VERITY HEALTHCARE LIMITED

STAFF PROFESSIONAL DEVELOPMENT POLICY

**210 Church Road
Gateway Business Centre
Suite 1-4
London
E10 7JQ**

**Tel: 0203 643 5295
Fax: 0203 322 6464**

Contents

Document Control

Version: 0.9	Production/Review: Feb 2022	Authors: All HR Staff

Objective of Document:

To set Verity Healthcare Limited's commitment and recognition of the need to create room for the public to complain, make comments and/or compliments to enable us improve on our services.

Intended Recipients:

All Organisation Staff, Clients, Councils/Metropolitan Assemblies, Residents, Voluntary & Community Sectors

Monitoring Arrangements:

Through designated Monitoring Group of Organisation's Board of Trustees, Whistle Blowing Systems, Staff Reviews, CQC & Stakeholder Monitoring Visits

Training/Resource Implications:

Through Board & Staff Training/Professional Development programmes and within other existing resources/procedures

Approving Body & Date Approved:	**Directorship, 22/02/2022**
Date of Issue:	**Feb 2022**
Scheduled Review Date:	**Jan 2023**
Scheduled Period of Review	**Every Year**
Lead Officer: (a contact person who can assist with inquiries about the policy and any other tools or supporting materials that will help the policy to be understood and successfully implemented)	**Dr (Mrs) Barbara Esther Ofori-Kyereh** HR Manager info@verityhealthcare.co.uk

Samuel Ofori-Kyereh
Responsible Director
Feb 2022

1. Introduction

In this document, Verity Healthcare Limited demonstrates its commitment to providing an excellent education and students/apprentices experience in an innovative and supportive environment where students/apprentices and staff alike can flourish and reach their potential. It sets out the Verity Healthcare Limited (VHL) Staff Development Policy and outlines available development opportunities and potential funding.

The quality and distinctiveness of VHL student/apprentice experience is at the heart of everything we do. Our strategic plan sets out our ambitions to be one of the best-known institutions in the higher education sector for our depth of industry engagement in the UK and beyond. This means demonstrating excellence in the areas of our education provision in which we wish to become distinctive when benchmarked against our competitors across the UK and beyond, such as professionally relevant curricula; innovative assessment approaches with a focus on real world learning, employability and entrepreneurship across the disciplines; and providing opportunity by developing and nurturing ambition and potential. In addition, and most importantly for our long-term growth and sustainability.

The key to realising these ambitions is in providing excellence in assessment by embedding innovation, quality, equality and diversity into our student/apprentice experience. This can only be achieved by employing, developing and retaining highly qualified, innovative and inspirational academic and professional services staff who all share and work towards these strategic goals. Staff development is a way in which we enable and engage staff in efforts to contribute to the implementation of effectiveness and excellence.

2. Rationale

VHL are at the leading edge of educational development and this will impose a need for a Continuous Professional Development programme.

3. Aims and Objectives of the Staff Development Policy

The aim of the Verity Healthcare Limited's Staff Development Policy is to develop a culture of innovation, excellence and inspiration for our students/apprentices and provide staff, both academic and professional, with the knowledge and skills they require to further our

strategic aims to become a university and one that is best known for industry-engagement, innovative, real-world learning experiences and innovative pedagogies, and developing talent and potential to provide opportunity.

To meet those aims we have the following objectives. Verity Healthcare Limited will:

a) Provide a range of professional development opportunities which support and encourage all staff to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role and, for their next role in their career, while recognising that ultimately each individual has the responsibility to develop their own skills;

b) Develop a career framework for all staff, including academic promotion;

c) Engender an environment that encourages students/apprentices, academics, professional staff, industry colleagues and other relevant stakeholders to co-create and collaborate development projects, for the delivery of diverse courses including apprenticeship.

d) Provide a range of assessment enhancement opportunities for all staff who support our students'/apprentices' learning including academic, , clinical teaching and professional services staff;

e) Develop an academic team who are qualified to teach/assess in diverse courses including apprenticeship by providing accredited programmes and a professional recognition of assessment scheme that enables staff to support learners/apprentices for studying relevant programmes.

f) Create a culture of reflection and evaluation of teaching and assessment practices by encouraging academic staff to engage in peer support/observation of teaching and use methods of evaluation from a variety of sources (student/apprentice, peer, self, PDR) to review and enhance their practice as relevant to their job;

g) Ensure that academic staff are suitably skilled to supervise learners/apprentices providing assessment guidance.

4. Scope

The Staff development Policy applies to all staff, students/apprentices and visitors of the Centre and is designed to help individuals understand their responsibilities and seek the necessary support for individual professional development.
This policy applies to all apprentices and VHL staff associated with apprentice training

operations and delivery.

The Centre has an obligation to secure the Professional Development of its staff and it aims to encourage career development.

5. Vision

Our vision to The vision of the Professional Development Programmes (PDP) is to attract, strengthen and retain highly trained assessors/lecturers, office staff to plan, manage and successfully deliver apprenticeship programme.

It is our vision to contribute, through professional development, to a more informed and just society through teaching/assessment, advising, and counseling; conducting research; designing and administering programmes and policies; in serving our students/apprentices and their communities.

6. Guidelines

a) The Professional Development programme will be integrated with Improvement Planning, Performance Management and Work Scrutiny.

b) The programme will extend to all staff at the Centre.

c) Professional Development has three aspects:

- Induction into the Apprenticeship programme

- Training for the job

- Professional development for career progression

d) Profession Development will be linked to clearly definable outcomes through targets arising from Performance Management, Improvement Planning and Work Scrutiny.

e) Where possible professional development activities will be accredited.

f) The Principal will allocate a budget to support the Professional Development programme.

g) The negotiated delegation of responsibilities represents an important opportunity for the professional development of staff.

h) Where appropriate professional development will be delivered internally and draw upon the expertise of the staff team.

i) Professional Development needs may be identified through the following process:

- Improvement Planning

- Performance Management

- The individual member of staff identifying a training need

- Work Scrutiny

j) If during the course of an academic year a member of staff intends to leave, his/her resignation will render any professional development assigned to that individual to be cancelled or delegated to another member of the Academy staff. This is to ensure that the benefits gained from such training are embedded within the relevant areas of the Academy.

k) Further education and higher education apprenticeship courses will be eligible for financial support to a maximum of £1200 in any academic year. If the course costs less than £600, 50% of the cost will be met. If in excess of £600, £300 maximum will be met.

7. Professional Development Days

There are 5 Professional Development days during each academic year which will be used to achieve the Professional Development Plan as outlined in the whole Academy Improvement Plan. The agenda for these days will be negotiated with the staff team through their Line Managers.

A guideline of 35 hours over 12 months is a recommended minimum. Within this framework is included any sector expertise maintenance or upskilling, mandatory or compliance-related training required from time-to-time relevant to statutory or legal obligations or application of policies or systems.

8. Explanation of Staff Development

Staff training and development is a means to ensure an organisation's workforce is adequately equipped with the industry and sector knowledge, skills and competencies to perform well in their current work-role and for the future to assist Verity Healthcare Limited in achieving its objectives. This may be achieved in a number of ways e.g. formal education programmes, attending conferences/events, coaching, mentoring, shadowing, one-to-one work, internal workshops and forums. It is important that access to development is fair, equitable and must be to the benefit of the individual, department and the organisation as a whole.

9. The Staff Development Policy Links To Other Strategic Imperatives

VHL's priorities and ambitions are set out in the Strategic Summary and operationalized in the Verity Healthcare Limited Education Capacity Development and Innovation Strategy.

10. Professional Development Responsibilities

a) All Staff
- It is the responsibility of all staff to plan and manage their own career development.
- The Performance Management process provides staff with an opportunity to discuss their career development and identify areas that they wish to be professionally developed in; to improve their sector expertise, skills and performance.
- Every individual member of staff is responsible for maintaining a record of the Professional Development (PD) that they have undertaken. A professional development portfolio has been provided to all staff as a place to keep this record and their Curriculum Vitae as it develops. Agendas for Academy Development Days should be kept in the portfolio as a record of PD undertaken.
- Each year all staff are involved in the Improvement Planning process and Performance Management. With the support of their line managers they are required to identify the PD that they believe they require in order to achieve improvement targets that they are responsible for.
- Once an appropriate PD activity has been identified teaching staff must complete a 'Course Details and Cover Requirements' form. Having undertaken the PD activity a 'Professional Development Evaluation' form should be completed and returned through their line manager to the Deputy Principal responsible for PD.
- When an Improvement Target comes up for evaluation and PD has been undertaken in support of the target then staff must identify how effective they believe the PD activity was in enabling them to achieve the Improvement Target.
- When attending an external PD course staff are expected to keep any expenses relating to the course to a minimum and to complete an expense claim form and return it to the Deputy Principal responsible for PD soon after the course. Where overnight costs or significant travelling costs are likely to be incurred then they must be agreed by the Deputy Principal responsible for PD prior to the course. Staff may

only travel 2nd class.

b) Line Managers

All line managers are responsible for:

- Assisting staff in identifying their PD needs in relation to their jobs, the Improvement Planning and Performance Management processes.
- Ensuring that PD needs arising out of Improvement Targets are identified in the Improvement Plan.
- Monitoring that aspect of the Improvement Plan that relates to their specific responsibilities.
- Evaluating the effectiveness of PD in supporting Improvement Targets.
- Supporting the Vice Principal responsible for PD in organising PD activities relating to their area of responsibility, including those that take place during Development Days.
- Improving its employees sector expertise, skills and performance.
- Improving its employees teaching and training knowledge, skills and performance.
- Improving its employees skills and performance.
- Ensuring learning objectives are tailored to meet employee, customer and organisation needs.
- Monitoring employees professional development.

c) Principal

The Principal leads VHL on staff and educational development which includes devising, implementing and evaluating programmes of staff development in line with the VHL strategic aims and staff needs and interests.

The Principal also has the responsibility for engendering the development and sustainability of the VHL academic community and capacity in research and scholarship. This will include

- hosting the academic conferences,
- leading the Teaching and Learning/Research Fora,
- working with staff, industry colleagues (and other stakeholders) and students/apprentices on projects, and
- promoting the engagement in a wide range of scholarly activity.

In addition, the Principal has overall responsibility for managing the peer support process ensuring that academic staff are provided with opportunity to continually improve, enhance

and, where appropriate, gain accreditation or professional recognition for their teaching activities.

d) Human Resources

The Human Resources Department is centrally responsible for providing advice, guidance and opportunities for staff. It is also responsible for evaluating all centrally funded events to ensure they are cost-effective and to the benefit of the organization.

e) Directorate

The Board of Directors

- Take responsibility for the implementation of this policy with their direct reports and their teams.
- Take a strategic view of the development and learning needs of the organisation as a whole.
- Work with their direct reports to prioritise professional development needs in line with the organisations mission, strategic objectives and values and the requirements of external stakeholders.
- Report via the SLT the impact of professional development activities for their areas of accountability.

11. Improving Staff Sector Skills, Expertise and Capabilities

It is the expectation that all forms of staff professional development programmes enhance and develop staff's knowledge, skills and ability in the industry-specific competence and other areas of administration, leadership, management, finance, quality assurance, qualification development, education and research as relevant to the requirements of their posts;

The professional development programme should be relevant to individual staff roles and will be outlined within their job descriptions however all professional staff should understand and be able to demonstrate that understanding of the following in their day to day work and will be supported to do so through a wide range of staff development opportunities and systems as outlined in section 5:

It is our goal that improving staff sector skills, expertise and capabilities should result in excellent student/apprentice experiences and where they (students/apprentices) improve their skills and knowledge to achieve the apprenticeship standards.

There will be opportunity through the academic year for all staff to:

- Attend staff meetings to discuss to improve staff sector skills, expertise and capabilities
- Participate in Teaching and Learning/Research and Innovation Forums (as appropriate to their role),
- Attend CPD sessions,
- Get involved in activities such as mentoring/coaching, shadowing to ensure that they are aware of their responsibilities and opportunities available to them, as well as fostering a professional community. T
- Complete online tasks and any technology related training to acquire skills, competence and knowledge related to their roles, for which time is allocated in their annual workload to engage with these systems and materials. There are a wide range of learning opportunities available.

12. Improving Staff teaching and training knowledge, skills and performance

We aim to maximise the contribution of all individuals at all levels within the company. As an organisation we endeavour to provide initial and continuing professional development by providing opportunities for professional development for all staff so that they are supported to undertake their roles and responsibilities effectively and with professionalism. It encompasses all of the policies, practices and procedures provided to develop and support the capabilities of all staff.

CPD allows our staff to actively participate in, track and monitor their continuing professional development and recognises the range of development activities that add to or broaden their sector expertise, skills, knowledge and performance.

All professional development programmes are intended to develop the core capabilities for all Verity Healthcare Limited staff. We aim to develop our academic staff to ensure a high-quality learning environment for our learners/apprentices and so to have following characteristics capabilities and to create a working culture within which these characteristics and capabilities are fostered:

- **Excellent subjectknowledge**

All academic staff should be able to inspire students/learners/apprentices by demonstrating enthusiasm and excellent knowledge of their subject. They should hold a relevant professional qualification in their discipline. Ideally staff should be recognised as an expert in their field

through, for example, industry or academic experience/reputation /national/scholarly activity or awards.

- **Teaching**

All academic staff should aspire to be innovative in the way that they teach their subject and model exemplary professional practice. Academic staff are encouraged to provide excellent teaching underpinned by evidence-based pedagogic theory and practice. There is an expectation that permanent academic staff have a postgraduate teaching qualification for example, PGCert in Teaching and Learning in or equivalent, which is considered appropriate for all individuals who teach various courses including apprenticeship programmes, or achieve this within 3 years of joining Verity Healthcare Limited.

Colleagues/staff joining us to enhance the curriculum from industry will be invited to engage in our staff development programme or activities. Associate tutors/assessor will be expected to undertake the induction programme, as it is framed around the VHL student/apprentice experience.

- **Industry and Professional Engagement**

As the central tenet of our mission and aspirations is to be a world leader in industry focused education, it is an essential part of a VHL academic's role is to engage with industry on a regular basis to ensure that we are preparing students/apprentices to become highly sought after in the employment market.

This could be through their own on-going professional practice in their field or with a particular organisation, sourcing industry expert knowledge to enhance their modules/programmes through teaching/mentoring students/apprentices, and ensuring that the most up to date industry knowledge and practice is informing and indeed driving the curriculum, teaching and learning.

- **Academic Administration**

All levels of academic staff are expected to undertake the necessary administration to plan, deliver, assess and evaluate teaching and learning on their modules, and generally manage and support the learner/ apprentice experience.

Some lecturer/assessor roles will require leadership and management of modules or programmes. Staff will be supported and prepared to undertake these roles through induction and on-going staff development.

- **Scholarship**

Academic staff should are encouraged to write papers or other works for publication either in academic or professional journals to contribute to the knowledge base their discipline/profession and/or contribute to its dissemination through conference presentation.

Scholarship in our context can also be industry- engaged work such as consultancy, projects with employers, and industry- focused journalism. It might also be engaging with the media/social media to promote the work of VHL and their own academic profile.

- **Research**

Academic staff will enhance student/apprentice learning and develop future researchers and innovators by providing a 'real-world' and enquiry-based curriculum, and excelling in research-informed teaching.

To do so they are encouraged to engage in research, development, innovation and enterprise projects within their subject/profession and actively seek to collaborate with external partners such as employers, professional bodies and other higher education intuitions in the UK and internationally.

- **Academic and pastoral support of students/apprentices**

Verity Healthcare Limited academics will be a source of inspiration to students/apprentices by their example of expertise and professionalism. Staff will be expected to provide both academic and pastoral support of students/apprentices to help foster the VHL graduate attributes and ensure a safe, kind and supported environment to enable our students/apprentices to flourish.

- **Clinical support of students/apprentices (as appropriate to role)**

To provide support and guidance in the clinical environment and ensure fitness to practice.

- **Prioritise the learner/apprentice experience**

Above all else our staff put the educational experience of our students/apprentices first. A key part of the VHL academic's role is to perpetually:

a) strive to raise the benchmark of interaction with our learners/ apprentices
b) consider the impact on the learner/apprentice experience in the actions they take, and;
c) identify and, where possible, implement innovative ways to add value to our

student's/apprentice's learning experience.

13. Staff development processes and structures

In this section, we list the key structures and processes within Verity Healthcare Limited to support staff development.

a) Performance Development and Review

The VHL Performance and Development Review procedure provides an opportunity for every member of staff to meet with their line manager, or a senior member of staff designated by their manager, to discuss their work performance, objectives for the next 12 months and their professional development needs. This supports the allocation of funding for staff development purposes.

b) Staff Induction

There will be a programme of induction activities for all staff at VHL in order to enable them to:

- Understanding of how their role contributes to achieving higher level objectives of Verity Healthcare Limited.
- Have an introduction to the policies, people, practices and systems in VHL, including line management and performance review, and the wider VHL that they will need to know to carry out their role effectively.
- Road map for their first few weeks in post after which the member of staff will write their own performance objectives in consultation with their line manager.

c) Academic Development

In addition to the above, Verity Healthcare Limited provides an induction programme for all academic staff, associate tutors and mentors supporting students/apprentices on the programme. For tutors, this will include introduction to the OLE, overview of teaching, learning and assessment strategy and how it works in programme delivery/student engagement, assessment guidance and all the associated paperwork.

There will be also be Continuing Professional Development (CPD) workshops offered throughout the academic year (all themed around VHLs mission), opportunity to undertake accredited modules and access to our online academic staff development programme with the opportunity to achieve professional recognition of their teaching with the Apprenticeship Standards.

d) Introduction to Teaching and Learning in Apprenticeship

This is a two-day short course to prepare new lecturers/assessors to VHL and associate tutors to teach in higher education and will cover topics such as:

- Introduction to Teaching and Learning at Verity Healthcare Limited
- Fundamentals of teaching and learning theory and practice
- Engaging learners/apprentices
- Using technology to enhance learning
- Large and small group teaching
- Problem/enquiry based learning
- 'Making it real' – how does this work at work?
- Assessment and Feedback
- Evaluation of practice and professional development

e) Improve Employees/staff skills and performance

All form of staff professional development/training are intended to improve employee/staff skills and performance. To do so, we ensure that staff have access to:

Continuing Professional Development/Online Programme

Verity Healthcare Limited will run a number of staff development workshops a year to enhance the student/apprentice experience and aligned to key developments and strategic imperatives. We have created an online learning module on a range of topics mapped against the course content to improve employees/staff skills and performance

There are also opportunities through the Human Resources Department offers support and training courses on Personal and Management Effectiveness & People Management and Leadership Development. The Centre is particularly committed to supporting Leadership Development at all levels to support talent management and succession planning.

Professional Recognition of Teaching

Staff are expected to enrol on courses to gain professional recognition for contributions to teaching and enhancing the student/apprentice learning experience to help support students/learners/apprentices effectively to complete courses/apprenticeship.

There is CPD programme to guide and encourage staff to:

- Attend workshops;
- Apply for funding;

- Engage in Peer Support;
- Undertake self-directed activities based on reflections on their practice
- Carry out pedagogic research;
- Develop evaluation data skills;
- Reading the academic literature on certain aspects of teaching and learning

The benefits of professional recognition to individuals, their programmes/Schools and VHL include:

- National professional recognition of individual contribution to teaching and learning in higher education and commitment to professionalism;
- An alternative to a taught programme for experienced colleagues;
- A means by which the Centre can exhibit to students/apprentice and other stakeholders and regulatory bodies (such as the QAA), our commitment to the professional development of academic staff and others who support the student/apprentice experience and their commitment to teaching quality and enhancement.

- **Teaching and Learning Forum (TLF)**

The TLF provides the opportunity on a bi-monthly basis for staff to share ideas, and discuss issues related to teaching and learning (pedagogy) and the wider student/apprentice experience. As an informal and social way to engage with colleagues around issues that are important to them to improve life at VHL for our students/apprentices, as well as engage in intellectual debate and find answers to questions.

Colleagues are encouraged to present any projects they may be working on, discuss the latest evidence on a pedagogical issue or feedback good practice from conferences, industry or other institutions.

There will also be guest speakers at some of the forums to give expert insight into topics decided by colleagues.

It also aims to provoke innovation in teaching and learning across Schools, disciplines and professional groups.

- **Research and Innovation Forum**

In a similar way to the TLF, Research and Innovation Forum provides opportunity on a bi-monthly basis for colleagues to present their research and scholarship and ask questions and

gain feedback on work in progress, present and update on industry projects and work with other HE institutions. There will normally be two papers in each session related to a particular theme.

- **Peer Support of Teaching**

All lecturers/assessors should take part in Peer Support of Teaching at least once a year as it provides an opportunity to develop practice and discuss teaching and learning issues with a colleague in a confidential environment thus engendering a culture for a the enhancement of the student/apprentice learning experience at VHL.

It is known that when a department has a good peer observation process operating that this will reduce the need to carry out comprehensive observation of teaching. A separate Peer Support of Teaching Policy and Guidelines have been designed to support staff development strategy as part of the observation of teaching.

The emphasis is on positive recognition and development of good practice, rather than on evaluation. Peer Support of Teaching ideally would consist of (where appropriate to their role):
- An observation of teaching
- A discussion of practice

- **Support for external development programmes with or without qualification**

On occasion a member of staff's role will require them to engage with the wider academic or professional community, or indeed develop links with industry, organisations and other universities in the UK and abroad, which necessitates attending an external programme which may or may not result in a formal qualification. In addition, there are certain activities, particularly for academic staff, which will especially help the furthering of our key strategic aims of individual courses/apprenticeship, in particular:

Line managers are expected to discuss and agree staff development needs with each of their staff at least annually as part of the PDR Process, ensuring they are aligned to the required objectives of the department and the centre. There is a need to manage an individual's expectation when discussing staff development needs, as the boundary between what is required by the department and an individual's personal preference is not always aligned or clear and may vary from individual to individual within the same team.

Each department will have a yearly staff development budget allocation to pay for conferences/short courses for individuals and any other activity to support the department. This can be used at the discretion of the Head of Department.

14. Training Needs Analysis

The aim of the training needs analysis will be to identify priorities for staff training and development. All department heads are expected to undertake ensure learning objectives are tailored to meet employee, students/apprentices, customer/business and organisation needs. The Human Resources Directorate would support department heads to maintain a training needs analysis with clear reason for why a specific training is needed.

A separate but parallel process will be undertaken to assess the need for mandatory training. Priorities for staff training and development identified through the training needs analysis process will be discussed initially at the Staff Training and Development Committee and at other relevant forums, leading to an agreed annual Staff Training Programme for the Centre.

The Training Needs Analysis for non-mandatory and mandatory training will be used to develop and agree an annual training prospectus which will be made available to all staff via the intranet and through the circulation of printed copies to all departments. Training needs will ideally be described in terms of required knowledge and skills including with reference to agreed knowledge and skills frameworks for particular types of work or posts.

a) The types of information that will be collected to inform the training needs analysis will include:
  - The information contained within individual staff members' personal development plans (PDPs) i.e. the statements of staff's learning needs, as agreed with their line managers.
  - Business and organisational objectives – there may be items in the business plan that have an influence on training needs, and the commitments to training made in an organisation's policies are also highly relevant.
  - Technology and organisation of work i.e. how jobs are done and the technologies used. If changes are planned (e.g. the introduction of an IT system) this is likely to impact on training needs.
  - Employee demographics – e.g. whether significant numbers of joiners/new staff are expected, and how this might affect training needs
  - Job roles and responsibilities – whether these are likely to be changing to meet

particular service needs or developments.

- Education / vocational training framework – e.g. the requirement that people in particular roles become qualified or gain additional qualifications in the future.
- Other external requirements – especially those coming from the law, "the centre" (e.g. Monitor), or other authorities. These will typically lead to an analysis of training that is mandatory – it has to be done. However at times, training may be linked to the wider Organisation Agenda.
- Other internal data – e.g. the results of employee surveys, and of course the evaluations of previous training and development activities.

b) Training needs analysis will be carried out in plenty of time for those responsible for managing staff training and development activities to be able to prioritise and formulate training plans for the organisation. Key steps after the training needs analysis will then be:

- Preparation of a report of overall training needs, to form the basis of discussions on training and development.
- Prioritisation of learning needs and;
- The setting of plans.

2.7 The factors presented in the brief overview above have all been considered in developing the following a timetable for training needs analysis within the Centre, which is held with the HR Department.

15. Monitor employees professional development

The Staff Training and Development Committee in collaboration with the Human Resources Department will monitor compliance with this policy and procedure in the following way:

a) Training Tracking database tool (Learning Management Software (LMS))

The HR department uses the LMS to record induction and mandatory training. This will be reviewed monthly and updated with leavers and starters. The LMS has several tracking tools with many features for administration, documentation, management, and even reporting. E-learning platforms. Besides, the data is kept in one place for easy use and manipulation. These features, data, and information to track course performance and engagements and determine whether staff training is effective.

b) Implementing Training Tracking System.

HR use the tracking system in the LMS to analyse and gather more insights into staff

professional/ training, you need a process for tracking progress. This includes details, such as training completion dates, facilitator evaluation, and time logged in or out in training modules or employee/staff reactions/feedback to help generate reports and recommendations to develop better training methods and review insights to reduce training frictions and improve training results. Data will show performance against Centre's Key Performance indicators. Induction – content The HR (training team) will review feedback received from participants and consider feedback in monitoring of the programme, whilst ensuring that it meets core topic requirements.

c) Using Staff Training Data Analysis

The HR department in collaboration with department heads will analyse training attendance and impact and use the data to track staff progress on monthly basis. The HR department is expected to support Staff Development/Training report to the Principal/Board of Directors to inform further decisions on staff development planning.

d) Course Reviews from Staff Attendees

Before or after completion of a training course or module, staff are asked to provide reviews or comments about the training and rating satisfaction with the course or trainer. The data collected gives us a bigger picture of employees' progress in training. If employees/staff give low reviews or show a poor attitude toward the course, it may be a sign the training program is not helpful. This reviews help the HR department and heads of department to find out why and address or fill the missing gaps.

e) Observe employees on the job

It is expected that line managers would observe staff and their practices to understand Whether staff have demonstrated improvements in knowledge, skills and competence in the effective delivery of the courses/apprenticeship.

f) Use Line Managers' reports and feedback

Line managers are expected to discuss staff training/professional development and present reports and feedback which are used to track the effectiveness of employee training progress. Line Managers are constantly with employees managing on-site professional training programmes and can easily note if employees/staff have made improvements in their practices a result of what they have learned in training.

Line managers recommendation and feedback provide a good gauge to the success of professional development/training programme and employees' skills.

g) Health and Safety Training Reviews.

The Health and Safety Manager will hold a separate spread sheet and will liaise with local managers to ensure that s/he has a full list of staff requiring specialist mandatory training. Induction and local induction – attendance.

For a health protection and safety training programme, we expect 100% attendance and completion rates. But if your employees are only doing 40%, you need to find out why. That feedback can only come from line managers and fellow employees.

The report from managers can tell those in charge of occupational health and safety whether employees are demotivated or find the course difficult or irrelevant.

16. Training Evaluation

The benefits of training activities undertaken by individuals or staff teams should be reviewed within the relevant department following each activity. Evaluation may also take place via informal feedback and departmental meetings etc. Evaluation and review will also be undertaken centrally by the HR Officer, particularly where training is offered to a group of staff or where substantial investment is involved. Implementation, monitoring and review of this policy. Attendance at induction will be monitored/evaluated on a quarterly basis by the corporate governance and risk workstream which will receive a report prepared by HR (training) covering attendance at induction, follow up of non-attenders and return rates for local induction forms.

a) Attendance at INSET will be monitored/evaluated on a quarterly basis by the corporate governance and risk workstream which will receive a report prepared by HR (training) covering attendance at INSET and follow up of non-attendance.

17. Monitoring the effectiveness of the Policy

This procedure shall be subject to periodic review and may be changed from time to time. The Principal, Staff Development Committee and HR Manager have overall responsibility for the maintenance and operation of this policy. They will maintain a record of concerns raised and the outcomes. The HR Officer has overall responsibility for implementing and monitoring this policy, which will be reviewed annually or earlier in response to legislations.