Learning and Development Policy
Version 1
July 2015

1. Policy statement
   1.1. The College wishes to ensure that opportunities are available to all staff to learn and develop within their current role and future career development.

   1.2. Learning and development provision is informed by the College's Strategic Plan and departmental requirements, taking into account the needs of the individuals and where possible the career aspirations of staff.

   1.3. This policy applies to ALL learning and development activities across the College (including activities undertaken by departments).

   1.4. Implementation of this policy must take into account business priorities, funding available, the implementation of identified training requirements and the ability to release people from their roles with minimum cost or impact to the college and all service deliverables.

2. Principles
   2.1. The College provides a consistent approach and framework for learning and development for all staff.

   2.2. All staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role.

   2.3. Departments work alongside the Organisation Development team to develop a coordinated approach to planning staff development, maximising the use of available resources.

   2.4. Learning and development resources are allocated equitably and transparently.

   2.5. Employees are encouraged and assisted in identifying their own personal and professional learning needs and take responsibility for their own learning.

   2.6. All learning and development activities are conducted in accordance with the College’s Equal Opportunities Policy. An appropriate balance is created between the desire for individual staff members to maximise their potential and contribution to College while ensuring learning and development programmes are value for money.
3. **Scope**

3.1. This policy applies to all staff directly employed by the college for a period greater than 12 weeks. Temporary staff employed for a period greater than 12 weeks are covered by this policy. Temporary staff engaged for shorter periods must receive appropriate training to fulfil their temporary duties as part of a basic induction/orientation.

4. **Learning and development procedures and guidance**

4.1. To effectively implement this policy, a number of procedures, guidelines and forms have been developed. These are:

   4.1.1. In house training
   4.1.2. Post Entry Qualification (external professional and academic qualifications)
   4.1.3. External events (courses, conferences and workshops)
   4.1.4. Psychometrics
   4.1.5. Coaching and mentoring
   4.1.6. Royal Holloway fee waiver

5. **Identifying development needs**

The College will adopt a structured approach to identifying the development needs of individuals and particular staff groups. This will take place at various levels, reflecting a ‘top down’ strategic, and ‘bottom up’ approach.

5.1. **Individual development needs** – these should be identified and agreed through:

   • an initial discussion as part of induction to the College and the individual’s role;
   • The annual Performance Appraisal Review process supplemented by regular follow up reviews (see separate guidance on the PAR process);
   • Ongoing discussion with staff about work performance and any changes to the work of the job-holder.

5.2. **Team/Office development needs** – these should be identified through:

   • Consideration of collective skills updating needs as part of a regular process of setting out operational and work plans.
   • Regular review of the work performance for the team or office.

5.3. **School/Faculty/Directorate development needs** – these should be identified:

   • In conjunction with the strategic planning process and regular review of the performance of the unit against departmental business plans.

5.4. **College wide development needs** – to be identified through:

   • Consideration of the skills needed to deliver the College Strategic Plan.
• Consideration of the staff development implications of the introduction of new policies and procedures and changing external requirements;
• College wide planning reviews or staff feedback obtained through means such as the staff survey.

6. Allocation of resources

6.1 The Organisation Development team hold funds that support College-wide learning and development. This does not necessarily cover essential qualifications for specific roles. Mandatory qualifications could be funded by departments. However, a general principle on prioritising applications for funding are as follows:

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Statutory and regulatory compliance</th>
<th>Training that the College is legally required to provide as defined in legislation and statute as well as meet our terms of authorisation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 3</td>
<td>Essential training</td>
<td>Those programmes that are deemed as essential to meet College policy and procedure requirements.</td>
</tr>
</tbody>
</table>
| Priority 4 | Competency development            | Is defined as the knowledge and skill requirements for a particular post / role. Development plans will be part of the individual’s personal development plan and their purpose is to ensure staff have the knowledge and skill they need to do their job. The College will ensure that staff have access to a range of training and development programmes to ensure that the College: -  
  • Embeds a culture of leadership and accountability in the training of all staff  
  • Meets and wherever possible exceeds its responsibilities to provide excellent education for students |
| Priority 5 | Career development                | Learning and development activities that are linked to career aspirations, progression and succession planning within the College. |

7. Roles and responsibilities

7.1 Responsibility of the individual employee

Employees are responsible for:
• Participating in annual staff appraisals.
• Actively seeking development to meet their required competency and any identified future needs.
• Taking responsibility for their own Continuous Professional Development (CPD), including the maintenance of adequate records as evidence for their professional body.
• Attending and participating in the relevant and appropriate learning, education and development identified in their PAR.
• Annually attending statutory and mandatory training as identified for their role.
• Maintaining their professional registration where applicable.

7.2. **Line manager's responsibilities**
All line managers are responsible for:
• Familiarising themselves with the Learning and Development policy and to support its implementation.
• Ensuring that they undertake appraisals annually, including review, with their staff to identify learning and development needs.
• Understanding of the key responsibilities of their staff and how they support the College’s objectives.
• Ensuring the appropriate forms, records and monitoring systems are used.
• Assisting the individual in developing the knowledge and skills required to meet competency for current post and future opportunities.
• Investigating, and taking any appropriate action, following notification of absence from training.

7.3. **Organisational Development team**
The Organisation Development team is responsible for:
• Providing appropriate support and guidance for manager and employees across the College.
• Informing managers of any non-attendance of an event to support personal and professional development needs.
• Establishing centrally organised staff development activities.
• Delivering and offering guidance on local staff development initiatives in departments and faculties.
• Working with individuals to meet development needs.

7.4. **Senior managers**
• Promoting a climate, and providing space and resources, to ensure that continuing learning and individual development is recognised as an imperative to meet the future plans of the College.

8. **Study leave**

8.1 The College will endeavour to support staff attendance, where training and
development is considered essential for work.

8.2 Where the College is unable to support extended periods of time off work, staff who have been employed continuously for 26 weeks have a statutory right to request time off for study or development, known as ‘time to train’.

8.3 ‘Time to train’ applies to undertaking both accredited and unaccredited programmes, which either lead to a qualification or help staff develop specific skills which are relevant to their roles at the College.

8.4 There is no limit on the amount of time to train that the employee can request. However, employees can only make one request in any academic year.

8.5 There is no entitlement to receive pay for time to train.

8.6 Study leave is at the discretion of the Head of Department or supervisor. The amount of study leave should be determined in light of examination, assessment and study methods. Heads of Department should ensure that decisions regarding study leave are impartial and fair. A **maximum of eight days study leave per annum is recommended**. In addition to this, staff are entitled to one day off per exam.

9 Payment for professional membership fees, subscriptions and exam fees

9.1 Staff members are personally responsible for meeting the costs of any professional association membership fees and subscriptions, regardless of whether this is a requirement of their role.