Pennine Care **NHS**

NHS Foundation Trust

Policy Document Control Page

Title

Title: Education, Training and Development Policy

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Description of Amendment(s):

Inclusion of Additional Learning Needs section

Removal of required training definition

Update of following sections:

- categories of education, training and development
- roles and responsibilities
- employee core principles for education, training and development
- inclusion of section for medical staff
- financial support
- paid study leave
- conference and seminars
- professional qualifications
- application procedure
- continuing professional development
- non-professionally qualified staff
- management of non-attendance
- relationship with governance structures
- monitoring and review

Originator

Originated By: Fiona Ibberson

Designation: OD Consultant and L&D Lead

Amended by Annie Dixon
Designation: Clinical & Professional Education Lead

Equality Impact Assessment (EIA) Process

Equality Relevance Assessment Undertaken by: Fiona Ibberson

ERA undertaken on: 1/6/2011, approved by Equality team 26/8/11

EIA – n/a

Approval and Ratification

Referred for approval by: Annie Dixon

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Approved by: Learning Associate Clinical and Professional Group

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Executive Director Lead: Director of Nursing and Healthcare Professions

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Review

Review Date: June 2018

Responsibility of: Annie Dixon

Designation: Clinical & Professional Education Lead

This policy is to be disseminated to all relevant staff.

This policy must be posted on the Intranet.

Date Posted: 6th June 2016

Education, Learning & Development Policy

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Education, Learning and Development Policy

1. PURPOSE OF THE POLICY

Pennine Care NHS Foundation Trust places a high value on the education and development of staff. The purpose of the policy is to describe Pennine Care's approach to education, learning and development for all staff and to provide managers and staff of the Trust with a definitive policy and guidance in relation to learning and development needs, study leave and related matters.

Within the context of this policy it is the responsibility of the Trust to create a culture whereby all staff are encouraged and have opportunities to develop in such a way that directly benefits the organisation and gives personal and professional satisfaction.

2. AIM OF THE POLICY

- To ensure that staff have access to education, learning and development required of them to do the job effectively.
- To ensure that access to study leave, financial support and learning and development provision is clear, equitable, fair and consistent in line with the Equality Act 2010.
- To attract, develop and retain good quality staff

3. SCOPE

• Inclusion criteria
This policy applies to all employees of the Trust regardless of grade or profession, including other temporary employees where appropriate. The policy also applies to all internally and externally provided courses, workshops and conferences.

• Exclusion criteria
It does not directly apply to social care staff working in partnership with the Trust. These staff are governed by their own training requirements, however wherever joint training is possible and local and organisational agreements permit they should endeavour to train jointly.

4. DEFINITIONS
Definitions within this document;

- 'Education' typically refers to learning that leads to a formal qualification from an academic institution

- 'Training', 'Learning' and learning & development' are used interchangeably to indicate the full range of learning activities from short in-house courses to on-the-job learning (e.g. coaching, mentoring, placements and supervised practice)

5. CATEGORIES OF EDUCATION, LEARNING & DEVELOPMENT

5.1. Induction

Induction to the Trust, comprising Corporate Welcome and local induction for all staff including medics (see Induction Policy). In addition non-regulated staff in patient facing roles will attend the care certificate induction programme where this has not been achieved previously

5.2. Core & Essential Skills Training

Core skills training refers to mandated training that must be undertaken to comply with legislation or statutory requirements. Essential Training refers to training that line managers require an employee to complete to either be able to fulfil the remit of their role or to meet essential service delivery needs. Further details can be found in the Core & Essential Skills Policy.

5.3. Continuing Professional Development

Refers to education, learning and development that is not required by a role or service but enhances the personal or professional development of the employee undertaking the training as it is relevant to their current role

5.4. Personal development

For career progression refers to education, learning & development that is not required or relevant for their current role or service delivery

5.5. Please note:

- External education, training and development will only be supported when an applicant is compliant with their core and essential skills.

- Conferences are administered and managed locally within service and funding support can be negotiated from service line budgets only.

5. EDUCATION, LEARNING AND DEVELOPMENT DUTIES, ROLES AND RESPONSIBILITIES

The duties and responsibilities identified below include all training.

- **The Trust Chief Executive**

Has the duty and responsibility to ensure that suitable and sufficient resources are made available for the provision of and attendance at training events.

- **The Medical Director**

Within the Trust is responsible for identifying and collating all the medical and dental education, training and development needs

- **The Executive Director of Nursing & Healthcare Professions**

Establishes the structure, resource deployment and continuous quality review of training to ensure training needs are being met through education activities to enable staff and services to deliver service objectives and high quality care to service users.

- **The Learning & Development Senior Management Team**

Duties will focus on integration and delivery of education based on learning needs analysis/continuous quality reviews of learning programmes. Whilst preserving and furthering standards of education in practice the duties also include ensuring that delivery and resources are flexible to meet the needs of the organisation at every level.

- **Learning Associates**

The Learning Associate contributes to the provision of quality learning and development to meet priorities within a division, with a specific focus on clinical and professional development for all clinically registered professionals and levels of staff within that area. The Learning Associate will work closely with the senior management team from their area and link into existing structures and meetings to enable discussions and feedback about learning and development. The Learning Associate will also work in partnership with the Organisational Learning & Development (OL&D) team. Each service line or Division will have an identified Learning Associate

- **Subject Matter Experts**

Are experts in their professional field and who contribute to the content of educational packages via attendance at the Core & Essential Skills Group. Their role also includes delivery of specialised training to staff as part of the Core & Essential Skills training calendar

- **Union Learning Representatives**

Are accredited trade union representatives who have completed a learning programme and are enthusiasts and advocates for learning in their own workplaces. Their role centres on raising awareness of lifelong learning among the members and helping to identify and articulate the learning needs of particular members, as well as negotiating with employers on learning issues. They also provide support to workers who are studying and support staff by identifying and promoting relevant courses and programmes that help members return to learn and improve their job satisfaction and career prospects including signposting to external funding e.g. government schemes

- **Practice Education Facilitators**

Co-ordinate and manage the provision of quality learning environments for students placed within Pennine Care. Their role includes liaising with clinical areas when student issues arise, providing in house training for assessors and supporting practice education leads and mentors.

- **Managers**

Managers are responsible for ensuring that:

- They apply this policy within their own area.

- Employees and others for whom they are responsible are supported to feel competent in their role by identifying and planning appropriate training to meet their needs. This should be reviewed, monitored and signed off as part of each staff members' individual performance and development annual review cycle.

- The annual Learning Needs analysis for their service is returned by the deadline provided to ensure business and workforce planning can be undertaken effectively

- Staff who are supported by their line manager to undertake education, training or development must enable the employee to attend the study days required to successfully complete the learning

- Managers will investigate proven cases of academic malpractice where this would call professional character into question according to Trust policy and processes.

- Managers must inform the Clinical and Professional Education Lead of the outcome of any investigation where academic malpractice has been proven.

- **Employees' Responsibilities**
  - Employees are responsible for identifying where they do not feel competent and arranging training through their manager. Personal Training Records are available on request from the L&D Department.

  - Employees who undertaken further study with an external organisation or education institution are required to inform their line manager and L&D if they experience any difficulties in attending their study or achieving the submission requirements of the study.

  - Employees are encouraged to seek support early where there are additional learning needs to ensure appropriate reasonable adjustments can be agreed

  - Where academic malpractice is proved the employee must inform their line manager and L&D as Trust disciplinary procedures will be instigated.

7. **ACCESSING EDUCATION AND TRAINING: CORE PRINCIPLES**

- Access to Trust supported development should be based upon an accurate assessment and prioritisation of need arising through workforce, people and business planning, learning needs analysis and Individual Performance and Development Reviews (Appraisal).

- Priorities for any Trust provided and supported education, learning and development will be identified and agreed through the processes outlined in the Learning and Development Strategy

- Training must be of value to the Trust and service delivery as well as the individual otherwise it will not be supported.

- Training is expensive. Where the proposed training is costly (in terms of time or finance) managers have a role in ensuring that training and education is effectively completed and utilised by staff.

- Line managers have a responsibility for evaluating the outcome of all supported training to ensure the effective use of resources and a positive impact on service delivery.

- The number of staff able to undertake training courses, either by day-release, correspondence course or evening class, will be limited by the budget available, workload of the department and service delivery needs.

- Access to training is determined by:
  - The needs of the service and its development;
  - The relevance of the course to this development;
  - The need to maintain a safe operation of the service
  - The opportunity to contribute to the training or development of others

- The employee is required to demonstrate they have:
  - Met the core(mandatory & essential training requirements for their role
  - Have attained satisfactory standards of work performance during previous training courses alongside conduct in the workplace
  - The capacity to complete all aspects of the course/training
  - The capacity to benefit from the course;
  - The capacity to balance the course with work requirements;
  - Identified in appraisal the courses relevance to their current or future role and position;
  - The course will improve or enhance performance.
  - The financial ability to meet their ongoing part of the training costs
  - understood their contractual responsibilities in respect of repayment of fees
  - Engaged satisfactorily in previous training supported by the Trust unless extenuating circumstances prevented them from doing so

- Before the education, training or development is applied for it must be demonstrated that:
  - Any entry criteria to the course are met
  - All possible options for meeting the training need have been explored resulting in the most cost-effective choice
  - The course chosen will be delivered in the most convenient manner (e.g. flexible, work-friendly)
  - The course is evidence based, sound and of good quality; Staff, managers and service users etc. have positively evaluated the course

- Priorities for financial support are determined by:

- Required obligations for continuing professional development or statutory purposes;
- Courses which are vital to meeting the agreed development objectives of services;
- The retention value of courses in particular areas, particularly in difficult to recruit areas;
- Quality (evidence base) of courses.
- Identified benefits to practice

1. SUPPORT FOR EDUCATION AND TRAINING

The support provided falls into two broad, although interrelated categories:

- Financial Support
- Paid Study Leave

- **Financial Support**

Financial support refers to the extent to which the Trust will cover the costs of the actual course, workshop or conference (e.g. registration fees, tuition fees, examination fees) and the costs or expenses associated with attending the course, workshop or conference (e.g. travel, accommodation and other expenses);

Only requests for study leave supported by a clear and accurate assessment of need via the systems listed in 7.1 will be eligible for support.

- **For Training Doctors**;

The study leave budget is top sliced from the Allocation Fee by HEENW and kept for use by those doctors (FY, CT, GPST, ST, ACFs) to apply centrally after discussion with their TPD (Training Programme Director). This is envisaged to be made uniform through the enlarged and unified LETB including the old Mersey & North West Deaneries.

8.1.2 For Consultants and SAS doctors;

8.1.2.1 The study leave budget is held centrally by the Medical Director and agreed after discussion and agreement with the individual clinican's PDP Group and signed off by their line manager (Medical Lead in each of the Boroughs or Specialty Leads). This is seen as a core part of their commitment to high quality senior medical staff in the NHS who are up to date re CPD as per GMC & RCoPsych requirements (core requirements for annual Appraisal & five yearly Revalidation)

8.1.2.2 The local Medical lead will have local arrangements for the annual medical training needs agreed within the PDP Group as per the RCoPsych requirements.

8.1.3 For all other Staff

8.1.3.1 Where a course has been identified as core or essential training and the manager requires the employee to complete it, the training would be 100% funded, within the limitations of the training budget.

8.1.3.2 Where a course has been identified for clinical or professional development and a manager supports the request for funding, the training may be wholly or partly funded, within the limitations of the training budget. Priority would be given to core & essential training and training clearly linked to service development strategies.

8.1.3.3 Additional costs associated with a course e.g. overnight accommodation, travel and subsistence will be paid at managers discretion from the local service budget, except core and essential training where costs will be paid from line managers budget,. Additional costs should be highlighted and discussed on an individual basis with the appropriate line manager and funding must be identified and agreed prior to commencement of the course. It is reasonable to expect that individuals travel in their own time.

8.1.3.4 Line Managers should identify and agree the source of funding prior to approving applications. No reimbursements will be paid for tuition or other fees already paid by the individual or service.

8.1.3.5 Applications requiring financial support (including estimated expenses) will be subject to authorisation as follows.

8.1.3.6 The cost of textbooks is subject to 50% of the total cost of the books up to a maximum of £50; this is discretionary and may not apply to all roles.

8.1.3.7 In circumstances where travel expenses may be required this should be discussed and agreed by the line or service manager, the cost of these expenses will be identified and agreed from departmental budgets prior to agreement. Travel claims should be submitted with normal expenses monthly, together with the appropriate receipts.

8.1.3.8 For longer courses, financial support will be granted on a modular (CPD Apply) or annual basis based on each year commencing 1 April and ending 31 March the following year. Support for further years will be subject to the criteria and priorities outlined in this policy plus satisfactory progress of the individual. If the course is being funded through the CPD allocation (see section 10) separate criteria apply.

8.1.3.9 Where applicable, fees do not include additional expenses such as personal therapy and resits of papers or examinations.

8.1.3.10 Where the need identified is not essential to role and tuition fees have been refused centrally, a manager may or may not agree to pay a proportion of tuition fees out of service line budgets with the individual sharing the costs

8.1.3.11 Where it is identified that an individual has additional learning needs, for example dyslexia, where extra resources are needed to support the individuals learning these should be considered as part of reasonable adjustments and advice sought from the Supporting Staff with Additional Needs Policy and Resource Pack.

8.2 Paid Study leave

8.2.1 Paid study leave is when the Trust will grant leave with full pay;

8.2.2 It is acknowledged that study leave may take several forms (e.g. course attendance, clinical practice time, practice placement, private study or pre-course

preparation etc.), and that some courses require or recommend a combination of these approaches. The decision to grant paid leave should be weighed against <u>all</u> the requirements of a course if the candidate is to be successful and against those criteria listed in section 5 of this policy.

8.2.3 Where the training need identified is not essential to role, a manager may or may not agree to give paid study leave when tuition fees have been refused.

8.2.4 Agreement for paid study leave should be signed off by the employee and line manager with details of the amount and nature of study leave granted and in order to ensure that training and development opportunities are maximised, the roles and responsibilities of the individual and the line manager must be identified (appendix ? learning contract).

8.2.5 Where staff are granted study leave the amount granted will be expressed in hours; this is to take into account differences in lengths of working days;

8.2.6 Where night staff are requested to attend core or essential training the normal night enhancements shall be paid.

8.2.7 Where staff are required by their manager to attend core or essential training outside their normal working hours, either time off in lieu or payment will be agreed by the line manager.

- **Private Study**
  Definition: The term 'private study' commonly refers to activity that falls outside of actual attendance at a course or workshop (e.g. reading, researching or writing of assignments, projects and dissertations). Private study time may be granted at the discretion of the line or service manager (or if necessary, with the service director). This will only be considered for courses that are considered a high priority and will be to a maximum of.

  1 day per month; or

  12 days in 12 months;

- **Conferences,**
Staff requesting financial support or leave to attend conferences must apply through their local borough or divisional processes. Attendance at conferences can be recorded via self service and approved as an addition by line managers

- **Seminars and other Short Courses**
Financial support or leave to attend seminars or other short courses is usually supported through local borough or divisional processes. Local application processes should be followed. Attendance at seminars or short courses can be recorded via self service and approved as an addition by line managers.

- **Practice Placements/Clinical Practice time**
Where a period of clinical practice or a practice placement that is out side the normal place of work, is a requirement of the course, staff may be granted study leave and therefore full details must be included in the application process set out in this document and discussed with the Line Manager. This will only be granted only in accordance with course

requirements and with express agreement of the line manager to ensure that service disruption is minimised.

- **Professional Qualifications**

Individuals requesting to study for further professional qualifications must apply using the relevant application processes (appendix 3 application processes requesting support for study). Only relevant professional qualifications, deemed essential for the development of the service will be approved for financial support and study leave.

2. APPLICATION PROCEDURE

- All applications for **internally** administered training must be discussed with the line manager prior to submitting the online booking form
- All applications for **internal** training not administered by L&D must be approved by the line manager and forwarded to the department managing the course booking.
- Applications for modules at North West Universities must be submitted via the online CPD Apply system unless not available via this route and be approved by the line manager and learning associate
- Applications for all other courses funded by L&D must be submitted to L&D on the relevant form after being approved by the line manager Where financial support is provided by L&D, it is the responsibility of the applicant to ensure L&D receive all the required information prior to a requisition being raised by L&D for payment to be made. Pre-payment by the applicant will not be reimbursed.
- Approval for internal and external training should be made based on the criteria outlined in paragraphs 7.1 – 7.10
- Line managers must discuss the appropriateness, relevance and expected benefits of the course with staff prior to supporting them. If consultation is necessary this can occur with the learning associate and/or service manager/director. The individual must be informed of the decision in writing, with reasons provided if the request is not approved, or details of study leave and financial support allocated including the timeframes for the same.
- Where the funding for the course costs are not managed by the line manager the appropriate budget holder has the final authorisation and applications must be fully authorised before a booking is made.
- An employee who wishes to appeal against a decision should contact the Clinical & Professional Education Lead who will act as an arbiter. Union Learning representatives may also be involved in this stage.
- Purchase orders for external training and travel requests, if needed, should be sent to supplies as far in advance as possible of the commencement date of course, conferences etc in order for invoices or cheques to be raised

10. CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

- The Trust recognises that healthcare professionals have a range of CPD requirements, in some cases this is a requirement of professional registration and line managers will assist healthcare professionals to meet their registration/ CPD requirements.

- CPD requirements (often expressed in number of days) can usually be met in a variety of ways (e.g. personal study, reflective practice, practice placements, shadowing others, clinical audit, attendance at courses or workshops etc.) and managers should encourage staff to be creative in meeting their own professional development needs;
- The recording of CPD activity (e.g. keeping a portfolio) is the responsibility of the healthcare professional within the requirements of the regulating body;
- It is the responsibility of the healthcare professional to ensure that they meet their own registration requirements. However, managers should provide support and advice to staff on ways of learning through work and by promoting a learning environment.
- Progress (and activity) with meeting registration requirements should form a key part of the appraisal and supervision processes for all healthcare professionals.
- For professionally registered healthcare staff a range of University modules for CPD are available to access through North West Universities. This is funded by Health Education England (Northwest office) through an allocation specifically for non-medical clinical and professional staff Bands 4 – 8a. Information on how to apply for CPD modules is available through the Trust intranet.
- Any supervisory arrangements required for specific modules/ courses must be negotiated and agreed prior to the application being submitted. L&D must receive supervisor contracts where relevant e.g. Cognitive Behaviour modules
- Funding is approved one module at a time, each module must be applied for separately. Funding for one module does not automatically guarantee subsequent modules will also be funded. If you wish to undertake a programme of study have contingency plans in place in case not all modules are funded by your employer.
- Trust agreement to fund a module is not a guarantee of a place on the module until the applicant has received confirmation of a place from the university provider.
- Any additional charges incurred that are not agreed as part of the initial application, for example due to late registration, are payable by the applicant.
- Any employee who does not engage and participate in education, training or development funded by the Trust and where their line manager has provided support for them to do so may be subject to disciplinary proceedings
- Broader CPD needs from an individual perspective and those of other staff should be considered as outlined in sections 10.1 – 10.5 and 11.1 – 11.3.

11. **NON PROFFESSIONALY QUALIFIED STAFF: LIFELONG LEARNING & TALENT FOR CARE SRATEGY**
- Our non-regulated/non-registered staff require a range of options for developing and extending their careers and work skills, supported by high-quality training and development opportunities. The concept of Talent for Care is central to this thinking; Staff will be encouraged through lifelong learning to renew and extend their skills and knowledge so that they can 'Get In, Get On and Go Further'. Union Learning representatives may also be able to assist with advice, support for learners and signposting to possible external funding

- The concept of lifelong learning is consistent with the idea of continuing professional development (CPD). However, lifelong learning is intended to cover all healthcare staff and in particular create wider access for all staff to training and development.
- Through Health Education England and Trust commissioning processes, opportunities for secondment of eligible staff to undertake training courses (e.g. apprenticeships, assistant practitioners and pre-registration nurse education) will arise. To ensure fair and equal access, such opportunities will be subject to routine Trust recruitment and selection procedures
- To ensure our support staff have a good grounding in the fundamental knowledge and skills required to progress the Trust provides support for them to undertake the fundamental Care Certificate when they join the Trust

12. TRAINING PROVIDED TO EXTERNAL AGENCIES – INCOME GENERATION

- As a specialist Mental Health and Community Services Trust, the organisation is frequently called upon to provide education and training to other agencies (e.g. universities, colleges and other private or voluntary organisations).
- Where appropriate, opportunities for income generation via the provision of training will be explored.
- Where a particular area provides small-scale training and education and generates income for their service, this can be retained within the relevant service budget.
- Any plan to provide training (in the name of the Trust) to an external agency must be with the express agreement of the Trust based upon a formal agreement and subject to the conditions laid out in the Trust Guidance Document "Provision of Training to External Organisations – Governance and Charging Framework"

13. SERVICE USER, PATIENT AND CARER INVOLVEMENT IN LEARNING

- Where appropriate we will actively seek the involvement of service users, patients and carers during the design, delivery and evaluation of learning and development activities.
- The commissioning and evaluation process for learning and development activity in the Trust will be used to identify the appropriateness of involvement.
- The Patient Advice and Liaison Service will work with services planning training to identify appropriate involvement and provide support to those service users involved in the design or delivery.

14. MANAGING NON-ATTENDANCE AT TRAINING COURSES

- Non-attendance for training is costly to the individual and the service. Given that only training of the highest priority will be supported, it is important that staff attend as agreed;
- However, it is accepted that due to unforeseen service pressures, cancellation of course attendance may be unavoidable in some cases.

- Managers should book training into off duties following confirmation of places and adopt the following principles to prevent non-attendance and to manage it when it does occur:
- If a manager is not able to release a staff member for training they should inform the department responsible for booking the training as far in advance as possible of the course date.

- If the individual fails to attend, as with any other form of absence, the manager will interview the employee to ascertain and record the reason why and action to remedy the problem; The L&D Department will inform the line managers of non-attendance at Training, to aid this process; Absence from training without leave should be treated as unauthorised absence from work and may result in loss of pay and disciplinary procedures.
- Repeated non-attendance may result in termination of the course place or the initiation of other relevant procedures (e.g. disciplinary) involving senior managers and the recouping of fees, where appropriate. Managers should ensure they keep appropriate records of training agreed and discuss regularly with staff to provide support and also to monitor progress.
- Service difficulties relating to release of staff should be referred to the service manager and L&D informed.
- Where staff fail to attend externally provided courses without informing L&D in a timely fashion, the cost of their place on the course may be recharged to the line managers service budget.

15. Repayment of Fees

- Prior to commencement of an external course Managers may ask individuals to sign a learning contract with the Trust. This contract will confirm that if the individual fails to complete the programme they will reimburse the Trust. This will normally be for programmes costing more than £500.00 and can include CPD modules allocated to the individual. The Learning contract is included in appendix 2.

- Individual circumstances should be discussed between the supporting line manager and the individual. Reimbursement may be varied in exceptional and agreed circumstances ensuring that equalities legislation and guidance and best practice is considered. Managers may seek advice and guidance on this basis from Human Resources where repayment is required.

15. ACADEMIC MALPRACTICE

- Academic malpractice is any activity, whether intended or not, that is likely to damage academic or research integrity. It includes, but not limited to, plagiarism, collusion, fabrication or falsification of results. Whether intended or not, all incidents

of academic malpractice will be investigated by your education institution and if proven you must inform your line manager and OL&D.

- Plagiarism is using or closely imitating the language and thoughts of another author without authorisation and the use of that author's work as your own by not crediting the original author. Plagiarism is where
  - A direct quote within an assignment is not credited to the source of the quote
  - Putting someone else's ideas into your own words but not crediting the source of the ideas
  - Having someone else write your assignment for you
  - Using someone else's assignment as your own work
  - Submitting the same assignment for more than one assessment
  - Downloading or purchasing an assignment from the internet
  - Cutting and pasting information from the internet into your assignment

- Plagiarism is a serious academic offence. If you are accused of plagiarism and the allegation is proven, depending on the level of seriousness, you may
  - Be expelled from the university and prevented from ever studying there again
  - Fail your course
  - Fail your assignment
  - Be asked to resubmit your assignment
  - Be subject to Trust disciplinary procedures
  - Be unable to access financial support for study from the Trust
  - Be referred to your professional body

- In addition to the above plagiarism also calls your character into question as it is seen as academic theft and therefore you will also be subject to the disciplinary procedure of the Trust if plagiarism is proven.
- If an allegation of plagiarism against you is found to be accurate you must inform your line manager and OL&D. The education institute may also inform your professional body depending on the seriousness of the plagiarism.

- Collusion is where agreement is reached to hide someone else's input to collaborative work with the intention of gaining a higher mark than you deserve. Where proven, the outcomes are similar to those for plagiarised work.

- If you allow someone to copy and submit your work as their own you will also be open to a charge of academic malpractice.

17 EVALUATION OF EDUCATION, TRAINING & DEVELOPMENT

- Line managers have a responsibility for evaluating the impact of training and development in order to ensure that:
  - It has a positive impact on the care and treatment of service users;
  - That it meets the key objectives and development needs of the service;

- That the L&D Department is kept informed of what training is well evaluated and relevant to the workforce.

- Line managers should evaluate the impact of training and development with employees, e.g. as a routine component of supervision or appraisal.

- The L&D Department for the purpose of monitoring, reporting and training needs analysis, records all core and essential training history by employee name. The system used is electronic and is fully compliant with the Data Protection Act.

- Staff commissioning and or delivering learning and development programmes will follow the Trust guidance on evaluation of learning and development activity.

18. CONTRIBUTION OF STAFF TO EDUCATION, LEARNING AND DEVELOPMENT

- The Trust welcomes and places a high value on the contribution of staff to the training and development of others in the organisation. It is a requirement for professionally qualified staff to contribute to the learning of students and junior staff;
- Participation in the delivery of training may be a key factor in the development of some staff and in these cases, should form part of the personal development plan; Participation in the delivery of training and education may take the form of direct delivery or other supportive roles (e.g. clinical supervision, mentoring, assessing or consultancy);
- In granting support for individuals to attend a course, managers should make clear the expectation that there will be a return on this investment possibly in the form of some participation in the training or development of others in the organisation;
- Where service managers agree to staff participating in or contributing to the delivery or support of training and development, the following principles should apply:
- That such staff will require built-in time to prepare and/or undertake the role properly (whether this is for direct teaching or for supervision and mentoring) and this may involve planned adjustments to their usual workload;
- That such staff may require identified resources to undertake the role properly (e.g. access to technology or library facilities) and this may require planning, agreeing or funding;
- That the participation of staff in the delivery and/or support of training & development is with the fully informed agreement and continuing support of their manager;
- That in order to assure the quality of training and development, staff should be adequately prepared, trained, qualified and/or assessed as competent to undertake the role;
- That staff are supported to raise concerns about the progress of those they teach, assess, supervise or mentor and take the required action to deal with this;
- That staff who are expected to make a regular and substantial contribution have this formalised (e.g. job description that is adjusted to reflect their roles and responsibilities);
- That line managers routinely review and evaluate the contribution of staff to training and development through appraisal and supervisions systems.

19. RELATIONSHIP WITH GOVERNANCE SYSTEMS

- Getting the best for service users, patients, staff and the service means having a Trust-wide culture that values training and learning, coupled with effective support systems for:
- Identifying learning and development needs;
- Enabling the learning and development to happen; and
- Monitoring, reviewing and evaluating learning and development activities
- The Trusts Learning and Development Strategy will continue to provide a focus for the development of appropriate systems, processes and ways of working to support the Trust achieving its Corporate Objective of Being a Great Place to Work and staff being able to provide the best for service users and patients.
- Training needs will be identified annually through IPDR s, learning needs analysis, business and people plans. Learning Associates will support the prioritisation of needs being identified from Service lines or divisions. Data from these will be considered alongside information from the organisation (e.g. complaints, incidents, activity and new or expected developments). Priorities will be identified and approved through the Clinical Education Strategy & Governance Group.
- Training activity courses meeting risk management requirements (Core and Essential Skills) will be recorded centrally
- Information about training and development opportunities will be communicated via the Trust L&D Department, complimented by the L&D intranet pages and via the learning associates
- The quality and relevance of training courses, workshops and conferences will be evaluated using standard forms and recorded centrally for planning purposes;
- In the case of major training programmes, the Trust will utilise information from Local Delivery/Implementation Plans, workforce planning and training administration systems to inform and influence dialogue with Health Education England and education and training providers concerning impact.

20. MONITORING AND REVIEW

- This policy shall be monitored by the Clinical Education Strategy & Governance Group
- Learning Needs Analysis will be used to will be used to identify the volume and resources required to deliver the identified training to the workforce. Priority will be to achieve our targets for Core & Essential Skills training. This Analysis will be achieved by comparing the makeup and size of our workforce against the known Core & Essential Skills training required of roles enabling a projection of the training capacity required to meet the work forces needs.
- This policy will be reviewed every three years.

Appendix 1

Responsibilities for Education, Learning & Development

Responsibilities	Every member of staff should:	Line/service managers should:	Learning and Development Dept. should:	Clinical Governance should:	Trust Board/senior managers should:
Identify and prioritise training & development needs	• Identify own needs and engage in jointly agreed personal development plan (PDP) • Ensure they are aware of the core and essential skills requirements for their role	• Agree PDPs with all staff • Draw up own local Training & Development priorities and plans • Ensure core and essential training for all staff is identified.	• Support managers in identifying needs and the planning process • Ensure that sufficient core and essential training is provided to meet staff needs • Carry out a yearly training needs analysis	• Ensure information from a range of sources is available to help inform training needs (e.g. complaints, incidents, audit, R&D, Guidelines	• Set EL&D priorities in line with Local Delivery and Local Implementation Plans • Fair policy & procedure to ensure that requests for training are realistic and in line with needs
Ensure enabling factors (e.g. resources and	• Act as mentor/assessor for other learners	• Plan staff release effectively with priority being	• Support development of flexible and work-based	• Provide information from audit (e.g. take-up of training, skills &	• Review resources in line with priority needs • Engage in joint working

release time) are in place	based on appropriate experience, skill and knowledge	placed upon core and essential training for that role. • Create opportunities for on-the-job development	training & learning to meet identified needs	qualifications audit)	with HEI and Workforce Confederation to ensure provision matches need

Undertake training & development activities and put learning into practice	• Engage in learning and put into practice • Healthcare professionals must also maintain competence	• Support individuals and teams in putting learning into practice	• Deliver/facilitate training and development activities as required	• Support teams & services to implement learning into practice	• Act as role models for continuous learning and development
Monitor, review and evaluate the learning and the training programmes	• Reflect on learning and effect on practice (e.g. engage in supervision)	• Engage with staff to reflect on practice (e.g. via supervision) • Provide	• Specialist support to evaluate effect of major training programmes on practice	• Provide information from audit and other clinical effectiveness activities concerning impact of training & development	• Regular monitoring and periodic review of EL&D programme and systems • Agree priorities for

	• Share with others	feedback to providers on impact of training	• Monitor and record all training activity and produce reports for the Trust board		evaluation

Appendix 2

FUNDING CONTRACT – EXTERNAL COURSES

Name:

Role:

Department:

Workbase:

Course:

Start date and duration:

I confirm that I am undertaking the above course with financial support from Pennine Care NHS Foundation Trust

I understand that I should notify the Learning and Development Department immediately if I have any difficulties in completing this course.

I understand that the Trust will request reimbursement of fees if I fail to complete the course

Individual circumstances should be discussed between the supporting line manager and the individual. Reimbursements may be varied in exceptional and agreed circumstances ensuring that equalities legislation and guidance and best practice is considered. Managers may seek advice and guidance on this basis from Human Resources where repayment is required.

Signed: _____

      Staff member undertaking course

Signed: _____

      Manager / Head of Service

The manager and the individual should keep a copy of this contract