STAFF TRAINING AND DEVELOPMENT – POLICY AND PROCEDURE

1 STATEMENT OF POLICY

1.1 The RVC Strategic plan includes the commitment to 'support development of our people in all roles at the RVC' and it is underpinned by the theme 'evolve, innovate and improve'.

1.2 The RVC recognises that effective staff development enables staff to have the knowledge, skills and behaviours to meet current and future RVC goals, and makes an essential contribution towards an inclusive, diverse, engaged and effective professional working community.

1.3 The RVC holds the AHEP Mark of Excellence. The utilisation of the RVC professional behaviours form a key part of our commitment to developing staff in the RVC and enabling the RVC strategy. In keeping with the RVC Values and Behaviours we aim to support staff to develop themselves and others for the mutual benefit of the individual and the RVC.

1.4 This document outlines the framework within which staff training and development operates and defines the respective roles of those responsible for staff development.

2 RESPONSIBILITIES

2.1 Staff training and development is the responsibility of all staff at the RVC.

2.2 The College Executive Committee and senior leaders are responsible for

- creating an environment where learning is valued, evaluated and underpinned by the RVC Behaviours
- providing resources so that all staff are adequately developed to undertake their work and to support the continuous development of the RVC
- identifying the changing needs of the RVC and incorporating these into individual, departmental and RVC development plans

2.3 Individual line managers are responsible for

- ensuring staff are adequately trained and developed to undertake their work
- working with their staff to identify their development needs, referring to the RVC behaviours where appropriate
- facilitating access to development opportunities, prioritising where necessary according to the needs of the RVC
- supporting the application of learning, experiential 'on the job' learning, and reflection on practice in the workplace
- providing feedback and a positive environment for learning
- assessing the effectiveness of development on staff behaviour, performance and engagement

- ensuring that access to staff training and development is inclusive, fair, transparent and supports the development needs of our diverse staff community. This may include the promotion of RVC positive action training and development opportunities for under-represented staff groups

2.4 Individual members of staff are responsible for

- taking responsibility for their own development and career
- identifying areas where their work might be improved
- familiarising themselves with the RVC behaviours and their application to development
- making themselves aware of and making use of suitable opportunities, with line manager support
- applying their learning in their work
- keeping records of their development activity
- supporting the development of Colleagues by sharing information, skills, knowledge and feedback

2.5 Providers of staff development within the RVC are responsible for

- providing professional advice on staff development to the College Executive Committee, managers and staff
- consulting senior managers, staff and other stakeholders about development needs and shaping support and provision in response to feedback
- providing a range of development solutions that offer value for money
- maintaining records of participation in centrally provided development activities
- evaluating the impact of staff development with the support of managers and staff

3 IDENTIFYING DEVELOPMENT NEEDS

3.1 Individual training and development needs will arise for a variety of reasons. For example:

- as part of the induction and probation process for staff joining the RVC for the first time
- to support continuous personal and professional development in order to enhance current job performance and prepare for future career progression – including development of specific RVC behaviours
- to attain skills and qualifications necessary to undertake new roles within the RVC
- to familiarise staff with and assist them in the implementation of new policies and procedures
- to address poor performance arising from the need to improve capability or conduct
- to help support the delivery of the RVC's strategic and operational needs

3.2 Individual training and development needs will be identified through the annual appraisal process, and revisited in ongoing discussions throughout the year. Managers will consider collective development needs when reviewing team performance and setting out work plans. Departmental development needs may be identified as part of the Departmental planning.

3.3 RVC wide needs will be informed by

- needs arising from strategic, and operational changes -communicated by the College Executive Committee, Heads of Department and senior managers
- compliance with legal requirements, regulatory requirements or from risk management
- major initiative action plans, (such as Athena Swan, AHEP Mark of Excellence)
- feedback from managers and staff
- feedback from the RVC staff development advisory group (a group of staff from a variety of roles who champion staff development and feed into planning and evaluation)
- staff surveys
- feedback on current provision
- review of appraisals
- review of RVC behaviours

4   TYPES OF STAFF DEVELOPMENT

4.1   The RVC will encourage, support and deliver training and development which supports its operational and strategic objectives by using the most appropriate, effective and affordable method.

4.2   This will include:

- 'learning by doing'- people learn primarily from experience. Staff are encouraged to use methods such as reflective practice, specific projects and tasks, delegation, involvement in committees, and job rotations, to develop new knowledge, skills and behaviours
- RVC run programmes, courses and workshops – these can take the form of e-learning, blended learning, face to face courses, remotely delivered courses, one to one advisory sessions, and programmes of courses/learning activities. They have most impact when combined with manager support to integrate learning into practice and with continual review and feedback as this takes place.
- coaching, mentoring and shadowing – through RVC schemes or independently organised
- Peer supported learning groups- where a group of individuals support each other's practice on a particular theme through group coaching, sharing resources and sharing of practice
- Externally provided activities, where these directly relate to their job roles and the RVC's operational and strategic needs, such as: short courses, conferences, secondments, webinars and seminars
- Self- directed study – for example making use of library resources, trusted internet sources
- Research into a particular area of practice (beyond that required by some job roles)
- Job enhancement- undertaking special responsibilities or projects to enhance knowledge and skills
- Apprenticeships (where operationally feasible)

5   FUNDING OF STAFF DEVELOPMENT

5.1   Within budgetary and other resource limitations the RVC aims to fulfil development needs. The provision of training and development will be prioritised with the aim of ensuring the best use of available funds.

5.2   In-house

The Central Training Budget is set annually as part of the resource allocation exercise. This will be used to finance generic staff training and development activities. Access to this programme will be available at no cost to the individual staff member or their department. To ensure that the Central Training Budget is effectively managed, costs associated with late withdrawals from individual training events may be passed on to the member of staff's department.

5.3   External

Departments are responsible for funding to support attendance at external training events which meet job related needs specific to that department, for example, attendance at conferences of professional bodies, and role specific professional development.

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5.5   Accredited Courses

Accredited courses that are not in the RVC's programme will not be funded through the central budget and must be funded by the relevant department. Authorisation will include a training agreement which outlines expectations of the department and the individual. This will include the requirement to refund a proportion of the costs should the individual leave within a year of the course completion.

6   APPRENTICESHIPS

6.1   The use of apprenticeships to develop new and existing staff, into current and future roles is encouraged wherever this is operationally feasible.

6.2   Apprenticeships involve a combination of a suitable job role and a structured training programme, to learn and evidence a set of knowledge, skills and behaviours set out in an apprenticeship standard. For the duration of the apprenticeship, 20% of an apprentice's working time is spent on apprenticeship-related activities.

6.3   Where an apprenticeship is being considered for an existing staff member, an apprenticeship application should be made to Human Resources to ensure managers and staff are aware of their responsibilities to support a successful apprenticeship.

6.4   Where recruiting to a post as an apprenticeship is being considered, managers must work with Human Resources to ensure that good practice in recruitment is followed.

6.5   When an apprenticeship has been agreed by the RVC and by the relevant apprenticeship training provider, the RVC Apprenticeship Levy will be used to fund the training element of the apprenticeship.

7   CO-ORDINATION OF STAFF TRAINING AND DEVELOPMENT

7.1   Human Resources(HR) is responsible for the coordination of staff development and the appraisal process, and for the provision of a general staff development programme that supports personal development, management and leadership, and health and safety.

7.2   Other Departments also provide staff training and development. This includes the Directorate of Learning and Wellbeing which provides specific development and support for staff involved in teaching and student support; and the Equality Diversity and Inclusion team.

7.3   Requests for attendance on HR training events should be made using the RVC's Online Staff Training Application Form which can be accessed via the HR Intranet site. Approval is required from the relevant Line Manager. Specific application processes may be required for more in depth programmes and where necessary applications will be assessed and prioritised by a panel using selection criteria.

7.4   Human Resources keep records of staff development activity from their provision and prepare reports on activities, statistics, evaluation and impact, and future plans as required and annually to the CEC.

8   EVALUATION OF TRAINING AND DEVELOPMENT

8.1   The effectiveness of development undertaken by the RVC will be monitored and members of staff are asked to co-operate with the evaluation process.

8.2   This includes completing the post-course/programme evaluation form which is circulated in the documentation for each course/development intervention- and more in depth feedback from both the manager and staff member upon request from HR to assess the impact of the development on practice.

8.3   Heads of Department and the RVC staff development advisory group will also be asked to feedback on development effectiveness and impact.

9   EQUALITY AND DIVERSITY

9.1   Implementation of the training and development policy and procedures will be in accordance with the RVC's commitment to equality and diversity as set out in the [Equality and Diversity policy](#).

10   MONITORING AND REVIEW OF THIS POLICY

10.1   This is the agreed RVC Staff Training and Development policy and procedures document approved by the College Executive Committee (CEC) after consultation with the Joint Negotiating Consultative Committee (JNCC). It may be subject to review and amendment from time to time in light of changes in legislation or changes to best practice.

Document Control

Initial Implementation	
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Amendments:	Section 1.1 now refers to wording and links to the new RVC strategic plan References to College have been changed to RVC and links updated. Sections 7.1 to include the wording "Health and Safety". Section 7.2 to include the wording "Equality, Diversity and Inclusion Team". Section 9.1 amended to include the word "our" before the Equality and Diversity Policy link. Changed references; AUA to AHEP

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