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TARGET AUDIENCE:	All Non-Medical Trust Personnel
DOCUMENT PURPOSE:	To give direction and guidance to managers and staff requiring study support for continuing professional development, academic qualification and other learning , education and training interventions.
To be read in conjunction with (identify which internal documents)	ELHT/HR02 Policy and Procedure for the management of the Trust Induction Programme ELHT/HR 42 Core and Essential Skills (Mandatory Training) Policy

SUPPORTING REFERENCES	<p>ELHT/HR 08 Equal Opportunities Policy.</p> <p>ELHT/P0041 Personal Development Review and Guidelines</p> <p>NHS North West Making Education Governance a reality in the North West (2009)</p> <p>NHS North West Building Learning and Development Excellence (2010)</p> <p>Time to Train (2011) The right to request time off (Section 63D Employment Rights Act 1996)</p> <p>Care Quality Commission</p> <p>NHS Litigation Authority</p> <p>Department of Health The Education Outcomes Framework (2013)</p> <p>Agenda for Change Knowledge and Skills Framework</p> <p>NMC/HCPC Professional registration bodies – Standards and codes of conduct</p> <p>Departmental and service competency frameworks</p>
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CONSULTATION		
	Committee/Group	Date
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Ratification date at Policy Council:	March 2017 V3.1 April 2020	
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1. Introduction

- 1.1 The development of workforce knowledge, skills and attitude is vital to the delivery of patient centred care and services. To accomplish this staff should have access to learning and development to enable continual improvement of the services they provide.
- 1.2 It is equally important for the organisation to have a clear understanding of the investment it makes in training and development and the return it gets from that investment. Effective training, planning, review and evaluation are key elements in the success of this process.
- 1.3 Learning, education and development must be carefully planned to deliver the ELHT vision, values and strategic objectives, NHS Values and service priorities.
- 1.4 Ensuring that the personal development of staff is closely aligned with the above goals is a critical element of the Personal Development Review Policy and Guidelines ELHT/HR 41.

2. Purpose

- 2.1 The aim of this document is to support the principles governing the training and development of East Lancashire Hospitals Trust employees and the management of the associated training budgets. It applies to all positions and grades excluding medical staff and trainee doctors. It is also directed at those who have a responsibility for delivering training.
- 2.2 The Trust is committed to:
 - Investing in the training and development of its staff.
 - Training employees to meet the specific requirements of their job.
 - Developing employees to meet future operational requirements as well as meeting individual career aspirations.

- Supporting professional re-registration and Revalidation requirements
- Increasing professionalism and improving performance to a level at least equal to the best in both the public and private sectors.

Compliance with its statutory obligations as laid down in legislation and codes of practice.

- 2.3 The Trust requires that statutory and mandatory risk management (Core Skills and essential to role) training take precedence over any other training requirements and that additional study will only be granted if the individuals' statutory and mandatory training is up to date.

3. Equal Opportunities.

- 3.1 Implicit in all training and development is the Trust's equal opportunities. This ensures that all eligible staff should have equal access to training and development opportunities relevant to their careers as supported by the Equal Opportunities Policy ELHT/HR 08.

- 3.2 An equality impact assessment has been undertaken for this policy.

4. Aims of this Policy

- 4.1 To ensure successful implementation of the Organisational Development Business Plan, Trust Policies and the Department of Health Education Outcomes Framework: all line managers and staff must comply with the core aims of this document which are:

- To support the Workforce strategy.
- To support trained employees that are able to perform their role effectively and to the required standard in order to meet statutory requirements, professional standards and the Trusts visions, values and business objectives in providing the best possible healthcare meeting patients' needs

- This will involve agreeing personal objectives for each member of staff, identifying any additional training requirements year by year.
- To manage training budgets, providing a clear audit path and ensuring equality of opportunity exists within the organisation.

5 Definitions

- 5.1 For the purpose of this policy; study support includes: courses, conferences, seminars, workshops, e-learning and any active learning, education and training opportunities arranged either internally or with other organisations.

6 Roles and Responsibilities

6.1 Employees

It is the responsibility of all employees to:

Participate in the Appraisal / Personal Development Review Process (PDR).

Ensure they are up-to-date with all statutory and mandatory (Core Skills and essential to role) training as appropriate to their job role, before applying for other learning, education and training activities.

Take responsibility for their own learning and development and ensure their continual professional development is up to date.

Understand the KSF outline (or other agreed competency framework) for their post and the key responsibilities identified in the job description.

Understand they enter into a contact agreement for learning when they book on a course or programme of study and therefore commitment to complete is expected or they will be charged course fees.

Understand that they will have to pay for any course fees

incurred if they withdraw, fail to attend or complete a programme of study including any assignments etc. which has been funded and commissioned by the central training budget. Therefore commitment to fully attending is essential.

Understand they will have to pay for course fees which has been funded and commissioned by the central training budget if they leave the organisation after a set period of time (11.3).

Attend and participate in the relevant and appropriate learning, education and training identified as agreed with their manager.

Evaluate and share their learning, education and training through a variety of methods including completion of the course and any evaluation forms, reflection, dissemination and feedback.

6.2 Line Managers

It is the responsibility of Individual Line Managers to:

Support and facilitate staff to identify their learning and development needs required for their post.

Ensure that staff complete and are up-to-date with any induction and their statutory and mandatory (Core Skills and essential to role) training before approving any other learning activities, and to take appropriate action if this is not the case.

Identifying personal objectives with each member of staff and support the individual to undertake appropriate learning and development needs.

Understand and facilitate the Appraisal (PDR) process with staff and to use this process effectively, focusing on staff's individual learning and development needs in relation to the requirements of the post to enhance service delivery and support succession planning, role changes and potential promotion.

To ensure facilitation of staff member to fulfil their ability to attend and complete

a course

Ensure staff are aware of the penalty clause (section 11) for non-completion of an agreed course and that the individual will be held liable for course fees incurred if they withdraw, fail to attend or complete a programme of study including any assignments etc. which has been funded and commissioned by the central training budget.

Review any training not completed and discuss with the individual. Follow up action resulting from non-attendance or when non-compliance occurs.

Assess and evaluate with the individual the impact of any learning and development that is undertaken and ensure that this learning is being applied.

Understand this policy and ensure the learning and development application form and any other supporting documentation is completed when an individual applies for any study support.

6.3 Service Managers

It is the responsibility of *Directorate Service Managers* to:

Ensure implementation and compliance of this policy within their specialist area.

Identify any specific training requirements for their specialist areas within the Divisional/Directorate training plans or skills development requirement highlighted through the e-Appraisal system.

Approve or decline Divisional/Directorate applications for study support.

Act on attendance and compliance reports produced by the Workforce Education and Development department and ensure that non-attendance is managed within the Division/Directorate.

6.4 Workforce Education and Development Managers

It is the responsibility of Trust Workforce Education and Development Managers to:

Ensure there is a centralised training plan for corporate induction, statutory, mandatory (Core Skills and essential to role) management training.

Make links between training and business objectives identified in Divisional and Directorate training plans.

Administer the centralised training budget and any additional budget

allocation. Keep up to date with new training opportunities.

Provide information, advisory and guidance service for managers on all aspects of training.

Ensure training information is kept up to date and this is circulated and accessible.

Ensure there are system into place to assess effectiveness, value for money and evaluation of learning and development.

Support the production of Departmental/Divisional training plans.

6.5 Continuing Professional Development (CPD) Lead

It is the responsibility of the Trusts CPD Lead to:

Administer the allocated Multi-Professional Education and Training Post Qualifying

/Continuing Professional Development (MPET PQ/CPD) budget allocation provided.

Keep up to date with new and available training opportunities and disseminate these throughout the Organisation.

Ensure divisional priorities are clarified and adhered to when authorising course applications.

Ensure there are systems in place to assess effectiveness, value for money and evaluation of learning and development.

Produce training reports, monitoring budget flow and activity uptake as requested.

6.6 Trust Subject Matter Experts/Training Leads

It is the responsibility of the Subject Matter Experts/Training Leads to:

Work in collaboration with the Workforce Education and Development department to produce an annual training programme that supports the diversity of the workforce, best methods of delivery, evaluation and audit of activity.

Identify any cost implications and resource requirements of new and emerging training requirements.

Ensure that all training for which they have direct responsibility is evidence based, meets the needs of the service, links to organisational objectives and is reviewed and evaluated at least annually

Provide comprehensive, competency and evidence based training programme/s for any identified key/link trainers and associated updates.

Ensure activity for associated key/link trainers is audited, peer reviewed and evidence based.

Ensure that all training activity (for which they are responsible for) is recorded.

Participate in the production of associated training reports as required.

7 Training Priorities

Managers must prioritise the training as follows:

7.1 Priority 1.

Induction (if a new employee), statutory, mandatory and (Core Skills and essential to role) training relevant to role.

No other training can be accessed until this has been completed.

7.2 Priority 2.

Essential training requirement/s identified as a skill requirement or development need for the post through the individuals personal objectives.

This training should be provided as soon as possible.

7.3 Priority 3a and 3b

Continuous professional, clinical or personal development.

8 Evaluation of Training

An essential element of all training is the measurement of the impact of the training received on both the individual and the organisation as a whole.

The key aim of evaluation is to demonstrate that training and development contribute to achieving organisational objectives and that there is a demonstrable return on investment.

Training is evaluated both organisationally and individually.

At the organisational level courses provided centrally through the Education and Development department are evaluated using a post course evaluation form.

Specific courses also include an assessment of skills developed or knowledge gained e.g. observations of practice, simulation or scenario testing, quizzes, examinations etc.

For commissioned courses; evaluation should be included as part of the commissioned activity agreement

For specific programmes of study a three month post course evaluation is also used to ascertain transfer of skills to the work environment.

At local level and during the Appraisal (PDR); the appraiser/reviewer will assess and evaluate with the individual the impact of any learning and development that has been undertaken and ensure that this learning is being applied in practice.

9 Funding for Training

9.1 Funding for clinical and professional development of clinically registered staff (non- medical or dental) can be applied for via the Multi-Professional Education and Training Post Qualifying /Continuing Professional Development (MPET PQ/CPD) procedures.

9.2 The central training budget will consider supporting any training and commissioning requirements identified through the risk management training needs analysis as a priority (1).

9.3 The central training budget will provide funds for the learning centres, environment and resources as identified in the Learning and Development Agreement.

9.4 Additional training requiring support from the central training budget will be considered as long as:

- a) Funding is available (following the allocations of 9.2 and 9.3),
- b) The training is identified within the division as a priority.
- c) Training is identified within the individuals' personal objectives.

9.5 Divisions will be able to request additional funds (providing that the funds are available) to develop services and staff (Priority 3).

9.6 Level of funding and study leave available is identified in table 1:

Table 1 Level of funding and support

Priority Level	Definition	Funding Support	Study Leave Support
1	Induction, statutory, mandatory and risk management Training	100%	100%
2*	Essential training requirement/s identified as a skills development for the post through the individuals personal development plan.	Up to 100%*	Up to 100% % to be agreed by Line Manager.
3a*	Training requirements for clinical and professional development of clinically registered staff (non- medical or dental)	MPET PQ/CPD	100%.
3b*	Continuous professional or personal development support.	Up to 100%* of course fees, difference funded by individual.	0 - 100%. % to be agreed by Line Manager.

*Providing funding is available

10 Application Procedure

- 10.1 Individuals must discuss and agree with their line manager prior to booking on any course, training or programme of study.
- 10.2 An application form (e-form) for external studies must be completed and approved by the individuals line manager/appraiser and supported by the relevant Divisional lead.

This can be accessed via the Learning Hub '*Your Learning and Development Journey*' or via the Workforce Education and Development page of the Trust

intranet.

- 10.3 Funding for clinically registered staff (non-medical or dental) accessing the MPET PQ/CPD must be signed by the nominated CPD Signatory before submitting to the Trusts CPD Lead in the Clinical Education Department using the relevant on line forms or via CPD-Apply.
- 10.4 It is for the service/line manager along with the individual to identify any skills gaps or development requirements and to support the individual's application; however confirmation that external courses will be funded is dependent on section 9 and that funding is available and confirmed by the relevant Workforce Education and Development Manager and or CPD Lead (Budget holders).
- 10.5 Candidates must not book on external courses until they have received formal confirmation the course will be funded.
If candidates proceed to book and have not received formal confirmation they will be liable for the course costs.

11 Course non-attendance and failure to complete funded study

- 11.1 Divisions will be held liable for the course fees incurred for any of their staff if they withdraw, fail to attend or complete the programme of study including any assignments etc. which has been funded and commissioned by the central training budget. Divisions may then choose to take local action to recoup fees from Individuals if appropriate. Therefore commitment to fully attending is essential.
- 11.2 Where a member of staff receiving financial support from the Trust under this policy triggers the following, course fees will be reclaimed:
- a) Failure to attend or complete their programme of study (table 2) and / or
 - b) Leaves the employment of ELHT within 2 years of completing their

course (table 3) (this refers to non-mandatory training).

Repayment of course fees will be reclaimed following contract termination

Table 2:

Failure to attend or complete

Length of time	Recharge of Fees
Up to 6 months into course year	<i>100% recharge</i>
Between 7 and 12 months into course year	<i>75% recharge</i>
13 months – 2 years into course year	<i>50% recharge</i>

Table 3:

**Recharging of course fees of completed programmes
(on Termination of Employment)**

Length of time	Recharge of Fees
Up to 6 months following completion of course	<i>100% recharge</i>
Between 7 and 12 months following completion of course	<i>75% recharge</i>
13 months – 2 years following completion of course	<i>50% recharge</i>

- 11.3 Recharging of course fees will be waived in exceptional circumstances e.g. ill health, redundancy and these will be considered on an individual basis.

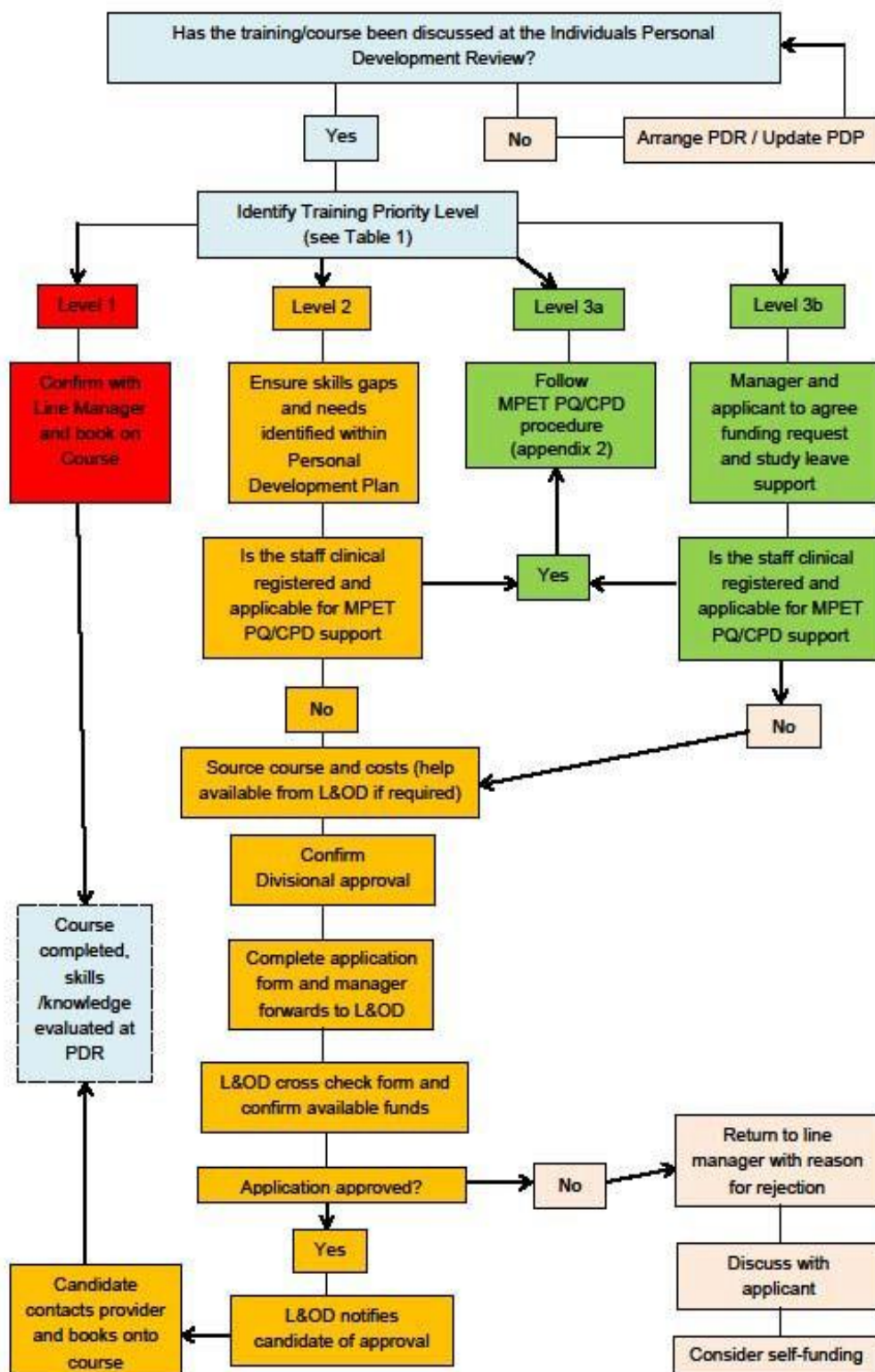
12 Training Records.

- 12.1 Approved and agreed records of attendance will be input into the Central Learning Management System in the first instance by the Workforce Education and Development department.
- 12.2 Records of approved study leave requiring additional funding or support will be held by the Workforce Education and Development department.
- 12.3 Records of training delivered locally within departments not centrally managed by the Workforce Education and Development department will be held with the course facilitator. However, these can be inputted into the Learning Management System by a local administrator and training for this will be arranged by the Workforce Education and Development department.

13. Review

This policy will be reviewed by the HR Policy group on a three yearly basis.

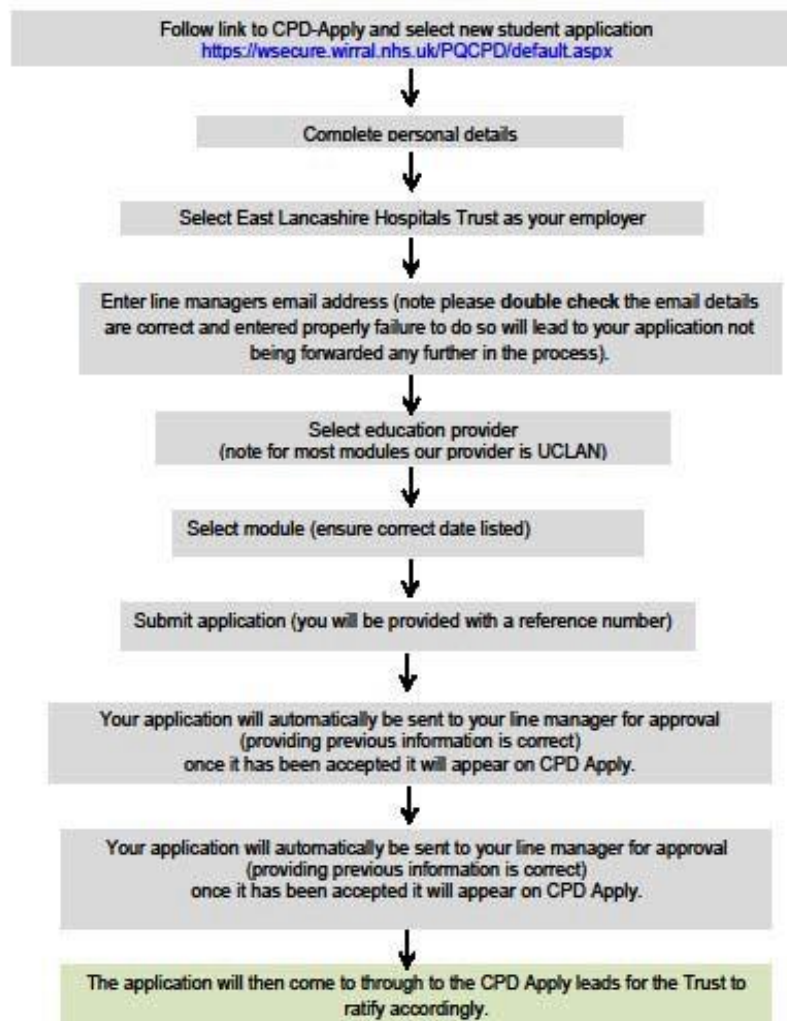
Application for Study Support



Appendix 2

CPD*-Apply Procedure

Continuing Professional Development* (CPD) Service Level Agreement Post Qualifying modules funded by NHS North West.



Please note: The CPD leads will only approve an application proving both the supporting information and personal statement have been completed.

Please provide as much information on developmental impacts the course/module will have within your working area. This information will strengthen your application for funding.

Comments such as: 'Working towards my degree' is insufficient; your application will be emailed back for further clarification. If the module is for personal development, your application will be added to a waiting list, and assessed on an individual case.

Please contact your CPD Lead if support is required with completing any section within the online application form.