

Learning and Development Policy

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1.0	October 2015	Chris Tyson, Learning and Development Manager Olga Gorbaciova, Learning and Development Facilitator	Final Draft	New policy to amalgamate a number of existing Learning and Development policies (Induction Policy for New Staff; Statutory and Mandatory Training Policy; Access to Training and Study Leave Policy; and Policy for Evaluating Training).

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Executive Summary

East London Foundation Trust (ELFT) recognises that its staff are fundamental to its success. A strategic, professional approach to staff training, learning, and development helps ELFT not only attract and retain high-calibre staff with the skills and competencies necessary to deliver its objectives in Trust's Integrated Business Plan but also to develop such skills to ensure continuous organisational sustainability, efficiency, and exceptional performance.

ELFT's Learning and Development (L&D) Team provides a wide range of training, learning, and development opportunities in line with its Learning and Development and Workforce Strategies to ensure that staff have the skills and knowledge required to undertake their duties effectively. The Trust also recognises its legal and ethical responsibilities to create and maintain a working environment that will ensure the welfare and health and safety of its staff, patients, and the public.

The Trust wants to ensure its staff are well equipped and supported in accessing and undertaking learning and development initiatives we offer. To allow this, the L&D Team have put together this streamlined policy document to allow easy access of reference on the main training and development related activities such as:

- Trust induction;
- Statutory and Mandatory training;
- Training and study leave and salary support;
- Continuous Personal and Professional Development; and
- Training evaluation.

Definitions

Core Skills Framework	Relates to training that the Trust has determined must be undertaken by all staff.
Essential Skills Framework	Relates to training that the Trust has determined must be undertaken by specified groups of staff.
Learning	In this policy, learning is used as a term to describe all education, training and development activities.
Learning Needs Analysis	A systematic gathering of data about existing staff capabilities and skills. It considers the skills, knowledge and behaviours of all staff in the Trust and how to develop them, both to deliver the Trust's strategic objectives and support the individual's career progression.
Statutory and Mandatory training	Statutory training is for all staff as required by legislation, (e.g. Health and Safety at Work Act 1974, Management of Health and safety at Work Regulations 1992, etc.) covers fire safety, manual handling and other legally required health and safety related training. Mandatory training of those activities required by organisation based on roles and responsibilities.
Subject Matter Expert	Senior member of staff who has the lead responsibility for their specific subject area and advises the L&D Team on any variations or legal requirements associated with Statutory and Mandatory training. The list of SMEs is kept up-to-date for each of the Statutory and Mandatory areas and can be obtained from the L&D Team upon request.
TNA - Statutory and Mandatory Training Needs Analysis Matrix	The matrix contains information about Statutory and Mandatory training requirements for all staff groups; specific training required by each group; and the frequency of training required by each group.
Training levels	Refers to training levels (e.g. basic, intermediate and advanced), identified within a training subject and reflects the different levels of knowledge/competence required of different staff.
Update/Refresh	Refers to Mandatory and/or Statutory training which is required to be repeated at defined intervals.

Introduction

Learning is crucial in the delivery of high quality patient centred care; supporting clinical governance and modernising our services. Service Users depend on the motivation, skills and knowledge of all NHS staff. Opportunities for professional and personal development can also enhance the recruitment and retention of healthcare staff and are key to improving working lives of staff.

It is a key Trust priority to develop and foster a learning culture based on staff development review, personal development and organisational/patient need.

This policy outlines the processes to managers and staff for accessing internal and external development opportunities. It provides guidance for managers about how education, training and development activities should be considered in respect of time off and funding.

The document will enable the Trust to realise the full potential of the workforce by ensuring that learning is an effectively managed resource, and is a well-planned and coordinated activity.

The policy combines several of the existing policies relating to training, learning, and development (Induction Policy for New Staff; Statutory and Mandatory Training Policy; Access to Training and Study Leave Policy; and Policy for Evaluating Training) to offer one comprehensive guide for all staff and managers.

Scope

This policy applies to all staff (permanent or fixed-term contract) directly employed by the Trust, and those appointed to work for the Trust on secondment, via an honorary contract, or existing staff on internal or external secondments (e.g. pre-registration training).

This policy, however, does not cover temporary and locum staff supplied to the Trust through recognised agencies. For these staff the Trust will require that Statutory and Mandatory training is provided via the agency, and this will be monitored via contract monitoring arrangements.

Permanent staff employed by other contractors who work on any of the hospital sites should access Statutory and Mandatory training and further development activities via their employers, although in some cases required training may be provided (by prior agreement) by the Trust.

Bank staff are required to attend Statutory and Mandatory training as determined by their role but will not be paid for this. As a condition of them remaining active on the bank, they are also expected to attend specific workshops, which will be communicated to them by the Bank Team. Bank staff will also be able to access specific Continuous Professional and Personal Development (CPPD) courses provided internally by the Trust; however they will need to attend these courses in their own time and will not receive funding or study leave for any external training.

This policy applies to all types of learning activities ranging from in-house workshops, conferences, accredited University courses and blended learning opportunities such as e-learning.

Purpose of the Policy

We are committed to promoting a strong learning culture and providing the opportunities to increase our staff skills, knowledge, and expertise to enable them to provide the highest quality mental health and community care to our patients and to minimise the risk in all services (clinical and non-clinical) we provide. This policy sets out ELFT's commitment to our staff on learning and development and aims to:

- Provide a consistent framework for inducting staff at all levels into the Trust;
- Set out the requirements for the Statutory and Mandatory training provision and compliance;
- Encourage staff to gain technical, professional, and other skills necessary to perform their work safely and to the highest standards;
- Encourage and support staff to develop their own level of competence to maintain continuous development, increase job satisfaction, and achieve their personal and professional potential;
- Ensure training is provided in accordance with relevant legislation, accreditation requirements, and budget constraints;
- Ensure training and development processes and procedures are fair, followed and evaluated consistently;
- Provide equality in the provision of learning and development ensuring that all staff have equal access to appropriate learning opportunities.

Roles and Responsibilities

The development and maintenance of a culture of continuous learning and improvement depends both on individuals taking responsibility for actively seeking and using learning opportunities available to them, and managers at all levels recognising that developing staff is an integral part of their management role.

Staff have responsibility to:

- Take ownership of their learning and development and its application in their work;
- Contribute to identifying and meeting their own job-related development needs and agreeing personal development plans and implementation with their line managers;
- Participate in learning opportunities that support innovative ways of enhancing knowledge and skills and consider different ways of learning e.g. e-learning and blended learning, action learning and internal training, coaching, mentoring, etc. which will enhance their effectiveness and improve performance – see **Appendix A**;
- Apply new skills and knowledge in the workplace and disseminate any skills and knowledge gained from learning which may benefit the delivery of the service or fellow colleagues;
- Take part in the annual appraisal process and ensure that their Personal Development Plan (PDP) is kept up to date and any requirements for professional registration are met;
- Identify Statutory and Mandatory training requirements as part of the appraisal process and as part of their personal development plan;
- Attend all Statutory and Mandatory training courses, as required and inform line manager promptly of any non-attendance or cancellation;
- Attend all training sessions for which paid study leave has been granted and ensure that they sign the attendance register;
- Identify if study leave will potentially impact the individual's role and responsibilities and negotiate a solution with their line manager prior to the commencement of the course;
- Provide honest and prompt feedback via the evaluation processes provided;
- Ensure staff are fully-compliant with all their Statutory and Mandatory courses **before** applying for any CPPD courses whether in-house or externally funded;
- Where possible complete all Statutory and Mandatory training activities on-line via e-learning;
- Provide adequate notice to the relevant parties should they need to cancel training and inform line manager of any cost implications;
- Repay any fees and training expenses in accordance with the terms of our Learning Agreement where applicable – see **Appendix B**.

Managers have responsibility to:

- Encourage staff to be proactive about self-development at work;
- Support staff to develop their effectiveness to increase job satisfaction and achieve their personal potential;
- Develop annual team/service L&D plans to support the delivery of their directorate business plan in order to provide a quality service;
- Ensure that all training, learning and development activities are linked to corporate/directorate objectives and will benefit both individuals and the team;
- Discuss and identify learning and development needs with staff and agree personal development plans via appraisal process and regular 1:1 meetings;

- Ensure that each employee has an annual appraisal and an agreed PDP which identifies their future development needs including their Statutory and Mandatory training;
- Ensure all new employees attend Corporate Induction and receive a local induction into their workplace;
- Ensure staff are fully compliant with their Statutory and Mandatory training courses, as required and whenever possible encourage staff to complete their Statutory and Mandatory training through e-learning;
- Support a learning environment within the workplace where the sharing of knowledge and skills is encouraged;
- Escalate the risk to the Head of Service if Statutory and Mandatory training requirements are not being met;
- Ensure that staff have access and take advantage of blended learning opportunities including e-learning;
- Make provisions for staff to benefit from alternative routes for learning away from the classroom environment i.e. on-the-job training, job shadowing, coaching, secondment, sharing knowledge and skills with other colleagues etc.;
- Work with the L&D Team to identify learning needs of all staff and assist in the commissioning process to address these needs
- Honour study leave arrangement including allowing staff to leave work on time to travel to training;
- Monitor attendance of their staff at the relevant Statutory and Mandatory training and follow up on those who fail to attend. They should also inform the L&D Team of any local or individual training undertaken in order that the central training record is accurate and up to date;
- Ensure that staff who return from any extended period of leave for 12 months or more (e.g. due to maternity leave, career break etc.) identify relevant update training and arrange for members of staff to attend as soon as it is practicable on their return to work;
- Be aware of matters relating to equality and diversity and how they impact on staff development opportunities.

Subject Matter Experts have responsibility to:

- Provide information, advice and training to staff on their area of knowledge/expertise;
- Ensure that the content of training is up-to-date;
- Provide access to flexible learning methods whenever appropriate;
- Evaluate and continuously improve training programmes;
- Work with the L&D Team to ensure adequate compliance levels;
- Record training activity and provide information on attendance to the L&D Team and managers on request;
- Make themselves available to deliver training at Trust Corporate Induction, regular update days, and to other departments/staff groups as required.

L&D Team have responsibility to:

- Help staff achieve and maintain a high standard of performance and so help the Trust to provide the best possible services to our service users;
- Provide expert advice and guidance on all matters relating to learning and development across all staff groups in the Trust;
- Develop strong relationships with the local Higher Education and Further Education Institutions;
- Develop and implement a Learning and Development Strategy based on the wider

organisational objectives and priorities, legal/regulatory requirements, and the Workforce Strategy;

- Develop blended learning opportunities and provide on-going support to staff to make the best use of these opportunities;
- Ensure that development programmes supports the Trust's Quality Improvement agenda;
- Work with the Directorates, ensure that learning needs of all staff is identified and analysed on an annual basis and put in place measures to address these needs;
- Work closely with managers to identify appropriate and cost-effective methods to close any skills or knowledge gaps in their departments;
- Work with specialist trainers and advisers to review the content, format and delivery method of all types of Statutory and Mandatory training;
- Effectively promote and communicate training opportunities to managers and staff;
- Manage the provision and delivery of all Statutory and Mandatory training activities including the Trust Induction programme;
- Ensure that the Trust's learning management system is used effectively to record all learning activities and provide records of attendance to the appropriate parties on a regular basis;
- Provide equality in its provision of training and development ensuring that all staff have equal access to appropriate learning opportunities;
- Regularly evaluate learning and development activities to ensure that training needs are met and return on investment is evaluated.
- Maintain training records and regularly report L&D activities and Statutory and Mandatory training compliance through the Monthly Compliance Report and various reports to the Senior Leads, Education Committee, and the Trust's Board as and when required;
- Regularly review L&D processes and practices to ensure they continue to meet business requirements and are fit-for-purpose;
- Ensure sufficient provision of facilities (e.g. rooms, IT equipment, etc.) for training facilitation.

Education and Workforce Development Committees have responsibility to:

- Act as the multi professional expert group for all decisions around workforce development strategy and practices;
- Provide representation for all staff groups within the Trust with regard to their learning and development needs;
- To produce an annual training plan that meets the learning and development needs of all members of staff;
- To act as the forum where all workforce development issues can be discussed and appropriate decisions made;
- To have an 'oversight' role with regard to all learning and development programmes and events, ensuring all are 'fit for purpose';
- To ensure the learning and development needs of all members of staff within the Trust are adequately provided for;
- For each group member to represent the interests of their relevant staff group, Directorate or professional area;
- To monitor key performance indicators for learning and development and produce timely reports to the Trust Board;
- To monitor and oversee the uptake, and act as 'champions' within the Trust, for the delivery of Appraisal, Personal Development Plans;
- To make decisions as to the value for money of all aspects of learning and development activities undertaken;

- To capitalise on and promote joint working with key partners organisations around the workforce development agenda;
- To provide a steer and influence the pre and post registration commissioning processes, with Universities, Health Education England and LETBs;
- To provide reports to LETBs on spend justification as necessary.

The Trust has the overall responsibility to:

- Ensure that appropriate L&D plans are in place at a corporate and directorate level to support the delivery of the business plan and that these are implemented and evaluated;
- Ensure that there is equity of access to learning opportunities across all staff groups;
- Ensure that all staff have opportunities to further develop their knowledge and skills;
- Ensure that all staff are given the opportunity to have their learning and development needs reviewed at regular intervals through the appraisal process and regular 1:1 meetings;
- Make Statutory and Mandatory training available to its staff and ensure that staff understand the legislative basis for Statutory training;
- Regularly review and update the Statutory and Mandatory training it provides, in line with changes in legislation and requirements of the organisations;
- Address non-compliance with regard to attendance at Statutory and Mandatory training;
- Ensure that a sufficient number of appropriately skilled trainers are available to meet Trust training needs;
- Ensure that all management levels take responsibility for learning in their departments;
- Ensure that matters relating to equality and diversity are considered in the provision of all learning and development activities.

1.0 Trust Induction

Induction on a Trust-wide basis and departmentally is the process of receiving and welcoming staff as they first join the organisation and giving them the key information they need to settle in quickly and start working effectively. The process of induction is extremely valuable to both the individual and the Trust. As such, induction has five main aims; namely:

1. To enable staff to settle in to the Trust as soon as possible, thereby enabling new staff to maximise their full potential;
2. To help staff understand their role and responsibilities;
3. To obtain effective output from the new staff member in the shortest possible time;
4. To provide an introduction to Trust's vision and values, key standards, and policies and procedures relating to the management of risk and patient safety;
5. To ensure that the organisation receives the benefits of well-trained and motivated member of staff as quickly as possible.

The purpose of the induction programme is to ensure that all new staff receive a consistent and comprehensive induction both on corporate and departmental levels which enables them to settle into the organisation as soon as possible.

The Trust is committed to both the provision of Trust-wide corporate and local Inductions, as it believes that this is an important investment to make in its staff. Wishing to make this commitment a reality, it is the policy of the Trust to allow all newly appointed staff a guaranteed induction period. During this time the new member of staff will be supernumerary to allow them to undertake local induction and Corporate Induction (for staff with a contract for longer than 6 months). To facilitate this process, all staff will commence their employment on the first Monday of the month all relevant parts.

1.1 Access and Booking Procedure for the Corporate Induction

The Recruitment Team will inform the L&D Team when a member of staff has been appointed by sending a copy of their final offer letter. The L&D Team will then, through consultation with the line manager, provide the staff member with a suitable induction programme for the month that the staff member is commencing employment. Details will be sent to the staff member's home address and to their line manager. It is the line manager's responsibility to ensure all new employees participate in the induction. Attendance will be monitored by the L&D Team and non-attendance will be rigorously followed up.

Staff working on a part time basis will need to complete the minimum induction programme. On appointment, it should be agreed that new staff member will attend for the additional time required but managers will be responsible for paying the staff member for the additional hours worked.

1.2 Corporate Induction - Programme Outline and Content

The full Corporate Induction programme content and joining instructions will be sent to all new starters (and staff commencing new roles or returning from salary supported secondments) electronically. Additionally, the **Induction Booklet** (can be found on our Intranet) covering important topics such as: Agenda for Change; Payroll, Pensions, and HR information; and staff benefits will be sent to all new starters and all are advised to familiarise themselves with it.

The delegates' breakdown list will be shared with all attendees on the Corporate Induction to enable greater staff networking and knowledge sharing.

Monday

The first day of the induction programme will equip new starters with specific information about the Trust as well as give them the opportunity to meet some of the senior members of staff within the Trust. Induction information stalls will be available to staff on the first Corporate Induction day to made key information (e.g. policies and procedures, Trade Unions, staff support systems, and pensions) available to them and provide an opportunity to ask specific questions. Induction Coordinator will be present at all sessions through the Corporate Induction week and will be available to answer any questions and guide staff as and when required.

Tuesday and Wednesday

All staff will need to return to work and undertake local induction and complete their Statutory and Mandatory training via Oracle Learning Management System (OLM).

Thursday

The attendance at the day two of the Corporate Induction will be determined by an individual's job/role (e.g. staff who are working with Service Users in in-patient wards) - this will be governed by staff training requirements. If staff are eligible to attend day two, the contents covered will be aimed at clinical staffing and cover specific topics such as professional boundaries, self-harm, and physical and mental skills. If staff are not eligible to attend this part of the induction, they need to return to work and undertake local induction and complete their Statutory and Mandatory training via OLM.

Friday

The last day of the induction programme is Mandatory for all to attend and the sessions will cover specific topics such as Safeguarding Children and Adults Level 1 and CPR (Basic Adult Life Support). The attendance at these sessions, will again, be determined by staff job role.

1.3 Doctor's Induction - Programme Outline and Content

The Trust also has a separate induction process for rotational doctors starting in February and August each year. All doctors within these cohorts must attend both days of this programme. The induction is broken down into two days (Thursday and Friday) and runs concurrently with the monthly Corporate Induction. Within these two days the topics covered will be specific to the medical field and cover subject matters such as Mental Health Act and Mental Capacity Act, Physical and Psychiatric Emergencies, and Learning from Complaints.

This process is overseen by The Doctors in Training Programme Director for Barts, and the Royal London Rotational Doctors in Training Scheme in Psychiatry.

1.4 Induction for Bank /Locum/Agency/Contractors

All temporary, agency or Locum clinical staff must have completed the required Risk Management courses before working any shifts in the Trust. Before commencing Bank work for the Trust, checks are made with the Recruitment and the L&D Teams to ensure the required training has been undertaken such as:

eLearning via OLM:

- Equality & Diversity – 3 yearly
- Fire Safety - Annually
- Health & Safety - 3 yearly
- Infection Control Level 1 - Annually
- Information Governance - Annually

- Moving & Handling Level 1 Awareness - 3 yearly
- Safeguarding Adults Level 1 - 3 yearly
- Safeguarding Children Level 1 – 3 yearly *

Face to face:

- Resuscitation Level 2 (CPR) - Annually
- PMVA Breakaway Techniques – Annually

Non-clinical temporary, agency or Locum clinical staff are required to undertake all of the above training with the exception of CPR and PMVA.

Staff employed on short-term contracts or through agency, locum or casual arrangements must be introduced appropriately to every department they will be working in. This should be done on their first day of employment and should be undertaken by their line manager or a senior member of staff on duty at the time.

An induction must take place on their first day of work and the Bank or agency local induction checklist must be completed in respect of each appointment at this time. In addition in any/all instances that the bank staff are returning for a shift after a period of absence of three months or more a local induction must be facilitated to them again.

1.5 Staff Employed on Short-term Contracts/Secondments

In cases where members of staff are working on a short-term contract or seconded into the Trust managers should consider the tenure of contract and the requirements of the post to which the individual staff member has been appointed. If any Trust manager considers attendance at the Corporate Induction programme appropriate, arrangements should be made with the Recruitment and L&D Teams for a place to be identified at the next available induction programme.

1.6 Attendance Monitoring

Signed attendance lists will be taken for every component part of the Corporate Induction programme - these are kept as a record of individual attendance and this information is also recorded on OLM. This ensures that attendance on induction forms part of a staff members' overall training record and informs managers when an update is required. Certificates of attendance are not issued to staff for the sessions they attend on the Corporate Induction programme; however a summary of activities undertaken can be printed from OLM..

Those members of staff who cancel or fail to attend Corporate Induction will be reported to the line manager and placed on the next month's induction programme. The L&D Team will contact both the staff member and their manager to inform them of their non-attendance and provide the dates when they should next attend. Those failing to attend individual parts of the induction will also be placed on the next available sessions and their attendance monitored. If a staff member fails to attend subsequent sessions, they will be subject to the Trust training booking procedure as outlined in the Access to Training and Study Leave section below, whereby non-attendance will incur a £50 fine to the individual's service budget. If the staff member fails to attend the induction after three consecutive months, an email will be sent to the Service Director of the staff member's manager advising them of the individual staff member's non-attendance.

1.7 Local Induction

Local induction is the induction or orientation programme arranged by the service in which the new employee will be working. Local induction is as important to an employee as the Trust-wide Corporate Induction and the two should be seen as a comprehensive package for every new staff member. Local induction provides the new employee with an insight into the service area or department in which they will be working; the working arrangements, rules and practices; and health and safety measures. It clarifies the priorities and objectives of the service/department and gives the employee an understanding of the direction of the department. It also promotes the internal practices and procedures in operation in the area where they are working and makes them feel a part of the team.

The local induction also includes a programme of visits to key contacts for the new employee; including people from other departments with whom they will be working closely or who will help them to understand their new role more fully and quickly. The development of a local induction programme for each new employee will be the responsibility of their service or line manager.

1.8 Local Induction Proforma

[The Local Induction Proforma](#) has been developed for permanent staff (or those on fixed-term contract) to ensure that all staff receive a local induction within the service/department in which they work. Newly appointed staff will be sent this induction checklist by the L&D Team along with the Corporate Induction programme outline and it also is available from their line manager and Trust's Intranet. The Proforma is re-issued on the first day of Corporate Induction programme with the instruction given that it must be completed and returned within a month of starting employment in the Trust or an employee can incur a £50 fine to their team's budget. The line manager should ensure that it is completed, signed, and returned to the L&D Team.

Bank/Locum/Agency/Contractors must complete [Local Induction Checklist for Temporary Bank/Agency Staff](#) and return it to the L&D Team as per the same process outlined above for permanent/fixed-term contract staff.

By filling out the training nominations sections of the Local Induction Proforma and returning the form, the Trust can be assured that all training needs have been identified and plans have been implemented to meet them. All non-clinical staff and non-inpatient mental health clinicians should complete and return their Proformas within the induction week.

2.0 Statutory and Mandatory Training

It is absolutely critical that all Trust employees are compliant with their Statutory and Mandatory training to ensure our patients safety and minimise any risk of incidents. A formal Trust-wide review of the Statutory and Mandatory Training Needs Analysis (TNA) is conducted every two years, to coincide with the review and updating of our policies and procedures. In between these times, the TNA will be monitored and reviewed as and when required to reflect any deemed changes using the TNA Template in **Appendix C** and TNA Action Plan in **Appendix D**. Such changes will be agreed by the Quality Committee.

The Trust is following a rigorous methodology to determining its TNA with the aim of:

- Fulfilling the TNA cycle and ensure that the TNA has fully considered the specific requirements;
- Informing the production of a Statutory and Mandatory training prospectus that accurately reflects the current needs of the Trust;
- Ensuring that the Trust has documentary evidence of the TNA process to offer assurances that the significant risk related training needs have been identified;
- Supporting the compliance with external regulatory bodies e.g. National Health Service Litigation Authority (NHSLA) Standards for Risk Management and the Care Quality Commission.

The TNA process is used to determine the range of risk related training required and the groups of staff that are required to undertake the training. In conducting the TNA the Trust considers:

- Statutory training requirements;
- Mandatory training as required by the NHSLA and CQC;
- Mandatory training that the Trust has identified in respect of its service delivery and risks;
- Other risk training that the Trust identifies as contributing to its approach to managing and reducing risk, but which is not Mandatory.

Subject Matter Experts will be asked to review their subject area programme to confirm/update as required, on an annual basis. The L&D Team will liaise with Subject Matter Experts who will advise on topics, training content and frequency of training, and will consider requirements in light of the categories listed above. The L&D Team will also work with Subject Matter Experts to produce action plans for delivery of all Statutory and Mandatory training. These action plans may involve, for example, reviewing the current format or delivery method for Mandatory training, changing the staff groups to which the subject applies, or introducing a new training topic to the Statutory and Mandatory training programme. Any shortfalls in delivery (either in terms of capacity or attendance) identified by the TNA process will be escalated to Associate Director of Organisational Development and Learning to address any shortfall in provision and actions to be taken.

The completed [TNA Summary](#) will be held and amended accordingly by the L&D Team and is accessible to all staff via Intranet.

The L&D Team will collate training requirements and develop programmes of training delivery that reflects the TNA. A prospectus of Statutory and Mandatory Training detailing target staff, core content, frequency and duration of delivery will be published yearly and made available to managers and staff via a brochure, the intranet and team briefings.

The L&D Team maintain training records for all staff and feedback will be provided to the managers of any staff who fail to attend. Monthly Statutory and Mandatory training compliance matrix is circulated to all Service Directors/Operational Leads/Senior Managers and it is line manager's responsibility to ensure their staff are up-to-date with their training.

2.1 Frequency of Training

The TNA details what the Trust deems as Mandatory training appropriate to specific staff groups, including the frequency of training or update training, together with duration of course and requirements for update. The purpose for identifying time periods is to ensure that training resources are targeted to the most appropriate staff groups, at the most appropriate intervals, recognising that different staff groups will require different levels of skills, knowledge and understanding in order to fulfil their roles.

The frequency for each training type is shown on the training needs matrix. For most topics, training is delivered as part of Trust-wide or local induction. Thereafter, if refresher training is required, attendance is normally required either as part of a Mandatory training update day, e-learning or through local or specialist training sessions.

2.2 Delivery of Statutory and Mandatory Training

Mandatory training is delivered by subject specialists who are Trust staff, or occasionally through carefully accredited external trainers who are required to teach to the Trusts' policies and procedures. Training is delivered in three main ways as follows:

Trust Corporate Induction

All permanent members of staff who join the Trust are expected to complete their Trust Induction programme within 4 weeks of joining the Trust. Training provided to all staff at induction is shown in the training needs by staff group within the TNA.

Update and Refresher Sessions

Some Statutory and Mandatory training will require an update at defined time periods. This will be determined by legal requirements and set by the Trust. Details of these are outlined in the TNA. Training on the induction programme identified by statute and the TNA as requiring update, will be arranged by the individuals and their line managers at the required time periods. This should be identified through the on-going process of supervision and appraisal and refreshers sessions booked via Trust's Intranet and L&D Team.

2.3 Attendance at Statutory and Mandatory Training

In some incidences staff may have attended a similar training programme with another Trust or organisation. If they hold an in date certificate of attendance (e.g. from another Trust participating in the Streamlining Programme) or have been in an associated training role they may be exempt from attending that specific training until an update is required. This will be following consultation with the line manager, L&D Team and the Subject Matter Expert for the programme and will be agreed on an individual basis.

Attendance at Statutory and Mandatory training sessions is recorded by the L&D Team via OLM and any non-attendance without sufficient notice of 4 working days or extenuating circumstances (e.g. sickness) will lead to a £50 fine to the individual's service budget and will be followed up with the line manager. The L&D Team will contact both the staff member and their manager to inform them of their non-attendance and it is staff member's responsibility to book the next available session to attend.

3.0 Access to Training and Study Leave

3.1.0 Training Budgets

L&D Team has a day-to-day training budget which is used primarily to deliver on its core responsibilities of Statutory and Mandatory training, Corporate Induction programme and the development of infrastructure to ensure the delivery of all corporate in-house training and development opportunities. This budget is therefore not available for use in the funding of individual developmental activities.

Staff or Services wishing to access CPPD funding are asked in the first instance to consider whether it can be met from any existing local departmental/service budgets. This is at the discretion of the budget manager on the provision that funding is available, and that the request has been identified and agreed as part of the appraisal process.

Health Education North Central East London (HENCEL) allocates annual workforce development funds to the Trust in the form of direct and in-direct funding. Direct funding is available April – March and covers activities commissioned from external providers (e.g. study days, courses, conferences and other educational activities both national and international).

In the absence of local budgets, applications for Non-Medical CPPD Direct funding can be made by individuals, Teams or Services to the Education Board for bids below £5,000 and the Education Committee for bids above £5,000. Staff wanting to apply for direct funding under £5,000 need to complete the [Application for Direct Funding Form](#) and over £5,000 the [Education Committee Application Form](#) and seek approval from their line manager prior to submitting these to the L&D Team. Separate funding arrangements exist to meet the CPPD needs of Medical staff, which is coordinated by the Medical Education Team.

Indirect funding is identified as part of an annual training needs analysis and comprises study days, modules, programmes and projects commissioned from local Universities in April for delivery from September to August. These funds are available for permanent staff only as the formula used by LETBs to calculate them is based on the number of staff the Trust has on its substantive payroll.

Occasionally HENCEL will invite applications from Trusts for additional funding bids for CPPD monies to meet identified local or national training priorities and from time to time this may include further fixed salary support costs. In this event, the opportunities will be advertised and coordinated by the L&D Team.

3.1.1 Internal Higher Education Contract

The Trust commissions a number of BSc and MSc level modules and programmes within the annual CPPD contract dependent upon financial constraints. Any employee wishing to undertake an MSC or BSc Module or programme will have to meet the short listing criteria shown below and the appropriate HEI forms can be obtained from the L&D Manager.

The application process is primarily electronic and approval from the line manager and Training Leads must be sought before submitting it. Module applications should be received at least 1 month before the start date whilst MSc or BSc programme applications should be received no later than May.

Module and programme short-listing criteria is as follows:

- Activity forms part of commissioned educational activities;
- Employee has completed their Mandatory training as set out in the Management TNA;
- Where appropriate the employee has successfully completed an appropriate mentorship preparation module and/or annual update combined with Sign Off Mentor Training;
- Applicants for BSc programmes should email the L&D Manager with a brief summary of their prior learning activities for APL purposes and include a list of chosen modules for study;
- MSc programme applicants will be expected to have met all of the above criteria and will be invited to submit an application setting out the anticipated focus of their dissertation linked to current Trust and MH Institute priorities;
- Access onto other MSc courses funded through the additional bids process may be subject to further eligibility criteria being met as appropriate.

All Programme applications will be considered by Educational Leads and interviews may be held before funding is agreed. If funding is agreed the application will be authorised by the L&D Manager and forwarded to the HEI admissions department. The HEI will then contact the employee directly advising them of their course start date.

In the event that a staff member would like to withdraw from the module or change their start date they must contact the HEI directly and also inform their line manager and the L&D Manager. Staff can only be re-booked on a module which occurs in the current financial year otherwise they will need to re-apply. In certain circumstances support may be withdrawn.

Funding authorised for a BSc or MSc programme is only for the current academic year. Employees will be required to submit individual module requests for each year of the programme which will then be signed off by the L&D Manager on the basis of satisfactory academic achievement.

3.1.2 Service Requirements

It is acknowledged that the delivery of services is the Trust's core business and ultimate priority. In the unlikely event of immediate service need, where unacceptable risks are posed to service delivery or cost savings may need to be made, study leave may be withdrawn by the line manager, without notice with the expectation that the individual returns to their usual place of work - such incidents will be monitored by the L&D Team. In the event that relocation to another service is required authorisation will be sought from the Service Director/Head of Service.

Not all learning opportunities can be met and lack of resources can be a sufficient reason to refuse applications for funding or access to study leave.

3.1.3 Categories of Support

Access to study leave needs to be aligned with the needs and objectives of the service. Whilst the Trust is committed to lifelong learning and encourages all staff to embrace this commitment, individuals share in the responsibility for their own development. Therefore, circumstances may arise where individuals are required to contribute towards their development in terms of time and financial contribution.

Staff are allocated up to 5 days protected time per annum (pro rata for part-time staff) in order to pursue non-Statutory and Mandatory training and developmental needs. Further study leave is at the manager's discretion. This will be measured through the completion and return of study leave forms to the L&D Team.

With the exception of Statutory and Mandatory training, both funding and study leave should not be automatic for any training or education. The line manager must take into consideration service/Trust priorities, the employee's attendance levels, and impact on practice when making a decision to approve study leave and financial support. The table in **Appendix E** provides guidance on study leave support and funding levels.

The degree of financial support may range from:

- 100% funding where Mandatory, Statutory or essential to the service;
- 75% funding where there is a major benefit to the service;
- 50% funding where there is an equal benefit to the service and the employee;
- 25% funding where the main benefit is to the member of staff but there is some service advantage;
- No funding but the manager may be willing to give paid or unpaid study leave only.

The degree of study leave granted may be one or a range of the following:

- Attendance at training only;
- Attendance at examinations;
- Examination preparation;
- Assignment/ dissertation research or preparation;
- No study leave, however funding may be given.

For courses which continue over the duration of a funded year, annual funding applications must be made and approved by the relevant application process. In the event that service needs may not allow a line manager to support study leave requests, it may be necessary for flexible working patterns to be negotiated or the employee to take some annual leave to attend the training. It is expected that these days will be taken into consideration when negotiating annual leave for the purpose of study.

Study leave which has been approved is for attendance at specified study sessions associated with the activity only and during University or college vacations the employee will return to work unless they are undertaking a secondment to training.

For courses where the employee is required to attend outside of work hours (e.g. evenings) the manager may grant time in lieu or additional study leave. A condition of the employee gaining study leave and support is that the employee agrees to University/provider information sharing policy (e.g. attendance, performance, and academic results).

It is the responsibility of the employee to book or cancel their place with the external training provider which has been authorised by their line manager. Local provisions apply for requesting and recording study leave.

3.1.4 Salary Supported Courses

Currently HENCEL and Health Education East of England provide annual funds for a number of pre-registration courses including the part-time Occupational Therapy BSc and full-time Undergraduate and Postgraduate Adult/Mental Health Nursing. These courses come with an element of salary support and individuals who are successful in applying for these opportunities will receive wages at the level of salary support determined by the funding body for the time they remain active on the course. They will be required to sign an amendment to

their contract to reflect this, and their manager must also document their change of status and wages on an [Electronic Staff Record \(ESR\) Change Form](#). Any changes to the financial support process will be communicated to managers and set out as part of the application process on the Trust's Intranet – see more detail in **Section 4.1.8 below**.

3.1.5 External Training including Conferences

Funding for external training including conference fees and expenses will ordinarily come from the authorising manager's departmental budget and not from a central budget. In exceptional circumstances central funding may be granted but would not include travel or subsistence costs.

3.1.6 Procedure - Time Off for Studies

- Staff applying for time off for studies must discuss and seek approval from their immediate line manager and Service Director
- Staff undertaking courses of long duration should make an application in writing to their current line manager outlining the details of the course, how it will contribute to the development of their role and how they will bring their learning back into practice;
- They must also request clearly how much time they want to attend taught sessions as well as further requests for additional study time;
- Managers must respond in writing outlining what they agree to with regards to study time. This agreement will be upheld in the event that a different manager comes into post during the course of a staff members studies but written evidence of this must be available to verify this;
- The manager must ensure that the proposed study forms part of the staff member's appraisal and PDP;
- The number of days allocated for formal study leave is not limited but should be guided by the formal requirements of the activity;
- When on study leave staff must not undertake paid or unpaid work either in the Trust or outside of the Trust, during their normal contracted hours.

3.1.7 Professional Fees

Staff memberships with professional bodies or institutes will not be paid by the Trust and it is individual's responsibility to keep their subscriptions up to date.

3.1.8 Study Materials

It is the responsibility of all students to fund the necessary books and study materials where these are to be purchased. If it can be shown that materials can be used to support the overall resource within a department, due consideration may be given for its purchase from a local budget of the manager granting the study leave approval. The Trust where possible will provide access to libraries and information services including IT facilities and Internet access for development purposes in designated areas.

3.1.9 Travel, Accommodation, and Subsistence

Travel expenses will be reimbursed for travel to and from training that is identified as Mandatory, Statutory or essential and have been agreed by the manager granting the study leave approval. Where training is identified as desirable staff will not be eligible to claim travel expenses. Managers should note that travel expenses will come from their department budget and not funded centrally. Staff will not be eligible to claim a subsistence allowance for training

which they attend unless it involves an overnight stay and the accommodation has been agreed by the manager granting the study leave approval. Managers should note that accommodation and subsistence expenses will come from their department budget and not funded centrally.

Only out of pocket travel expenses will be reimbursed by the Trust i.e. if the cost of travelling to the course or training event costs more than it normally costs the employee to travel to work, as the Trust does not reimburse staff for their work to base travel.

Any training expenses incurred by the member of staff that were agreed by the line manager granting the study leave approval should be indicated on the [Expenses Claim Form](#) and invoices/receipts for expenses submitted to the Trust's Payroll Team.

3.2.0 Additional Expenses

Should any fees become payable, over and above those agreed at the commencement of a period of study the employee must seek advice from the line manager granting the study leave approval before any costs are incurred. Failure to do so will automatically render the employee liable for the fees.

3.2.1 Withdrawal or Repayment of Financial Support

It is an expectation that where financial support and/or study leave has been granted the individual commits to successful completion of the course and behaves in accordance with Trust and course provider requirements/policies. Such support may be withdrawn or required to be reimbursed in certain circumstances (e.g. non-attendance, non-adherence to the Education Provider guidelines, plagiarism, end of employment contract, etc.). In cases of monies being reclaimed, an appropriate sum may be deducted from the employee's salary. If an individual is considering discontinuing a course or a problem has been identified a meeting will be arranged between the individual; their manager, Trust Lead for Education, and the Education Provider to discuss the nature of the problems being encountered and allow an opportunity to devise a joint action plan with any appropriate resources clearly identified to assess the individual to succeed.

If the problems persist a discussion/meeting will take place between the individual, their line manager, the Education Lead, the Associate Director of HR&OD and in some cases the Education Provider to decide if support should be withdrawn and if monies need to be reclaimed. During such discussions the employee may be accompanied by a trade union representative or a work colleague.

If support has been withdrawn the employee may be restricted from accessing non-Statutory training for a period of 6 months. At the end of that period the employee may request support for further training and education. Where monies are to be reclaimed, Payroll Team must be informed by the employee's manager however no monies will be reclaimed whilst discussions are still in progress and a schedule of repayment will be agreed with the employee.

3.2.2 Failure to Complete/Withdraw or Submit

Where a staff member fails to complete and pass a course or withdraws from a course following commencement without negotiation with their manager, trust lead and provider, the staff member may be restricted from accessing CPPD training for a period of up to 1 year or asked to make a repayment of the financial assistance provided by the Trust unless there are exceptional circumstances, or a medical certificate is provided in the case of sickness.

Employees must submit or undertake any assessment for any course that has been funded or study leave granted by the Trust. Attendance only at training will only be acceptable when no qualification is available. Failure to complete assignments or sit exams after the normal period of instruction will count as failure to complete a course. Employees are required to provide their line manager with a copy of their receipt from the University for submitting their assessment. If an employee requires an extension for their assessment they will need to apply to the University. If this is granted the employee must inform their line manager. However, further study leave may not be granted.

3.2.3 Unsatisfactory Progress and/or Level of Attendance

Where a staff member is unsuccessful in examinations or assignments at the second attempt, the Trust will not ordinarily provide further assistance or time off unless negotiated with the individual's line manager. Where attendance on a course falls below the minimum acceptable to the training provider or awarding body, taking into account illness, annual leave, and/or other extenuating circumstances, the employee may be restricted from accessing CPPD training for a period of up to 1 year or asked to make a repayment of the financial assistance provided by the Trust.

In cases where absence from training has not been authorised by the line manager the non-attendance may be addressed under the Trust's disciplinary policy and procedure.

3.2.4 Resignation/Dismissal

The Trust reserves the right to seek re-imbursment in full for a member of staff who resigns from the Trust, or who is dismissed (except on the grounds of redundancy), whilst they are undergoing a training/education programme.

4.0 Continuous Personal and Professional Development

This section applies to all Trust staff and covers educational activities which are non-Statutory and Mandatory. It applies to all Continuing Personal and Professional Development (CPPD) activities: e-Learning activities, in-house developmental workshops, and externally provided activities e.g. (conferences, study days, College and University courses, etc.). Separate Outplacement Package covers the essential soft skills training and development opportunities we provide for staff who are at risk of redundancy to assist them in meeting new skill requirements and where appropriate to identify new career opportunities. Further information can be found in the [Change Management Policy](#).

4.1.0 Annual Soft Skills Training Programme

The Annual Soft Skills Training Programme consists of two elements: generic soft skills training and specific local soft skills training with the overall aims to:

- Develop the skills, knowledge and behaviours required by ELFT to deliver its services and to build the capacity and capabilities required to ensure business sustainability for the future;
- Build leadership and management capability at all levels to ensure that managers are able to lead, manage and develop their teams effectively;
- Maintain operational efficiency by ensuring that staff have the functional skills required to undertake their roles, including any health and safety and legal/regulatory requirements;
- Improve / add on to the induction programme so that new starters are able to perform their roles effectively as soon as possible after joining the Trust;
- Develop the skills and behaviours required to deliver customer service excellence to both internal and external customers and service users and other Trusts;
- Increase the Trust's capability for dealing with change effectively.

The programme underpins the Learning Strategy and Trust's Integrated Business Plan and forms a part of the overall Workforce Strategy, reflecting the key priorities in:

- Giving staff opportunities to develop;
- Delivering exceptional level of care to the communities we serve and provide the highest quality mental health and community care;
- Ensuring staff are best equipped to deliver the Trust's vision and values;
- Developing strategic, commercial, quality improvement and change management skills.

The key areas covered via this programme are aimed at: supporting organisational change; developing leadership and management capability; and improving performance. Some examples of the subject matter topics covered are as follows: HR training; management development training; communication skills; personal effectiveness; finance and procurement; IT skills; administrative skills; project management; Health and Safety, etc.

The programme is based on both "top-down" and "bottom up" training needs analysis approaches. The "top-down" element is based on the needs identified as essential at an organisational level and a "bottom-up" approach is applied to this part of the programme and includes the needs that have been identified at an individual or team level. These needs are often met by delegates attending external training courses. The main mechanism for identifying these needs is the appraisal process.

The approach of this programme is aimed at delivering a series of practical, interactive workshops aimed at developing and refining some core soft skills that are at the heart of sustaining and effective organisation. Some courses will be delivered via e-learning to maintain the blended learning approach. All staff who require such specific soft skills training as part of their personal and professional development are welcome to apply for these sessions which are publicised on the Trust's Intranet. Normal booking and cancellation procedures apply for booking spaces on the soft skills training courses.

4.1.1 E-Learning

E-Learning is accessible to all staff required to complete available modules (including Statutory and Mandatory modules). Access to e-Learning is provided to all staff by the L&D Team. E-Learning should be completed in quiet areas to ensure staff time is protected as it would be if the individual were attending the course off site. Should computer access not be available for any reason line managers should contact the L&D Team who are to advise of available suites at alternative Trust venues (e.g. IT suite). Where the system/technical requirements are met staff are permitted to complete E-learning modules on laptops or home computers.

Study leave rights and processes are the same as for face-to-face learning modules and study leave is to be discussed and agreed with line managers in advance. Where e-Learning is available the Trust should ensure provision for face-to-face learning sessions are also provided annually as necessary to ensure a blended learning approach.

When completing the online courses candidates must ensure all steps are followed to register compliance with the Trust Learning Management System (OLM) as directed in the [E-Learning User Guide](#).

The maximum number of attempts per course may vary and will at times be unlimited however where a candidate fails a module on three or more occasions their line manager is to be informed in order to look at support needs.

While high levels of computer skills are not required to be able to complete OLM modules, basic mouse and keyboard skills are necessary and managers should arrange necessary IT learning and support where required.

Individual staff learning history and compliance matrix can be seen by accessing their OLM site. Any queries/technical OLM support requests should be submitted to the L&D Team.

4.1.2 Appraisals and Personal Development Plans

The identification of an individual's development needs is one of the main purposes of the Trust's approach to appraisal. Every member of staff will have a set of personal objectives that relate specifically to their role and which stem from set competencies and overall organisational and departmental service objectives. Trust's annual appraisal cycle runs from April (full year appraisal) to October (mid-year appraisal) and all managers are responsible for completing appraisals with their staff using the [Appraisal Form](#). Further guidance on appraisals' completion can be found in [Appraisals Guide for Managers](#).

For Doctors and non-training grade posts appraisals, please refer to SARD online system via the [Intranet Link](#). Further guidance on Medical Appraisals can be found in [Medical Appraisal and Revalidation Policy](#).

The annual staff appraisal identifies areas where more support, supervision or training are required to achieve personal objectives. In addition to this, all Personal Development Plans (PDPs) must be completed and returned annually to the Training and Development Team. This is key to the L&D Team being able to set training priorities and commission training according to the need/demand.

4.1.3 Secondment Programmes

ELFT is pleased to offer a range of supporting opportunities for the education, training and development of its bands 1-4 staff. The secondment opportunities are open to suitably qualified and enthusiastic substantive staff so that our Healthcare Assistants/Healthcare Support Workers (HCAs) and staff from non-clinical areas have the opportunity to progress in their careers on a pre-registration programme.

Secondments to pre-registration nursing and Occupational Therapy courses are primarily offered by ELFT through Universities contracted with the appropriate Local Education and Training Board (LETB) as determined by the geographic location of the individual's service. Clinical placements will therefore be determined by the catchment area of the particular University. There are also post registration secondments to District Nursing, School Nursing and Health Visiting.

This section of the policy seeks to develop an ELFT-wide approach to the secondment of staff to help ensure clarity, consistency, equity and transparency in relation to the recruitment and management of Secondees. Details on the monitoring of candidates' progress as well as returning back to ELFT are included in this document. It is to be remembered that Public Funds are used to support staff. Managers and staff have a duty to ensure that these funds are used wisely and responsibly.

4.1.4 Funding of Secondees

Trusts are allocated an annual number of salary supported places by their LETB, based on submissions of the Trusts future projected workforce requirements. The course costs are fully met by the LETB who also provide an element of Salary Support, which staff are required to accept as a condition for undertaking the secondment opportunities.

This salary support element is determined by the LETB, which is likely to be lower than an individual's current wage level. An amendment to contract is required by the individual prior to commencing any secondment and their manager is also required to reflect their level of wages and learning status on an ESR for prior to the individual commencing the course.

Although the wages are likely to be lower than the individual's current wage level, this has to be balanced with the individual's enhanced earning potential once they complete the course. Staff are therefore asked to carefully consider their personal financial circumstances prior to applying for one of the secondment opportunities.

4.1.5 Timelines

The commissions are allocated in April for September/Jan/April intakes and staff must meet 3 sets of criteria; LETB, University academic entry criteria and finally the Trust's own in-house selection process.

The LETB determines the level of salary support on an annual basis and allocates for the duration of time the individual remains active on their course. Funding will not be provided beyond the standard term of the course e.g. (3 years) of the BSc Pre-Registration Programme

or Two years in the case of the PG DIP programme unless in exceptional circumstances where it can be demonstrated and the Secondee has fulfilled their obligations under the terms of the Secondment arrangement outlined in this document. The Trust Education Lead and Practice Experience Mangers act as the contact point for this issue.

Secondment means that the candidate remains an employee of ELFT, bound by the terms and conditions of their contract, with pay adjustment made as necessary. This is particularly important in terms of sickness/absence reporting and Statutory obligations such as Health and Safety, data protection, etc. Secondees are required to act in accordance with ELFT Policies and Procedures and to report sickness/absence and poor progress issues to their Manager. As an Employee, the Secondee may be subject to Performance Management and Disciplinary Procedures if **necessary**.

Secondees must, on no account, negotiate a break or extension of their training without first consulting with their Manager, the L&D Manager and/or the Practice Experience Managers. The Secondee must advise the Practice Experience Manager (PEM), Trust Education Lead and line manager, if they become pregnant as per the Trust Policy, so that appropriate risk assessment and adjustments to training and funding arrangements can be made.

4.1.6 Recruitment

In order to qualify for secondment, the candidate must meet the eligibility criteria outlined in **Appendix F**.

Selection pathway for secondment to pre-registration Nursing Programmes and OT is outlined in **Appendix G**.

4.1.7 Management Guidelines

Employment with ELFT will not be terminated. The Secondee is not expected to tender their resignation. The Manager must complete an **ESR Change Form** detailing change in status to 'Secondee to Pre-Registration Nursing Programme', District Nursing Programme, 'Occupational Therapy Training, etc. (rates of pay as determined by the LETB), and the start and end dates of the secondment. The Practice Experience Mangers can confirm these dates.

Secondees remain employees of ELFT, and must adhere to their contractual obligations and ELFT policies (with the exception of annual leave as this will be determined by the University/HEI). Secondees retain the support of Trust policies such as carers leave and maternity leave.

Secondees must comply with their obligations in terms of Health and Safety at Work Act, and the Working Time Directive 1998, when undertaking extra duty hours, such as on the staff Bank or with an agency. Staff who continue to work Bank must comply with the Working Time Directive and adhere to any guidance from their University regarding the maximum number of hours they recommend students are permitted to work. Upon the successful completion of the training, Secondees on Bank contracts will not automatically be upgraded to a Band 5. Bank contracts must be re-negotiated.

Secondees should understand that it may not be possible to return to the post that they were seconded from – they may be required to work at their previous grade elsewhere in ELFT. Should the seconding workplace become party to a consultation or service review, the Secondee will be kept informed and included in this process by the line manager for that clinical area. It is the manager of the seconding area responsibility, to ensure this happens.

The Manager will keep a copy of these Guidelines, signed by the Secondee, in the Secondee's personal file and the manager will make contact with the Secondee every three months to monitor progress. Managers may approach the Practice Experience Managers for support with this. Additionally, the completion of **Sickness Forms** and return to work interviews remain the responsibility of the Manager for the seconding clinical area. Progress will also be monitored by PEMs and Trust Educational Lead.

Secondee agrees to University and Trust sharing information about their progress and conduct. If the Secondee's training is suspended (e.g. failure of an assignment requiring a break in training) or terminated or they wish to withdraw from the training, they must immediately advise their Manager and the Practice Experience Manager. The PEM will obtain details and advise the L&D Manager.

The Secondee should negotiate a return date with the manager of the seconding workplace and they will be expected to return to work at a suitable, available position within ELFT. This may or may not be the post from which they left to undertake their secondment. ELFT will be supportive in returning the Secondee to their training as soon as possible; however, circumstances around the termination/withdrawal will be investigated to determine whether any disciplinary action is warranted. The Manager will, if necessary, initiate formal management proceedings against the Secondee if there is a breach of this Guidance or ELFT Policies and Procedures.

At the end of the seconded period - the definition of this is the end of the academic year. The Secondee, will return to their former grade within ELFT, or resign. Once the Secondee has successfully completed the training programme and registered with the NMC, they will be eligible to apply for vacant Band 5 Nursing posts within ELFT or other Trusts through NHS jobs or the Trust student recruitment procedure.

4.1.8 Secondees' Responsibilities

Secondees are responsible for:

- Sign 2 copies of the Secondment Guidance – see **Appendix H** (as confirmation of your consent to the Secondment status and its terms), and agree that copies are kept on file by the Line Manager, Practice Experience Manager, and L&D Manager;
- Behave in accordance with the trust placed in you to be a responsible and committed student, complying with requirements of the University/HEI and with this Guidance;
- Make contact every 3 months with Practice Experience Manager and your seconding/line manager to update them of your progress;
- Report immediately to your line manager and Practice Experience Manager, any concerns or sickness/incident/event that prevents you from attending your studies/student placement. Reports of sickness and maternity leave should also be made to the University sick line in accordance with HEI procedures;
- Report immediately to your line manager and Practice Experience Manager, any indication that you may be failing in your studies or might not complete in the agreed 3 year period (you must not negotiate an extension to your training period without first having had express permission from your line manager and Trust Education Lead who will negotiate on your behalf, agreement from the LETB);
- Three months prior to completion of secondment, the Secondee will contact the Practice Experience Manager and the line manager of the seconding workplace to indicate if your intention is to: return to your original grade in ELFT, return for a short period whilst applying for substantive band 5 posts. Should you not wish to return to

your post, you must formally resign. Secondees are advised not to tender their resignation until a substantive band 5 contract of employment has been received;

- Secondees who are successful in obtaining a band 5 post within ELFT do not need to resign. A [ESR Change Form](#) by the appointing manager should be completed;
- Successful completion of studies does not mean automatic entitlement to a Registered Nurse post, although successful candidates will be supported and encouraged to apply for a Registered Nursing position within ELFT.

4.1.9 Secondees with a Disability

ELFT will continue to support staff who require ‘reasonable adjustments’ in accordance with Equalities Act. Secondees, who are service users, may need to consider the clinical areas they access as students if they receive their mental health support from ELFT. The Practice Experience Managers and University disabilities team can advise on these issues. It is recommended that guidance is requested before the commencement of the secondment.

4.2.0 Staff as Trainers, Supervisors, and Mentors

The Trust recognises the need to ensure strong links between practice and education and will support joint University/NHS appointments to this end. It is acknowledged that there is a large pool of expertise within the Trust’s workforce and where possible will encourage opportunities for staff to provide training. Supervision and mentorship to other colleagues will be supported in accordance with the [Mentoring and Coaching Policy](#). This will maximise the expertise of our workforce and provide development opportunities for staff. There will be no cross charging for staff involved in these types of opportunities.

4.2.1 Collaboration with Health and Social Care and Voluntary Sector

The Trust will work to ensure that joint working exists with the health and social care sector with respect to the provision of training, education and development opportunities. Training opportunities within the Trust will be available to colleagues from local authorities and voluntary sector groups where possible to encourage multidisciplinary working. In some instances these opportunities may carry a cost however the Trust will endeavour to provide these without cross charging.

4.2.2 Monitoring of Continuing Professional Development and Training

The Director of Human Resources and Organisational Development will ensure that the L&D Team supports the delivery of the current Trust Workforce Strategy. The L&D Team will provide the necessary infrastructure to monitor the use of central training budgets as well as education budgets derived from NHS London.

The L&D Team will manage the training rooms and equipment at Trust Headquarters and will provide advice, support for corporate training events. Advice on career and academic progression and CPPD opportunities will be available from the L&D Manager to assist staff in making decisions.

The L&D Team will manage the Trust-wide training database OLM on which all Statutory and Mandatory and CPPD activities will be recorded to maintain accurate staff training records. All departments who manage training will also have a responsibility to maintain their records and keep them up to date. The L&D Team will endeavour to input any data provided by teams on local training which has taken place.

The Education Committee will meet bi-monthly to monitor progress against the Trusts L&D Strategy and the annual Education Plan. The Committee aims to ensure an openness

regarding funding arrangements and equity in access to training and study leave where possible.

The L&D Team will provide a comprehensive programme of all in-house learning activities on the Trust intranet. This will include links to other sign-posted activities covering CPPD and Secondment opportunities.

5.0 Evaluation

ELFT is committed to becoming an employer of choice and being recognised as a dynamic, progressive and outward looking Trust, made up of a workforce that is capable, responsive, innovative, flexible and efficient now and in the future. As a learning organisation, the Trust provides opportunities for employees to continually improve by engaging in lifelong learning.

Like most sizeable organisations, the Trust invests significant amounts of time and money in training and developing its staff. This activity is not merely restricted to our managers and senior clinicians, but reaches all staff working for the Trust. How can we tell whether we are seeing a return on this investment? This question can be answered by introducing a robust system of training evaluation, and this is the subject of this policy statement.

Most organisations are interested in finding out what their staff think of the training they have undertaken. Yet few go beyond this rudimentary attempt at evaluation into finding out how training has impacted on knowledge, job performance and organisational effectiveness. This policy will set out to do just that by describing how evaluation should take place before, during and after the training course. Furthermore, it will recommend evaluation interventions at different levels.

The following framework will be a useful guide to our system:

Before Training

- Have individual training needs been properly identified and written up in the staff member's Personal Development Plan?
- Have training providers been monitored carefully throughout the bidding process?
- Does the training programme have clear aims, objectives and learning outcomes, together with innovation in content and delivery?

During Training

- Has the trainee's knowledge of the subject been evaluated at the start and at the end of the training course? Is there a significant improvement evident?
- Has the trainee been asked how satisfied they feel about the content, relevance, presentation and training facilities?

After Training

- Has any increase in knowledge allowed the trainee to improve their on-the-job performance?
- Has any improvement in individual performance helped the team, department or service area to improve its overall performance?
- Has any improvement to service area performance helped the Trust meet its overall objectives?

5.1.0 The Evaluation Process

The following section outlines a three-step procedure which the Trust will adopt for evaluating training.

5.1.1 Evaluation before Training

Personal Development Plans

In most cases, the Personal Development Plan (PDP) will provide details about the training need which has been identified between the employee and their line manager. The Trust's

Training Programme will have been designed primarily around the needs identified in all the PDP's received by the Associate Director of Organisational Development and Learning. In this way, most training needs should be satisfied in-house.

Where this is not the case (i.e. the training need does not appear on the PDP or the Trust is not providing a specific training programme to meet an identified need) the line manager must ensure that they acknowledge the training need as genuine and once satisfied, helps the employee to meet their objectives. In this way, all employees will have discussed with their managers what they hope to achieve as a result of attending the course, and how this training will improve or reinforce current practice. Where the training need has been identified on the PDP but the Trust cannot satisfy this need via in-house training, the line manager must be satisfied that they are spending the training budget prudently.

Ensuring Quality in Training Provision

When any training need is identified on a scale where it makes sense to train large numbers of staff in the same skills/knowledge area, we will always investigate, in the first instance, whether we have the in-house expertise to be able to design and run an appropriate programme. Part of this investigation will involve the Trust in deciding whether the potential in-house trainer will meet our accreditation process for standards in training. Only those staff with the necessary skills, knowledge and experience will be awarded "Accredited Trainer" status by the Trust.

When we are required to source the programme externally, due to a lack of relevant in-house expertise, we will apply the same accreditation process to external trainers. Only those external trainers who have previously achieved high levels of trainee satisfaction will be accredited and, thus, permitted to tender for training contracts. Where the external training provider has undertaken work for the Trust in the past, we will review previous course evaluation forms as an indicator of attendee satisfaction. Where the training provider is new to the Trust they will be required to demonstrate they have the necessary skills, knowledge and experience in teaching the subject matter and also provide testimony evidence from previous clients.

Design and Delivery of Training

We will ensure that all training programmes, regardless of whether sourced internally or externally have clear and achievable learning outcomes that are reflective of the programme content. We will endeavour to promote creative and innovative methods of delivery that engage with all learner styles.

5.1.2 Evaluation during Training

Reactions to Training

The most common and useful way to gain immediate feedback regarding a training course is to conduct a trainee satisfaction evaluation. At the end of every training course we run (or that is run on our behalf by an external provider) we will evaluate trainees' satisfaction with the training they have just undertaken. The standard [Training Evaluation Form](#) can be found on our Intranet.

This form asks the trainee to comment on the trainer, the training materials, the relevance of the content and the achievement (or otherwise) of the aims and objectives. All forms will be returned to the Associate Director of Organisational Development and Learning for regular monitoring and review. Evaluation summaries will be presented internally and to all external training providers on a quarterly basis. Action will be taken against those trainers who persistently fall short of our required standards.

Improvements in Knowledge

An essential feature of all training courses run by the Trust (both internally and externally) is that all programmes will be required to state anticipated learning outcomes and we will work with our training providers to ensure that where appropriate pre and post course knowledge and skills are measured as an indicator of learning outcomes achieved.

We will work closely with our training providers and use a range of evaluation measure to establish the effectiveness of the training in relation to stated learning outcomes and develop an action plan to address any areas that need to be addressed e.g. course content, delivery, target audience etc.

5.1.3 Evaluation after Training

Job Behaviour

This step in the evaluation process measures the transfer of training from the classroom to the workplace. A training programme may be well-designed, professionally delivered and enjoyable. It may achieve all of its learning outcomes by demonstrating significant improvements in trainee knowledge over the course of the programme. Yet it will not be evaluated as effective unless we are able to demonstrate that this learning has been transferred into the workplace. In other words, we must be able to show that training has altered and improved the behaviour of staff at work.

Staff attending external training courses should complete **Learning Impact Form – see Appendix I**. Around three months after the training has taken place we will contact the trainee and his/her line manager, in order to identify what improvements, if any, have been observed. We will be seeking confirming evidence, such as measurable productivity and quality factors, and will use other sources of observations as appropriate, rather than simply relying on self-report from trainees and their managers.

If we fail to find the requisite performance improvement, we will investigate further to determine whether this is due to an inadequate opportunity to practice new skills, an inappropriate set of learning outcomes which fail to reflect the reality of the Trust, ineffective and theory-laden delivery of the training, or all three.

Wider Implications

Around twelve months after the training has taken place, we will seek to establish the extent to which particular training has had a beneficial effect beyond the individual concerned. Has the training had a positive impact on the team, department or service area? Across the Trust, are certain individuals able to make a significant contribution beyond their own role? Some illustrative examples might help here:

Performance Appraisal training might be reflected in an increase in the quality and quantity of appraisals being carried out or a reduction in staff turnover due to clarity of objectives and challenging development opportunities, More effective team working and job satisfaction levels might be noted if staff are achieving personal and organisational objectives.

Training in Manual Handling would be expected to result in a reduction in the number of work-related accidents and related sickness absence. Less observable may be an improvement in staff perceptions of the Trust as a safe and healthy working environment reflected in the annual staff survey.

Interview Skills Training would be expected to result in an improvement in the quality of new recruits, a reduction in staff turnover (especially in the first year of employment) and an

enhancement of the image of the Trust as a fair and responsible employer.

Unlike the earlier stages of evaluation, at this level we cannot prove that training has resulted in any positive outcomes we find beyond the individual. However, we can speculate that such outcomes would not have occurred without the training intervention in question. To measure the potential impact of training on this broader canvas we will take a number of existing performance indicators and attempt to correlate them with the presence of key training initiatives.

Ultimate Value

Ultimately the process of evaluation needs to be taken over an extended period of time for it to have validity. This will include less reliance being placed on the use of standardised course evaluation sheets as the primary source of feedback, questioning learner reaction to trainer course content and delivery. The Trust will seek to devise a more reflective and relevant set of questions that are aligned to the learning outcomes of the particular learning activity undertaken and its wider value to the participant.

A change in focus is also required to ensure that so that any training provided is aligned with Trust strategic training priorities and not viewed/evaluated in isolation. The Trust will also seek to employ more sophisticated methods of evaluating training that will engage staff more reflectively in analysing their learning to date and its current relevance. There are less formalised forms of learning that have the potential to produce a greater impact on the learner than traditional training and the training department will evaluate their individual merits and drawbacks in order to better engage with staff in the lifelong learning process.

Equal Opportunities

The Trust will ensure that all staff have fair access to training, education and development opportunities on a non-discriminatory basis. All staff should be able to fulfil their training needs regardless of their ethnicity, level of seniority, work patterns and the location that they work and development opportunities should be available on a flexible basis wherever possible. The L&D Team will undertake routine reporting in the uptake of training by ethnicity, gender and disability.

Our aim is to ensure that all employees are afforded equal access to learning and development opportunities, according to the needs of their job and the service priorities set out in directorate/team plans.

This policy reflects Trust's Equal Opportunities Policy ensuring all employees are able to benefit from learning and development opportunities regardless of age, disability, gender, sexual orientation, ethnic origin or race, religion or belief.

The L&D Team will:

- Select employees fairly for training and development;
- Regularly review training and development programmes and attendance to ensure that there is no discrimination and report on these to ELT and the Board;
- Ensure all managers understand how to support their employees' learning and development, taking into account individual learning styles, and provide appropriate support;
- Encourage employees to look at different options for training and development that best suits them;
- L&D presents regular training returns by Directorate/Profession to the Education Board/Committee and funding bodies to ensure a fair and transparent budget allocation process;
- Any staff with concerns regarding funding allocation can in the first instance contact L&D Team.

Monitoring

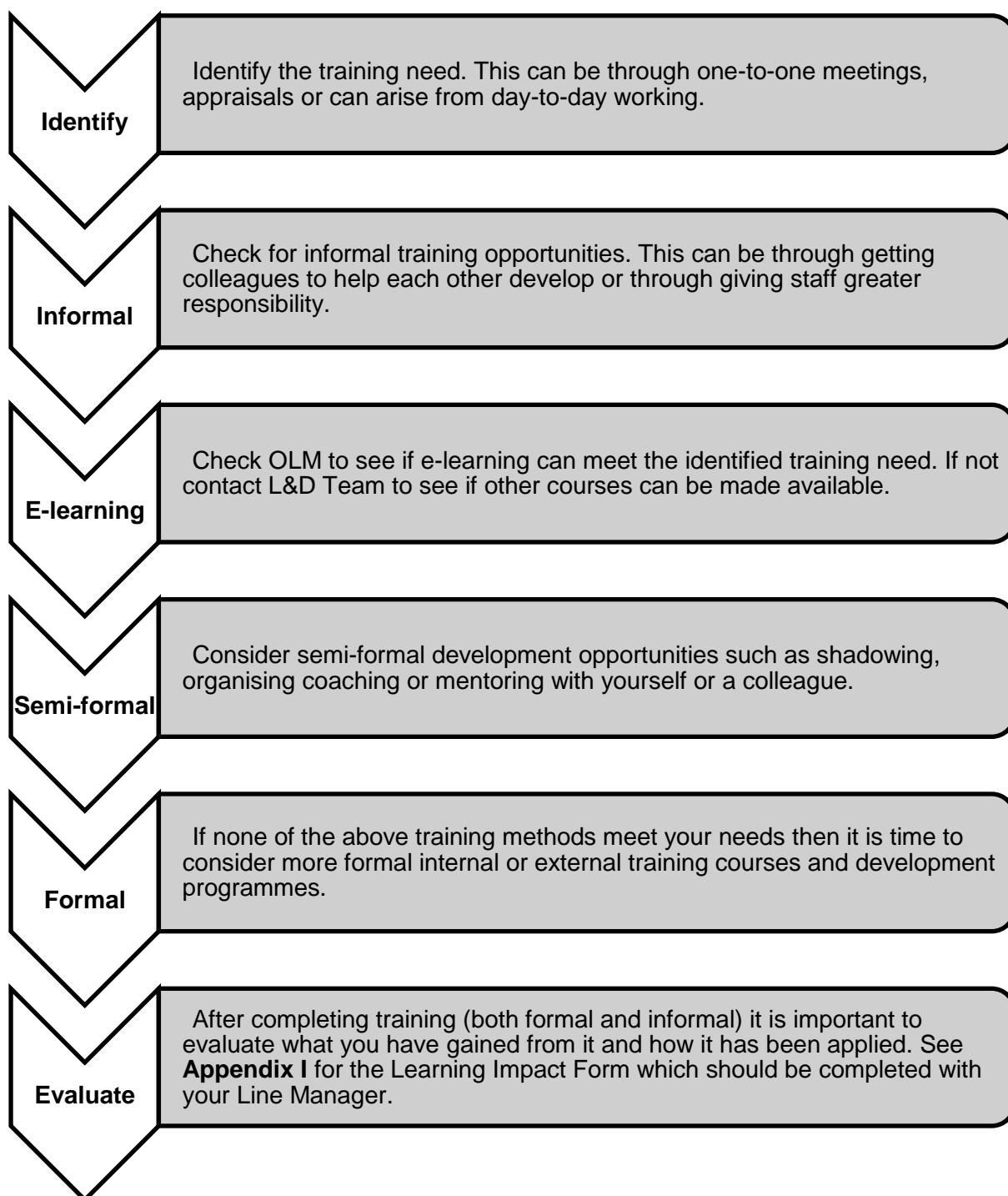
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The implementation, monitoring and review of this policy will be led by the Assistant Director of Learning and Development and overseen by the Training, Education and Development Strategy Group. It is recommended that this strategy is reviewed annually or when there are significant changes to both national and local policy and procedure.

This policy is intended to provide support for staff. Any misuse of this policy may lead to action taken under the Trust Disciplinary Policy and Procedure.

Appendices

Appendix A – Six Stages of Training Template



Appendix B – Learning Agreement

Name:.....
Job Title:.....
Workplace:.....
Course Title:.....
Course Location:.....
Duration:.....
Course Fee:.....
Manager's Name:.....

I agree that I have read the Access to Training and Study Leave section of Learning and Development Policy and agree to abide by the conditions set out in it.

The Trust has agreed to pay% of the above course fee and I agree to pay% of the course fee.

Should I fail to complete the course due to any of the circumstances set out in the policy, I agree to repay% of the course fee to the Trust.

In exceptional circumstances (e.g. sickness, special or parental leave, termination of contract, redundancy, etc.) this may be waived, by agreement with the Trust's L&D Team.

In the event of a repayment being required as outlined above, I undertake to make such a repayment immediately upon request or by means of deduction from my final salary. Other repayment arrangements may also be considered and agreed with the Trust's L&D Team.

Name (PRINT).....
Signed.....
Date.....

A copy of this agreement should be sent to the L&D Team, 1st Floor, Trust Headquarters: 9 Alie Street, London, E1 8DE.

A copy should also be kept by both the manager and the staff member.

Appendix C – Statutory and Mandatory Training Needs Analysis Template

Subject Matter	
Subject Matter Expert responsible for this training	
How training was identified <i>(e.g. national guidance/legislation, requirements of regulatory body, Trust policies etc.)</i>	
Target staff Groups	
Type of training <i>Mandatory / Statutory / Recommended</i>	
Content <i>Brief overview of the content of the training</i>	
Delivery Method and Duration	
Delivery mode <i>Induction / update / corporate training / site specific / other</i>	
Frequency and duration of update <i>(if applicable)</i>	

Appendix D – Training Needs Action Plan (for new and amended training courses)

Training Course / Subject Area	Actions required	Timescale	Responsibility

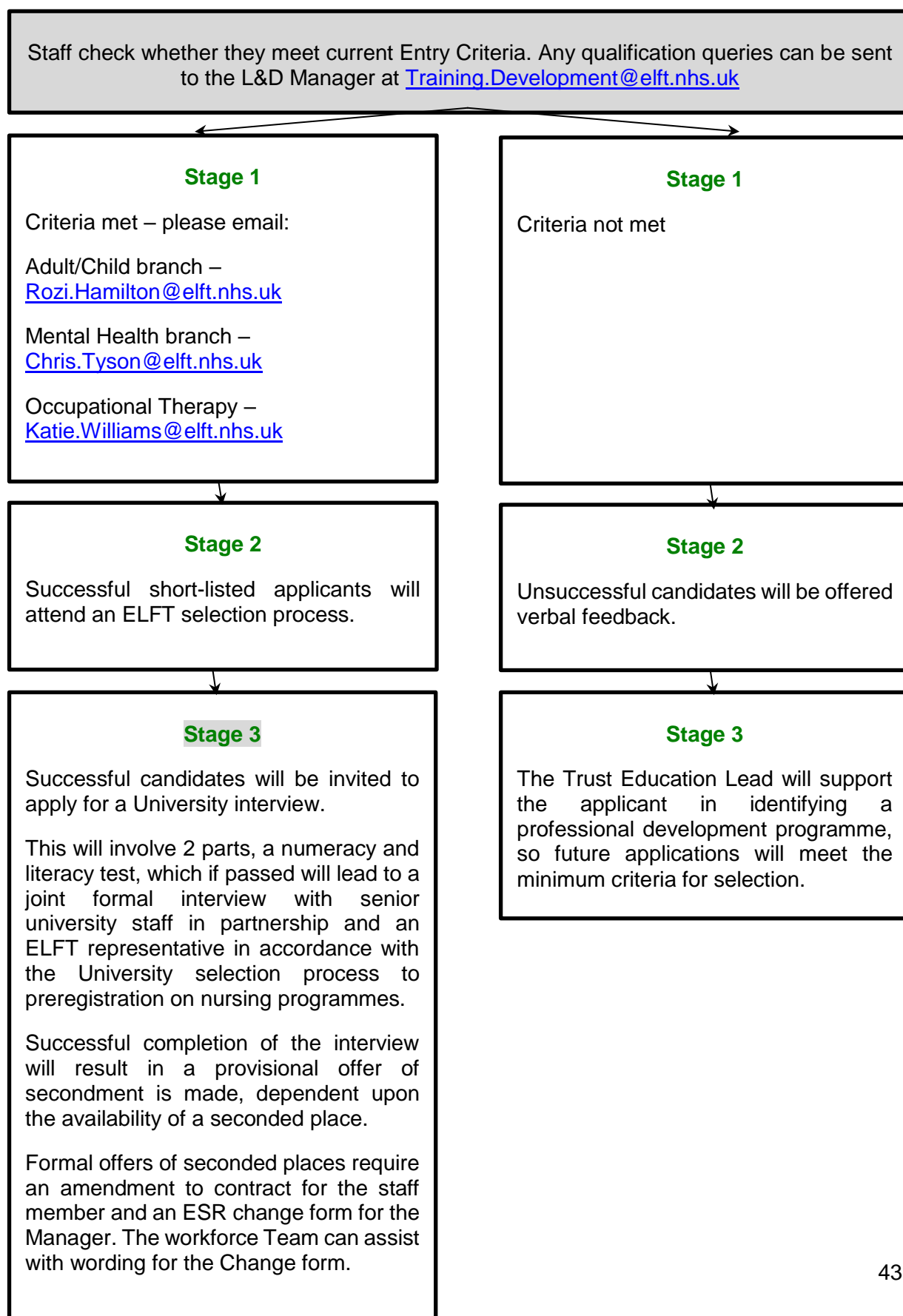
Appendix E – Guidance on Study Leave Support and Funding Levels

		Study Leave	Funding Contribution
Level 1 support	<p>Identified as Mandatory or Statutory in the Staff Development Review:</p> <ul style="list-style-type: none"> • Requirement for professional registration or re-registration; • Development is essential for service provision or development. 	100% paid	100% paid
Level 2 support	Essential training identified in the Staff Development Review (if required to perform role e.g. NVQ's, IT courses, Time Management).	100% paid	100% paid
Level 3 support	Desirable training identified in the Staff Development Review which will improve service delivery or personal development.	Subject to negotiation	Negotiable with line manager and Trust lead
Level 4 support	CPPD activities which are considered to have little or no relevance to the service and employees current role but are for personal development.	Negotiable	No support given

Appendix F – Eligibility Criteria for Secondments

1. Be ordinarily resident in the United Kingdom, the Channel Islands or the Isle of Man for the three years preceding the commencement of the training programme;
2. Have 'settled status' in the UK - which means that they must be settled in the UK within the meaning of the Immigration Act 1971. This means that there must be no restrictions on their length of stay in the UK;
3. Have been working with ELFT continuously for a minimum of 12 months on a substantive contract. Staff on fixed term or temporary contracts are not eligible;
4. Have no outstanding disciplinary issues;
5. Not be supported under the sickness and attendance policy;
6. Understand and accept any reduction in salary;
7. Have successfully completed the ELFT Selection Process;
8. Have a good work record with acceptable levels of sickness and absence in accordance with ELFT;
9. Have identified a career path into Nursing through their PDP;
10. Have the support of their line manager to apply for the secondment;
11. Must have followed the ELFT application process (see attached flow-chart);
12. Meet the selection criteria laid down by the HEI;
13. Have current Criminal Records Bureau clearance through an enhanced disclosure;
14. Have occupational health clearance (HEI);
15. Sign 2 copies of this Guidance to indicate their understanding and acceptance of its terms (one copy for Secondee's record, second copy to be kept by Practice Experience Manager(s) and 2 duplicates taken, one in the Secondee's personal files kept by the seconding line manager and one for the L&D Manager;
16. Staff who have applied through UCAS and are already commenced on a bursary are unable to transfer to a secondment;
17. Staff who resign from ELFT during their training, will have their secondment terminated and will need to negotiate with the HEI transfer onto a student bursary.

Appendix G – Selection Pathway for Secondment to pre-registration Nursing Programmes and OT



Appendix H – Consent to Secondment Guidelines

I confirm that I have read and understood the Guidelines for Recruitment and Management of Secondees on to LETBs Salary Supported Programmes. I agree to abide by this Guidance.

Signed..... Date.....

Name (PRINT).....

Seconding Line Manager (PRINT).....

Seconding Clinical / Work area (PRINT).....

Appendix I – Learning Impact Form

Event:.....

Venue:.....

Provider:.....

Date(s) attended:.....

Guidance

This form should be completed around 2 - 3 months following the external learning event, prior to the next development review. It should then be retained in your personal development portfolio. In order to monitor the effectiveness of training, the L&D team will need to sample completed forms and you may be asked to provide a copy of the form for this purpose.

Section A - This section should be completed by the participant. This section should be completed following each learning and development activity. It should form the basis for discussion in your next personal development review around how you are transferring the learning into practice.

Section B - This section should be completed by the line manager following discussions of the learning event, during the personal development review. It is not necessary to complete this section following Mandatory training.

Section A:

What were my knowledge/skills/experience prior to the event?

What were the reasons I attended this event? What did I specifically hope to gain from it?

Did the event meet my requirements? What were the main learning points I gained from it?

How have I applied and used the knowledge and skills to make changes to how I perform my role?

In what ways has the team/department in which I work benefitted from me completing this training?

How have I shared the knowledge and skills with my colleagues?

Would I recommend this event to other staff? Please justify your answer.

If an application for study leave form was completed for this event please refer to costs identified. Do you consider this event provided the Trust with value for money?

Yes / No

Employee

Name
Signed **Date**

Section B:

In what ways has there been an impact on the individual / team / department / Trust and how has this contributed to achievement of individual / team/ department or Trust objectives? Please support your answer with specific and measurable outcomes (examples of impacts could include reduction in errors/incidents, time saved, improved scores in patient surveys/other KPIs etc.)

Line Manager

Name
Signed **Date**

This form to be retained with staff member's appraisal documentation as it may be required by the L&D Team for audit purposes.

