



## Learning and Development

**VAIL-TRN-005**

Affected Departments	
ALL	

	Role	Date
Originator	Head of Learning and Development.	22/04/2020
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ISSUE/REV NUMBER	SUMMARY OF UPDATE	DATE INCORPORATED
0	Initial Issue.	19/04/2017
1.0	Grammatical and Formatting changes.	07/04/2020

List of Abbreviations	
PAR	Performance Appraisal Review.
VAIL	Vector Aerospace International Limited.

Reference Documents	
Part 21.A.145(a)	Approval Requirements.
Part 21.A.243(d)	Statement of Qualifications and Experience.
Part 21.A.245(a)	Approval Requirements.
Part 145.A.30	Personnel Requirements.
Part 145.A.35	Certifying Staff and Support Staff.
AS9100, 6.2.2	Competence, Training and Awareness.
AS9110, 6.2.2	Competence, Training and Awareness.
ISO9001, 6.2.2	Competence, Training and Awareness.
	Right to Request Time off for Training Policy and Procedure.

Forms	
VAIL-TRN-001F01	Learning and Development Attendance Record.
TD01	Training Request Form.

## **1.0. Purpose**

- 1.1. This procedure outlines the approach to Learning and Development activity including planning and identification of training needs. Design and delivery of solutions, selection of external providers and management of supply chain activity, evaluation of effectiveness and record keeping.

## **2.0. Scope**

- 2.1. This procedure relates to all types of learning and development activity including leadership and management development, personal skills development, IT training, technical training, professional and academic courses.

## **3.0. Responsibility**

### **3.1. Line Manager:**

- 3.1.1. Identifying training and development needs through planning and identification of skills and competencies needed to carry out business tasks.
- 3.1.2. Identifying training and development needs through regular dialogue with team members including as part of the PAR process.
- 3.1.3. Managing workload to ensure team members can attend training.
- 3.1.4. Ensure team members are clear about what the objectives are for the training they are required to undertake, why it is required and how it will be applied on completion.
- 3.1.5. Ensure opportunity for individuals to apply what they have learnt in their day to day work as soon as possible after training has taken place to minimise skill and knowledge fade.
- 3.1.6. Ensure that new starters or those changing role have a training plan in place to enable them to attain the knowledge and skills they need to effectively carry out their role.
- 3.1.7. Ensure that all training for their team is booked through the TD01 process and is identified in the departmental plan.

### **3.2. Maintain a skills matrix for the team to ensure:**

- 3.2.1. A clear view of team competence and currency to carry out key tasks in the work area can be demonstrated to meet audit requirements etc.

- 3.2.2. The right skills and competencies are maintained and any necessary refresher training is requested.
- 3.2.3. Risk is managed through avoidance of single points of failure.
- 3.2.4. That individuals are not deployed to task when not qualified or deemed competent.
- 3.2.5. Ensure delivery of local area health and safety training.
- 3.3. The Individual:
  - 3.3.1. Identify training needs in conjunction with line manager to meet business needs and to support individual career progression.
  - 3.3.2. Attend training when required.
  - 3.3.3. Apply learning as soon as possible after completion of a training intervention.
  - 3.3.4. Ensure that currency of competence is maintained by working with line manager to ensure that refresher training is requested.
- 3.4. Learning and Development Team:
  - 3.4.1. Design and implement the learning and development procedures with supporting templates, skills matrices, course booking process, etc.
  - 3.4.2. Work in partnership with business units to plan training activity and track progress of delivery of departmental plans.
  - 3.4.3. Work with the business to source solutions to meet need.
  - 3.4.4. Manage the procurement of external training.
  - 3.4.5. Manage and deliver a portfolio of internal training courses.
  - 3.4.6. Support the business with specialist advice and guidance.
  - 3.4.7. Maintain training records.
- 3.5. Business Unit Director:
  - 3.5.1. Work in partnership with Learning and Development to plan training activity.
  - 3.5.2. Prioritise training activity to meet business needs and affordability.
  - 3.5.3. Approve external training spend.

3.6. Subject Matter Expert:

- 3.6.1. Identify any new or amended training required as a result of new legislation, regulations or operational requirements.
- 3.6.2. Work in partnership with the Learning and Development team to identify the need, target audience and source a suitable solution.

3.7. Quality Department:

- 3.7.1. Work in partnership with the Learning and Development team to ensure that a process is in place to support the recording of authorisations on the Navixa system to enable demonstration of competence.

3.8. Human Resources Department:

- 3.8.1. Inform the Learning and Development team of new joiners, leavers, role transfers and appointment of new line managers to enable planning of training.
- 3.8.2. Record evidence of competence on individual employee HR files including capturing evidence of qualifications when an employee joins the organisation.

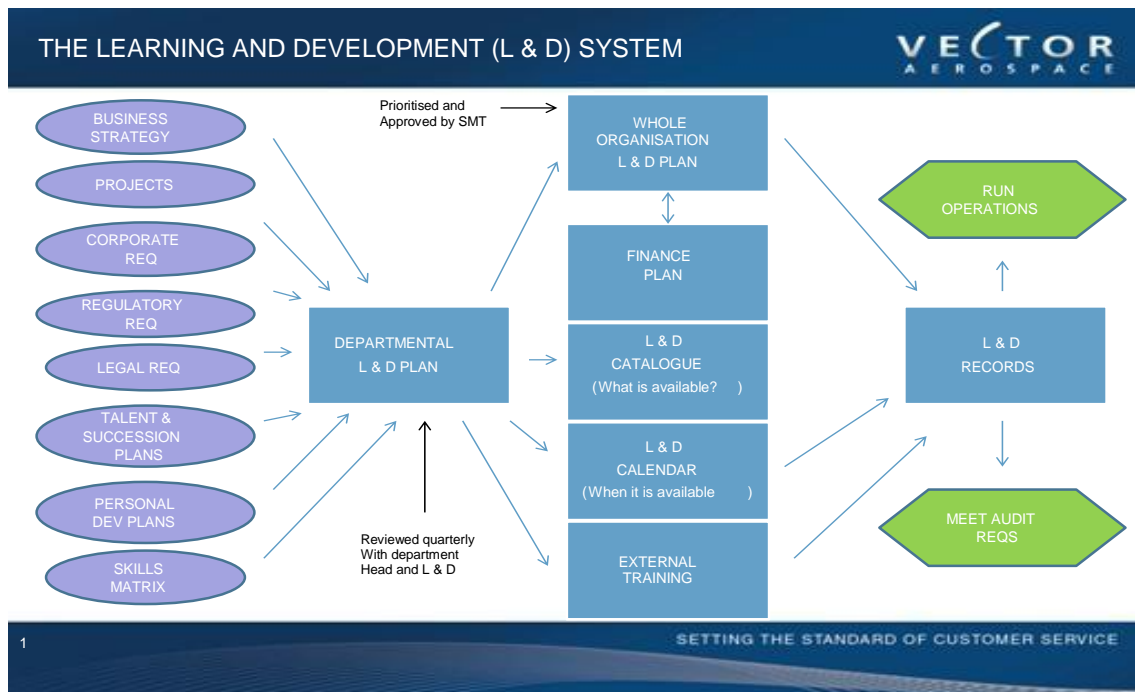
#### **4.0 Action**

- 4.1 VAIL believes that their employees are its most valuable asset and are committed to attracting and retaining the very best and utilising all the talent and experience within the organisation. Vector recognises the importance of encouraging employees to develop, enhance their skills and encourage life-long learning and will ensure that all learning and development activity supports the development and application of the VAIL Values - Integrity, Respect, Excellence, Innovation and Teamwork.
- 4.2 VAIL has a responsibility to ensure that appropriate induction training takes place for all staff and that all staff will receive training complying with statutory and regulatory requirements and development programs are implemented where appropriate. Line management is expected to take an active role in identifying training and development needs for their team members.
- 4.3 This procedure sets out the principles governing the Learning and Development of employees and outlines the roles and responsibilities of the organisation, teams, Line Managers and individuals.
- 4.4 All learning and development activity will adopt the following principles:
  - 4.4.1 It will be aligned to business priorities including any accreditation and certification requirements.

- 4.4.2 It will meet mandatory compliance requirements to keep VAIL safe, legal and operational.
  - 4.4.3 It will enable business growth and change.
  - 4.4.4 It will be affordable, well managed and value for money.
  - 4.4.5 Everyone will be encouraged to develop in order to perform to their full potential, keep themselves current and to enable a flexible approach to support business activities.
  - 4.4.6 New starters to the business, and those who are moving between departments and roles, will be supported to attain the skills, knowledge and experience needed to be successful in their role.
  - 4.4.7 Continuation training will be delivered on a regular basis to ensure that staff and contractors are kept up to date with regulatory changes and policy, procedure and process changes.
  - 4.4.8 A culture of learning will be encouraged to support continuous improvement and business growth.
- 4.5 Training will follow the best practice, the training process of identification, development, delivery, recording and evaluation of effectiveness as outlined below:



- 4.5.1 This training process supports the wider Learning and Development system as illustrated overleaf:



#### 4.6 Planning Training.

4.6.1 All departments will maintain a training plan and working with the support of the Learning and Development Team, will identify what training is required, which individuals need training and when the training needs to be completed.

4.6.2 The Learning and Development Team will ensure that procurement activity is managed to support delivery of the training plans and will identify any areas of common need where economies of scale can result in reduction in costs or increase in effectiveness through the adoption of a consistent organisation wide approach.

#### 4.7 Delivery Methods:

4.7.1 A range of different methods will be used to deliver learning and development including:

- Classroom based courses and workshops.
- Master classes.
- Presentations.

- Online courses.
- Digital learning.
- Tool box talks.
- Team briefings.
- Continuation training.
- Self-study.
- Reading.
- Coaching.
- Mentoring.
- Attending seminars and conferences.
- Academic courses and qualifications.

#### 4.8 Booking Training:

- 4.8.1 All training will be booked through the TD01 process and will require financial approval by an authorised signatory.
- 4.8.2 All training requirements should be included in department level plans which will be reviewed quarterly with Business Unit Heads to review priorities against affordability.

#### 4.9 Record Keeping:

- 4.9.1 Records of internal training delivered by the Learning and Development Team and external training procured through the TD01 process will be maintained by the Learning and Development Team.
- 4.9.2 Attendance on training courses delivered on VAIL premises will be captured on the VAIL-TRN-001F01 form.
- 4.9.3 Certificates will be provided where necessary to evidence the training has taken place or a qualification has been attained. Certificates will be filed on individual HR files.
- 4.9.4 Training resulting in an authorisation will be recorded on the Navixa system and Q-Pulse to enable reports to be generated to demonstrate currency or a need to attain or refresh an authorisation.



- 4.9.5 If any training takes place outside of the TD01 process, it is the responsibility of the business department to pass details of the course and attendance to the Learning and Development Team for inclusion on training records.
- 4.9.6 Navixa should be used to track training hours specifying the appropriate category, including on the job training, external, in-house delivered courses, college courses, etc.

#### 4.10 Funding:

- 4.10.1 Where there is significant investment being made in a training activity, e.g. a professional qualification or academic course of study, the Line Manager must be satisfied that the course is relevant to the needs of the business in addition to the individual's longer term development needs and motivation.
- 4.10.2 Requests for training should be made through the TD01 process and a supporting business case may be required to outline the benefits and contribution to the business. An individual's performance and capability to complete the learning, including meeting any course pre-requisites, will also be taken into account when considering approval.
- 4.10.3 In cases where there is a significant investment in an individual's training, then a financial agreement may be put in place which requires repayment of the investment. Should the individual leave the company prior to completion, or within an agreed timeframe following completion (normally 2 years). Or does not finish the course, or is dismissed for a reason other than redundancy. If this is required, then an individual agreement will be agreed in advance of booking the training.
- 4.10.4 The level of financial support is at the discretion of the budget holder and can range up to 100%, but the minimum entitlement is 80% of fees, including registration, tuition, examinations and 50% of the cost of text books if required. The budget holder must consider whether funding is likely to be available for the full duration of the course, particularly if the course takes place across several years.
- 4.10.5 All travel and subsistence arrangements will be organised through the organisation's normal arrangements and will be funded through the local department budget.

4.11 Time Off Work to Study or Attend Training:

4.11.1 Time off to attend professional qualification, or academic courses, is at the discretion of Line Management, it is not an entitlement. It is essential that Managers are fully aware of the requirements of the time off over the complete length of the course of study before it is approved.

4.11.2 Time off to study for examinations is also at the discretion of the Line Manager who will need to carefully consider the impact on productivity, fairness, equity and impact on other team members. Individuals are required to identify courses that offer minimum disruption, such as, half day/evening release or distance learning options if feasible. Each request will be dealt with individually and agreeing to one employee's request will not therefore set a precedent, or create a right for another employee to be granted a similar change to their working pattern. The grounds on which a request may be refused are:

- The burden of additional costs.
- Detrimental effect on ability to meet Customer demand.
- Inability to reorganise work among existing staff.
- Detrimental impact on quality.
- Detrimental impact on performance.
- Insufficiency of work during the periods the employee proposes to work.
- Planned structural changes.

4.11.3 Time off to attend examinations, occasional daytime tutorials, occasional residential or classroom based events for individuals undertaking distance learning should be supported by Line Managers. Time should be captured on the Navixa system.

4.11.4 With effect from 1 April 2010, employees have the right to request time off for training if they have been continuously employed for at least 26 weeks at the time the application is made.

Employees will not have the right to request further time if they are a young person who already has a statutory right to paid time off to undertake study or training, they are 16-18 years old and already expected to take part in education or training. Employees should refer to Right to Request Time off for Training Policy and Procedure for more information.

#### 4.12 Evaluation of Training:

4.12.1 All individuals who attend training delivered internally, or by an external provider, will be required to complete an evaluation of the training completed. Line Managers will also be required to evaluate the impact of the training on performance in the workplace. Depending on the nature of the learning activity, this evaluation can take different forms and may include completion of a form, face to face discussion, business performance data, etc. The output from evaluation activity will be used to inform future training activity, selection of external providers, colleges and universities.

#### 4.13 Assessment of Competence:

4.13.1 Some learning activities will require an individual to pass an examination or assessment so that they are deemed competent. Examinations and assessments can take many different forms and consideration will be given to select the appropriate method taking into account work environment, individual learner needs, complexity of task, etc. Where there are common competence requirements within a team, a method of assessment must be clearly defined and consistently applied.