



## 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 RVC

- ensuring that access to staff training and development is inclusive, fair, transparent and supports the

## **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

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