



# **Training and Development Policy**

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## 1. INTRODUCTION

AFTRS is Australia's key national education and training institution for the development of advanced professional skills in the film, broadcasting and new media production industries. The School is an Australian Government Statutory Authority.

AFTRS is committed to providing relevant training and development to all employees. This will further enhance the School's performance and reputation as an industry leader. The School is unique in terms of its teaching methods. This requires flexibility and a wide range of delivery methods in the provision of employee training. The School employs approximately 120 staff on either permanent; ongoing; fixed term, temporary or casual basis. Our employees include among others: Academics; Accountants; Engineers; Information Technology professionals; Administrative staff; Librarians, and Industry professionals. AFTRS also encourages Industry currency and provides opportunities to staff to ensure that their skills are keeping pace with changes in the industry.

This policy will strengthen AFTRS by assisting employees to perform their duties through enhancing or upgrading existing skills.

## 2. DEFINITIONS

**Training** refers to the processes whereby employees acquire new knowledge, understanding and skills within their particular field of expertise. The knowledge and skills should be those required for the functions and activities of each employee's work at the School, and should be relevant to AFTRS and departmental objectives.

**Development** includes the acquisition of behavioural skills including communication, inter-personal relations, and conflict resolution. *Development* may also include processes aimed at the acquisition and development by employees of knowledge, understanding, behaviours or attitudes outside those specifically required for their duties at the School.

All the above processes may be either formal or informal.

**Formal training** involves structured training, which has clear goals, objectives and outcomes for the participant. Formal Training includes computer courses, management courses, specialist industry courses etc.

**Informal Training** is less planned. There are a large number of informal training methods. Many of the methods are so common that they are probably not viewed as training methods at all. Some examples include Lotus Notes training; mentoring from a more experienced employee; ad hoc training sessions by staff members; group briefings by guest speakers; seminars; using the intranet/internet; web based training and computer tutorials; books and periodicals.

**Performance Management** programs identify training and/or development needs.

**Internal Studies** Attendance at an internal training course for general skill development such as Assertiveness, Conflict Resolution, Time Management, general technology etc

**External Studies** Training outside AFTRS (attendance or distance) resulting in the attainment of a Certificate a Degree; Post Graduate Diploma etc

**Staff Rotation** occurs when a staff member chooses to perform the duties of another position at a similar level for a limited period. Staff interested in this type of developmental activity need to register their interest with the Human Resources Manager.

### **3. SCOPE**

The Training and Development Policy will encompass the following elements in order to increase the AFTRS' efficiency, productivity and competitiveness.

- In house training program
- Training Plans
- Access to external training
- Assistance for external studies
- Professional development leave
- Research opportunities
- Staff rotation
- Leave to undertake external placements or work opportunities
- Involvement in student productions
- AFTRS-funded attendance at AFTRS lectures, seminars etc
- Attendances at conferences and exhibitions.
- Annual Reporting on training to Council

### **4. TRAINING AND DEVELOPMENT RESPONSIBILITIES**

The responsibility for training and development lies with individual employees and their supervisor/manager. AFTRS' responsibility is to ensure the effective implementation, co-ordination and monitoring of this Policy.

#### **4.1 Senior Executive responsibilities**

- Ensure the Training and Development Policy reflects the goals and directions of AFTRS
- Ensure equity in Training and Development
- Ensure allocation of sufficient funds
- Review Annual reports

#### **4.2 Manager/Supervisor responsibilities**

When considering training and development options and activities for staff, managers are responsible for:

- identifying a skill base for a position;
- preparing, in conjunction with the staff member, a Training Plan through the Performance Management system;
- identifying appropriate training objectives for the section and individuals within the section;
- identifying appropriate development activities, both on the job and formal training;

- providing direction and learning opportunities to ensure staff members achieve their objectives;
- coaching and supporting staff members in training and development activities;
- following up and evaluating the effectiveness of all training and development activities;
- ensuring fairness and equity in the management of training and development, and
- supporting training attendance.

### **4.3 Individual responsibilities**

- Actively participating in the Training Plan process.
- Identifying and communicating their training and development needs.
- Participating in agreed training and development activities.
- Providing feedback to their supervisor/HOD on learning outcomes from training and development activities.
- Applying new learning to the workplace.
- Evaluating their learning.

### **4.4 Human Resources responsibilities**

Human Resources will assist employees with identifying appropriate training and development options.

The **Head of Human Resources** is responsible for:

- an Induction Program for all new staff;
- ensuring that an appropriate in house Training Program is made available to all employees (the Program should reflect the reasonable needs of the organisation and generally will be based on outcomes identified in regular Training Needs Analyses and through the Performance Management process); and
- providing reports to the Executive, including summary information on training provided, funds expended, and how the School's training and development objectives have been met. An annual report will be provided to the Executive to forward to Council.

The **Human Resources Officer** is responsible for:

- identifying general training and development needs and designing, implementing and evaluating relevant in house training and development activities;
- providing a consultancy service for identifying and coordinating external training courses;
- advertising training and development activities;
- ensuring that presentation, delivery and content are in keeping with AFTRS Code of Conduct;
- training supervisors in how to determine the development needs of staff;
- advising on the implementation of the Training and Development Policy and procedures;
- preparing training statistics/reports and maintaining employee records, and
- developing and implementing Training Needs Analyses.

## 5. TYPES OF TRAINING AND DEVELOPMENT

There are a wide range of options available to meet the development needs of staff.

### 5.1 *Induction Training*

- All new staff will receive comprehensive Induction training upon commencement. Human Resources will coordinate this training so that new staff are familiar with AFTRS policies, guidelines and procedures including compliance issues, information technology policies and security.
- A follow up evaluation survey will occur 3 months after Induction.

### 5.2 *Professional/Technical*

These might include:

- individual needs identified through the Performance Management process;
- development activities such as conferences; seminars; presentations and workshops (can be coordinated by the individual or through Human Resources);
- completion of teacher training for Academic staff;
- access to Professional Development Leave for further study in related field of expertise;
- access to the External Studies Assistance Scheme for further study opportunities
- work attachments;
- research opportunities, or
- Leave Without Pay to work in the industry.

### 5.3 *Teacher*

- Teacher training programs are coordinated by the Education Division and offered annually.
- Attendance may be mandatory for teaching staff.

### 5.4 *In-house training*

- These programs are coordinated by Human Resources and include personal conflict resolution, stress management, diversity training as well as anti-bullying (managers), anti bullying (staff), and, in conjunction with ICT & Services, the provision of Email and Microsoft software training.
- Basic training in technology.

### 5.5 *Occupational Health and Safety*

- The **Facilities Services Manager** is responsible for coordinating this training
- Supervisor training.
- Occupational Health and Safety training includes the OH &S committee, Senior First Aid Training; Occupational Health and Safety Representative Training, Manual Handling and Fire Warden Training.

## **5.6 Management/Administrative training**

- These types of programs relate to improved supervision, resource management and administrative skills. Identified through Performance Management process and may be co-ordinated by Human Resources.

## **5.7 Executive Development**

- Executive staff will be responsible with the CEO for planning their professional development.

## **5.8 External Studies Assistance**

- The procedure for obtaining study assistance is outlined in a separate document available from the Human Resources section or on the website.

## **5.9 Conferences**

Conferences should represent a genuine development opportunity for the employee, and meet an operational need for the School. It is recommended that conference attendees provide feedback on the content of the conference.

## **5.10 Technical Traineeship Scheme**

AFTRS offers a Technical trainee scheme in conjunction with TAFE NSW. Policy and Procedures available from Human Resources or the website.

## **6. FORMS**

- Employees who have arranged to attend training and development courses are requested to complete a Training and Development form (see Attachment A),
- This form is the basis for record keeping and is kept in Human Resources.
- Cost Centre Managers, Administrative Managers, coordinators, supervisors and managers (as appropriate) are responsible for forwarding training and development activity information to Human Resources. Details must be included in the Annual Report.

## **7. FUNDING**

### **Delegations for Expenditure on training**

- Cost Centre Managers have the responsibility to budget and pay for the training and development activities of their staff.
- Human Resources may fund certain in house programs, based on identified 'across the school' needs.

## **8. EVALUATION**

**Post-training evaluation** is requested of all employees that attend training and development activities.

### ***External course attendance***

There are two steps to the process for external course attendance.

- It is expected that you will have discussed your training needs with your supervisor.
- Following the training, an assessment needs to be made of both the training activity and the outcomes for the employee. This will enable the evaluation of the effectiveness of the activity and will determine whether it is worth accessing it in the future.

In general terms employees will be able to determine if they have benefited from participating in the training or development activity if they see changes back in the workplace.

### ***Internal course attendance***

Employees are to complete Evaluation Sheets at the conclusion of the training activity. Supervisors/managers and employees should discuss outcomes of attending the activity ie what the person wants to learn and apply back in the workplace.

## **9. GRIEVANCES**

Employees may initiate action under the AFTRS Grievance Procedures over any decision made in relation to their own training and development.

## **10. REVIEW**

The Policy should be reviewed every 3 years to ensure it remains relevant to the needs and goals of the organisation and its employees. The Human Resources Officer should have responsibility for overseeing the review of the Policy. An attitude survey may be undertaken with all employees to ascertain the effectiveness of the activities and opportunities undertaken. As part of the review, the Human Resources Officer will collect and analyse data from training statistics as well as information gleaned from skill audits once the review has taken place. Feedback will be collected from Employee Exit Surveys. The Policy will be endorsed by the Executive.

## **11. RELATED POLICIES, PROCEDURES AND GUIDELINES**

- External Studies Assistance Scheme
- EEO Policy
- Health and Safety Management Arrangements
- AFTRS Enterprise Agreement 2011
- Performance Management Policies
- Traineeship Policy and Procedures
- AFTRS Grievance Procedures

**ATTACHMENT A**

<b>AFTRS – TRAINING AND DEVELOPMENT RECORD</b>		
<b>Employee to complete</b>		
Name:		
Course:		
Dates:		
Course Type (please circle)	Internal	External
Why did you nominate to participate in this course?		
_____		
_____		
_____		
How is it relevant to:		
1) your current job?		
_____		
_____		
2) AFTRS in general?		
_____		
_____		
3) your own development?		
_____		
_____		
Has this activity been identified in your training plan?		Yes    No
<b>Estimated Costs:</b>		
Course/registration fees:		\$
GST:		\$
Travel/ accommodation costs (if known)		\$
Total		\$
Employee signature: _____		
Date: _____		
<b>Human Resources to Complete</b>		
Training records noted: (Signature)		
Date:		

***Please note: It is the employee's responsibility to ensure their training is booked.***