



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Training and Development Policy

Information sheet

Information box

For further advice contact: Human Resources Team

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Version control

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1.0	Jenny Wagner	August 2012	
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Policy agreement

This policy and its associated procedures are agreed by Estyn's management and Trade Unions.

Equality Impact Assessment

In accordance with Estyn's Equality Impact Assessment, an initial screening impact assessment has been carried out and this policy is not deemed to adversely impact on the grounds of race, disability, gender, sexual orientation, belief, age, language, or human rights.

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Introduction

- 1 This policy applies to all staff working for Estyn and all external inspectors who are contracted to work on behalf of Estyn
- 2 Estyn is committed to investing in our staff. We believe that effective training and development offers benefits to the individual and the organisation as a whole, which ultimately contributes to continuous improvement and the achievement of Estyn's strategic objectives. Estyn recognises that the people who work for Estyn are key to maintaining its position as an authoritative voice on education and training in Wales, and continuing to develop as a 'best value' organisation and 'exemplary employer' is central to this.
- 3 Training and development can be defined as any activity designed to help individuals and teams become more effective at their work by improving, updating or refining their knowledge and skills, and influencing their behaviours. It encompasses a range of activities including, but not limited to: involvement in projects, attendance at training courses, conferences or seminars, visits to other organisations, work shadowing, formal study, e-learning, coaching and mentoring.
- 4 This policy defines Estyn's approach to training and development, details how training and development is identified, monitored and evaluated and Estyn's commitment to resourcing a range of training and development approaches.

Updating the training and development policy

- 5 This policy will be reviewed and updated on at least a three-yearly basis by the Training and Development Working Group, and submitted to the Executive Board for approval.
- 6 The Training and Development Working Group will develop the annual training and development plan. The plan will be monitored regularly and adjustments will be made where required to incorporate training and development needs arising from the following:
 - Annual and team activity plans
 - Issues identified by working groups, for example the Inspection Policy Conformance group through Quality Assurance of Inspection and Quality Assurance of Reports
 - Organisational change and business restructuring
 - New projects or initiatives
 - Identifying the development needs of staff as part of the performance management cycle
 - Identifying and reviewing the training needs of new staff (identified whenever they join Estyn and reviewed at the end of the six or 12 month probation period)
 - Identifying skills gaps

Equality and Diversity

- 7 Estyn is committed to equality of access to training and development opportunities.
- 8 We will strive to ensure that equality and diversity considerations are reflected in the design and development of courses, training materials and in the conduct of trainers and facilitators.
- 9 To meet Welsh Language requirements consideration will be given to the language the training will be delivered in, taking account of the preferences of the individual and the need, in addition to value for money.

Types of training and development activity

- 10 Training and development is much more than attending off-the-job training courses. As far as possible, the type of training and development activity selected must be that which is most appropriate to both the training need and the learner(s), to provide value for money and best use of opportunities and resources.
- 11 Development activity can take a wide range of forms, including, but not limited to:
 - Induction programmes, including a mentoring programme (new starters and those returning from extended leave e.g. maternity, secondment, long term illness etc)
 - On-the-job training

- In-house training activities including staff conferences, professional development days, and directorate / sector network activities
- External training courses, including those leading to accreditation
- Attending external conferences
- Open, distance or on-line learning
- Working with others and sharing good practice
- Shadowing colleagues
- Learning about the work of staff within different teams and directorates
- Participating in working groups or contributing to project teams
- Coaching and mentoring
- Keeping abreast of developments within own specialist areas
- Taking on new responsibilities or new work with appropriate support and guidance
- Joint working with other organisations including other inspectorates
- Secondments, loans, or work experience with other organisations

12 Estyn encourages the use of all of the above methods.

External training providers

13 External providers of training will be used where appropriate. External providers will be fully evaluated regarding quality and value for money and they will be required to adhere to our internal policies, as appropriate, such as health and safety and equal opportunities. We will aim to use local providers where they are able to meet Estyn's requirements and where this reduces costs and the environmental impact (e.g. from travelling).

Identifying training and development needs

- 14 This section sets out how Estyn's training and development needs are identified at organisational, sector, team and individual level, and for external inspectors.
- 15 The matrix in Appendix A sets out the different ways in which training needs are identified for both internal staff and external inspectors. Colour coding identifies common themes across the five identified grades.
- 16 Appendix B sets out the main documents relating to training and development within Estyn.

Organisational level

- 17 Organisational development needs are identified in relation to organisational priorities and strategic objectives. For example, development needs may be identified from the key themes in the Annual Plan. In addition, individual or team development priorities are identified by the individual, line manager or team responsible and cross-organisationally through consultation and training needs analyses for specific areas of work.
- 18 Each year, in line with the development of Estyn's Annual Plan, the Human Resources team work with line managers and the Training and Development Working Group to identify training and development activities to support the strategic objectives and agree the organisational training and development priorities and budget with Estyn's senior management team.
- 19 Estyn works collaboratively with the Wales Audit Office (WAO), Healthcare Inspectorate Wales (HIW) and the Care and Social Services Inspectorate for Wales (CSSIW) with regard to learning and development through the Inspection Wales Programme. The programme helps identify and establish sustainable methods of working together that will promote added value and efficiencies in learning and development activities across the four organisations.
- 20 Estyn's staff development priorities can be found in the Training and Development Plan also includes any statutory training, or training required as a result of changes in legislation.
- 21 Training needs and skills analyses will be carried out where appropriate by members of the Training and Development Group and the Human Resources team in collaboration with line managers, to determine training and development needs across sectors, teams and projects. This may be where work tasks, processes and team structures have changed, where there are new pieces of work, requiring developments in knowledge, skills and behaviour or where lead officers or inspectors have identified a training requirement.

Sector / Team level

- 22 Estyn's Annual Plan is used to develop Sector and Team Activity Schedules. These schedules set out the specific objectives for each sector / team, and are used as the basis for identifying training and development needs at the sector / team level for the forthcoming year.
- 23 Sector leads have responsibility for planning and convening meetings of HMI in the relevant sector network, briefing them on relevant sector issues as well as planning and delivering training of HMI.

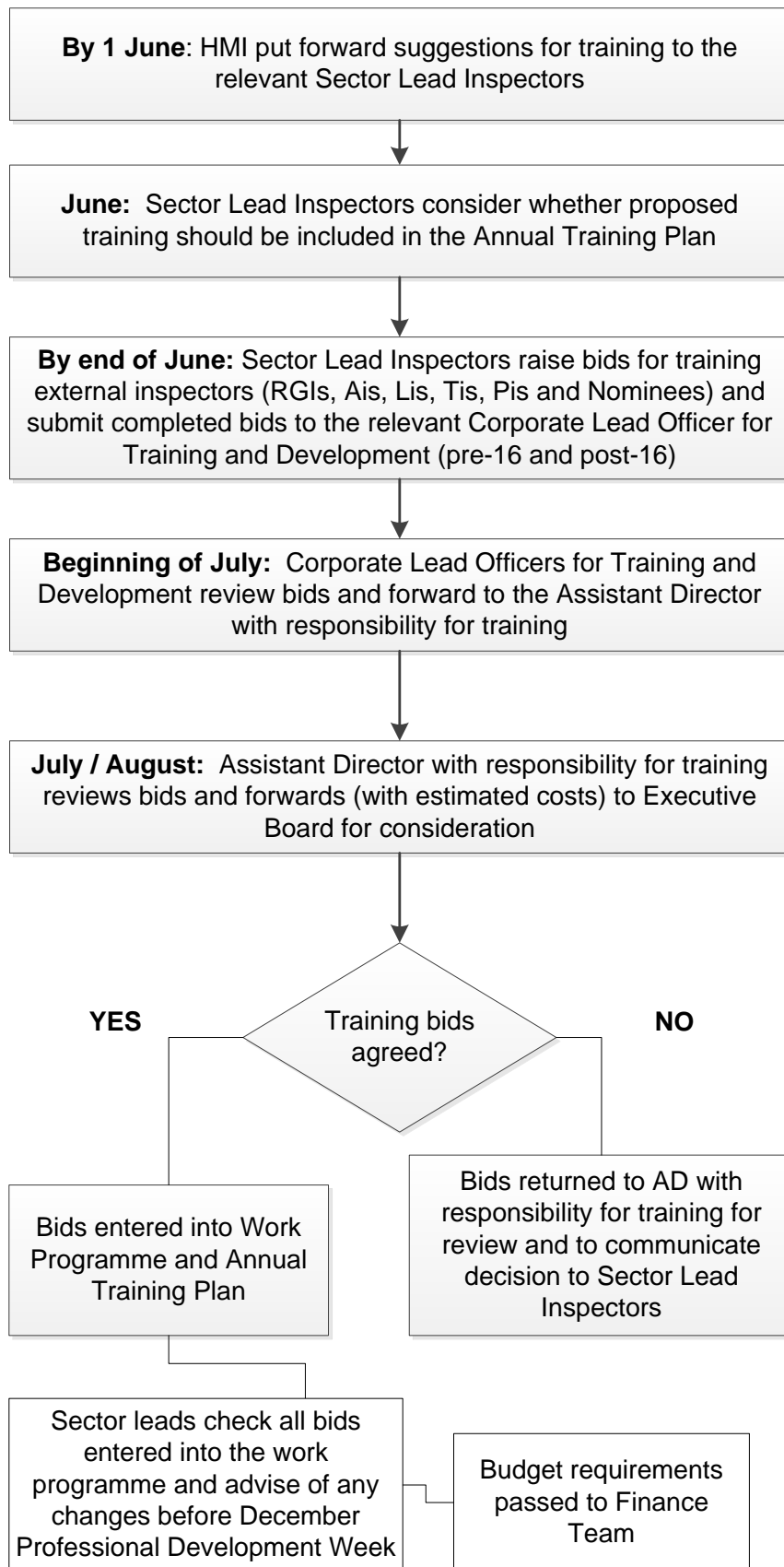
Individual level

- 24 Managers have a responsibility to support individuals in identifying and realising relevant development objectives.
- 25 The Continuous Performance Management Review process and regular work sessions provide each member of staff and his/her line manager with a structured opportunity to identify development needs against the individual's role description and the Civil Service competency framework, to meet both organisational and job role objectives. It is also an opportunity to discuss future personal and professional development needs.
- 26 When agreeing individual training and development needs, individuals and their line managers are asked to assess these as High, Medium or Low priority as follows and to allocate timescales for completion:
 - High – essential immediately to enable the individual to carry out Estyn's work or to meet objectives
 - Medium – desirable to help the individual to carry out Estyn's work or to meet objectives
 - Low – would enhance individual performance or personal development.
- 27 Individuals may be required to share learning and/or training materials with others in Estyn.

Estyn's external inspectors

- 28 The process and timescales for the preparation, consideration and agreement of training bids is set out in Figure 1.
- 29 Training bids will be finalised during September Professional Development week and signed off by the Executive Board in September to ensure that training requirements for external inspectors are incorporated into the Academic Work Programme and Annual Training and Development Plan for the following year.

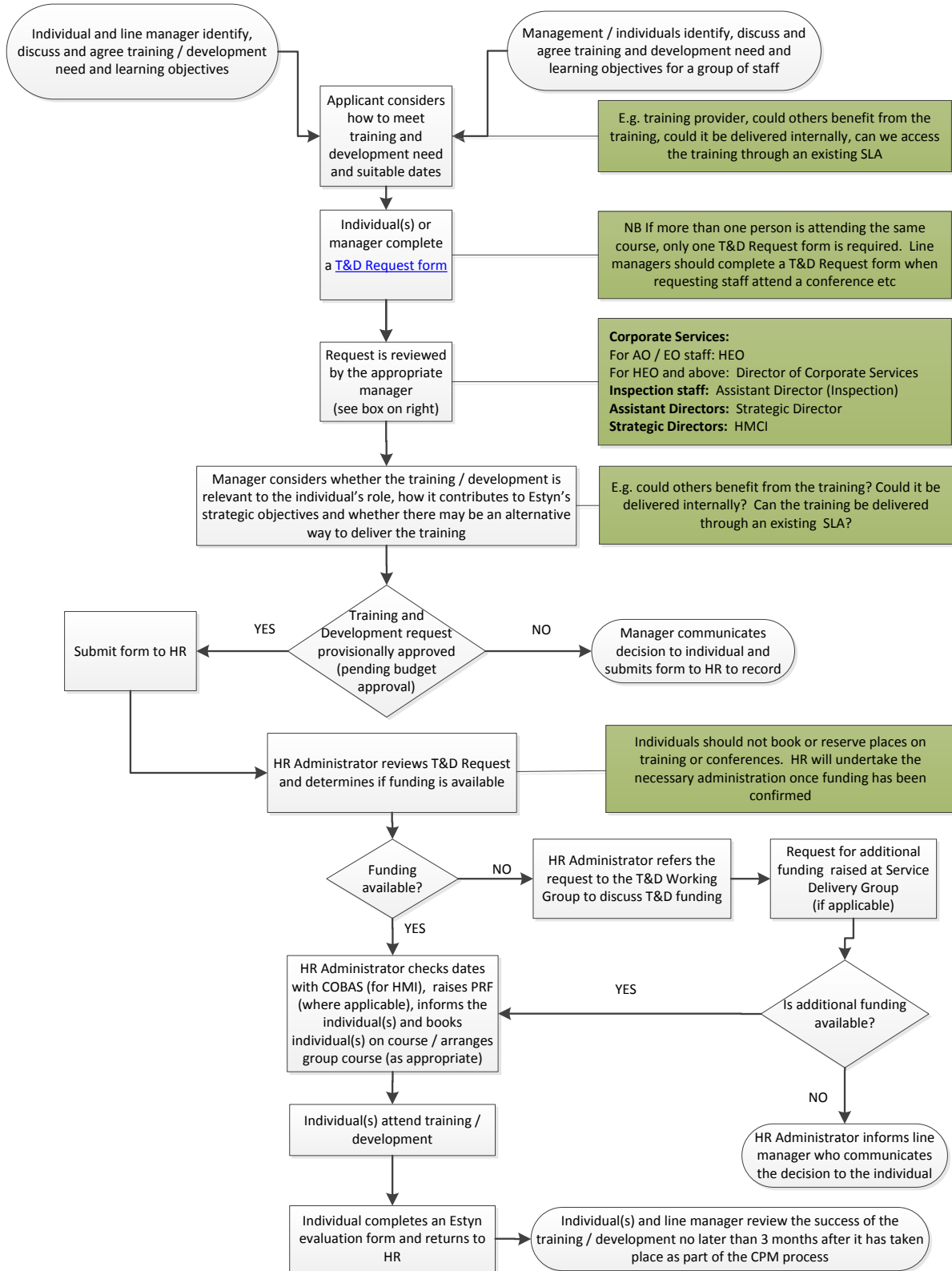
Figure 1: Process for the preparation, consideration and agreement of training bids for Estyn's external inspectors



Training and development requests for Estyn staff

- 30 The training and development request and authorisation process for Estyn staff is detailed in Figure 2. Associated forms can be found in SharePoint under Training and Development Form.
- 31 Training and development requests will be assessed on the basis of priority rating as a development need, which:
- Contributes to Estyn's strategic objectives
 - Contributes to organisational development
 - Is relevant to the individual's role and their professional development
 - Provides good value for money

Figure 2: Training and Development Request and Authorisation Process for Estyn staff



Training and development for external inspectors

- 32 Feedback from Estyn's external inspectors and outcomes from quality assurance activities and analysed to provide appropriate training for external inspectors in line with Estyn's business needs and the Terms and Conditions of Contract relevant to their role.

Recording and monitoring training and development activities and budget

- 33 Attendance on training and development activities are recorded by the Human Resources and Events teams. Training requests that are not authorised are also recorded. Training and development for inspectors is also recorded on COBAS.
- 34 The key reasons for recording and monitoring training activity are;
- to evaluate equality of opportunity for all staff within Estyn
 - to measure progress against the annual training plan and sector, team and individual objectives
 - to monitor and report on expenditure
 - to ensure the effective use of Estyn's resources.
- 35 Recording of training activity also includes calculation of Estyn staff time allocated to training in order to obtain a full cost to the organisation of training and development activities. Time off to attend training events approved by Estyn will normally be considered as working time, and will not usually require the approval of special leave, except in the case of professional qualification training.
- 36 The Assistant Director with responsibility for Training and Development manages the delegated training and inspection related training budgets. The Human Resources and Events teams are responsible for administering the training budgets and monitoring training activity. Both are responsible for providing management information on training and development activities to senior managers.
- 37 The Training and Development Plan sets out how the funds available for training and development activities will be allocated.
- 38 Proposals and plans for major training and development projects require approval from Estyn's Executive Board.

Evaluating training and development

- 39 Evaluation of training and development activities is essential to be able to measure the impact and effectiveness of training and development on individual performance and on the achievement of strategic objectives, and to objectively assess and demonstrate the value of training to the organisation.
- 40 The effectiveness of all training and development activities is evaluated at different levels to ensure that they have met the need for which they were identified and to assess the value to the organisation.
- 41 Individuals and line managers must evaluate each individual development activity immediately after the activity has taken place or on an ongoing basis for activities which are phased over a period of time. Discussions should also take place after a further three months to assess whether the individual's learning needs have been met and to what extent and how the learning from the training or development has been applied.
- 42 Evaluation forms should be completed for all development activities organised and authorised by Estyn. Evaluation forms will be issued by the Human Resources Team or Events Team either at the event itself for in-house activities, or one to two weeks after an individual has undertaken a training and development activity externally.
- 43 Estyn aims to objectively assess and demonstrate the value of training to the organisation through the evaluation of training and development activities. The Human Resources team and Events Team will work with the Training and Development Working Group, managers and individuals to conduct an annual evaluation of all training and development activities undertaken in the year and the contribution made by training and development towards the achievement of corporate goals.

Appendix A: Identification of training needs

	Training for:				
	All staff	HMI/Secondees	Schools sector	LAESCYP Sector	Post-16 sector
Source for identification of training needs (see below for further information)	Training evaluations from professional development weeks	Training evaluations from professional development weeks	Training evaluations from professional development weeks	Training evaluations from professional development weeks	Training evaluations from professional development weeks
	Sector network meetings	Sector network meetings	Sector network meetings	Sector network meetings	Sector network meetings
	Trends identified in HMCI's annual report	Trends identified in HMCI's annual report	Trends identified in HMCI's annual report	Trends identified in HMCI's annual report	Trends identified in HMCI's annual report
	Post-inspection feedback from schools and complaints	Post-inspection feedback and complaints	Post-inspection feedback from schools and complaints	Post-inspection feedback from providers and complaints	Post-inspection feedback from providers and complaints
	Organisational needs analysis through T&D Working Group	Organisational needs analysis through T&D Working Group	Organisational needs analysis through T&D Working Group	Organisational needs analysis through T&D Working Group	Organisational needs analysis through T&D Working Group
	Performance management – common themes and agreed development targets	Performance management – common themes and agreed development targets	Quality assuring the work of TIs, PIs & LIs when working with HMI on inspections	Quality assuring the work of TIs, PIs & LIs when working with HMI on inspections	Quality assuring the work of TIs, PIs & LIs when working with HMI on inspections
	Identified by Working Groups including Health and Safety, Knowledge Management	Identified by Working Groups including Health and Safety, Knowledge Management	Identified by Working Groups including Health and Safety, Knowledge Management	Identified by Working Groups including Health and Safety, Knowledge Management	Identified by Working Groups including Health and Safety, Knowledge Management
	Issues identified by Executive Board, Civil Service People Survey and IIP	Remit work	QAI/QAR systems	QAI/QAR systems	QAI/QAR systems
	WG including initiatives and training following policy changes	WG including initiatives and training following policy changes			
	Coaching and mentoring	Buddy support/Peer mentoring			
	Skills analysis survey	Lead officer/inspector needs			
	Shadowing opportunities (internally and Inspection Wales)				

Sector network meetings

These meetings are held during all professional development weeks and provide a forum for developing the inspection skills of all relevant staff. They provide useful opportunities for information sharing and updates on current sector issues. They also provide opportunities for HMI/secondees to identify future foci for these meetings in order to further develop inspectors' skills of inspecting in the different areas.

Trends identified in HMCI's annual report

HMCI focuses on trends identified in the annual report in his inputs made to all HMI/secondees during professional development weeks.

Quality assurance of Estyn led inspections

All inspectors work is quality assured. The results of QA are available on the Inspector Profiles. This provides useful intelligence on the quality of their work and the information collated and analysed for strengths and weaknesses in their practice overall. This information is a valuable source when planning training sessions for inspectors outside of Estyn e.g. update training and peer inspector training in the different sectors.

Quality assurance of inspections / reports on AI inspections

Estyn will continue to monitor a proportion of inspections led by additional inspectors contracted directly to Estyn in the schools' sector. Strengths and weaknesses in their practice provide useful material for HMI planning training events and when writing training materials for a range of training for external inspectors. All reports are edited by Estyn, prior to publication.

The overall analysis of QAI and QAR also provides information about issues that need to be covered in update training for lead inspectors, update training for team inspectors, and supplementary guidance.

QA information is also used on occasions, to ensure that the individual training needs of inspectors who do not meet Estyn's QA threshold, are highlighted and addressed. This ensures consistency and quality of inspection practice.

Issues identified by Executive Board

The training and development of all staff is reviewed regularly by the Executive Board. The outcomes of external evaluations, including liP reviews and Estyn's People Survey inform the priorities for the annual plan and staff conference.

Thematic work

Published reports on the web-site provide a valuable resource for all inspectors to develop their CPD. The weekly bulletins published by the communications team have improved HMI/secondees awareness of what new material is available through their lists of recent and upcoming publications.

All new HMI and secondees attend a one day thematic survey induction session to introduce them to the thematic survey process. To aid development in this area, HMI and secondees undertaking thematic work will follow a step-process beginning by being a team member, to leading on a short thematic survey, leading on a standard thematic survey and then leading on a large thematic survey, where possible. Any further development needs should be discussed with the individual's line manager.

Peer inspectors that are deployed on thematic surveys will be required to attend a one-day training session and will undertake a shadowing visit before completing any thematic work. Any development needs should be discussed with the RI in the first instance.

Knowledge Management Updates

The Knowledge Management Working Group and the Training and Development Group liaise to discuss staff knowledge management training requirements and agree on the delivery of training programmes.

All Estyn staff can keep up to date on research developments that are relevant to their work through the monthly research update 'Rummaging through the Research'.

Lead officer/inspector training needs

Sector Lead Inspectors and all other HMI/secondees have a responsibility to identify their own training needs and make their line managers aware of these. These can then be incorporated into continuous performance management reviews and future agreed targets.

Where common themes occur in relation to identified needs, Human Resources (HR) will endeavour to engage appropriate external training providers to meet these needs, or to provide training/briefing inputs internally. Where there are specialist or individual needs, then the responsibility for identifying suitable training rests with the individual and their line manager, with guidance and advice from HR.

Welsh Government (WG) initiatives

In order to keep HMI and secondees up to date with any major WG initiatives sector lead inspectors plan for information sharing sessions during sector network meetings.

Professional Development weeks also include sessions for staff provided by internal staff and external speakers. In this way, we ensure that inspectors are kept abreast of initiatives that impact upon the sectors we inspect.

Mentor Programme during Induction

All new HMI/secondees have a mentor appointed by their line manager to provide them with support until they are fully competent to carry out their agreed role, independently. Support will usually be provided for a period of 12 months during the probation/induction period. This is particularly important for staff who join Estyn as home workers.

A detailed induction plan is arranged by HR for all new staff. Estyn places much emphasis on the importance of the induction process to smoothly integrate each new member of staff into the organisation by providing them with the knowledge, skills and support necessary to enable them to perform effectively in their roles.

The structured induction process provides opportunities for new staff to have discussions with senior managers in their first few days and to meet representatives from across the organisation to gain an understanding of how Estyn operates. In addition, all new members of staff receive support and guidance from colleagues to enable them to settle into their role. This is provided formally through two day bi-monthly meetings between mentors and new starters during the first 6 months of the induction period. There is a formal agenda for these meetings to ensure new staff receive training and support to carry out their roles and to allow support networks to be established.

Feedback from new staff on their induction continues to be positive with many staff commenting on the comprehensive nature of the process.

Shadowing opportunities

Where inspection staff wish to develop their skills of inspecting in another sector that is not their main area of expertise, sector lead inspectors provide planned opportunities for them to shadow the work of experienced inspectors to allow them to develop their skills and confidence of inspecting, particularly in the schools' sector.

A number of external shadowing opportunities are also available, for example within Inspection Wales (the Care and Social Services Inspectorate Wales, the Healthcare Inspectorate Wales and the Wales Audit Office).

Inspections

Inspections generate a range of issues where inspectors would benefit from training on current developments and practice in schools.

Appendix B: Training and development forms and guidance

The table below sets out the main documents available relating to training and development within Estyn.

Document	Content/details
Annual Plan and Staff Handbook	<ul style="list-style-type: none"> The Annual Plan and Staff Handbook sets out Estyn's purpose, visions and values, and the strategic priorities that support these for the next 12 months.
Training and Development Plan	<ul style="list-style-type: none"> This plan, which covers each financial year in the same way as the organisational Annual Plan, sets out the training and development priorities that were identified to enable Estyn to achieve its strategic objectives. Training and development requests and initiatives are prioritised according to how closely they match the priorities or areas of focus identified in the Annual Plan. This plan is reviewed and updated each year to take into account organisational and staff changes.
Performance Management forms and guidance	<ul style="list-style-type: none"> Performance and developmental objectives are agreed which define expectations for the individual's performance and are clearly linked to organisational priorities, and consider the Civil Service Competency Framework. Objectives are updated during the cycle, as necessary, to plan for changing priorities and formally reviewed throughout the year. Performance is managed through individuals and line managers working closely together throughout the year. Individuals receive mentoring and/or coaching support to enable them to deliver to their best and improve their performance.
Role descriptions	<ul style="list-style-type: none"> All staff should have a clear, up-to-date role description. If you haven't seen yours recently or think that the job has changed since it was written, you should discuss this with your line manager. Your role description can be used to help you identify any training and development you might need in order to perform your work effectively, particularly if you are new to Estyn.
Training and Development Request Form	<ul style="list-style-type: none"> Training needs can be identified by you or your line manager at any time, and training and development activities organised as appropriate. See Training & Development Request Process flowchart for further information on the process of submitting a request.