



## Shrewsbury College

<b>Policy Title</b>	Training and Development Policy
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<b>Approved By</b>	Donna Lucas Assistant Principal: Human Resource Development
<b>Author</b>	Louise Yates Senior HR Adviser
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## TRAINING & DEVELOPMENT

### 1. INTRODUCTION

- 1.1 Shrewsbury College of Arts and Technology acknowledges that its employees are its most valuable resource, and it is therefore committed to investment in their training and development (T&D). The purpose of this investment is to give all staff the opportunity to develop their skills in order to improve the performance of the College, the quality of experience for the student and to enhance their own careers.
- 1.2 This document sets out the College's policies in relation to T&D and outlines the processes to deliver those policies. There are a number of interlinked processes that have to operate to enable the College to best attain its T&D aims. How the T&D process is managed is illustrated at Appendix 1. More detailed guidance on significant components of the College's approach to T&D e.g. performance review, is available separately. Where this is the case reference is made to the relevant documentation. Advice is available from HR and as such their contact details are at Section 16.
- 1.3 The College uses a system called Passport to Success to manage its T&D activities.

### 2. TRAINING & DEVELOPMENT AIMS

- 2.1 The aims of the College's T&D approaches are to enable staff to:
  - acquire the knowledge and skills to enable them to perform effectively in their current roles to provide the best experience for students
  - respond effectively to the demands placed upon them by internal and external change
  - continuously improve the quality of the provision delivered by the College
- 2.2 In the short term the College aims to:
  - improve teacher subject knowledge and pedagogical skills – important factors in elevating student achievement
  - link best practice, exemplary lessons, and hands-on teaching skills through the integrated processes of lesson observation, appraisal, coaching and development planning
  - provide opportunities for frequent interaction between staff (teaching and support) and between staff and external bodies (other colleges, professional institutes, industry, etc.)
  - increase the technological literacy of all its staff, through integration of technology with both classroom and support practice, to increase quality and efficiency
  - facilitate staff to pursue their personal development objectives alongside those of the College through a mixture of internal and external development interventions
- 2.3 In the longer term the College aims to:
  - enhance the status of the College by becoming a provider of quality development activities for staff of other FE colleges

### 3. PRINCIPLES

In meeting these objectives, the College will apply the following principles:

- all staff will have a thorough induction when starting their employment with the College and when their role changes significantly
- all staff should have access to appropriate opportunities for initial professional development in their jobs
- all staff will participate in the College's performance review process and will, in

following an individual development plan (IDP), seek to continuously improve their performance and that of the College

- T&D opportunities will be planned relative to a set of priorities that ensure best alignment between the needs of the College, its students, of its staff, and its resources

#### **4. ROLES AND RESPONSIBILITIES**

4.1 All staff are responsible for:

- reflecting at regular intervals upon their jobs and future career aspirations and identifying, through the performance review and 121 systems, their T&D needs
- consider the impact of training on the student experience and record and share this appropriately
- discussing these needs with their manager with a view to establishing priorities in relation to departmental/team and College objectives
- identifying, in conjunction with their line manager, appropriate opportunities for meeting T&D requirements
- taking full advantage of such opportunities, completing their individual development plan
- applying newly-developed knowledge and skills to their work with students and to their careers
- keeping their Passport to Success record up to date and providing feedback on training attended

4.2 Line managers are responsible for:

- ensuring that individuals have the opportunity at regular intervals to discuss their T&D needs, using the performance review and 121 systems
- establishing priorities in relation to departmental/team and College-wide priorities
- making appropriate provision to meet those priorities with a student centred focus, making best use of resources available
- regularly considering how T&D might assist individuals or teams to respond effectively to internal or external changes or to improve the quality of the student experience
- identifying opportunities for T&D and notify these to HR
- approving attendance at relevant T&D activities and making appropriate provision for the release of staff from their duties
- completing appropriate administrative tasks associated with T&D activities in a timely fashion and ensuring post-development evaluation opportunities are identified and taken to include understanding the impact on students
- ensuring equality of opportunity in access to T&D.
- Reviewing team profiles on Passport

Development of staff will be included as a regular module in management development training.

4.3 HR is responsible for:

- identifying and prioritising T&D needs, and recommending an annual T&D plan to the Senior Management Team
- liaising with Curriculum Leaders and other managers to provide opportunities for T&D, and promoting these on Passport
- ensuring that T&D opportunities are relevant to the needs of staff, departments/teams and the College
- delivering, or arranging for the delivery of, cross-College T&D activities
- ensuring that such activities are conducted in accordance with the College's policy on equal opportunities
- monitoring training attendance to ensure all staff regardless of characteristic are receiving appropriate training evaluating, in conjunction with product owners, T&D activities in order to assure and enhance their quality
- collating and coordinating training products developed elsewhere in the College and maintaining a directory of products and owners, to provide for future 'call-off'

- developing, and providing training and guidance on, the processes required to enable delivery of the College's T&D aims
- Maintaining Passport and providing training

The HR team recognises the need to form working relationships with teams to enable effective prioritisation, deliver and source the right T&D at the right time, and exploit modern technology.

4.4 The Senior Management Team is responsible for:

- agreeing the annual T&D priorities, to best secure the College's objectives and strategic plan
- participating fully in the delivery of T&D interventions, demonstrating leadership by example
- agreeing appropriate resources for T&D

## 5. INDUCTION

All new staff, and staff taking on a role significantly different from their current role, will receive an induction. Induction dates are planned at the start of each year and notified to all college managers. HR will invite all new starters to an orientation meeting and send a Welcome Pack which includes the induction paperwork prior to their start date. Packs are also available on SharePoint. It is the responsibility of the line manager to ensure new staff attend an orientation meeting and complete an appropriate induction, which must start on the employee's first day and be concluded within a reasonable period after appointment, ideally within 12 weeks. Induction is about orientation, not T&D, but should seamlessly merge with T&D through means of the objective setting and IDP planning processes that form part of appraisal. Details on the induction process are given in the Induction Policy and pack.

## 6. PERFORMANCE REVIEW

6.1 All staff will have a performance appraisal annually, this will:

- review performance over the last year – for teachers this will take into account their graded lesson observations and the outcomes for their students
- provide a framework for agreeing objectives for the year ahead that reflect the College's strategic plan
- provide a framework for agreeing an individual development plan (IDP) that reflects both the individual's and the College's T&D priorities

6.2 The IDP will set out T&D activity designed to:

- assist in the achievement of the objectives
- improve the individual's performance
- enhance the individual's career

6.3 Performance review documentation and guidance will be issued by HR to the published timetable each year. Line managers are responsible for ensuring that **all** performance reviews are completed on Passport by the stated date. The focus of performance review will be on reviewing progress and performance and on holding meaningful review meetings to agree objectives and IDPs. The Senior Management Team will agree and communicate a strategic plan for the College for the year ahead, such that individual objectives can be constructed to support the College's direction. At the end of the performance appraisal round, HR will analyse IDPs to:

- identify generic T&D requirements that can best be delivered on a cross-College basis
- update the College's T&D Plan accordingly (see Section 9)

Details on Performance appraisal are given in the Performance Appraisal policy and guidance documents.

## **7. LESSON OBSERVATION**

- 7.1 All teaching staff will have their lessons observed. Graded lesson observation will be conducted in accord with the observation policy each year and will form an input to Performance Review. Formative observations, learning walks and the Learning Coaches will also feed into the observation of lessons and identification of training needs.
- 7.2 New teaching staff will be observed by their Curriculum Leader as part of the Induction process. Observations to support teachers studying for professional qualifications will be undertaken in accord with the requirements of the awarding authority. See Section 13.

Details on observation standards are available from the Quality Team.

- 7.3 Separate arrangements will be made for Protocol Associates to be observed.

## **8. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

- 8.1 Development is owned by the individual, who needs to work with their manager/learning coach to ensure completion of their IDP. HR will arrange a series of T&D interventions throughout the year that reflect the agreed College-wide T&D priorities. These sessions will be in the form of in-house events and cross-College training in July. July training dates will be published annually in the College Calendar. A Training and Development Programme will be produced annually to publicise the training made available and will be on Passport.
- 8.2 Where specific in-house training and development activities are not available or appropriate, other solutions may be explored, e.g. external courses, coaching, mentoring, open learning, etc. Over time, the emphasis will move away from cross-College activity and towards T&D interventions aimed at meeting more local need. A portfolio of products will be built up to support this, and the learning coaches utilised to undertake delivery.
- 8.3 Where specific needs for local T&D have been identified, interventions are provided at team level. Staff from these will work with HR to design activities that meet the specific needs of individuals or teams of staff.
- 8.4 All teaching staff are required to record and reflect on their professional development through use of the CPD record on Passport. A major input to the CPD process is the individual's IDP, another is the lesson observation. This will be supported by HR and the Learning Coaches.

## **9. COLLEGE T&D PLAN AND BUDGET**

- 9.1 On an annual basis the College will adopt a T&D Plan. This will reflect T&D priorities evident or emerging from:
- the College's strategic plan
  - the lesson observation process
  - Ofsted inspections and audit reports
  - Self-Assessment Reports/Quality Improvement Plans
  - analysis of completed performance reviews
  - specific training required as a result of College improvement projects
  - the work of the learning coaches
- 9.2 The T&D Plan will also include the identified priorities for that year on Equality & Diversity and Safeguarding. It will also comply with the Two Tick commitment to make disability awareness training available.

- 9.3 A central Training & Development budget will be held by HR. All training costs will be met from this budget, excluding travel and accommodation expenses which will be charged to an individual's own department. HR retains ultimate discretion over spend against this budget.
- 9.4 All training sessions will be accessible to all staff. Consideration will be given to the time of day of the session, and the booking process provides an opportunity for establishing individual requirements, eg food, material production, requirement for a hearing loop. This list is not exhaustive and attempts will be made to meet all reasonable requests as part of our commitment to equality.

## **10. TRAINING REQUESTS AND TIME OFF TO TRAIN**

- 10.1 Internal training courses that are open to all staff are publicised on Passport and places can be booked using this CPD system without the need to complete a Funding Request. Funding requests must be completed for an external event that is not in the Passport Course Finder. The Funding Request is authorised by the employee's line manager in Passport before the Passport Administrator receives notification of the request. HR will be responsible for booking places and raising a purchase order if required.

If a Protocol Associate wishes to undertake a qualification that the College offers, they must apply in the same way as any other prospective student and be responsible for the appropriate fees. Similarly, in-house training will not be offered to Protocol Associates unless in exceptional circumstances which should be discussed with HR prior to confirmation.

- 10.2 In exceptional circumstances, employees with more than 26 weeks continuous service who work for the College have the statutory right to request time away from their core duties to undertake training. It is envisaged that it will be used by employees only in the exceptional circumstance that they are unable to access and use the resources already widely available for all employees, via Passport or the Funding Request process. If an employee requests training under their statutory right, there is no obligation on the college to pay the employee for the time they are training. Therefore, employees wishing to train are encouraged to explore their request with their line manager prior to using this procedure and to check what is already available across the College. A request for training made under this statutory right should be made on the form at Appendix 2, not via Passport.

The request should include the subject matter of the qualification or training, where and when the study will take place, the training provider's details, the name of the qualification (if relevant) and an explanation of how the employee sees this study making them more effective at work and how the training fits in with the college/departmental strategy and objectives. A full breakdown of costs including course fees, travel, accommodation and other expenses should also be included.

The employee's line manager (or senior manager if costs are involved) will check that the request is in line with the IDP and that all the information has been fully completed. If the line manager is happy for the training to be undertaken, they should authorise and send to HR.

If the form does not contain all the required information, it will be sent back to the employee for amendment within 28 days of receipt.

Within 28 days of receiving the request, the line manager must either:

- accept the request (HR will send written confirmation to the employee on receipt of the authorised form)
- meet the employee to discuss the request and within 14 days of that meeting inform the employee in writing of their decision.

- 10.3 If the line manager requests a meeting to discuss the request the employee must be given the right to to be accompanied by a colleague who is also employed by the college or a trade union representative.

The decision to accept or refuse a request following a meeting should be communicated to the employee in writing within 14 days of the meeting. The training can also be agreed in part, or a different type of training can be agreed upon as a compromise. This must also be communicated to the employee.

The request can be refused on one or more of the following grounds:

- the training would not improve the employee's effectiveness in the business
- the training would not improve the performance of the business
- the additional costs
- it would cause a detrimental effect on the ability to meet our customer needs
- the employee's existing work cannot be reorganised among existing staff
- they cannot recruit additional staff
- it would cause a detrimental impact on quality
- it would cause a detrimental impact on business performance
- it conflicts with planned structural changes

When considering the request, the line manager should make sure there has been no discrimination against the employee.

If the request is refused, the employee must be informed in writing the grounds of refusal and why they apply to the employee's request.

The employee can appeal to the Assistant Principal: Human Resource Development against a decision to refuse training. This must be made in writing and dated within 14 days of receipt of the employer's written notice of refusal. The appeal notice should set out the grounds for the appeal.

HR will arrange an appeal meeting within 14 days of receiving the notice of appeal. The employee has the right of accompaniment at this meeting. Following the appeal meeting, the decision must be confirmed in writing within 14 days.

## 11. **RECORDS AND EVALUATION**

- 11.1 Training requested via the Funding Request process is usually a requirement relating to a specific individual need and will not be added as a course to Passport unless a number of staff have the same specific need.

If the training is not on Passport, the employee will be able to record the training in the CPD log on Passport as a CPD Activity, or they should ensure that, if the CPD log is kept in an alternative to Passport, it has been updated.

- 11.2 Registers will be used at cross-College T&D sessions to enable attendance at internal training events to be recorded and attendees must ensure that they sign the register or their attendance will not be recorded.

- 11.3 Internal T&D interventions will be evaluated by the feedback and post-course question process in Passport. Reflections on Passport should include, where appropriate, the effectiveness of the intervention and how the learning has been disseminated and applied. The evaluation will be reviewed by HR to assist in determining whether a particular T&D provider or intervention should be utilised in the future.
- 11.4 The College Observation process will be used to evaluate the progress made with improving teaching practice, in particular the informations captured on EOR regarding the specific improvement areas will be used to both evaluate the progress with improvement activities and plan for new interventions.

## **12. FEES, COSTS AND EXPENSES**

- 12.1 If a Funding Request is received after the start date of a training event, all costs, including course fees, will be charged to the employee's departmental budget. In the event of non-attendance at a training event which will incur a charge, this will also be charged to the employee's departmental budget.
- 12.2 Individual requests for reimbursement of costs related to membership of professional bodies are for consideration by the Senior Management Team. The central T&D budget will not be used for such costs. As a general rule the College will not pay for costs associated with professional body membership unless it is an essential requirement in the provision of certain areas of the College curriculum. The College will not pay for Insitute for Learning membership. If the College's application for accreditation for certain qualifications is enhanced by membership of certain professional bodies it is the Curriculum Leader who must decide if this is a good investment for the College. Costs associated with this decision are payable by the department/team and cannot be charged against the T&D budget.
- 12.3 Under the SURF (Staffordshire University Regional Federation) agreement, federation members allow staff to study free of charge and this agreement will be invoked whenever possible. The SURF agreement is reviewed on an annual basis and may be revoked at any time. The College will make every effort to schedule duties (teaching and non-teaching) in order to allow attendance on relevant external courses. Line managers will attempt to release staff where possible. Staff may be expected to make up this time at other, agreed, times of the week.

When a Funding Request is received for a SURF course, a letter to be attached to the enrolment form is produced confirming that the course is being undertaken as part of the SURF agreement. No course should be enrolled on without this letter.

- 12.4 The College is a member of the Shropshire Professional Development Partnership. This partnership enables any member of staff to study at another partner college on a fee waiver basis, subject to the appropriate approval being given. This is known as the Pathways agreement.

When a Funding Request is received for a course covered by the Pathways agreement, a letter is produced to be attached to the enrolment form confirming that the course is being undertaken as part of the Pathways agreement. No course should be enrolled on without this letter.

- 12.5 If the College agrees to support an employee's attendance on a training/development programme/course costing £500 or more (excluding travel), this will be subject to a pro rated payback by the employee of programme/course fees if they leave the employment of the College:
- within 13 weeks of completing the programme/course – 100% of the costs of the programme/course
  - within 26 weeks of completing the programme/course – 75% of the costs of the programme/course
  - within 39 weeks of completing the programme/course – 50% of the costs of the programme/course
  - within 52 weeks of completing the programme/course – 25% of the costs of the programme/course

An employee who enrolls on a training/development programme/course which has fees of more than £500 will be notified in writing of the above arrangements.

- 12.6 Standard rail/bus fares will be paid for travel expenses incurred on T&D activities. Approved costs will take into account costs that exceed normal costs of travel from home to work and return. In no circumstances will a claim for travel between home and normal place of work be paid (unless the employee has been contracted as a home worker). The mileage rate set out in the Travel Expenses Policy will be paid for travelling in a private vehicle when this is the most efficient means of travel, i.e. the total claimed is less than the cost of public transport or a hire car. Insurance for business use is the responsibility of the member of staff in all such circumstances.

Approximate expenses must be submitted for approval on the Funding Request. Expenses will not be reimbursed if they are not identified *prior* to the event taking place. Taxi fares will only be paid where there is no other suitable form of transport, as set out in paragraph 4 of the Travel Expense and Travel Safety Policy. Meals and other expenses can be claimed in accordance with Sections 8 & 9 of the Travel Expenses and Travel Safety Policy, according to whether there is an overnight stay or not. Where an overnight stay is necessary, approval should be sought from HR prior to booking. The College has a business account with Travelodge and Premier Inns. Accommodation should be booked using either of these two hotel chains. **Receipts must be provided for all expense claims.**

More details on claiming expenses are given in the Travel Expenses and Travel Safety Policy.

### 13. TEACHING QUALIFICATIONS

- 13.1 It is the College policy that all Teachers will be appropriately qualified to teach. By this we mean teachers will be trained to a standard that allows them to achieve Qualified Teacher Learning and Skills (QTLS) status. It is College policy that all unqualified teachers will:
- Undertake an initial 'Preparing to Teach in the Lifelong Learning Sector' award (PTLLS), assessed at level 3 or above and lasting about 30 guided learning hours (excluding teaching practice and observation). All new teachers should take the Preparing to Teach Award within 2 years of starting the role
  - Obtain a full teacher training, within 3 years from the date the preparing to teach award is entered.

If a teacher fails to achieve a recognised qualification, the Corporation reserves the right to terminate their employment. To this end the College reserves the right, in such circumstances, notwithstanding any other provisions of the contract of employment, to terminate employment by giving written notice in accordance with that contract.

- 13.2 It is college policy that all lecturers, academic support and business staff will with few exceptions, need to function at level 2 for their literacy and numeracy.
- 13.3 Curriculum Leaders will review with teaching staff, prior to commencement of employment,

the qualifications required for the post. The College will provide such assistance as it deems reasonable to enable staff to achieve the requisite qualifications. The College will endeavor to release full-time staff engaged on a full teaching course for three hours of the time taken to participate in the course and an additional three hours taken from their departmental duties time for course preparation. This remission should last for the same length of time as the course. Part-time staff on a permanent contract will receive the same entitlement.

- 13.4 In the event that a member of staff fails to achieve the required qualifications he College may have no alternative but to terminate employment. To this end the College reserves the right, in such circumstances, notwithstanding any other provisions of the contract of employment, to terminate employment by giving written notice in accordance with that contract.

#### **14. OTHER SUPPORT**

- 14.1 Purchase requests for essential material not in LRC stock will be treated sympathetically. Textbooks bought by the LRC must be returned to it. Free access to the worldwide web, some online journals and e-mail are available to promote study. The College will enable access to its virtual learning environment and will train staff in its use. The College will grant passwords to online resources, including FENC (Further Education National Consortium), RDN (Resource Discovery Network), and the JISC Virtual Training Suite.

#### **15. INVESTORS IN PEOPLE (IiP)**

- 15.1 The College is committed to the IiP Standard and will retain its IiP status by continually seeking to improve its T&D processes and practices. An IiP action plan will be developed every three years to enable this. Detail is available in the current IiP Action Plan.

#### **16. CONTACTS**

- 16.1 In the event of questions arising from this policy, or for further advice and guidance, please contact the following:

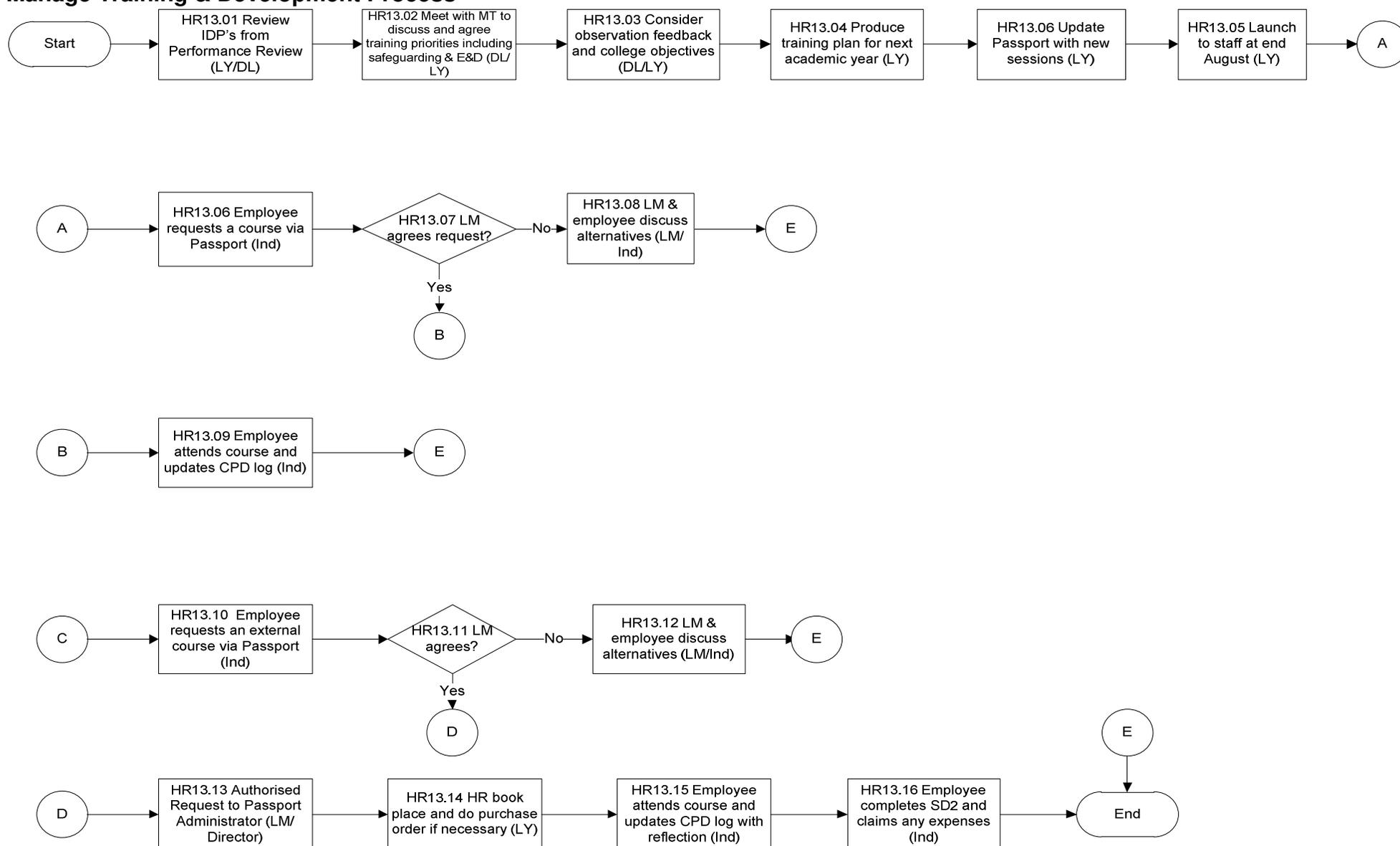
Donna Lucas  
Assistant Principal: Human Resource Development  
Extension 2499

Louise Yates  
Senior HR Advisor  
Extension 2314

#### **17. EQUALITY AND DIVERSITY POLICY OF THE COLLEGE**

- 17.1 This Policy has been subject to an Equality and Diversity Impact Assessment. All individuals will be treated equally and fairly in the application of this Policy. All reasonable requests to accommodate requirements in terms race, age and disability will be accommodated, as long as it is practicable to do so.

### Manage Training & Development Process





## REQUEST FOR TIME OFF WORK TO TRAIN/STUDY

### Notes

You can use this form to make an application to request time off work to undertake training or to study where you believe such training or study will help improve your effectiveness in the business or the performance of the business.

You should note that under the right it may take up to 14 weeks to consider a request before it can be implemented and possibly longer where difficulties arise. You should therefore ensure that you submit your application to the appropriate person well in advance of the date you wish the request to take effect.

It will help us to consider your request if you provide as much information as you can about your proposed training course. It is important that you complete all the questions as otherwise your application may not be valid. Once you have completed the form, you should immediately forward it to your Manager (you might want to keep a copy for your own records).

The College has no obligation to pay you for the time you spend training under this request and your Manager will inform you whether you will be paid or not during the meeting.

We will then have 28 days after the day of your application is received in which to arrange a meeting with you to discuss your request.

### 1. Personal Details

Name	<input type="text"/>	Employee number	<input type="text"/>
Manager	<input type="text"/>	Department	<input type="text"/>

I would like to request time off work to train/study. I confirm I meet each of the eligibility criteria as follows.

- This is an application under section 63D of the Employment Rights Act 1996.
- I have worked continuously as an employee of the company for the last 26 weeks.
- I have not made a request under this right during the past 12 months.
- Date and method of any previous request for time off work to train/study under section 63D of the ERA:

Date	Method

If you are not sure whether you meet any of the criteria, please contact Human Resources.

If none of the above applies to you then you do not qualify to make a statutory request for time off work to train/ study.

**2. Details of the Proposed Training**

**What is the training or subject to be studied? What qualification, if any, does it lead to?**

--

**Where and when will it take place, and for how many weeks?**

--

**Who is the training provider or who will supervise the training?**

--

**How will it improve your effectiveness and performance in the College?**

--

**If required, please provide any relevant additional information below.**

--

Signed 



 Date

**3. Manager ( please sign appropriate box). If you decide to request a meeting or refuse the request, please contact Louise Yates in HR.**

Approved	
Request Meeting	
Refuse	