**STAFF DEVELOPMENT POLICY**

# Document History

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* 1. **Benefit to CPS Board of having a Staff Development Policy**

The development of this policy is a demonstration of the commitment of Consultus Publishing Service to the continuing personal and professional development of its entire staff and its support for lifelong learning activities. It is an important stage in ensuring that all staff development activities make an appropriate contribution to the performance of its staff and the achievement of organisational objectives.

* 1. The policy is aligned to the company’s risk management framework as a mitigation measure ensuring that staff are appropriately skilled. This policy is also part of a suite of policies that support the outcomes with the 2021 – 2023 strategy.

# 2.0 Purpose of the Policy

The purpose of this policy is to ensure that all education, training and development of the staff is relevant, effective and timely. The Policy clarifies the roles and responsibilities of all those involved in the staff development process and outlines a framework through which the CPS provides a continuous programme of staff and organisational development. It influences the value and support of any work undertaken whilst ensuring that the development objectives of individuals, teams and the organisation as a whole are met and that the service delivery, quality and performance are of the highest standard possible.

# 3.0 Policy Statement

CPS recognises that the successful achievement of its objectives is directly related to the quality of its staff. As a result, it is committed to promoting and fully utilising the skills,

knowledge, personal development and enthusiastic commitment of all staff. Learning and development is the single most important vehicle for developing individual effectiveness consistent with the aims of the organisation.

# Scope

* 1. This policy covers all CPS staff. Specific arrangements for the training and development of volunteers/attachees are contained within the Policy on Volunteering and Attachees.
	2. This policy has clear links with the following Policies and Procedures:

HR Policy

Risk Management Policy

2021 – 2023 Strategic Plan

# Guiding Principles

* 1. Every member of staff is required to demonstrate continual development both professionally and personally and as such this policy is relevant for all staff.
	2. Not all development opportunities are derived from a formal training course. A range of development opportunities is offered to staff, which includes both formal and informal activities. This ensures that individual learning preferences are considered.
	3. All development events, irrespective of who organises and delivers them should conform to good practice guidelines in order to ensure quality.
	4. Wherever possible, CPS works with partners to arrange and organise development events so that costs are shared, resources maximised and greater understanding and joint working is fostered.
	5. Staff have access, wherever appropriate, to accredited training and development.
	6. All development events take into account the individual needs of staff who may participate and demonstrate the company’s continuing commitment to equality of opportunity.

# Roles and Responsibilities

* 1. Staff Members

All members of staff have a responsibility to commit themselves to the continuous improvement of their performance at work.

Staff members should be active in identifying their own learning needs and bringing these to the attention of their line manager.

Staff may not commit themselves to any development activity in work- time (internal or external) without the prior agreement of their line manager and or the General Manager (if appropriate).

* 1. Line Managers

Line managers should help staff to identify development needs both through the Staff Personal Development Planning and Review process and during the normal course of work. They are responsible for ensuring that developmental needs are identified and forwarded to the General Manager through appropriate means. Line managers work closely with staff to identify opportunities for learning in a range of situations at work and assist their staff in achieving their full potential. Line managers are responsible for ensuring in pre- and post- course briefings with their staff.

Line Managers must ensure that trainees within their responsibility have appropriate arrangements for supervision, reflection on practice and study.

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| --- | --- |
| **Action Taken** | **Date due** |
| Managers are requested to prioritise and collate their departmental learning needs via the personal development review process. | 31 October |
| Management committee to sense check learning needs, and initiate development of training plan | 15 October |
| The training Plan is presented to MC and HRCIP committee for approval | 30 November |
| Line Managers will share training schedules with relevant staff members | 31 December |

A Study Leave (Appendix 1) form should be completed for every external training request. This form should be completed, signed and forwarded to the General Manager. This includes training requests which are not approved as well those that are approved.

The Staff Development Section supports line managers and individual members of staff in identifying and meeting learning needs. It provides best practice guidance relating to training and development and organises, promotes, delivers and evaluates a programme of development events to meet identified needs whilst maintaining best practice around equality and diversity.

* 1. Management Committee

The Management Committee is responsible for ensuring that adequate resources, both direct and indirect, are available for the development of staff. The resources available for staff development will depend upon several factors including budgetary constraints and the priorities established and set out in the company’s Strategic Plan.

# Identifying Development Needs

* 1. All staff will be given an opportunity to discuss with their line manager about their development needs at least annually.
	2. Staff learning needs should be identified at their appraisals or professional supervision sessions recorded and forwarded to the General Manager for inclusion in the annual training plan.
	3. The General Manager will facilitate the production of an annual organisational training plan, which identifies the priority areas from the Strategic Plan. This plan will be based on the identified needs forwarded from Line Managers. This training is prioritised and final approval is sought and granted by the Management Committee.

# Meeting Development Needs

* 1. Owing to the wide variety of needs and differing learning styles of staff, a variety of methods are available. It is the responsibility of each line manager to identify with the individual member of staff the most appropriate method of addressing development needs. Examples include:

 Internal Courses

-Using in-house expertise

 External Courses

* + Study – leading to formal qualifications which is relevant both to the

individual and organisation

* + Self-directed studying/research projects
	+ Conference attendance either as a participant or as a speaker
	+ Job shadowing or secondment

- On-the-job training

- E-learning -Distance learning

* 1. As a result of financial and other resource constraints, it is necessary to prioritise access to development events. Consequently, there may be occasions when meeting an identified development need may be delayed or cancelled due to higher priorities. In such circumstances, the budget holder makes the final decision after consultation with the line manager concerned. Any individual member of staff affected is always informed personally by their line manager of the decision reached and for what reason. Any training application declined, should be documented on a Study Leave form and forwarded to the General Manager.

# Study Leave

* 1. All study leave must be agreed in advance with the line manager. A Study Leave formed should be completed to document this agreement.
	2. Paid study leave for the purposes of attending courses or undertaking other development is agreed with line managers on an individual basis according to identified need and professional requirements. The consistency of approach will be monitored through the Management Committee.
	3. All staff Compulsory training will be delivered in paid time. Line Managers should have a planned process in place to release staff to these events.
	4. Staff engaged in studies leading to a qualification will normally be expected to undertake some study in their own time in addition to any paid study leave or other facilities granted by the line manager. This will be discussed and agreed on an individual basis.

# Continuing Professional Development (CPD)

* 1. All staff are expected to take personal responsibility for their Continuing Professional Development (CPD) and meeting the requirements of their professional bodies. Anyone who is unable to meet the requirements of their professional body should discuss the matter with their line manager who will assist them. The company can issue certificates of attendance for training courses internally delivered or commissioned.
	2. CPS ensures that staff have access to CPD activity and makes funding available to pay staff for attendance at agreed training and development events which are appropriate to their role and working environment.

# Resources

* 1. Budgets and Funding

The Management Committee will annually fix a level of funding to support staff training and development which includes prioritisation of training against the company’s learning needs. Control of the budget is devolved to the Operations Executive. The training budget is used for course fees, travel costs and subsistence.

Separate funding and grants will be applied for wherever possible.

# Evaluation

Line managers are responsible for ensuring that pre-course briefings and follow up discussions are carried out with their staff to enable the maximum benefit to be obtained from course attendance. This should be supplemented by regular review to assess the long-term impact on performance, i.e. manager and member of staff discuss what success would look like and time frame for that success, this is then measured by the manager.

* 1. Level 1: Reactionary Evaluation – measures the training experience of a participant generally by questionnaire etc directly after a training session has been completed. This is particularly helpful in allowing the trainer to gauge reaction to training behaviours and the learning atmosphere.

All staff are required to complete a post-training evaluation form at the end of a training session. Each trainer individually monitors this evaluation and when deemed necessary, makes relevant changes in relation to feedback received. Staff development summarises and feedback to APF on this evaluation and any subsequent training updates on a 6-monthly basis.

* 1. Level 2: Knowledge Evaluation - seeks to evaluate participant’s knowledge and perception of course content through examination or review. Through this trainer’s can then examine the understanding of a full training group as well as individual participants.

When possible, trainer’s seek to test that the learning aims and objectives of a training course have been realised through knowledge evaluation and make relevant changes or provide relevant support in relation to feedback received. Staff development will summarise and feedback to APF on the results of any Knowledge Evaluation undertaken.

* 1. Level 3: Behavioural Evaluation - assesses whether the training has produced any changes in behaviour or competence through measuring how effectively staff carry out activities learned on the training programme. This level of evaluation delivers results on the effectiveness of the training and can provide trainer’s with valuable insight into how course content is being interpreted in the workplace.

Whenever possible, staff development seeks to evaluate behaviour changes after training and make relevant training amendments or provide appropriate support to staff when necessary. Staff development will summarise any evaluation done and any subsequent training updates and feedback to APF.

* 1. Level 4. Business Results Evaluation – looks at organisational measures of the effectiveness of training – e.g. has having all staff trained in Infection Control shown a decrease in the number of MRSA, MSSA and CDif cases in CPS Health Board? Measures such as this are difficult to evaluate as there are often external factors not related to training that influence any results identified. As such, evaluation of this kind is particularly difficult to produce.

If ever possible, staff development will seek to evaluate to this level and provide information about the business results of training to APF.

* 1. In addition Staff Development will examine behaviours attributed to training via a 3-monthly post course evaluation procedure (Appendix 2). This will, where possible examine the return on investment in terms of finance. As evaluation is a key part of a successful training session, it is a mandatory part of training that staff should complete and return any evaluation issued to the Staff Development Team.

– Give full details of course, study curricula, etc

Is the request for training funded externally and for reference? (please state funding provider)

Do not book any aspect of this application until you receive written confirmation.

It is the individuals’ responsibility to make the booking after authorisation is received from the staff development manager.

If the actual costs exceed the estimated costs, this may result in the applicant having to fund the difference themselves.

: :

(By signing you agree to the above conditions)

1 of 3

Are you supporting this request? Yes/No\* (delete as appropriate) If ‘No’, please give reason:-

* + 1. Is applicant under AFC Terms and Conditions?

a. Has requested activity been agreed in the applicant’s e-KSF PDP?

* + 1. Mandatory Training completed or ‘booked to go on’ by applicant?

Continue to a. Attach Copy

Continue

Go to Question 2

Study Leave Refused

Study Leave Refused

The Requested Study Leave of Days is APPROVED/NOT APPROVED\* (delete as appropriate)

2 of 3

3 of 3

**COMPLETETING STUDY LEAVE FORMS**

**Study Leave Form**

Ensure a study leave request form is completed and signed off by you and your line manager. It is really important that you reference the training by the same name requested originally, or as close to the

original name as possible so we reference the details from our original files.

**Study Leave Forms can be downloaded off the CPS intranet, or by copying this address into your webpage browser from an CPS computer:**

[**http://intranet/departments/staffdevelopment/studyleaverequest.asp**](http://intranet/departments/staffdevelopment/studyleaverequest.asp)

**FORMS YOU MAY HAVE TO COMPLETE IN ADDITION TO YOUR STUDY LEAVE FORM**

**Travel & Accommodation Forms**

If your training includes travel and accommodation this form

must be completed (remember a form must be completed for each trip). It is your responsibility to include the cost of all travel e.g. by checking the cost of flights on

the Flybe website.

**Copy the following address into your webpage browser:**

[**http://intranet/departments/**](http://intranet/departments/) **finance/documents/StaffTrav elReservationForm.docelRese rvationForm.pdf**

**Course Fees**

If your training includes a course fee, make sure you contact the training provider to determine costs and ensure the invoice is sent to the Staff

Development Department either by yourself or directly

In some case, training courses require a **Purchase Order Number** before they can be booked. This can be obtained by filling out a special indent from the intranet. [**http://intranet/departments/**](http://intranet/departments/) **supplies/specialindent.asp**

**Agreed PDP via e-KSK**

Make sure you attach a copy of your agreed PDP via e-KSF. This should have the training you are

requesting on it.

If you require any assistance please contact Staff Development on

01595-743083.



Study Leave approved by Staff Development Manager and sent to Finance for processing and booking.

Con

**Appendix 2**

**POST-COURSE EVALUATION**

The information on this form is entirely confidential and will be used by the Staff Development team to measure the effectiveness of tutors and training events. The information provided will be used to continuously improve the quality of training provision.

**Course Title: …………………………………………………………………………………**

**Date(s): ………………………………………………………………………………….........**

**Your name: ………………………………………… Department**: **………..……………**

**You attended the above training course, reflecting on it, has this improved your work/practice in the following ways & if so, please comment in the box how it has done so:**

**Lowest Highest**

1. **Time Savings 1 2 3 4 5 6**

How much time savings did you make and where?

1. **Improved patient care 1 2 3 4 5 6**

List the ways patient care has improved as a result of the training you undertook

**Continued on next sheet.**

**Lowest Highest**

1. **Improved skills/knowledge 1 2 3 4 5 6**

What skills and knowledge have you improved and what has happened as a result?

1. **Savings on resources 1 2 3 4 5 6**

What savings have you made as a result of the training you have undertaken

**Any other general comments about the cour**