Training and Development Policy and Procedure

Working Together

November 2016

History of Changes

Version	Description of Change	Authored by	Date
1.1	Change to reflect change in process	D Kerr	November 2016
1.2	Changes to process flows	D Kerr	November 2016

1 Introduction

1.1 The College maintains a commitment to "continue to value and develop our workforce and to become an employer of choice within our region".

1.2 This policy sets out the College's commitment to the professional and personal development of our staff ensuring that they are fully equipped to perform their role effectively and to develop within the organisation.

1.3 This policy sets out the categories of staff training and development activity which will be provided by the College for the benefit of the organisation and the individual employee.

2 Scope

2.1 Borders College is an equal opportunities employer and as such this policy applies to all employees of the College and includes both full-time and part-time staff, temporary and permanent.

2.2 The policy addresses organisational and individual development needs in line with:
- corporate objectives,
- strategic priorities and supporting strategies,
- statutory obligations
- all College policies and procedures
- continuous professional development
- outcome agreements

3 Key Principles

3.1 All staff are entitled to a level of staff training and development appropriate to their role.

3.2 All staff training and development will be linked to organisational and individual development needs as described in paragraph 2.2.

3.3 Types of Staff Training and Development.

For the purposes of this policy staff training and development activity which includes a mix of both Core, Faculty/Team Requested and optional training and development has been defined as follows:

Core training is identified and agreed by CMT. This is essential training which can be a statutory obligation or a requirement of employment and/or the post. In addition there are a number of core Induction Modules (as detailed in the Induction Procedure) which the college would expect staff to complete in order to enable them to successfully complete their probationary period. Examples of core training could include:

- Training on College policies and procedures for example:
  ◦ Staff Performance and Development Review Training
  ◦ Recruitment and Selection Training
  ◦ Student Disciplinary
  ◦ Customer Services (World Host)

- Training to enable the College to meet statutory obligations which staff must complete to enable probation periods to be successfully completed for example:
  ◦ Equalities and Diversity
  ◦ Health and Safety
  ◦ Safeguarding
  ◦ Complaints Handling
  ◦ Data Protection
  ◦ Prevent etc

- Training related to the strategic and cultural development of the organisation for example:
  ◦ Strategic Planning
  ◦ Risk Management
  ◦ New Technologies
  ◦ New job roles

Training relating to Individual Professional Development for example:

- Training linked to professional qualifications for example:
  - PDA
  - TQFE
  - CIPD
  - ACCA etc

- Continuous Professional Development such as:
  - Enhance (professional development for lecturing staff)
  - eSkills (professional development for lecturing staff)

Faculty/Team Requested Training: This is training with identified learning outcomes. Responsibility for this has been devolved to each Faculty. The Head of Faculty or Business Support Manager is responsible for deciding and making arrangements to organise this training after agreement from their Senior Manager. Examples of Faculty/Team Training would include training:

- Training related to a specialist area or specific to that Faculty/Team:
  - As required by an awarding body
  - Related to learner engagement
  - Linked to specific student support needs such as dyslexia

- Training specific to an organisational development for example:
  - Curriculum for Excellence
  - Changes to the curriculum plan

Optional Training enables a staff member to take ownership of their development. Examples include:

- Training for job related skills for example:
  - ICT training
  - Smart Board
  - Assertiveness Skills

- Training to allow personal growth and development which is linked to performance and strategic priorities for example:
  ◦ Leadership and Management training
  ◦ Time Management

- Unstructured activities undertaken informally for example:
  ◦ Research
  ◦ Professional dialogue

- Professional updating for example:
  ◦ Practitioner Placements
  ◦ Work-shadowing

3.4 Within the policy all staff have the right to access appropriate training and the responsibility to follow the procedures. Additionally all line managers have the responsibility to identify the training and development needs of their staff both through the Staff Performance and Review) process and as and when needs arise. All staff have the responsibility to justify their training requests and to evaluate the impact of the training.

3.5.1 All line managers are responsible for:

- Adhering to the policy and procedures
- The identification of training and development needs of staff for whom they have direct or delegated line management responsibility
- The approval of individual, group and departmental requests for training, ensuring that all approved requests are in line with College strategies and approved by HR if there is a cost implication
- Ensuring that staff for whom they have responsibility engage in all core staff training and development and undertake development that has been identified through the Staff Performance and Review process
- Booking staff onto training and ensuring training staff are aware of the arrangements and detail of this training
- Ensuring that training is evaluated with the staff member following the completion of training, where appropriate

3.5.2 All Heads of Faculty/Support Managers are responsible for:

- Providing ideas for the college annual training plan to HR within agreed timescales each year
- Giving feedback on the college annual plan within agreed timescales
- Making arrangements for staff to be booked onto training sessions through the shared area
- Ensuring Programme Leaders/Line Managers discuss the annual plan and book staff onto training sessions in line with their staff review.
- On an annual basis deciding on their Faculty Requirements and submitting these to the relevant SMT for approval
- Deciding on the detail of this training, approaching the potential trainer/supplier, booking the room and advising the relevant staff they are expected to attend
- Returning the signed attendance list to HR after the event

3.5.3 SMT are responsible for:

- Monitoring Faculty/department Training and ensuring it is appropriate and evaluated

3.6 Individual Members of Staff

Individual members of staff are responsible for:

- The identification of their individual training needs, in liaison with their line manager, through the individual staff review process.
- Justifying any application made for training and for the evaluation of the effectiveness of that training once it has taken place
- Where appropriate, sourcing specialist training, in liaison with the HR department if there is a cost.
- Ensuring that they attend any core staff development or training event that is deemed appropriate by the College.
- Undertaking any core staff development that is linked to a contract of employment.
- Taking part in any staff training or development programme such as Strategic Planning sessions or Enhance that is deemed appropriate by the College
- Ensuring that they carry out an evaluation of their training and development through survey monkey and/or with their line manager

4 Responsibilities

4.1 The Board of Management approves the Human Resources and Organisational Development strategy which covers the area of staff training and development. The HR and Remuneration sub-committee of the Regional Board approves the Training and Development policy and will receive regular reports on staff training and development activity and effectiveness.

4.2 The SMT will oversee the implementation of the policy and procedures through the operation of the Staff Training and Development Committee and will monitor the appropriateness of the planned activity as part of the College's Quality Enhancement System.

4.3 The Head of HR is responsible for the implementation of the policy and procedures.

4.4 The CMT will receive regular reports from the Staff Training and Development Committee.

5 Related Documents

5.1 HR and OD Strategy
5.2 Remit of committee
5.3 Staff guides

6 Review

The policy will be reviewed once every three years. Therefore date of review will be November 2019.

1 Introduction

1.1 The Borders College Staff Training and Development policy sets out the College's commitment to the professional and personal development of our staff ensuring that they are fully equipped to perform their role effectively and to develop within the organisation. This procedure supports that policy.

2 Scope

2.1 Borders College is an equal opportunities employer and as such this procedure applies to all employees of the College and includes both full-time and part-time staff, permanent and temporary.

2.2 The procedure provides guidance on the organisation and provision of training and development within the organisation.

3 Key Principles

There are four types of training and development:

•   Internal Core Training, Internal Faculty/Team Requested Training, Internal Optional, External Training events

In order to arrange training and development the following processes should be followed:

Uncontrolled Copy

Internal Core Training

The college has a responsibility to identify appropriate training sessions that individuals must attend. These sessions relate to statutory requirements or ongoing CPD and will be visible in the annual training plan.

Planning
After agreement from CMT HR completes the relevant detail (date, time, learning outcomes, room)

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Advert issued to the HOF/BST Managers

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Booking
Manager makes arrangements for staff to be booked directly onto the session through the U/Training and Development. This must also be communicated to the staff member

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Training
Training takes place

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Evaluating
HR issues survey monkey link 1 day after event. Staff also update CPD log on HR21 with any reflections/further actions

↓

Improving
HR will review feedback before creating the next annual plan

Internal Faculty/Team Requested Training

This is informal training with learning outcomes and responsibility has been devolved to each Faculty/Team.

Planning After agreement from their Senior Manager or HR if there is a cost. The Manager organises the training and advises the relevant staff of the details	**Communicating** HR will advise CMT the available slot for Faculty/Team Training as detailed in the annual plan

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The Manager arranges for blank attendance lists to be added to the U/Training and Development to be created

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Booking
Manager makes arrangements for staff to be booked directly onto the session through the U/Training and Development. This must also be communicated to the staff members

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Training
Training takes place

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Evaluating
Managers make arrangements for feedback on the training to be collected. Staff also update CPD log on HR21 with any reflections/further actions

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Improving
The manager should prepare a summary of the feedback for discussion at CMT

Internal Optional

This is training that a staff manager can choose to attend subject to their manager's approval.

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│ Planning                        │
│ After agreement through CMT.    │
│ HR organise all aspects of the  │
│ training and include in the     │
│ annual plan                     │
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              ▼
┌─────────────────────────────────┐
│ The details will be circulated  │
└─────────────────────────────────┘
              │
              ▼
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│ Booking                         │
│ Manager makes arrangements      │
│ for staff to be booked directly │
│ onto the session through the    │
│ U/Training and Development.     │
│ This must also be communicated  │
│ to the staff members            │
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              ▼
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│ Training                        │
│ Training takes place            │
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│ Evaluating                      │
│ HR will review feedback before  │
│ creating the next annual plan   │
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│ Improving                       │
│ HR will review feedback before  │
│ creating the next annual plan   │
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External Training Events

In order to further CPD or personal development, each staff member has a responsibility to research the training, the college has a responsibility to consider the request.

Planning A need for staff training is identified by an individual and/or their line manager. The manager should set expectations of any training	→	**Support** Manager supports training request	→	**Approval Request** Request for budget

The individual researches and identifies an opportunity for professional or personal development

Individual applies for training or development through HR21

Booking
If there is a cost and the manager is considering giving their support – speak to HR. If there is no cost the manager can approve or reject

Approval once green order received by HR. HR will email requester to advise of approval. Manager can then approve on HR21

Decline
Application declined by HR. Manager advised

Booking
Individual books development

Manager discusses with individual and agrees an alternative course of action

Training
Training or development takes place

Equality Impact Assessment

(Rapid impact assessment tool)

What Impacts may there be from this proposal on any group's ability to use the College services?

Policy: Training and Development Policy and Procedure

Positive Impacts (Groups affected)	Negative Impacts (Groups affected)
All staff are included in the policy and procedures.	There are no negative impacts on any groups as all staff are included and treated equally.
Actions taken to alleviate any negative Impacts:	
N/A	
Recommendations:	
None	

From the outcome of the rapid equality impact assessment, have negative impacts been identified for any protected characteristic or any other potentially disadvantaged group?

No

Has a full Equality Impact Assessment been recommended?

Yes ☐

No x

Reason for recommendation:

Status:	JCCP approved November 2016 subject to approval at HR & Remuneration Committee
Policy Dated:	November 2016
Author:	Head of HR and Development
Review Date:	November 2019
Equality Impact Assessed:	August 2012