Learning and Development Policy

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Lead Executive/ Senior Manager	Chief People Officer
Version:	1
Ratified by:	Staff Partnership Forum Education and Governance Group

Ratification Date:	April 2022	**Review Date:**	April 2025
Consultation	HR Policy Group	**Applicable to:**	All staff All Sites

Equality, Diversity And Human Right Statement	The Trust is committed to an environment that promotes equality and embraces diversity in its performance both as a service provider and employer. It will adhere to legal and performance requirements and will mainstream Equality, Diversity and Human Rights principles through its policies, procedures, service development and engagement processes. This procedure should be implemented with due regard to this commitment.		
To be read In conjunction with / Associated Documents:	Travel and Subsistence Expenses Policy Mandatory Training Policy Appraisal Policy	**Information Classification Label**	☐ **Unclassified**
Access to Information	To access this document in another language or format please contact the policy author.		

Document Change History (changes from previous issues of policy (if appropriate):

Version number	Page	Changes made with rationale and impact on practice	Date

Contents

1. Purpose

An effective approach to Learning & Development (L&D) will deliver the capabilities, competencies and skills required to support sustainable business success within the organisation as it strives to be ever more agile and responsive in what is a rapidly changing environment.

Our ability to learn quickly, apply that learning to new challenges, and know when to discard that learning and learn anew as our current skills and knowledge become outdated, will be the key to our continued success. We need to cultivate and foster an innovative approach to developing individuals, teams, and groups, allowing employees to replenish their knowledge and acquire new skills to do their jobs better, and enabling the organisation to harness that learning in meeting current and future known business needs.

Our approach needs to embrace our Core Values, ensuring that whatever we do learn, we apply that learning in ways that enable us to strengthen the demonstration of our values in our interactions with each other within the organisation, and with our stakeholders and customers.

This policy will articulate the L&D challenge and create frameworks, processes, and guidance, to allow managers and staff alike to flex to best effect, the learning resources that they are able to access.

This policy applies to all permanent, fixed-term, full-time, or part-time employees (including apprentices) of the organisation who hold a contract of employment with the Trust.

This policy does not extend to supplementary employees such as contractors or consultants. Staff recruited via Temporary Staffing will be required to undertake Corporate Induction and ensure they are fully complaint with their statutory/mandatory/role specific training.

NHSE/I approved Frameworks are responsible for supporting the Trust to achieve the ongoing procurement of quality and compliant agency workers. The Frameworks provide the Trust with assurance that all workers secured through an agency will supply workers who adhere to the same Mandatory Training provision which is set out for those staff employed temporarily or substantively by an NHS organisation.

All patient facing agency staff within LUHFT are routinely procured through an NHSE/I approved framework and as such, assurance is provided by annual audits carried out by the frameworks on providers who supply to the Trust. In exceptional circumstances, the Trust may need to engage an 'Off Framework' provider. If this happens, the Temporary Staffing Team will request confirmation that Mandatory
Training is compliant to the same level as those supplied 'On Framework' prior to the worker being engaged

2. Policy Content

Principles

3.0.1   This policy is based upon the following principles:

Education, training and development is an investment, and the Trust is committed to developing the contribution of all staff in the achievement of its goals and targets.

All staff are expected to demonstrate personal responsibility for up-dating and improving their knowledge and skills.

All staff will be involved in determining their education, training, and development needs. Education, training, and development needs will be regularly reviewed, prioritised, and carried out within the resources available.

Staff are encouraged to share new learning and thinking with their peers and others.

Staff are encouraged to put their learning into practice to support improvements in the delivery of services.

Investment in education, training and development is evaluated to assess the benefits and impact upon the performance of the individual, department, and organisation.

Access to education, training and development opportunities will be fair and equitable

Our Operational Model

3.0.2   With the introduction of our Education and Learning Strategy we now have the opportunity to set out the approach to corporate learning, training, and development for the next five years to ensure that our people are equipped with the generic knowledge, skills and competencies needed to effectively deliver high quality public services both now and in the future.

3.0.3   The 55:25:20 model has been developed to reflect the learning, training, and development needs arising from the many and varied challenges facing our new organisation if we are to rise to the challenge of delivering a world class education service that meets the needs of our patients, staff and learners across Merseyside and beyond.

3.0.4   The 55:25:20 model is a commonly used formula within the training profession to describe the optimal sources of learning by successful managers. It holds that individuals obtain 55 percent of their knowledge from on the job experiences, 25 percent from social interactions with others, and 20 percent from formal educational events

3.0.5   The challenge is to design learning experiences that effectively shift performance. Having extensively engaged with our Managers and with the staff who have accessed our services in order to determine what they need from an Education Service; we believe this model will be instrumental in helping our staff take responsibility for their development and think differently

3.0.6   To get the best from your staff, it's imperative to have a quality conversation. Articulating your expectations will ensure your member of staff clearly understands what is expected of them and how they need to apply their learning back in the workplace.
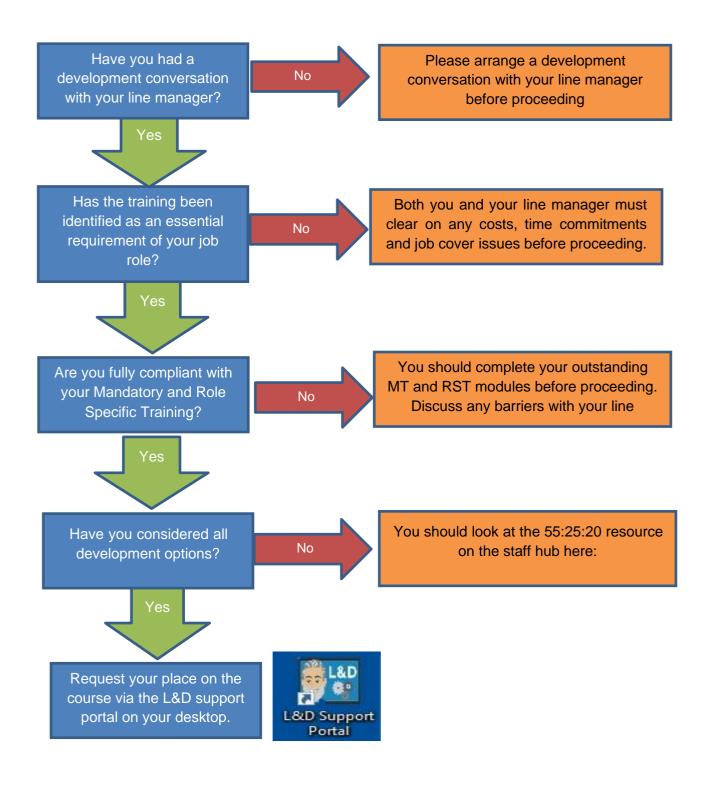
Access to development opportunities

3.0.7   Staff will be able to access development opportunities through a variety of ways. In line with our operational model, this will include opportunities to:

- Develop on the job, e.g. becoming a mentor or coach, taking on additional responsibilities, learning the roles of others, through secondment etc
- Gain exposure new or different perspectives or practices, e.g. being mentored or coached, receiving 360-degree feedback to improve, joining professional networks
- Access formal education, e.g. attending courses either through face to face, virtual or through a hybrid learning approach. This could also include accessing any of our Bitesize learning content or through our Microlearning Modules.

3.0.8   All staff should have access to development opportunities. There may be occasions however where a member of staff is denied the opportunity to access to development. This may be due to operational or financial pressures, or the development is not relevant to their role. In these situations, the manager must explain the reasons to the staff member and make arrangements to accommodate them at the next available opportunity or suggest alternative development.

3.0.9   If you need support to determine the development needs of your staff, there are resources on the L&D page of the staff hub; alternatively, you can speak to a member of the L&D team:

Booking onto formal education courses

3.0.10   Staff will be able to request a place on any of our formal development programmes via the Learning & Development Portal. Access to the Portal can be found on your desktop PC

Before requesting a place on a course, whether internal or external, there are some important points to consider on the following page

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┌─────────────────────────┐          ┌──────────────────────────────┐
│   Have you had a         │   No     │  Please arrange a development │
│ development conversation │ ───────> │ conversation with your line   │
│ with your line manager?  │          │ manager before proceeding     │
└─────────────────────────┘          └──────────────────────────────┘
            │ Yes
            ▼
┌─────────────────────────┐          ┌──────────────────────────────┐
│ Has the training been    │   No     │ Both you and your line manager│
│ identified as an essential│ ──────> │ must clear on any costs, time │
│ requirement of your job  │          │ commitments and job cover     │
│ role?                    │          │ issues before proceeding.     │
└─────────────────────────┘          └──────────────────────────────┘
            │ Yes
            ▼
┌─────────────────────────┐          ┌──────────────────────────────┐
│ Are you fully compliant  │   No     │ You should complete your      │
│ with your Mandatory and  │ ──────>  │ outstanding MT and RST modules│
│ Role Specific Training?  │          │ before proceeding. Discuss any│
│                          │          │ barriers with your line       │
└─────────────────────────┘          └──────────────────────────────┘
            │ Yes
            ▼
┌─────────────────────────┐          ┌──────────────────────────────┐
│ Have you considered all  │   No     │ You should look at the        │
│ development options?     │ ──────>  │ 55:25:20 resource on the      │
│                          │          │ staff hub here:               │
└─────────────────────────┘          └──────────────────────────────┘
            │ Yes
            ▼
┌─────────────────────────┐      ┌────────────┐
│ Request your place on the│      │   L&D      │
│ course via the L&D       │      │            │
│ support portal on your   │      │ L&D Support│
│ desktop.                 │      │  Portal    │
└─────────────────────────┘      └────────────┘
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3.0.11   Once in the Learning and Development
Portal, staff will be able to request a place on a course via 'Course Bookings.' Staff will need to confirm their manager has approved this. Once the form has been submitted, the staff member will receive an e-mail confirming receipt of the request.

3.0.12 The L&D admin team will respond within 3 working days with confirmation of the request

Prioritising Training Needs

3.0.13   When managers are considering training needs of individuals, the following hierarchy should be followed:

High: Statutory & mandatory training

Medium: Knowledge and skills to perform the job identified within the personal specification on the job description.
A training or development gap identified either through appraisal, or through a quality conversation. This may have resulted through changes in practice, service or role

Lowest: Personal & Career enhancement. Any training that is not determined by service requirements.

3.0.14   Managers and staff are encouraged to consider the most appropriate and practical way of enhancing skills, increasing knowledge, or providing developmental experiences. In all situations, use the 55:25:20 model to help you decide on the most relevant approach.

3.0.15   Time off and funding will not usually be given for training that is not relevant to the individual's current job role i.e. purely personal development. Where the training and development has been identified in their personal development plan for succession planning purposes then the cost of the development fees, time off and travel will follow the **medium priority** guidelines. Staff must be fully compliant with their Mandatory and Role Specific Training before any development leave is granted

Financial support provided for training

3.0.16   The level of financial support provided will be within the following guidelines:
- 100% for training identified as being mandatory for the post, i.e. **High Priority**
- Up to 100% funded by the Trust or Directorate for **Medium Priority training** *
- Negotiable for **Lowest Priority** training depending on resources available

These amounts may vary depending on the demand for training and the funding available to the manager at the time, and on the financial restraints placed upon the manager

3.0.17   A shared cost between the individual and the Trust is the norm where the training provides benefits to both. The level of support can be negotiated taking into account the needs of the service. Negotiable elements can include the amount of time

off and payment methods.

3.0.18   The level of support must be agreed with the individual before any costs are incurred. Managers must look to their directorate/department budgets to fund development.

3.0.19   Medical and dental staff will be covered by the Professional and Official leave for non-training Medical and Dental staff SOP.

Reimbursement of Expenses

3.0.20   Expenses will be reimbursed in line with the Trust's Travel and Subsistence Policy and/or the Professional and Official leave for non-training Medical and Dental staff SOP.

Repayment of funding for non-completion of training

3.0.21   For staff failing to complete ILM courses managed by the L&D Dept where a cost is incurred; these will be reimbursed from the relevant directorate/department

3.0.22   Managers will be asked to sign a training repayment clause as part of the expression of interest form

Repayment of funding for staff who leave the Trust

3.0.23   For any course or single piece of development leading to a qualification totalling £1,000 or above that the staff member has undertaken 12 months prior to leaving, (including course fees, travel) then the following will be deducted from the Individual's final salary:

- Leaving within 0-6 months of completion of the training: 100% of Trust's contribution
- Leaving within 6-12 months of completion of the training: 50% of Trust's contribution

3.0.24   It may be possible to arrange deductions throughout the notice period, rather than at final salary. The manager and directorate accountant should agree this at the earliest opportunity. Managers must ensure the staff member fully understands the implications of the repayment procedure before they sign up to it.

3.0.25   Staff will be asked to sign a training repayment clause as part of the expression of interest form

Recording of Training

3.0.26   Under existing legislation, every employer should provide **whatever information, instruction, training** and supervision is necessary to ensure, "so far as is reasonably practicable", the health and safety at work of their employees and others affected by their activities.

The Trust has a responsibility to record all training activities, especially Mandatory and Role Specific Training. All managers with responsibility for staff development will be required to ensure their staff training records are maintained.

All formal training can be recorded centrally by the Learning and Development Department on ESR.

4.1 Eligibility

N/A

3. Exceptions

Medical and Dental study leave
Clinical Education study leave

4. Training

N/A

5. Monitoring of compliance

Minimum requirement to be monitored	Process for monitoring e.g. audit/ review of incidents/ performance management	Job title of individual(s) responsible for monitoring and developing action plan	Minimum frequency of monitoring	Name of committee responsible for review of results and action plan	Job title of individual/ committee responsible for monitoring implementation of action plan
Ensuring staff book onto courses are compliant with MT/RST	Audit	Training Manager	Annual	Education Governance Group	Training Manager Education Governance Group

6. Relevant regulations, standards and references

Exploring the 55:25:20 model
https://trainingindustry.com/press-release/content-development/a-new-lens-on-the- 70-20-10-framework/

Health and Safety at Work etc. Act (HSWA) 1974 (Section 2)

7. Equality, diversity and human right statement

The Trust is committed to an environment that promotes equality and embraces diversity in its performance both as a service provider and employer. It will adhere to legal and performance requirements and will mainstream Equality, Diversity and Human Rights principles through its policies, procedures, service development and engagement processes. This SOP should be implemented with due regard to this commitment.

8. Legal requirements

This document meets legal and statutory requirements of the EU General Data Protection Regulation (EU 2016/679) and all subsequent and prevailing legislation. It is consistent with the requirements of the NHS Executive set out in Information Security Management: NHS Code of Practice (2007) and builds upon the general requirements published by NHS Digital/Connecting for Health (CfH).

Appendix 1: Equality impact assessment

Title	Learning and Development Policy
Strategy/Policy/Standard Operating Procedure	Policy
Service change (Inc. organisational change/QEP/ Business case/project)	
Completed by	Mike Moore
Date Completed	Feb 2022

Description *(provide a short overview of the principle aims/objectives of what is being proposed/changed/introduced and the impact of this to the organisation)*
The Learning and Development Policy has been revised in the light of the merger of AUH and RLHBG to form LUHFT. Following merger training processes are now fully aligned, and this policy reflects new processes.

Who will be affected *(Staff, patients, visitors, wider community including numbers?)*
Staff

The Equality Analysis template should be completed in the following circumstances:

- ➢ **Considering developing a new policy, strategy, function/service or project(Inc. organisational change/Business case/ QEP Scheme);**

- ➢ **Reviewing or changing an existing policy, strategy, function/service or project (Inc. organisational change/Business case/ QEP Scheme):**

- ▪ If no or minor changes are made to any of the above and an EIA has already been completed then a further EIA is not required and the EIA review date should be set at the date for the next policy review;
- ▪ If no or minor changes are made to any of the above and an EIA has NOT previously been completed then a new EIA is required;
- ▪ Where significant changes have been made that do affect the implementation or process then a new EIA is required.

Please note the results of this Equality Analysis will be published on the Trust website in accordance with the Equality Act 2010 duties for public sector organisations.

Section 1 should be completed to analyse whether any aspect of your paper/policy has any impact (positive, negative or neutral) on groups from any of the protected characteristics listed below.

When considering any potential impact you should use available data to inform your analysis such as PALS/Complaints data, Patient or Staff satisfaction surveys, staff numbers and demographics, local consultations or direct engagement activity. You should also consult available published research to support your analysis.

Section 1 – Initial analysis

Uncontrolled copy when printed - Current version held on intranet

Equality Group	Any potential impact? Positive, negative or neutral	Evidence *(For any positive or negative impact please provide a short commentary on how you have reached this conclusion)*
Age *(Consider any benefits or opportunities to advance equality as well as barriers across age ranges. This can include safeguarding consent, care of the elderly and child welfare)*	Positive	Blended learning approach to training opportunities including online from home, at workstation or within a facilitated classroom environment. Staff can choose the option that works better for their own personal situation.
Disability *(Consider any benefits or opportunities to advance equality as well as impact on attitudinal, physical and social barriers)*	Positive	Blended learning approach to training opportunities including online from home, at workstation or within a facilitated classroom environment. Staff can choose the option that works better for their own personal situation.
Gender Reassignment *(Consider any benefits or opportunities to advance equality as well as any impact on transgender or transsexual people. This can include issues relating to privacy of data)*	Neutral	No specific benefits, opportunities or barriers identified.
Marriage & Civil Partnership *(Consider any benefits or opportunities to advance equality as well as any barriers impacting on same sex couples)*	Neutral	No specific benefits, opportunities or barriers identified.
Pregnancy & Maternity *(Consider any benefits or opportunities to advance equality as well as impact on working arrangements, part time or flexible working)*	Positive	Blended learning approach to training opportunities including online from home, at workstation or within a facilitated classroom environment. Staff can choose the option that works better for their own personal situation.
Race *(Consider any benefits or opportunities to advance equality as well as any barriers impacting on ethnic groups including language)*	Positive	Specific targets set to widen participation and improve attendance from ethnic groups.
Religion or belief *(Consider any benefits or opportunities to advance equality as well as any barriers effecting people of different religions, belief or no belief)*	Neutral	No benefits, opportunities or barriers identified.
Sex	Neutral	No benefits, opportunities or barriers identified.

(Consider any benefits or opportunities to advance equality as well as any barriers relating to men and women eg: same sex accommodation)		
Sexual Orientation *(Consider any benefits or opportunities to advance equality as well as barriers affecting heterosexual people as well as Lesbian, Gay or Bisexual)*	Neutral	No benefits, opportunities or barriers identified.

If you have identified any **positive** or **neutral** impact then no further action is required, you should submit this document with your paper/policy in accordance with the governance structure.

You should also send a copy of this document to the equality impact assessment email address.

If you have identified any **negative** impact you should consider whether you can make any changes immediately to minimise any risk. This should be clearly documented on your paper cover sheet/Project Initiation Documents/Business case/policy document detailing what the negative impact is and what changes have been or can be made.

If you have identified any negative impact that has a high risk of adversely affecting any groups defined as having a protected characteristic then please continue to section 2.

Section 2 – Full analysis

If you have identified that there are potentially detrimental effects on certain protected groups, you need to consult with staff, representative bodies, local interest groups and customers that belong to these groups to analyse the effect of this impact and how it can be negated or minimised. There may also be published information available which will help with your analysis.

Is what you are proposing subject to the requirements of the Code of Practice on Consultation?	**N**
Is what you are proposing subject to the requirements of the Trust's Workforce Change Policy?	**N**
Who and how have you engaged to gather evidence to complete your full analysis? (List)	Organisational Development, Temporary Staffing, Education Heads of Service
What are the main outcomes of your engagement activity?	Feedback received from above departments
What is your overall analysis based on your engagement activity?	Policy meets the requirements

Section 3 – Action Plan

You should detail any actions arising from your full analysis in the following table; all actions should be added to the Risk Register for monitoring.

Action required	Lead name	Target date for completion	How will you measure outcomes

Following completion of the full analysis you should submit this document with your paper/policy in accordance with the governance structure.

You should also send a copy of this document to the equality impact assessment email address

Section 4 – Organisation Sign Off

Name and Designation	Signature	Date
Individual who reviewed the Analysis		
Chair of Board/Group approving/rejecting proposal		
Individual recording EA on central record		

Appendix 3: Roles and responsibilities

Role	Responsibility
Employee	Ensure compliant with their Mandatory & Role Specific Training requirements before requesting further development Participate in development conversations to identify potential areas for improvement. Attend any training activity, including Mandatory training, arranged for them. Participate positively in learning opportunities identified in their appraisal. Share new skills and knowledge with others. Put new skills and knowledge into practice. Be able to deliver agreed performance objectives. Contribute to the evaluation of training & development activities by considering and giving feedback about the outcomes. Where relevant - keep up to date professionally and maintain a personal development portfolio.
Line Manager	Identifying and prioritising team and individual development needs in line with service requirements by conducting annual appraisals. Consider the 55:25:20 model when discussing development opportunities with staff ensuring Ensure fair and equitable access to development opportunities Determining how training and development needs can be met within available resources. Ensuring the cost effectiveness of all planned training and development activities. Ensure their staff attend any development activities identified and notify the relevant department/personnel in the event of a cancellation Encouraging all staff share and make use of their new learning and skills. All managers have responsibility for their own development, to take advantage of opportunities available, ensuring they keep up to date with Trust policies and procedures, and to acquire the skills and knowledge to manage staff using recognised good management practice
Heads of Education	Generic clinical and non-clinical training including Mandatory and Role Specific Training, leadership and management and apprenticeships Identifying core training needs arising from planned change, new initiatives, and new developments or improvements to service delivery Identifying, prioritising and allocating resources appropriately Undertake an annual Training Needs Analysis

Chief Executive	As accountable officer, the Chief Executive will ensure that responsibility regarding training within Trust is delegated to an appropriate Executive Director.
Chief People Officer	The Chief People Officer is responsible for the implementation of this policy.
Chief Nurse	Professional development and clinical leadership pertaining to nursing staff and allied health professions.