 10% of learning). Employees and leaders are encouraged to consider this approach when creating and reviewing Individual Development Plans (IDP), ensuring that learning is practical, applied, and reinforced through experience and peer support.
- 3.5. In line with this approach, Civil servants are encouraged to explore a wide range of learning opportunities ranging from applied learning (e.g. on-the-job learning, secondments and peer collaboration) as well as pursuing formal learning (e.g. workshops, seminars, conferences, online courses, and recognised vocational or tertiary programmes).
- 3.6. In addition to training offered centrally for core competencies and mandatory programmes, employees and managers are equally encouraged to identify and pursue additional opportunities that best meet their individual needs and specific organisational priorities.

4.0 Scope

- 4.1. This policy applies to all civil servants, inclusive of full-time and part-time employees, on either open-ended or fixed-term contracts.
- 4.2. This policy does not apply to employees of Statutory Authorities and Government-Owned Companies (SAGCs) or CIG interns, whose employment details are outlined in the CIG's "Paid Student Intern Policy".

5.0 Roles and Responsibilities

The successful implementation of this policy depends on the active participation and collaboration of all stakeholders. Within CIG, learning is employee-owned, manager-supported and organisationally enabled. Roles and responsibilities are clearly defined to ensure accountability, promote consistency, and maximise the effectiveness of learning and development initiatives across the Civil Service.



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5.1. Employees

5.1.1. Civil servants are ultimately responsible for their own growth and must take an active role in ensuring that learning translates into stronger performance and contribution to the Civil Service. Taking responsibility for learning means not only completing mandatory requirements, but also actively seeking opportunities to improve, apply, and share knowledge and skills.

5.1.2. Employees are responsible for:

- Owning their development - Taking initiative to identify areas for growth that will enhance both their job performance and their career progression, and seeking out relevant learning opportunities.
- Creating and maintaining an Individual Development Plan (IDP) - Working with their manager to set personal development goals that reflect organisational priorities and professional aspirations, and reviewing progress as part of their annual performance appraisal. The information in the IDP is to be used to set SMART personal development objectives in performance agreements.
- Meeting mandatory and role-specific requirements - Completing all required training, certifications, and professional development requirements (e.g., Continuing Education Units (CEUs), Continuing Professional Development (CPD) and Professional Development Credits (PDCs) necessary for their role).
- Committing to continuous learning - Undertaking at least 12 hours of learning per year as a baseline for development, with encouragement to go beyond this minimum to expand capability and readiness for future roles.
- Making informed choices – Carefully check external courses and providers when selecting external learning opportunities to ensure programmes are of high quality and relevant to their role.
- Recording and tracking learning - Accurately recording formal learning activities in CSC's Learning Management System (LMS) - CSC Online, to ensure recognition and visibility of development.
- Applying learning on the job - Actively using new knowledge, skills, and behaviours in daily work, and demonstrating how the learning improves work results.
- Sharing learning with others - Supporting team and organisational capability by passing on new knowledge, collaborating across teams, and contributing to a "One CIG" culture of learning.

5.2. Line Managers/Supervisors

5.2.1. Line managers and supervisors play a critical role in ensuring that learning and development translates into improved performance and results. They are responsible not only for supporting employees in accessing learning opportunities, but also for creating the conditions for learning to be applied and sustained on the job.



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5.2.2. Line Managers and Supervisors are responsible for:

- Integrating development into performance management - Partnering with employees to identify learning needs directly linked to performance feedback, job requirements, and ministry/portfolio priorities, and ensuring these are reflected in IDPs and in personal development objectives in the annual performance agreement.
- Aligning IDPs - Reviewing IDPs to confirm that learning objectives are realistic, aligned with organisational goals, and contribute to performance improvement, and subsequently approving same.
- Coaching and feedback - Providing regular coaching and feedback to reinforce new skills, behaviours, and knowledge, and addressing barriers to applying learning in practice.
- Creating time and space for learning - Scheduling and promoting dedicated time for employees to complete their 12-hour minimum and other approved learning, balancing operational requirements, while signalling that learning is a priority.
- Tracking and accountability - Monitoring completion of mandatory training and IDP commitments, and ensuring that progress and application of learning are discussed in performance reviews.
- Encouraging application and knowledge transfer - Actively encouraging employees to apply new skills and share insights across teams, supporting a "One CIG" approach and reducing silos.
- Seeking support when needed - Consulting HR and Talent Specialists or the Civil Service College to identify effective learning opportunities and to address challenges in linking learning to performance.
- Evaluating impact - Assessing whether learning has improved employee performance and contributed to team and organisational outcomes, and providing feedback to HR and CSC to inform future training design.

5.3. Human Resources and Talent Teams

5.3.1. Human Resources and Talent functions are responsible for enabling effective L&D across ministries and portfolios. Their role is to ensure that learning activities are aligned with ministry goals, applied consistently and connected to both performance improvement and workforce capability needs.

5.3.2. HR and Talent Teams are responsible for:

- Promoting a learning culture - Actively advocating for continuous development within their ministry/portfolio and ensuring staff and managers are aware of available resources, tools, and opportunities.
- Advising and supporting managers - Providing guidance on identifying effective learning opportunities, developing and maintaining IDPs, and navigating funding applications and study leave requests.



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- Linking learning to performance - Supporting managers to identify development priorities that address areas where performance needs to improve, enhance individual effectiveness, and build future capability in line with strategic goals.
- Monitoring and reporting - Tracking compliance with mandatory training and role-required certifications, providing regular reports to Chief Officers for accountability.

5.4. Chief Officers and Appointing Officers

5.4.1. Chief Officers and Appointing Officers are responsible for setting the strategic direction for learning and development within their ministries and portfolios. They play a critical role in ensuring that development is not treated as an isolated activity, but as a driver of organisational performance, capability growth, and succession readiness.

5.4.2. Chief Officers and Appointing Officers are responsible for:

- Championing a learning culture - Actively promoting a culture where learning is valued as essential to world-class delivery, continual improvement, and career growth.
- Aligning development with strategy - Ensuring ministry/portfolio learning priorities are included in the Ministry/Portfolio's organisational strategy to ensure that learning directly support strategic objectives, workforce plans, and performance improvement.
- Prioritising succession focused development - Supporting targeted learning and development for employees in succession development pools.
- Allocating resources effectively - Ensuring resources are directed to both broad learning needs and succession-critical targeted development programmes, applying good stewardship of public funds.
- Approving and overseeing - Approving training requests in a timely manner and reviewing regular compliance reports on mandatory training and any highlighted learning priorities.

5.5. Civil Service College (CSC)

5.5.1. The Civil Service College provides central leadership, tools, and programmes to support consistent, high-quality learning and development across the Civil Service. Its role is to enable capability growth that strengthens performance, service delivery, and succession readiness.

5.5.2. The Civil Service College is responsible for:

- Providing tools and resources - Developing and maintaining organisation-wide development tools and resources to support ministries, managers, and employees (see 7.0 resources, tools and templates).



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- Managing the Learning Management System (LMS) - Administering CSC Online, the central LMS, including providing access to reporting, and hosting government-wide e-learning content to ensure accessibility for all civil servants.
- Delivering core training – Designing and delivering priority leadership, management, core competency, formal education programmes and any other corporately prioritised programmes identified by the Deputy Governor that build enterprise capability and support career progression across the Civil Service
- Supporting succession-related targeted development - Providing priority access to core leadership and capability programmes for employees identified in succession development pools.

6.0 Expectations and Accountability

The responsibilities outlined above are shared commitments between the CIG, its leaders, and every civil servant. By completing required training and actively pursuing development, each employee helps to strengthen our collective capability.

6.1. Attendance, Withdrawals and Cancellations

- 6.1.1. When employees register for a course or programme, a place is reserved and resources are committed to support their participation. Employees are expected to organise themselves and their work in partnership with their manager to ensure they can fully attend and participate. In exceptional circumstances where attendance is no longer possible, they should reach out to their manager and the learning entity as quickly as possible to make adjustments or reschedule. This helps protect resources, maintain learning continuity, and allow others the opportunity to participate.
- 6.1.2. If an employee withdraws from or does not attend centrally-funded training without exceptional circumstances, **the costs associated with their registration may be charged to their ministry or portfolio. The Appointing Officer may, at their discretion, require the employee to reimburse some or all of these costs.**
- 6.1.3. This provision applies mainly to in-person or instructor-led training where costs are incurred for materials, facilitators, or reserved spaces. It does not apply to online, on-demand courses with open enrolment.
- 6.1.4. If the employee's manager arranges for another suitable employee to attend in their place, the ministry or portfolio will not be charged. Where the training is centrally funded and the employee's manager reprioritises their participation, the department may still be responsible for covering the costs.



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6.2. Learning Integrity and Ethical Standards

6.2.1. All employees are expected to demonstrate integrity in their learning; this includes completing their own work and respecting the intellectual property of others by not copying work or materials without permission and clearly stating sources. Plagiarism is not acceptable.

6.2.2. Where Artificial Intelligence (AI) or other digital tools are used to support learning, employees must apply good judgment, ensure accuracy, and comply with all relevant course or Cayman Islands' Government policies on the ethical use of AI and technology.

6.2.3. Breaches of learning integrity may have consequences, including the ineligibility for course completion or certification. Maintaining honesty and professionalism in learning activities upholds the credibility of our training programmes and reflects the values and standards of the Cayman Islands Civil Service.

6.3. Learning Accountability and Performance Assessments

Completion of mandatory learning and following through on learning commitments will be reflected in performance discussions and may be considered when reviewing annual performance, readiness for advancement or eligibility for further development opportunities. Managers, HR teams, and the Civil Service College are committed to working with employees to remove barriers to participation and to support them in achieving their learning goals.

7.0 Funding

7.1. The CIG is committed to investing in the development of its people while ensuring that public funds are managed carefully. Learning and development investments should consider value for money, alignment with organisational priorities, and support of civil servant development in ways that strengthen public service delivery.

7.2. Funding is allocated across three tiers, balancing individual opportunity with organisational needs.

7.2.1. **Tier 1 - Fully Funded** learning includes all mandatory training, role-required re-certifications, and specific courses delivered and funded centrally via the CSC or the Strategic Reforms Implementation Unit (refer to the CSC Learning Guide for details on centrally funded courses). Where charges apply, the associated costs



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for approved Tier 1 learning, such as course fees, and materials, will be covered in full by the respective Ministry, Portfolio or Department.

7.2.2. **Tier 2 - Partially Funded** learning applies to programmes and courses that are aligned to an employee's Individual Development Plan (IDP), but are not classified as mandatory or priority. Examples include role-related certifications that are not required, but may be a skill that would improve delivery. Funding may cover all or a portion of the costs, with the employee contributing the remainder. Approval will be assessed based on their relevance, the benefit to the organisation, cost-effectiveness, and budget availability.

7.2.3. **Tier 3 - Self-Funded** learning applies to activities that are not related to current organisational priorities or the employee's role. In these cases, all costs are the responsibility of the employee. Time-off to attend this learning may not be granted as it is not essential for the role, however an employee may request annual leave to attend.

7.3. Travel and accommodation costs relating to attendance at CIG funded training events must be pre-approved and booked in accordance with the CIG's Official Travel Policy.

7.4. Long-Term Funding Commitments

To ensure that learning investments are directed where they will have the greatest long-term impact, civil servants on fixed-term contracts will not be eligible for long-term commitments, such as scholarships, to fund degree programmes. Where funding for degrees is approved, employees may be required to enter into an agreement that could include:

- a) A period of service to the Cayman Islands Government following completion; and
- b) Repayment provisions where the agreement is or cannot be fulfilled.

7.5. Benefits and Recognition of Learning Achievements

7.5.1. The primary benefit of L&D is to improve an employee's performance in their current role while also preparing them for future career opportunities within the Civil Service. Building and applying new skills may strengthen eligibility for advancement over time.



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7.5.2. In some cases, achieving a degree qualification or professional certification may be recognised with a within-grade-salary increase; **however, such decisions are discretionary and do not happen automatically.**

Any salary adjustment is a form of special recognition, made at the discretion of the Appointing Officer, and must adhere to the Civil Service Pay Policy. Pay decisions depend on factors such as, but not limited to:

- The relevance of the qualification to the role;
- The extent to which the new skills can be / are applied on the job;
- The importance and / or scarcity of the specific skills within the organisation;
- Overall performance;
- The establishment of pay parity for employees in similar roles; and
- The resources available.

7.5.3. **For the avoidance of doubt, completion of relevant L&D programmes or otherwise attaining relevant professional certifications/qualifications does not guarantee a pay increase for the employee. Moreover, where the training / certification / qualification is of no relevance to the organisation, no consideration will be given to increasing the staff member's pay.**

8.0 Study Leave

8.1. In line with the Personnel Regulations (2025 Revision), study leave is a discretionary type of leave that may be granted to support employees in undertaking courses of study that directly relate to their roles / duties or is necessary to advance their Civil Service career. Study leave can take the form of paid leave, leave without pay, or a combination of the two, depending on the nature of the course and its relevance to the Civil Service.

8.2. Employees pursuing part-time studies related to their role may be granted part-time study leave consisting of a reasonable amount of paid leave (as determined by the appointing officer) to attend classes and prepare for and sit examinations.

8.3. Employees pursuing full-time study directly related to their duties and the course of study is necessary to advance their Civil Service career, may be granted full-time study leave consisting of paid leave, leave without pay, or a combination thereof during the period of study.

8.4. For courses without examinations, study leave may also be approved for major assignments, such as dissertations or final papers.

8.5. The amount of paid study leave granted will be determined at the discretion of the employee's appointing officer, in consultation with HR, taking into account the scope and intensity of the course, the employee's workload, and the operational needs of the organisation.



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8.6. Applications for full-time study leave should be submitted by Department Heads / Appointing Officers, for approval by the relevant Chief Officer. Where the applicant is also a Chief Officer, approval must be granted by their Appointing Officer. If approved, the employee's post will be held and benefits will continue to apply. These requests will be determined on a case-by-case basis. In all instances, employees are expected to first explore part-time options before full-time leave is considered.

8.7. All requests for study leave must be submitted to the appointing officer in writing with supporting documentation, including proof of enrolment. For degree programmes, commitment agreements and repayment provisions (e.g., agreeing to stay and work for the Cayman Islands Government for a set period or repay costs) may apply, as outlined in section 7 of this Policy.

9.0 Accessibility

9.1. The CIG is committed to ensuring that all civil servants have access to learning and development opportunities. Programmes, resources, and tools will be designed and delivered in ways that accommodate different learning needs, schedules, and work environments, so that every employee can participate meaningfully in their development.

9.2. Learning will be made available through multiple formats, including in-person sessions, online courses, blended learning, and self-directed resources. Wherever possible, training will be scheduled with consideration for operational requirements and offered at various times to maximise participation.

9.3. Wherever feasible, the CIG will provide accessible facilities, materials, and technologies that meet the diverse needs of our workforce. Accommodations may include:

- Additional time for testing
- 1:1 support
- Alternative formats of materials (such as large print, digital or audio versions)
- The use of accessibility features available in Microsoft, CSC Online and any other supported technologies.

9.4. Employees with specific learning or accessibility needs are encouraged to work with their manager and the CSC to identify and arrange appropriate accommodations early, ensuring full participation in their development.



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10.0 Resources, Tools and Templates

10.1. The CSC provides a central library of resources, templates, and guidelines designed to help all civil servants meet the requirements of this policy and make the most of their learning opportunities.

10.2. These resources are available through the Hub and through the Civil Service College website - gov.ky/csc, ensuring that they are easy to access at any time. Guidance is also provided to help managers and employees apply these tools effectively in their planning and day-to-day work. The resources include:

- Individual Development Plan (IDP) Template
- Individual Development Planning Guide

10.3. By providing clear tools and practical guidance, the CIG aims to make learning and development planning straightforward, consistent, and aligned with organisational priorities.

11.0 Questions

Should you have any questions on this policy, please reach out to your HR representative.

Issued by:

A handwritten signature in black ink, appearing to read 'G. McField-Nixon'.

**Gloria McField-Nixon
Chief Officer, Portfolio of the Civil Service**



1.0 APPENDICES

1.1. Appendix A - Glossary

70:20:10 approach – An internationally recognised model of adult learning that emphasises that most development comes from on-the-job experience (about 70%), some from learning through others (about 20%), and a smaller portion from formal training (about 10%).

Accessibility / reasonable accommodations – Adjustments or supports provided to enable employees with specific learning or accessibility needs to fully participate in training and development. Examples include additional time for testing, alternative formats (large print, audio, digital), or 1:1 support.

Commitment agreement (also known as Bonding Agreement) – An agreement that may be required for long-term learning (e.g., degree programmes) that sets out conditions such as a minimum service period after completion or repayment if the employee departs the organisation before the expiration of the agreement or does not complete the programme.

Continuing Education Units (CEUs) – Formal learning hours or credits required by many professional associations or licensing bodies to maintain certification or membership. These may be earned through approved courses, workshops, conferences, or other recognised learning activities.

CSC Online (Learning Management System) – The Cayman Islands Government's central online platform for learning, managed by the Civil Service College. It is used to register for courses, track and record training, and access e-learning.

Exceptional circumstances – Serious, unexpected events (such as illness or family emergency) that may prevent an employee from attending or completing training.

Formal learning – Structured learning activities such as workshops, seminars, online courses, qualifications, or certifications that are delivered by a recognised provider and have defined objectives or assessments. Structured learning activities such as workshops, seminars, online courses, qualifications, or certifications that are delivered by a recognised provider and have defined objectives or assessments.

Formal learning represents one component of development and complements on-the-job learning and learning through others, in line with the 70:20:10 approach.



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Individual Development Plan (IDP) – A written plan created by an employee in consultation with their manager that identifies development goals, learning activities, and how these link to organisational priorities. Information captured in the IDP is also used to set SMART personal development objectives in your performance agreement.

Intellectual property – Any work, writing, or material created by someone else. Employees must not copy or use such work as their own without permission or proper citation.

Learning and Development (L&D) – Any activity designed to improve knowledge, skills, or behaviours that support current performance and prepare employees for future roles. This includes formal courses, on-the-job experiences, mentoring, coaching, self-study, and professional development activities.

Learning integrity – The expectation that employees complete learning activities honestly and ethically, including proper acknowledgement of sources, avoidance of plagiarism, and responsible use of AI and digital tools in line with CIG policies.

Mandatory training – Training that is required for all employees (e.g. Cyber-Security training), as well as training required by law, regulation, or government policy.

Professional Development (PD) Credits – Formal learning hours or credits required by many professional associations or licensing bodies to maintain certification or membership. These may be earned through approved courses, workshops, conferences, or other recognised learning activities.

Role-required certification – Professional certifications, licenses, or continuing education credits that an employee must hold and maintain to perform their role

Study leave – Paid or unpaid leave approved for employees to attend classes, prepare for, or sit examinations, or complete major assignments for a recognised course of study. Study leave is discretionary and may be granted as paid leave, unpaid leave, or a combination of both, depending on the nature and relevance of the course. The amount of paid study leave granted is determined at the discretion of the appointing officer, in consultation with HR, taking into account the scope and intensity of the course, the employee's workload, and operational requirements.

Succession Planning – Targeted learning and development activities designed to prepare employees selected to be in succession pools for readiness to apply for key managerial and technical roles.

Succession Development Pool – A group of employees who have been identified as having the potential to step into key managerial or technical roles in the future, based on capability and performance and are being given targeted development so support readiness.



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2.0 Appendix B – Frequently Asked Questions

Who does this policy apply to?

This policy applies to all full-time and part-time civil servants employed on open-ended or fixed-term contracts within the core ministries, portfolios, and departments of the Cayman Islands Government. Interns are not covered by this policy; their learning and development is managed separately. Statutory Authorities and Government-Owned Companies (SAGCs) are encouraged, though not required, to align with the framework.

What counts toward the 12-hour minimum learning requirement?

The 12-hour minimum can be met through a wide range of activities, not only classroom courses. This includes on-the-job learning, mentoring, shadowing, e-learning, webinars, attending workshops, or other relevant development experiences. The key is that the activity should support performance in the current role or prepare for future responsibilities.

What is an Individual Development Plan (IDP)?

An IDP is a simple plan developed jointly by an employee and their manager. It identifies the employee's learning goals, the activities to achieve them, and how these link to organisational priorities and career aspirations. Once agreed on, IDPs are used to create personal development objectives in performance agreements and are reviewed during performance appraisals.

Is the Individual Development Plan (IDP) mandatory?

The IDP is a recommended tool, not a mandatory form. It is designed to support you by improving the quality of development conversations with your manager and helping you clearly define personal development objectives. While the IDP itself is optional, having agreed personal development objectives captured as SMART goals in your Performance Agreement is expected. The IDP helps you prepare for that discussion and makes the process more meaningful and consistent.

Once completed, where is my IDP stored?

Your IDP is a personal document that you own and maintain. Departmental processes may vary, but it is not submitted to a central system. You should use it to guide development discussions with your manager and to help shape the personal development objectives included in your Performance Agreement.

Does completing a degree or professional certification guarantee a salary increase?

No. Degrees and certifications improve performance and may strengthen eligibility for advancement, but salary increases are not automatic. Any pay adjustment is considered a special recognition and is made at the discretion of the ministry or portfolio in line with



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the Civil Service Pay Policy. Decisions depend on factors such as the relevance of the qualification, how the new skills are applied on the job, overall performance, and available resources.

What happens if I withdraw from or miss training?

When you register for training, a place is reserved and resources are committed to support your participation. If you withdraw or do not attend without exceptional circumstances, the costs associated with your registration may be charged to your Ministry or Portfolio. In some cases, the appointing officer may decide that some or all of these costs should be reimbursed by the employee.

Where training is centrally offered, for example through the Civil Service College, and a manager later reprioritises the employee's work, the Ministry or Portfolio may remain responsible for covering the associated costs.

How does study leave work?

Part-time study leave is the preferred option. Employees undertaking approved, job-related study may be granted a reasonable amount of paid study leave, determined by the appointing officer in consultation with HR, based on the nature of the course and operational needs. Full-time study leave is approved only in rare cases where the programme is critical to organisational needs and part-time options have been fully explored. All study leave is discretionary and subject to organisational priorities and available resources.

What accommodations are available if I have specific learning needs?

Employees with specific learning or accessibility needs should work with their manager and the Civil Service College to arrange appropriate accommodations. Examples include extra time for testing, 1:1 support, alternative formats (large print, digital, audio), or the use of accessibility features in supported technologies.

How is learning linked to performance management processes?

Investments in your learning and development are intended to directly support your performance and long-term career success. Once an Individual Development Plan (IDP) is agreed, this should be used to create your personal development objectives which form a part of your performance agreement. Progress is to be discussed throughout the year during regular check-ins.

Completion of mandatory training, progress against agreed development objectives, and the application of new skills to deliver agreed objectives are considered during end-of-year performance assessments. Managers support this process by providing feedback and helping employees apply learning to improve performance.



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Does being in a succession pool mean I am guaranteed a future role?

No. Succession pools are about targeted development to prepare employees to apply competitively for key managerial and technical roles in the future. Being in a pool does not guarantee a promotion or placement. However, participation does offer focused development, increased exposure to learning opportunities, and structured support to help you strengthen your readiness for future roles and broaden your career options across the Civil Service.

Do I have to be in a succession pool to access learning and development opportunities?

No. All civil servants have access to learning and development opportunities to support their performance in their current role and their ongoing growth. Being part of a succession development pool simply means there may be additional, targeted development opportunities linked to future leadership or critical roles. Access to learning is not limited to succession pools, and development opportunities are available to all employees based on role requirements, organisational priorities, and agreed Individual Development Plans.

How will I know what learning opportunities are available to me as a civil servant?

Learning opportunities are communicated through several channels:

- **Your manager**, who can help identify learning aligned with your role and development goals
- **HR & Talent teams**, who can advise on role-related and ministry-specific learning options
- **The Civil Service College website** (gov.ky/csc), which publishes the Learning Guide and corporate programmes. For other CSC related queries, you can also reach out to CSC@gov.ky.
- **CSC Online** (csconline.gov.ky), where you can browse, register for, and track available courses, including LinkedIn Learning

Using a combination of these sources will help you stay informed and make informed choices about your development.



**Cayman Islands Government
Civil Service Learning & Development Policy
PERSONNEL CIRCULAR 2 of 2026**

3.0 Appendix C – Individual Development Plan Template

[Click this link to access](#) or download from theHub



Individual Development Plan

An Individual Development Plan (IDP) empowers you to take ownership of your growth and align your capabilities with the strategic priorities of the organisation. Developed in collaboration with your manager, your IDP will help identify key development areas and establish clear, actionable steps to support your progression. By investing in your development, you contribute not only to your career success, but also to the effectiveness of your team, your department, and our shared ambition to become a world-class civil service.

Name:		Manager:	
Position:		Dates Covering:	

Development Objectives What knowledge, skills and behaviours can I develop to help me to deliver organisational objectives in my role or prepare for a future role? -	Development Activity What will I do to achieve this? What training, experience, or on-the-job actions are needed to support this goal?	Support What resources or support will I need?	Financials What are the costs? Provide estimates if final costs are not yet available.	Success Criteria How will this be applied on the job to show that I have achieved my objective?	Timing Start and/or finish dates	Review When will I check the progress?
Objective						
Objective						

Funding Requested: \$.....
(include actual or approximate costs of any programmes with fees attached)

Appointing Officer Signature:.....
(only if funds are requested)

Employee Signature:..... Manager Signature:..... Date Finalised:.....



4.0 Appendix D – Individual Development Planning Guide

[Click this link to access](#) or download from theHub

Guide to Your Individual Development Plan (IDP)



Welcome

An Individual Development Plan is a practical tool that helps you take ownership of your professional growth while aligning your development to organisational priorities. It allows you to focus deliberately on the capabilities that will enhance your performance today and prepare you for success tomorrow.

If this process is new to you, or if you need a quick refresher, please take a moment to review the sections below and use the questions to guide your reflections.

Reflecting on Strengths, Gaps and Development Areas

As you begin your IDP, take time to reflect on what you do well and where focused development would have the greatest impact on your performance and future growth. Consider recent feedback, work situations where you felt confident or stretched, and what your role will require in the coming 12–18 months.

Reflection Points:

What are my strengths? Which capabilities or behaviours help me perform well today?

Where do I need to grow? What habits or gaps limit my effectiveness or impact?

Which strengths should I further develop, and which gaps, if improved, would make the biggest difference to my performance or career progression? Identify the top three.

* If your function has a published competency framework, use it to assess which competencies are strengths and which require development.

