



Royal College of Art

Postgraduate Art & Design

STAFF INDUCTION POLICY AND PROCEDURE

1. Introduction

- 1.1 The Royal College of Art (“the College”) is committed to the delivery of teaching, research and knowledge exchange of the highest quality. Enabling the College’s aspirations requires a staff community that are motivated and empowered to fulfil their roles to the highest standards of excellence. Ensuring a seamless and high quality induction equips new staff to adjust to the demands of their role quickly and perform tasks with distinction.
- 1.2 This policy sets out the College’s approach to the induction and onboarding of its staff, the principles that underpin the induction process and key roles and responsibilities of those involved.
- 1.3 The College’s induction and onboarding process begins from appointment and concludes once the [three-month check-in](#) is completed.

2. Principles

- 2.1 The following principles underpin the College’s induction approach:
- 2.2 The College believes that investing in the induction of staff empowers them to thrive in their work and deliver the institution’s strategic goals.
- 2.3 An induction approach that is designed around the values, expectations and aspirations of the College fosters an open and high performing workplace culture.
- 2.4 Delivering a high-quality induction is the responsibility of the entire institution, not just the line manager.
- 2.5 New staff should expect a high-quality induction to enable them to succeed in their role. Equally, new staff are expected to be proactive in their induction, which is part of their learning and development at the College.
- 2.6 Induction is not one-off. It involves many perspectives and conversations, and new staff are to be afforded a reasonable period of time to participate in induction activities.
- 2.7 The Director of Human Resources has overall responsibility for ensuring the consistent application of this policy.

3. Scope

- 3.1 This policy applies to all permanent and fixed-term staff across all campuses and sites of the Royal College of Art. The policy covers both academic and professional services staff.

4. Definitions

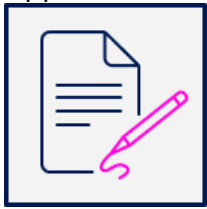
- 4.1 The following definitions apply throughout this document:
- 4.2 **Intranet** – the online portal used by all staff which contains a repository of information about the College and its policies.
- 4.3 **Welcome email** – a summary of key information about the College which is provided to all new staff when they are sent their contract.
- 4.4 **Managers information on Intranet** – information is available to all line managers to support them in the induction of new staff.
- 4.5 **Mandatory learning modules** – compulsory online training for all College staff when they begin work.






5. Interaction between induction and on-boarding

- 5.1 The terms induction and on-boarding are often used interchangeably but are distinct experiences. Where on-boarding is concerned with setting up incoming staff with the systems and tools to succeed in their work, induction commences from the first day of employment and involves developing longer-term connections with the College.

6. Procedure for all staff induction and on-boarding

- 6.1 The induction process at the College comprises several stages of activity to be undertaken in sequence. The table below outlines the essential induction activities for all contracted staff. For some staff, there may be additional job-specific induction in line with the objectives of their role.

Stage	Purpose	Activities, roles, and responsibilities
1. Appointment 	Commence induction activities to ensure the new starter feels welcome and prepared from the moment they are appointed	<ul style="list-style-type: none">• HR to confirm offer (including issuing contract) and start date.• Line manager (or nominee) contacts new staff to welcome them.
2. Pre-start	New starters engage with the vision and future direction of the College and begin to learn more about their role.	<ul style="list-style-type: none">• HR to raise a ticket with ILTS to initiate a process of setting up new starter on RCA systems.• HR to provide general welcome to new starter, information about College and sign post future induction activities.

	<p>RCA prepares for arrival of new starter, including practical details.</p>	<ul style="list-style-type: none"> • Line manager to access the 'induction and onboarding toolkit for managers' on the HR section of the intranet • B&E to ensure appropriate workspace is available. • ILTS to source equipment and system set up where needed.
<p>3. Day One</p> 	<p>New starters undertake a range of induction activities directly relevant to the role to which they have been employed.</p>	<ul style="list-style-type: none"> • Line manager (or nominee) to meet new staff, introduce to team / area, and provide a tour of the building. • Line manager (or nominee) to allow time for the new staff member to read the College's 'welcome pack' on the HR section of the intranet. • B&E to set up access to security pass. • ILTS to ensure access to the College's IT systems.
<p>4. First Week</p> 	<p>New starters are empowered and equipped to carry out the duties associated with their role.</p>	<ul style="list-style-type: none"> • Line manager (or nominee) to explain responsibilities and duties of role in more detail. • Line manager (or nominee) identifies all induction activities, including mandatory learning modules (see Local Induction Checklist). • New starter commences orientation and mandatory training modules on the 'learning and development portal', accessible through the HR section of the intranet.
<p>5. First month</p> 	<p>New starters have a clear understanding of their learning and development objectives.</p>	<ul style="list-style-type: none"> • Line manager ensures all induction activities completed. • Line manager to discuss and agree role objectives and expectations with new starter.
<p>6. First three months</p> 	<p>New staff are fully welcomed to the College community, undertaking their roles with confidence and have agreed their objectives for the next three months.</p>	<ul style="list-style-type: none"> • College-wide Induction Day with VC / Senior Management (and other areas of the College). • Line manager to conduct three-month review to review performance to date, set and agree objectives with staff, these may feed into probation discussions (be it at the 6 / 12 month point for professional services staff, and 12 / 24 months for academic staff).
<p>7. Six, 12 or 24 months</p>	<p>New staff understand and know what to expect</p>	<ul style="list-style-type: none"> • Prior to probation discussions, managers to share with new starter where they can find guidance on what to expect and to prepare for the meeting.

	from probation process.	<ul style="list-style-type: none"> • Line manager to complete probation with new staff (6 / 12 months for professional services staff, 12 / 24 months for academic staff). • Manager to notify HR of outcomes and actions arising from probation discussion.
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7. Induction roles and responsibilities

7.1 The successful on-boarding and induction of new starters relies on the shared contributions of recruiting managers, Schools and Departments, HR, ILTS, and Buildings and Estates. Their roles and responsibilities are represented below:

New starters	<ul style="list-style-type: none"> ● Undertake all induction activities assigned by the College.
Line manager	<ul style="list-style-type: none"> ● Directly responsible for ensuring new staff are inducted into tasks, practices and culture of work environment, and setting up meetings with key stakeholders. ● Allocation of time for induction activities and available to answer queries from new starters. ● Complete three-month review.
Schools and Departments	<ul style="list-style-type: none"> ● Deans, Directors, Heads of Programmes, and Heads of Departments must fully support the induction process and create an environment where new staff feel welcomed. ● All staff are encouraging and welcoming to new starters.
HR	<ul style="list-style-type: none"> ● Own the overarching induction policy and framework, including design and maintenance of induction resources (e.g. welcome letter and material on intranet, guidance for managers).
ILTS	<ul style="list-style-type: none"> ● Responsible for supporting system access, including provision of email address and intranet access sent to new starter via email before they start and access to required IT hardware.
Building and Estates	<ul style="list-style-type: none"> ● Responsible for provision of security passes and appropriate workspaces.

8. Job specific induction

8.1 Beyond the procedure for all staff induction as outlined in this document, there may be **additional job-specific induction** that new starters are required to complete which is consistent with their roles. Line managers should sign post new starters to these as part of the induction checklist.

9. Relationship between induction and performance development

9.1 The scope of this policy is related to the successful induction of new starters and ensuring that they are familiar with the systems and processes of the RCA.

- 9.2 [A three-month review](#) will be held to review performance and set objectives for the next three months. This review marks the completion of the formal induction process.
- 9.3 Staff are encouraged to become familiar with professional development opportunities available to them and identify their learning and development goals with the support of their manager. The [capability policy and procedure](#) sets out the College's expectations for managing performance.

10. Relationship between induction and probation

- 10.1 The terms of probation at the RCA are set out in the [probation policy document](#) and the [academic probation policy and employment framework](#).
- 10.2 Academic staff have specific requirements during their probation including but not limited to:
 - 10.2.1 undertake the [RCA Teaching Fellowship Scheme](#) where they don't possess a Postgraduate Certificate in Learning and Teaching or equivalent qualification.
 - 10.2.2 And/or, in the case of staff whose role will involve supervision of doctoral students, have achieved a recognised research degree supervision qualification.
- 10.3 Prior to the conclusion of the probation period, the new starter's performance will be reviewed regularly by their line manager against their job description and any specific targets that have been set.

Human Resources
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