



Policy of Training and Development

A training and development policy needs to translate the organisation's needs and priorities into actionable, value-added, affordable and effective learning solutions.

R.D. Engineering College develop training policy.

1. **Introduction** — To provide an overview of the training and development policy and the reasons for its existence, including a statement of the organisation's attitude to training and development
2. **Organisational aims and objectives** — R.D. Engineering college aims to achieve over a specified period of time and how (ie objectives) the aims will be achieved through training and development provision
3. **Training and development procedure** — A brief description of the key components of the training and development procedure.)
4. **Executive summary** — A concise summary of the training and development policy, mainly intended for those who wish to apprise themselves of the main points contained therein
5. **Identifying training and development needs** — A description of the process, procedures, and standards required for identifying training and development needs, including the use of any appraisal/performance review systems. Training and development needs will need to be prioritised in relation to organisational priorities, and initiatives and needs. Therefore, special training initiatives should reflect larger-picture issues, problems or initiatives which face the organisation
6. **Designing training provision** — A description of the process, procedures, and standards required for designing training provision. This should also include a list of the various formal means of training and development delivery available to the organisation, such as face-to-face, online and action learning
7. **Developing training provision** — A description of the process, procedures, and standards required for developing training provision
8. **Assessment policy & Evaluation policy** — this will set out how employees will be assessed as a result of training and development provision.
9. **Evaluation policy** — This will set out how training and development provision will be evaluated in order to provide information that "stakeholders" need with regard to how provision has helped to meet the organisation's aims and objectives.
10. **Development of individuals** — This will set out how development opportunities will be provided, based on identified needs
11. **Individual requests for training and development** — This will detail how employees can request training and development at any time
12. **Induction training** — this will set out what is provided to all new employees and for those who are changing their job role
13. **Training and development support** — This will describe the use of coaching and/or mentoring in order to provide appropriate levels of training and development support



14. **Training and development providers** — This will set out who will be responsible for training and development provision (internal and external providers) and the criteria by which they will be selected and appraised
15. **ss** — College aim & goals to maximum placement by providing training to different branch of students.

Procedure

1. An essential part of any training and development policy is a description of the process of how training and development will be provided. Accepted best practice suggests that the following procedure for provision should be adopted, which should be regarded as a circular series of steps, ie when the last stage has been completed, the first step comes back into the frame.
2. Defining the needs and objectives of the organization (this must be the starting point for all training and development programmes).
3. Establishing performance competences (what is it that employees are required to be able to do in the workplace?).
4. Conducting a needs analysis in order to ascertain if there are any training and development needs and, as a result, what the learning needs are of: employees in relation to the organization; a group of job holders; and, individuals in relation to the business objectives of the organization
5. Defining learning objectives (what is it that employees will need to be able to do at the end of a training or development programme?) in order to achieve the desired performance competences/competencies and to fill any performance gaps.
6. Identifying the body of content (what do employees need to learn in the way of new knowledge and skills and/or to do by changes in behaviour?).
7. Devising a training or development strategy (how, when, and where are employees to learn the knowledge, skills and behaviours they require? This will result in the selection of suitable methods by which the training or development should be delivered).
8. Selecting or designing and developing the training or development programme in accordance with the instructional strategy (selecting an already existing programme or designing and developing all the materials and training/developing the human resources required for delivering the programme).
9. Developing or checking the assessment tools for the training or development programme (how will employees be assessed on their achievement of the objectives?)
10. Delivering the training or development programme to all those who require it.
11. Evaluating the effectiveness of the training or development programme (determining how effective the programme has been, and linking this where possible to the transfer of learning into the workplace).