

Procedure 6.12 Evaluation of the Effectiveness of Training and Development					
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Review No	4	Next Review Date	August 2022	Approved on	18.08.2021

Procedure Issued : April 2014

Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students are informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our 1.9 Annual Policy and Procedures Review.

1 Aim

1.1 This procedure sets out the ways in which the Academy expects training and development activities to be evaluated. It also clarifies the Academy's expectation that all employees undertaking training and development should seek to disseminate their learning and new insights to others in the Academy in a realistic and systematic fashion.

1.2 Line managers will receive copies of training evaluations from any employees who have undertaken training and will hold face-to face sessions with those employees and retain all documentation.

1.3 The CEO / Principal will view copies of all training and development evaluation documentation (both in hard copy and electronic format) and will undertake an appropriate initial analysis of outcomes, noting trends and significant comments.

1.4 All employees who undertake training and development at the behest of or with the support of the Academy have a responsibility to provide evaluative comments about the

activity or activities in which they have participated and also to consider appropriate ways to disseminate to colleagues a flavour of their learning, insights or ideas gained as a result of the training.

2 Expectations about Evaluation

It is expected that every employee who has undertaken a formal training and development activity will do two things after it is complete:

- complete the appropriate evaluation instrument which has been issued by the provider of the training
- meet his or her line manager to provide a face-to-face debrief upon the activity undertaken and its outcomes

The Academy expects employees to complete evaluation documents presented to them (whether in hard copy or electronic format), and they should additionally consider and answer the questions posed below:

1. What new skills, knowledge or insights have you gained from the training?
2. How will you apply these in your daily work?

A copy of the original evaluation (if available) and the responses to these questions should be presented to the employee's line manager and used as the basis for the face-to-face debrief after completion of training.

The line manager should note and discuss any significant points and pass all documentation to the CEO / Principal.

3 Expectations about Dissemination of Learning/Insights

In addition to the completion of training evaluation instruments and meeting the line manager to discuss the training activity, it is expected by the Academy that all employees who have undertaken training or engaged in significant individual learning activities should disseminate to colleagues (and perhaps students) any new information or insights that they consider important. Such information or insights might include:

- new approaches to teaching delivery
- good practice examples from outside the Academy
- current research findings
- insights that have helped to improve understanding about a topic

- updated subject information
- additional or new learning resources

The individual employee should discuss with his/her line manager the most appropriate way to disseminate their new learning. There are several ways of doing this and they might include:

- a posting on the VLE
- an informal briefing at a formal team meeting
- a semi-formal briefing session

The Academy considers this process to be most important and expects that all employees should take appropriate steps to share their post-training learning and insights within two weeks of completing the training and development activity.

6. Related Documents

6.1 Policies

- 1 Governance
- 2 Academic Management
- 3 Teaching Learning Assessment
- 4 Student Admissions
- 5 Student Support, Engagement and Learning Resources
- 7 Information

6.2 Procedures

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.6 Self-Assessment and Programme and Annual monitoring
- 2.10 Special Circumstances Affecting Study
- 2.11 Pearson Learner Registration
- 2.12 Contingency and Adverse Effects
- 3.1 Expectations from and Supporting Staff in Teaching Delivery
- 3.4 Tutorial Arrangements
- 3.5 Assessment Expectations
- 4.6 Student Induction
- 4.10 Refund of Tuition Fees and Compensation
- 4.11 Student Protection Plan
- 4.13 Transfers Suspensions Withdrawals Closure and Change of HE Provision
- 4.14 Fees Charges and Financial Support
- 5.2 Welfare Services and Pastoral Care
- 5.3 Equality, Diversity and Special Needs

- 5.7 Reviewing Learning Resources
- 6.1 Recruitment and Selection
- 6.2 New Starters and Induction
- 6.3 Equality and Diversity
- 6.4 Personal Development Review and Appraisal
- 6.5 Discipline at Work
- 6.6 Absenteeism and Lateness
- 6.7 Holiday and Leave Entitlement
- 6.8 Grievances and Complaints
- 6.9 Continuing Professional Development (CPD)
- 6.10.1 Higher Education Lesson Observation
- 6.10.2 Peer Review
- 6.10.3 English Language Teacher Observation
- 6.11 Requests for Training and Scholarly Activity
- 6.13 Staff Code of Conduct
- 6.14 Academic Misconduct by Staff
- 6.15 Safeguarding
- 6.16 Prevent Duty (Racist, Discriminatory, Abusive and Extremist Behaviour)
- 7.1 Review and Sign off PI
- 7.2 External Review of the Website and Printed Information
- 7.3 Social Media Protocols
- 7.4 HE Public Information Procedures
- 8.2 Recruitment Partner Selection and Monitoring
- 8.3 Links with Other Educational Institutions and Businesses
- 9.1 Access Procedures
- 9.2 Maintenance Procedure
- 9.3 Fire Plan and Strategy
- 9.4a Health and Safety Risk Assessment
- 9.5 First Aid and Accident Reporting
- 9.6 Business Continuity Plan

4.3 Terms and Conditions

4.4 External Reference Points

- **Office for Students (OfS) Requirements and Guidance** at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/>
- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access>
- **UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals** at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>

- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Keeping Children Safe in Education Jan 2021 Guidance at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- MacPherson report (1999) (Racism) at <https://www.gov.uk/government/publications/the-stephen-lawrence-inquiry>
- Sex Offences Act 2003 at <https://www.legislation.gov.uk/ukpga/2003/42/contents>
- Terrorism Act 2006 at <https://www.legislation.gov.uk/ukpga/2006/11/contents>

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