

# STAFF TRAINING POLICY



## **1. Introduction**

This policy sets out the Institute's commitment to the current and future development of staff skills, expertise, and ability in support of the Institute strategy, other strategic and operational plans, and the job and career related aspirations of individual members of staff. The Institute recognises that effective staff development is not only vital to meeting future goals and ambitions but also makes an essential contribution to the development of a responsive, staff supportive and well managed institution.

## **2. Scope**

This policy applies to all staff groups irrespective of differences in terms and conditions of service, seniority levels, working patterns and any other irrelevant distinctions. As a guideline for resourcing purposes, it is recommended that at least 5 working days per annum is set aside for individual staff involvement in learning and development activities according to individual needs and requirements.

## **3. Responsibilities**

Staff training and development is the responsibility of all staff in the Institute. In particular:

- Senior managers – in promoting a climate, and providing space and resources, to ensure that continuing learning and individual development is recognised as an imperative to meet the future plans of the Institute.
- Middle managers – through providing the local infrastructure, support, and resources to enable staff to take part in staff development activities.
- Individuals – by taking responsibility for identifying areas where their work might be developed, making themselves aware of and taking advantage of suitable opportunities and applying their learning in their work.

#### **4. Identifying development needs**

The Institute will adopt a structured approach to identifying the development needs of individuals and particular staff groups. This will take place at various levels, reflecting a 'top down' strategic, and 'bottom up' approach:

**Individual development needs** – these should be identified and agreed through:

- an initial discussion as part of induction to the Institute and the individual's role.
- an annual performance review supplemented by regular follow up reviews.
- ongoing discussion with staff about work performance and any changes to the work of the jobholder.

**Team/Office development needs** – these should be identified through:

- consideration of collective skills updating needs.
- regular review of the work performance for the team or office in question.

**Institute wide development needs** – to be identified through:

- consideration of the skills updating implications of the Institute strategic plan.
- consideration of the staff development implications of the introduction of new policies and procedures and changing external requirements.
- Institute wide planning reviews or staff feedback.

#### **5. Taking action on staff development needs**

There are a variety of means of meeting identified development needs. As part of ensuring appropriate support and maximising the learning from staff development activities it is suggested that managers take an active part in briefing and de-briefing staff before and after engaging in some activity.

**Before** – it is recommended a discussion takes place to cover:

- the reason(s) why the development is required, and specific outcomes/changes required in the job or role.
- how the new skills/knowledge/experience/qualification will be implemented in the workplace.
- what preparation is needed before the development activity.

**After** – a conversation to consider:

- whether the development needs have been met.
- the skill(s)/knowledge/experience/qualification gained from the development and how this can be applied in the job.
- any help or support needed to apply the new learning in the job.

## **6. Mandatory staff development provision**

The following staff development activities are mandatory, and managers should ensure staff participation in these where appropriate:

- Initial Training – the Institute is committed to ensure new staff are given the training/briefing required for new or changed roles.
- Management Development – all staff appointed to a managerial role in the Institute should attend training and development appropriate to that role.

## **7. Other staff development opportunities and options**

### 7.1. Open staff development programmes

All staff should be encouraged to take advantage of the programme of staff development events offered by the Institute. The Institute provides a programme of events aimed at all staff covering topics such as Management Development, Interpersonal and Communications skills, Self Management and Organisation.

Staff development services are also provided in relation to Teaching and Learning Support.

Attendance on Institute staff development programmes should be discussed and agreed with a manager.

### 7.2 External Events/One-off conferences/Seminars

Institute may also hold funds to support staff attending external events.

### 7.3 On the Job Training

As part of induction and ongoing development, managers and supervisors should recognise their responsibility for providing work based on the job training where this is the most suitable development option.

### 7.4 Development Programmes, Seminars and Activities

As part of fulfilling their staff development responsibilities, Institute is encouraged to develop provision of formal and informal programmes of staff development activity utilising the internal expertise of staff.

## **8. Evaluation of staff development activity**

Managers should develop means of assessing how effective staff development undertaken has been in improving job performance. This should take place at a post development de-briefing and more generally within a performance review. As part of the annual planning cycle the Institute should review the value of any development initiatives they have put in place, and update their training plans in the light of revisions to business plans. As part of their operational reviews those providing staff development to the Institute should review the quality, relevance, and usefulness of their provision.