

Learning and Development Policy

Document Summary

This policy document sets out the Trust's expectations for all staff with regard to learning and development.

DOCUMENT NUMBER	POL/004/037
DATE RATIFIED	1 November 2017
DATE IMPLEMENTED	1 November 2017
NEXT REVIEW DATE	1 November 2019
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Important Note:

The Intranet version of this document is the only version that is maintained.

Any printed copies should therefore be viewed as “uncontrolled” and, as such, may not necessarily contain the latest updates and amendments

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1 SCOPE

This policy applies to all staff within Cumbria Partnership NHS Foundation Trust (CPFT), clinical and non-clinical at every grade and position.

Whilst the policy does apply to medical and dental staff, for example they are required to undertake mandatory training, they do also have their own policies relevant to this area (see page 8).

In addition to CPFT Learning and Development (L&D) priorities as part of the Workforce and Strategic Plan, the framework for delivery is guided by Health Education England (HEE), HEE Quality Strategy 2016-20 and HEE Quality Framework 20/17/18. It is also guided by the annual quality outcomes required by the HEE Learning and Development Agreement with CPFT and the annual CPD funding allocation from HEE. The Mandatory training requirements are guided by relevant legislation and standards identified by regulatory bodies and ensure that staff are able to undertake their duties safely.

Opportunities outlined in this policy will be under regular review as a result of the proposed changes outlined in the Government's Comprehensive Spending Review 2016.

2 INTRODUCTION

CPFT recognises the importance of Education, Learning and Development for the personal and professional development of staff and in contributing to their health and wellbeing. It also enables staff to carry out their duties safely and efficiently and reduces/address areas of risk.

The People and OD Strategic Plan aims to promote a change in culture in the organisation and support delivery of one of the Trusts strategic goals;

'to realise the full potential of everyone we work with and the talent of all our staff'.

We need a workforce that is fit for the future and able to meet the needs of patients both today and tomorrow. Essential to this is the provision of good quality learning and development opportunities that involve staff and provide them with the knowledge, skills, values and behaviours to support safe and high quality compassionate care. Providing staff with the skills and knowledge to do their job effectively and enabling them to be the best they can be in their role is a priority within the workforce and OD strategic plan. In order that we can grow our own workforce and sustain the knowledge and skills within teams, we will need to support and facilitate staff to develop others in their roles, to empower them to do their job and improve their job within the resources available.

Our commitment as a Workforce and Organisational Development Directorate is...

'To create the right culture and environment within which people can be the best they can be in contributing to delivering quality and best value to all our patients – and each other'

Learning and development links closely to all work-streams across the directorate and are aligned to meet our vision and commitment to changing the culture of the organization. Further information can be found on the directorate website.

3. STATEMENT OF INTENT

The purpose of this policy is to

- Outline the importance of learning and development in developing a culture of learning in the Trust
- Outline the learning and development opportunities currently available to staff including that are a mandatory requirement for their role.
- The Trust is fully committed to ensuring that its entire staff has access to, and undertakes, all necessary mandatory training.
- Provide clarity about the Trust's expectations of staff in relation to learning opportunities via the 'learning contract'.
- Promote a positive learning environment and culture which supports workplace learning and informal learning opportunities
- Confirm that the education governance process is in line with HEE national quality standards and framework
- Outline & promote the importance of the Evaluation of Learning, to learn lessons and continually improve.

4. EDUCATION GOVERNANCE

Progress on the key work and issues relating to learning and development are reported/escalated to the People and OD Groups, as appropriate.

Educational governance arrangements have been established in CPFT to ensure that education and learning is fair and equitable and based on principles of equality and diversity and on our Trust values. This ensures that we reflect national HEE standards and link with national developments, priorities and best practice in education and learning.

5. POLICY

The learning environment and organisational culture values and supports education and training so that learners are facilitated and motivated to identify learning needs through regular conversations with their manager and through the appraisal process in their PDP. Teams and services identify learning needs that support the delivery of safe, high quality patient care, and reflect the Trust values within available resources.

5.1 Learning Needs Analysis (LNA)

The annual LNA was introduced to provide a coordinated approach to identifying learning needs across the organization and develop and agree learning plans. Funding is allocated for the priority learning from Health Education NW (HENW) from CPFT annual flexible cash allocation which varies each year. From 2016 the LNA will be communicated as part of the Trust annual business planning process.

5.2 Values Based Appraisal

The new values based appraisal 'window' (1st April – 30 September) has also been aligned to the annual business planning process and there is an aspiration that individual and team learning and development needs from PDP's will eventually be considered and collated as part of the annual LNA to inform the learning priorities and funding can be allocated equitably. Further information is available via the appraisal webpage.

5.3 Mandatory Training

Mandatory Training is designed to promote safe practice and/or reduce the risks to patients and staff which may arise from unsafe and/or out of date practice or procedures.

The Trust has a training matrix which identifies the mandatory training requirements for each role within the Trust and how often that training needs to be undertaken. Tier 1 training is mandatory for all staff. Tier 2 is based open role requirements. The Trust has a target of 80% compliance for Tier 1 Mandatory Training.

It is important that all Trust staff are aware of what is required of them and this should be explained and monitored by every ward or department manager. Every month staff are sent an individual 'Learning Record' to their work email setting out their mandatory training record. Care Groups and Support Services receive monthly reports showing course completion for all their staff to support managers in ensuring staff complete all required mandatory training.

5.4 Continuing Professional Development (CPD) Opportunities

Supporting and developing staff is important in our aim to realise the full potential of all our staff. Staff need to have the skills, knowledge & confidence to provide high quality, safe compassionate patient care and be the best they can be in their role. A positive learning environment and learning culture that supports these aspirations is important for both learners and educators

5.4.1. Workplace learning: Many teams and services plan, design and deliver training in the workplace for their staff and this is important in promoting a positive learning environment and learning culture. Opportunities exist for learning in both CPFT and in partner organizations for example CLIC and AQuA. Managers and staff are encouraged to think creatively about learning opportunities within the workplace other than formal accredited, non-accredited and funded training or education courses. For example shadowing, secondment opportunities, opportunities for reflection on learning activities. The learning needs of individual staff, teams and services and from the personal development plans (PDP's) as part of the appraisal process should be captured as part of the annual Trust LNA and provide an annual learning plan.

Trust-wide CPD training (other than mandatory training): some specialist nurse teams, Organisational Development and Education and Learning team provide Trust wide training for staff e.g. leadership, continence, tissue viability, care certificate, clinical supervision, ANTT. Further information can be found on the website.

5.4.2 Workforce development opportunities

HENW provides the opportunity for services to apply for funded places on training courses at local HEI's e.g. Advanced & assistant practitioner, Community Specialist Practitioner (CSP).

5.5 Supporting Learners in Practice

A range of staff within the Education and learning team e.g. Practice Educator Facilitators, support learners while they are in the workplace as part of their training e.g. student nurse / assistant practitioner, QCF student / apprentice, to ensure that they have a positive, high quality learning experience which is key to building a positive learning environment and learning culture and is important for both learners and educators. An important aspect of this support is student feedback to understand their experience on placement and learning lessons with our partners in HEI's. For further information please see the Multi-professional Mentorship & Assessment in the Learning Environment Policy.

5.6 Learning Contract

Supporting and developing staff is an important aspect of the changing culture of the Trust so that staff have the skills, knowledge & confidence to provide high quality patient care to be the best they can be in their role. It is also important that staff understand how their role and their learning aligns with the vision, purpose and priorities of the organization. We know that effective adult learning occurs when staff are encouraged to consider the purpose and expected outcomes of the learning opportunity, how it will improve patient care and how they will embed their learning in practice.

A learning contract has been introduced to facilitate a conversation between managers and learners to ensure that the identified learning meets individual and service priorities and to guide reflection on how the learning has been applied in practice (and provide reflective evidence for re-validation where appropriate). The contract must be discussed, agreed for all training external to the Trust and be signed by both manager and learner and a copy kept in the staff personal file. It is good practice to complete a learning contract for all learning opportunities.

Funding: Managers / budget holders and learners will discuss any financial implications for the learning identified and agree how it will be funded.

Study leave: the conversation between the learner and the manager to establish a learning contract will also consider study leave requested on a case by case basis, based on individual and service circumstances. Agreed study leave will be indicated on the learning contract and signed off by the manager as part of the discussion.

5.7 Funding opportunities

CPFT receives funds from HENW for the development of staff. There may be other funding opportunities available to staff in their service, via their professional bodies or other education and training bursaries available or charitable funds.

5.8 Evaluating Learning

We would like all staff to have a positive experience of the training and learning opportunities they access, as a positive experience of learning is a strong indicator that the standard of training is high and the content relevant which increases the likelihood that the impact will be successful. Poor experience of learning can reflect poor quality and a negative culture. Currently the evaluation of our learning interventions occurs in an unstructured way and often takes place at the end of training, assessing the immediate experience of the learning event and not the difference that it has made to practice. We have scoped national evidence and identified that the New World Kirkpatrick Model of training evaluation will set a standard for evaluation showing the value of learning and development and impact of our learning interventions. For further information see website.

5.9 Learning Spaces and Library Services

Healthcare library and knowledge services (L&KS) underpin all aspects of the NHS - supplying the evidence base to the service to make decisions on treatment options, patient care and safety,

commissioning and policy, as well as supporting lifelong learning, research and drive innovation. CPFT has a service level agreement with Cumbria NHS Library and knowledge services which is hosted by North Cumbria University Hospitals NHS Trust.

An integrated L&KS is crucial to supporting a positive learning environment and learning culture that supports the Trust's aspirations and is important for both patients, learners and educators. In collaboration with the Education & Learning Team the L&KS outreach service has developed the number of learning spaces available to staff in CPFT as one element of the Education and learning plan which aims to support this positive learning environment. For further information see website.

5.10 Recording Training

The Oracle Learning Management (OLM) system is the main information system used by the Trust to store staff learning records. It is also used by the training team to book individuals onto scheduled training courses and to record individuals completed courses.

6. COMPLIANCE WITH THIS POLICY

The table below outlines the Trusts' monitoring arrangements for this policy. The Trust reserves the right to commission additional work or change the monitoring arrangements to meet organisational needs.

Aspect of compliance or effectiveness being monitored	Monitoring method	Individual responsible for the monitoring	Frequency of the monitoring activity	Group / committee which will receive the findings / monitoring report	Group / committee / individual responsible for ensuring that the actions are completed
Supporting Learners in Practice (Multi-professional mentorship & assessment in the learning environment policy)	Audit	PEF's	Bi-annually	People & OD Meeting	Education & Learning Manager
Learning culture Education & Learning Plan	Annual NHS Staff Survey	Education & Learning Manager and Manager	Annually		People &OD Group Education & Learning Manager
Appraisal compliance Mandatory training compliance	Monthly reporting	Head of Workforce Services	Monthly	Performance and Contracts Group and People & OD Meeting	Performance and Contracts Group and People & OD Meeting

7 REFERENCES/ BIBLIOGRAPHY

HEE Quality Standards 2017/18
HEE Quality Strategy 2016 -2020
HEE Quality Framework 2016/17
DoH Comprehensive spending review 2015

8 RELATED TRUST POLICY/PROCEDURES

People & Organisational Development Strategic Plan 2016/17
HR/POL/004/010 Management Supervision Policy
POL/001/052 Clinical & Professional Supervision
Policy. HR/POL/004/004 Equality and Diversity Policy
POL/004/022 Appraisal
POL/004/032 Secondment policy
POL/001/054 Multi-professional mentorship & assessment in the learning
environment policy

Appendix A

Learning Contract

Does not apply to medical & dental staff

Cumbria Partnership



NHS Foundation Trust

This learning contract must be used for all training/developments that have a cost or resource implications. It should be discussed and agreed between the manager and member of staff during management supervision. A copy of the contract must be signed by both and kept in staff personal file.

Requested by:

Name.....email.....Job
Title.....

Learning / Development Opportunity identified

Title:
Location:.....
Start Date..... End Date No. of hours /days leave requested

Please give an estimate of the costs associated with this Learning / Development Opportunity. Any upward variation of estimated costs must be agreed by your line manager & budget holder in advance.

Expenses for Learning / Development Opportunity		Costs
Course/Exam Fees etc.	Estimated cost	
Accommodation and Subsistence costs – No of nights	Estimated cost	
Travel Costs – own/hire/colleagues car/public transport	Estimated miles	
Other Costs (please specify)	Estimated cost	

Continuing Professional Development & Learning

Has this opportunity been identified in your appraisal / PDP?

In what way does this learning meet the team / service priorities or objectives for this year?

How will it improve patient care?

How will you cascade your learning as a result of this opportunity?

Reflect on impact of learning with appraiser/manager after completing the learning (see over)

Manager/Appraiser rationale for approval (please indicate why you are supporting this application)

Manager/Appraiser

Learning Contract Agreed & signed..... Name:.....Date

Budget holder (if funding & approval required)

Approval for funding agreed & signed.....Name.....Date

Member of Staff / Learner

Learning Contract Agreed & signed..... Name:.....Date

Please Note:

- It is the individual's responsibility to plan and book a place on any agreed external training programme. If there is a cost to the learning bookings should not be made prior to being agreed by the manager / budget holder.

Reflect on the impact of your learning with your appraiser/manager on completion

Continuing Professional Development & Learning

In what way did the learning opportunity meet the team / service priorities or objectives for this year?

What did you learn from the CPD activity/study?

How did you change or improve your practice as a result of this learning?

How will you embed your learning in your practice in order to maintain improvement?

How will you cascade your learning as a result of this opportunity?

Review of the learning opportunity

Manager/Appraiser

Learning Contract discussed & signed..... Date

Member of Staff / Learner

Learning Contract discussed & signed..... Date.....