STAFF LEARNING AND DEVELOPMENT POLICY

Policy #HR426

Staff Learning and Development Policy

Release Control

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STAFF LEARNING AND DEVELOPMENT (L&D) POLICY

1. INTRODUCTION

Shiv Nadar Institution of Eminence is committed to fostering a culture of continuous learning and professional development of its members. This Learning and Development policy emphasizes the importance of ongoing learning and comprehensive development, including the skills required to handle the new roles effectively. By focusing on both skill enhancement and career progression, this policy aims to improve performance, support personal and professional growth, and contribute to the overall success of individuals, departments, and the University.

2. OBJECTIVE

The primary objective of this policy is to:

2.1 identify and address member's training needs to enhance their skills, knowledge, and competencies.

2.2 meet member's requirements and challenges by supporting them with appropriate training for current role and future development.

2.3 enable effectiveness in member's roles, and support career progression to maximize their performance.

2.4 introduce the culture of innovation, diversity, equity, and inclusion through training and development programs.

2.5 foster a culture of shared goals and excellence through ongoing learning opportunities.

3. SCOPE

This policy applies to all full-time staff members of the University. This policy does not cover third-party members, part-time members, or consultants.

4. PROFESSIONAL DEVELOPMENT OPPORTUNITIES / LEARNING ECOSYSTEM

The University offers diverse professional development opportunities, including workshops, seminars, webinars, and certification programs.

This Learning Ecosystem integrates learning, development, and culture by grouping training and workshops into common categories.

The following are the various categories:

4.1 **General Proficiency Training** (Digital literacy, Email etiquette, Communication, etc.)

4.2 **Department and Role-Specific Training** (Customized for department needs, and based on job role)

4.3 **Leadership Development Training** (Programs for first-time and experienced managers)

4.4 **Mandatory Compliance and Compliance Committee Training** (PoSH, Code of Conduct, Safety and Well-being, any formal committees, like Disciplinary Committee (DC) and Grievance Committees (GC), etc)

4.5 **Process Training** (University systems, policies and procedures, etc)
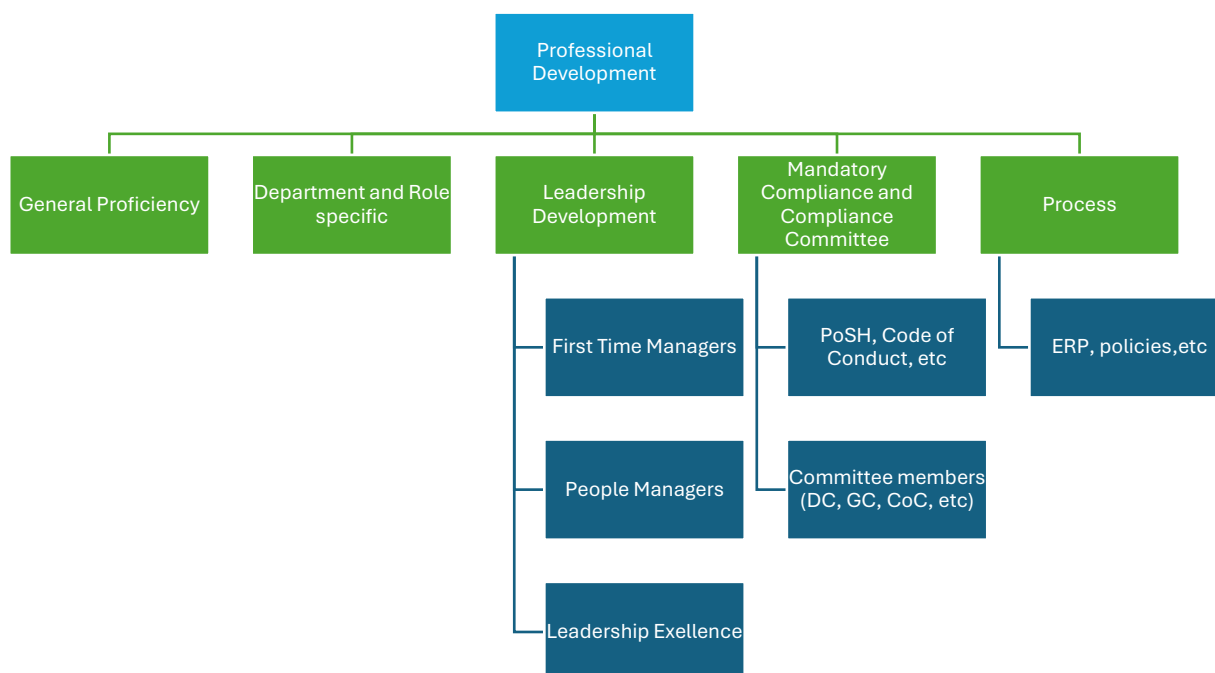
5. TRAINING NEEDS IDENTIFICATION (TNI) PROCESS

The Training Needs Identification (TNI) aims to identify, address, and evaluate the members' training needs and professional aspirations. Regular assessments and collaboration between HR and HoDs ensure members receive the necessary training and development opportunities to enhance their skills, knowledge, and soft skills, aligning with their career goals and the University's mission and vision.

Each stage feeds into the next, creating a continuous loop of learning, behavioural change, and measurable results.

5.1 TNI Framework:

Each department/function must maintain a training needs framework that includes:

a) Skills required for the function: A categorized list of essential technical and soft skills.
b) Current skill levels: An assessment of available skills within the team.
c) Skill gaps: Identifying areas where employees need development.
d) Individual training needs: A detailed evaluation at the member's level, mapping specific training requirements.

Each department must share this framework with HR, enabling HR to consolidate training needs across the University and design relevant learning programs.

5.2 TNI Process

5.2.1 Assessment and Identification

Training needs are identified through a comprehensive assessment, incorporating performance evaluations, surveys, and discussions. Feedback from previous programs helps gauge effectiveness and behavioral impact.

Regular assessments by HoDs and HR ensure continuous learning identification, addressing immediate training gaps. Insights feed into subsequent stages, fostering a continuous development cycle.

5.2.2 Aligning Learning with Development Needs

Once the training needs are identified, they are formalized into a customized learning roadmap. This process ensures that feedback from assessments drives targeted training programs, outlining the specific skills to be acquired and expected learning outcomes.

5.2.3 Continous Professional Development (CPD)

This level reinforces behaviour change by linking learning outcomes to sustained daily tasks and job performance improvements.

To support continuous professional growth, HoD and HR collaborate on development programs. Further, behavioural changes are assessed through performance reviews, self-reflection, and overall performance evaluation.

5.2.4 Training Effectiveness and Reviews

This assessment evaluates the training's impact on job performance, productivity, and goals. The results inform future needs, ensuring a continuous cycle of improvement.

The TNI process will also be reviewed annually to ensure it continues to align with the evolving university's goals.

6. ROLE AND RESPONSIBILITIES OF STAKEHOLDERS

6.1 Responsibility of the Human Resources (HR) Department

The HR, in collaboration with the functional heads (HoDs), supports them in fostering the growth of their team members and oversees the comprehensive program management at the University. The HR offers support and allocates resources for the member's development initiatives, which include the following:

- Planning and facilitating the L&D strategy and initiatives.
- Training needs identification (TNI) based on Key Performance Indicators (KPIs).
- Introducing member's development plans and corporate training programs.
- Based on evolving needs, progressively identify areas of improvement in collaboration with the HoD.
- Maintaining training budgets and schedules.

6.2 Responsibility of the Dean/HoD

It is the responsibility of the Dean/HoD to provide input and support in determining the training needs of their team members, ensuring alignment with departmental and university goals. Once members are nominated, HoD persistently encourages diligence in completing the training and creating an enabling environment that allows team members to seamlessly apply their newly acquired skills and integrate them into their day-to-day tasks. The HoD also emphasizes the importance of 100% attendance to ensure successful program completion.

6.3 Opportunity for members to capture their learning needs

This policy allows members to identify and capture their learning and development needs, ensuring alignment with their role, the department's objectives and the University's strategic goals in the performance appraisal form or any other means that will be made

available to them. Such needs further will be discussed with the respective Head of the Department before taking into action.

Table No. 1 below highlights the roles and responsibilities at each level before, during, and after the development initiatives.

#	INDIVIDUAL LEVEL	DEPARTMENTAL LEVEL	UNIVERSITY LEVEL
	Role: Individual	Role: Head of the Department (HoD)	Role: Department of Human Resources
Before	Identify development needs	Identify development needs	Schedule pre and post assessment discussions
	Seek opportunities to upgrade skills	Attend pre and post-course meetings	Design development programs
	Align with Personal Development Plan	Ensure member's commitment and support development	Encourage participation
During	Apply new skills in the workplace	Ensure development aligns with department's plan and needs	Collaborate with member's and department heads on development plans
	Align with Personal Development Plan	Provide enabling enviornment	Provide structured feedback to HoD
	Demonstrate ownership in career progression and learning	Act as a role model	Offer consultation and coaching
After	Receive constructive feedback	Provide feedback and coaching	Review evaluations and feedback
	Apply skills and practice regularly	Evaluate staff member's development effectiveness	Implement program changes as needed
	Committed towards the continous progress of personal development plan	Identify further development opportunities	Conduct assessments and provide progressive feedback

7. LEARNING METHODS

Experiential Learning	
On-the-job training	Hands-on training during regular work.
Instructor-Led Training (ILT) - Classroom training	In-person training sessions.
Workshops and Webinars	Group learning and interactive sessions.
Mentoring and Coaching	One-on-one learning and development support.
Immersive Learning	
E-learning	A comprehensive online library of instructional videos will soon be available, allowing members to access digital tutorials, courses, and curated learning paths to enhance work performance and career development, all at no individual cost.

8. NON-BINDING

Learning and development opportunities are provided as part of our ongoing commitment to support the growth and development of our staff members. Development programs are at the discretion of the management and are intended to be flexible and responsive to both individual and University needs. While we encourage participation, these opportunities are not binding in nature and may vary over time.

9. LEARNING REQUISITION FORM

The Reporting Manager / HoD / Dean will use the attached learning requisition form for any learning and development intervention with HR *(Form No. 1)*.

10. AMENDMENT

The Department of Human Resources may modify, change, amend, exclude, or include any clause from time to time, with the approval of the management.