



Staff Training and Development Policy



INVESTOR IN PEOPLE

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1. Introduction

The continuing success of the British Institute of Technology England (BITE) is dependent on recruiting, engaging and developing staff who have the skills, knowledge and experience to deliver our strategic plan and ensure excellence in academic practice (teaching, learning support for students and research and scholarly activity)and professional practice.

The key themes of the BITE's approach to learning and development are indicated below.

What Sort of Institute Do We Want to Create?

Developing staff – professional, adaptable, creative, e-focused and competent leaders who shape compelling organisational goals and unlock the potential in others to achieve them.

Developing Communication and Relationships – building our capability in knowledge management; building partnerships, internal and external; sharing best practice; marketing ourselves internally as well as externally; working collaboratively, sharing knowledge, developing and agreeing service standards and sharing this information effectively.

Developing the Organisation – empowering people, encouraging an environment of creativity; celebrating our successes; building our capability to deal with change, adaptable; a learning organisation, one that makes time for reflection, planning and review.

Developing Supporting Systems and Processes – with training and development activities with information available to both staff members and line managers.

This Staff Training and Development Policy builds on our achievement of Investors in People (IIP – attained in 2005) and outlines the aims and scope of staff development for our employees and describes the processes and procedures which should be followed.

2. Aims of the Staff Training and Development Policy

The aims of the policy are to:

- Support the achievement of BITE's strategic objectives and priorities.

- Enhance the potential and personal effectiveness of staff through the acquisition of appropriate qualifications, skills, knowledge and understanding which will support them to contribute and to deliver School or Service plans.
- Enable staff to develop new skills for their current and future roles so that we can respond positively to change.
- Ensure that all staff have equality of opportunity and access to training and development.
- Facilitate our commitments as an Investor in People.
- Support the development of BITE to meet the competing demands of the 21st century.
- Develop a culture of participation and accountability.
- Provide opportunities for positive action and implementation of equality through targeted and accredited, where appropriate, staff development and training.

3. Equality of Opportunity

We will ensure **equal access** and **opportunity** to development, education and training for **all** staff, from **all areas** of BITE. Hourly-paid, part-time and staff on fixed-term contracts of employment will have the same access to BITE learning and development opportunities as other colleagues.

Our Equality and Diversity Policy will inform staff development and support policy and practice.

All Staff will receive induction and training as is deemed appropriate to ensure that they can carry out their role within BITE effectively and creatively.

Staff with disabilities will be invited to identify any particular requirements they may have to enable them to participate fully in all training and development events offered e.g. materials in alternative formats, sign language interpreters, ergonomic seating.

4. Line managers are responsible for:

- Identifying and prioritising staff training and development needs and ensuring they are implemented in conjunction with our strategic objectives.
- Appraising staff, setting personal targets, identifying training and development needs, monitoring progress and outcomes.
- Ensuring local staff development plans are identified, implemented and evaluated.

Staff participating in training and development activities are expected to:

- Identify their training needs and training outcomes with their managers.

- Attend training or other development events where there is an essential requirement to attend in order to meet institutional or legal requirements.
- Provide reasonable feedback and dissemination to colleagues following attendance at a course or conference.

5. Training and Development Processes

5.1 Identification of Training and Development Needs

There are a number of ways to do this:

- Strategic training needs will be identified by our strategic priorities and our HR strategy.
- Staff training and development needs will be identified at senior management and team levels as well as by individual members of staff. The context for the identification of these needs will be the successful delivery of our strategic plan.
- The collective needs of staff should reflect our institutional priorities, as well as the collective team needs in relation to operational objectives.
- Line managers should review training needs on a continual basis and certainly as needs arise, for example when a team restructures and job roles are redefined.

5.2 Definition of Training and Development

5.2.1 The following are examples of staff training and development:

- Staff induction at BITE, School/Service and Team levels.
- Professional updating through attendance at external or in- house sessions, conferences or events.
- Professional or academic courses leading to an appropriate qualification through attendance at a BITE course.
- Industrial, commercial or educational secondments, visits or placements.
- Acting as an external or internal verifier, examiner, assessor or consultant.
- Coaching and mentoring programmes.
- Team development work.
- Up-skilling in area in areas such as Information Communication Technologies (ICT), which are relevant to present and possible future roles and technological advancement within BITE.
- Specialist training as agreed and directed by the Principal.

5.2.2 Not all learning needs can be best met by training. BITE places high importance on other forms of learning and development such as:

- Action learning sets
- Mentoring

- Work based projects
- Research and scholarly activity
- Job shadowing and secondments
- On the job learning
- Peer Observation and review
- Opportunities to learn more about BITE and /or national trends such as the BITE annual Learning and Teaching conference.
- Opportunities for more cross BITE group working and sharing best practice.

6. Continuous Professional Development- Applying to Study Outside BITE – full or part time

A staff member may find a qualification more suitable for his/her professional development at another institution and the opportunity to study for a similar qualification at BITE is not available. If this is the case, the Principal has discretionary rights to agree to fund part or all of the fees from their school or service budget or provide other support such as release time. The Principal will take into account the availability of funds and school/service budgets and the extent to which the proposed course of study is necessary for the staff member's work at BITE.

7. Applying for Other Development Activities

Staff may wish to attend other development activities such as short courses and conferences. Staff wishing to attend such development activities will need to seek approval from their manager.