**LEARNING & DEVELOPMENT POLICY – HR14**

1. **INTRODUCTION**

Phoenix Support believes that effective training and development benefits the individual and the Organisation as a whole, and contributes to the achievement of Phoenix Support’ objectives. These benefits include, high standards of work performance with greater understanding and appreciation of factors affecting work performance. Sharing ideas and dissemination of good practice, effective management and implementation of change, whilst building strong and effective teams with increased motivation and job satisfaction for individuals

1. **POLICY STATEMENT**

Phoenix Support aims to ensure that its stated objectives are met and that each member of staff understands what his or her work role involves, staff are prepared and equipped as far as possible to deal with challenges relating to the setting in which they work and each individual is encouraged to develop his or her own potential, both personally and Professionally.

Training and development makes Phoenix Support a more effective Organisation. Phoenix Support’ continued success depends upon meeting the objectives set by the Company. This will be achieved through staff who are competent and confident in their roles. Phoenix Support have determined their Schedule of Training Requirements for all support staff and this includes all statutory courses.

1. **DEFINITION**

Training and development can be defined as any activity designed to help individuals become more effective at their work by improving, updating or refining their knowledge and skills. It encompasses a range of activities, for example, attendance, internal and external meetings, work shadowing, formal study, coaching and mentoring. Phoenix Support believes that training and development is a continuous process. There is an expectation that staff will keep abreast of developments within their own area of expertise. The Phoenix Support supervision and appraisal process allows for specific input from individuals in relation to suggestions for their development and performance.

1. **PURPOSE**

Phoenix Support’ approach to the provision of training and development is to consider the needs identified and how these should be met, it focuses attention on development activities that add value to the business, enabling Phoenix Support to meet its strategic objectives. Phoenix Support will encourage and support appropriate training and development and reasonable time and financial support will be allocated for this. Phoenix Support is committed, through its supervision and appraisal process, to the creation of training and development opportunities for all staff, and will work to ensure equality of opportunity across all such activities.

1. **CONTEXT**

The Health & Safety at work Act etc. 1974 section 2(2,c) outlines the main requirement for training within the workplace and further legislation associated with individual elements such as Manual Handling, fire safety etc are covered in more specific regulations. The Health and Social Care Act 2008 (Regulation 18: Staffing) states that staff carrying out any regulated activity, must receive appropriate support, training, professional development, supervision and appraisal as is necessary to enable them to carry out their duties.

1. **IMPLEMENTATION**

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| **CONTENTS OF SECTION** |
| **6.1** | **RESPONSIBILITIES** |
| **6.2** | PLANNING LEARNING AND DEVELOPMENT |
| **6.3** | **ACCESS TO LEARNING AND DEVELOPMENT** |
| **6.4** | **RESOURCES FOR LEARNING AND DEVELOPMENT** |
| **6.5** | **QUALIFICATIONS** |
| **6.6** | **MONITORING AND EVALUATION** |
| **6.7** | **EXAMPLES OF ACTIVITIES BLENDED FOR PERSONAL DEVELOPMENT** |

**6.1 RESPONSIBILITIES**

**6.1.1 The individuals -** The responsibility for identifying training and development needs and carrying out agreed activity is shared between the Management team, Team Leader and the individual member of staff.

6.1.2 Each member of staff is expected and encouraged to take ownership and responsibility for their personal development in relation to their work, within the framework of support provided by Phoenix Support. This includes analysing one’s own skills, aptitudes and potential development needs, as well as having a positive and proactive approach to development.

6.1.3 All staff are expected to participate in the evaluation of training and development. The training and development policy, and accompanying guidance notes, provide a framework within which decisions can be made and supported with regard to the development of individuals and groups within Phoenix Support. In addition, please refer to the policies and guidance notes on the supervision and appraisal process

6.1.4 The process of training and development is most effective when each individual takes responsibility for his or her own learning. This includes taking an active role in planning one’s own personal development, undertaking agreed development activities, and evaluating the effectiveness of these.

**6.1.5 The Management team and Team Leaders -** are responsible for providing support and guidance in relation to the training and development of those reporting to them, particularly in relation to the identification of individual needs and making sure that appropriate action is taken as a result

6.1.6 They are responsible for implementing Phoenix Support’ policy on training and development. Specifically, their role is to ensure that the training and development needs of staff are identified, taking account of both individuals and groups, and that these are appropriately addressed. The Team Leaders and Operations Manager have an important role to play in encouraging/facilitating people’s involvement in training and development activities and in providing guidance/feedback with regard to the skills and knowledge required for their current role and in maintaining records with regard to the development of Phoenix Support staff.

**6.1.7 All management -** are responsible for actively encouraging training and development as a means to enable Phoenix Support to meet its business objectives, and for ensuring that resources are made available for this purpose. Senior management hold the centralised budget for training and development and will ensure this is allocated appropriately.

6.1.8 Senior Managers will ensure that all training courses are appropriately designed and delivered across the organisation according to its needs, they will continue to develop courses that will enhance the diversity of the workforce and upskill all individuals.

**6.1.9 Office Administration Staff -** are responsible for identifying appropriately qualified and competent trainers to deliver agreed courses for staff in the organisation booking those identified as determined by the Senior Management team.

6.1.10 Management of training matrix and advising staff when courses are booked, along with sending out joining instructions and confirming attendance. They will provide the tools to support training and development (eg, training records, course handouts, feedback forms) as well as advising and encouraging individuals and those with management responsibilities about training and development matters.

6.1.11 Co-ordinating the delivery of certain training and development activities that are organised centrally and recording courses on the training calendar. Preparation of organisation wide training matrix and ongoing needs analysis. From this, an annual training plan can be developed.

**6.2 PLANNING LEARNING AND DEVELOPMENT**

**6.2.1 Identifying development needs –** may be at various levels,those that apply to the Company as a whole, those at a group or team level and those which apply to a particular individual. Mechanisms are in place to identify training and development needs at each of these levels (as described below), and collectively these are summarised in the Phoenix Support training and development plan.

6.2.2 Company training and development objectives are aligned to strategic priorities in the Phoenix Support quality assurance audit. Service delivery statements are also taken into account, as are external and internal influences that may affect Phoenix Support performance. An example of organisation wide development needs would be a requirement for more advanced IT skills brought about by a new care management system, or the need for greater awareness of equal opportunity issues.

6.2.3 At group or team level, information is gathered from a variety of sources to identify training and development needs common to a group of staff. Responsibility for this lies with senior management and the team leader. Sources of information used for this purpose are likely to include appraisal process documentation, discussions with managers and staff, both formal and informal and findings from annual surveys.

6.2.4 At individual level, the appraisal process is the main vehicle for recognizing and planning training and development. The team leader is responsible for ensuring that individuals’ training needs are followed through and, for particular courses, or where the particular method of meeting the development need has not yet been decided, the individual and team leader should complete a training passport for discussion and action.

**6.2.5 Training and development plan -** will be produced by the end of the operational year, for the following year. This will be modified once all performance review documentation has been received and analysed. This will summarise the development needs identified at the level of Phoenix Support as a whole, for particular groups or teams, and for individuals, based on Information gathered from supervisions and annual appraisals, inductions and any other performance management activities. The training and development plan will then be reviewed and appropriate action implemented.

**6.3 ACCESS TO TRAINING AND DEVELOPMENT**

**6.3.1 Induction -** An effective induction process is important for settling new members of staff into Phoenix Support, and ensuring the smooth transition of those who move to other roles. It involves ensuring that the person has the necessary skills and knowledge to perform their role effectively and familiarizing them with the detail of the work they will be performing.

**6.3.2 Entitlement to development support -** The extent to which a training and development activity can be supported by Phoenix Support will depend upon a number of factors including:

* The relevance of the development need
* Financial costs
* Hidden costs, including, for example, the amount of work time required to complete the
* development activity
* Any additional cover required and impact on colleagues
* The amount of development support that is reasonable for any one member of staff to
* undertake in a given period
* Availability of funds in the training and development budget
* Parity with similar applications

**6.3.3 Equality of opportunity**

6.3.4 Phoenix Support seeks to ensure that development opportunities are available for all. This principle does not, however, imply an automatic right of individuals to particular development activities or a right to undertake development actions within specified periods of time. Managers are responsible for ensuring that the development needs of all staff are given fair consideration and that the needs of staff employed on a part-time or short-term basis are addressed equitable.

**6.4 RESOURCES FOR TRAINING AND DEVELOPMENT**

**6.4.1 Time allocation for training and development -** Training and development activities required by Phoenix Support will usually take place during work time and agreed costs will be reimbursed. Training and development activities encouraged by Phoenix Support but not essential may take place during work time, or may involve study in the individual’s own time, during evenings and weekends. For time to study for qualifications, please see 6.5.2 below.

6.4.2 Where training and development takes place in normal work hours, cover may be arranged where necessary. Part time colleagues who work additional hours to participate in training and developmental activities required by Phoenix Support outside of their usual pattern of work (but within normal work hours) may be able to agree time off in lieu.

**6.4.3 Non-attendance at training -** Staff should make every effort to attend training that they have committed to attend. If staff must withdraw from training, they will first seek permission to do so from their line manager with explanation for the non-attendance. The organisation may seek to reimburse training costs on certain courses where the reason for non-attendance is deemed unsatisfactory In terms of non-attendance at information talks, which are by their nature more informal, staff are still expected to make every effort to attend talks and briefings.

**6.5 QUALIFICATIONS**

**6.5.1 Funding of training/further qualifications -** Where a member of staff wishes to undertake a qualification, they should seek advice from the Team Leader or the Senior Management team. The qualification should be discussed as part of the performance review process and following the performance review meeting, the individual should complete an application stating how the qualification will benefit his/her team and Phoenix Support as a whole.

6.5.2 He or she may be asked to supply further details about the proposed development activity. Consideration of a proposed course will take into account the following criteria:

* Staff development that is necessary in order to do a job
* Where there is a high level of demonstrated benefit to Phoenix Support
* Staff development where there would be some benefit to Phoenix Support
* Where staff might be given some support to recognize this, and
* Development that is principally about personal development/interest, where there is little or no direct benefit to Phoenix Support.

6.5.3 Any funding will largely be dependent on the extent of demonstrated benefit to Phoenix Support and will determine whether it could be supported to a greater or lesser extent. Any decision on support will be contingent on budget availability and evidence of satisfactory progress made by the individual. Staff will be required to sign an Employment contract which includes section 23 with information about repayment guidelines, should they leave Phoenix Support, as follows:

* if a member of staff leaves employment (through resignation or a dismissal which is not due to the staff member’s post being made redundant) during the study year
* if they fail to complete the study or sit any required examinations within a reasonable timescale the full cost of the funding will be required to be repaid;
* if a member of staff fails exams that have been financially funded by Phoenix Support , they will be required to fund any exam resits and attend any college days or similar in their own time.
* The Company Contract is agreed with the Company and new staff member prior to commencing employment and individual courses.

6.5.4 Staff members are expected to update the Management team on their progress on at least a quarterly basis and to notify them immediately of any issues affecting the potential completion of their study. A copy of certificates and/or confirmation of completion of each study year should be forwarded to the Administration staff. No contribution towards time to attend a course and/or course exam fees will be agreed where training is not directly relevant to the staff member’s job.

**6.5.5 Time for qualifications, study and exam leave -** Qualifications are generally expected to be undertaken in the staff member’s own time. If a qualification is instigated and organised by Phoenix Support for a number of staff who are required to complete the qualification in order to fulfil a business need, then a decision on time given towards the qualification will be made by the Registered Manager or Team Leader together with the Mangement team.

**6.6 MONITORING AND EVALUATION**

**6.6.1 Continuing Professional Development, recording and evaluation -** Training records should be completed after each training and development activity has taken place and then stored in a training file as an ideal method of keeping such records. The training records can then be referred to during the annual appraisal and considered between the manager and staff member in order to identify individual development needs. The Administration staff Officer will maintain records of any formal development activities and will use this to produce a training matrix.

 **The senior management team, (including the Director, Registered Manager) will be monitoring the quality of the training provided by their team members. The evaluation of these trainings will be done through a number of methods which include: Physically attending training, to evaluate the skills of the facilitators and their traning material on a regular basis, as well as reviewing all training evaluation feedback sheets and acting accordingly depending on the feedback received.**

**6.6.2 Appraisal process -** is an important part of the Phoenix Support approach to training and development. It involves annual meetings between individuals and their managers to discuss and review work activities and personal development, and to plan ahead for the future.

6.6.3 The appraisal meetings provide the time and space to identify development needs, plan how these should be addressed and evaluate the effectiveness of development activities undertaken previously.

6.6.4 Phoenix Support’s policy on training and development is therefore closely related to that of the appraisal process. The policy on the performance management procedure provides further details on how this mechanism may be used to support training and development.

**6.6.5 Performance management -** which means that should an employee lack the knowledge, the skill or the ability to such an extent that they cannot carry out his or her duties to the standard required, training and development may be provided in an attempt to improve performance. This performance management procedure applies to all Phoenix Support employees including those on probation.

6.6.6 Training and development activities will be evaluated, in respect of their effectiveness from both a Company and personal perspective. There are several ways in which this can be done, evaluation starts at the outset of the training cycle by identifying criteria both for the course and for the individual at the stage when training is applied for, or when staff members are invited to attend training.

6.6.7 Both the individual and Team Leader should take time to reflect on what both will notice has changed or indeed what will no longer happen, after the training that will tell both the staff member and the Training Officer that the learning objectives have been successfully achieved.

6.6.8 The staff member and the Team Leader should also agree how the training will be put into practice and what, if any, support will be required to implement the learning from the training undertaken. This may mean for example, identifying particular work tasks or projects where the learning can be used and new skills practised.

6.6.9 The appraisal process and training passport are the primary means of evaluating training and development of all types. The staff member and senior management should use the appraisal meeting to evaluate the extent to which agreed development activities have achieved the intended objectives and, where necessary, plan the next steps.

6.6.10 Unplanned development opportunities that arise in the course of normal work activity should also be reflected upon in order to identify how this might improve future work activities. Following the appraisal meeting, a written summary of all the matters discussed should be produced in accordance with the appraisal process.

6.6.11 Senior management are responsible for analysing the appraisal documentation and training and development evaluations forms with regard to the effectiveness of training and follow up action.

6.6.12 Phoenix Support training courses may be followed up with evaluation surveys or interviews after training has taken place. Staff are expected to participate in all evaluation exercises as required. Annually a brief report will be produced for senior management, in readiness for appraisals, summarising the impact of training and development on work performance and any relevant feedback from the staff survey.

**6.6.13 Types of activities that may be considered developmental -** Phoenix Support recognises that individuals have different learning styles and there are many workplace activities that, when used in combination, can make up a highly efficient and effective development programme. The term ‘blended learning’ is used to describe this style of learning, where a blend of different structures activities carried out over time, create a stimulating and very effective learning programme. The list below includes a number of activities that can be blended together.

6.6.14 Learning on the job in this manner requires a degree of self-awareness about the type of activity best suited to an individual’s style. It also requires good planning so opportunities that lie ahead can be identified.

**6.7 EXAMPLES OF ACTIVITIES BLENDED FOR PERSONAL DEVELOPMENT**

* Reading (books, journals, reports, newspapers)
* Networking (both internally and external)
* Instruction – putting something shown into practise
* Work shadowing
* Attending an internal or external formal training event
* Taking on new tasks or additional responsibilities to develop skills
* Moving into a new or different work role
* Watching training/educational videos
* Being involved in role play or simulations
* Using case studies to develop your knowledge
* Asking for feedback on your own performance from those who work closely with you
* Watching relevant documentaries/news items
* Involvement in coaching/mentoring relationships
* Keeping a personal development journal (academic, professional or vocational)
* Participating in group discussion
* Working towards a qualification
* Belonging to an action learning group
* Involvement in activities related to an outside professional body
* Attending staff meetings offering suggestions to fellow members
* E-learning – a large selection of computer based courses is now available.

**6.7.1 Examples of potentially developmental experiences which may arise in or be integrated**

**into the course of normal work activity**

* Attending various meetings internally (or if necessary externally)
* Being involved in a review visit beyond the normal scope of your work activities
* Using the internet to research something
* Working on a task which requires you to solve a problem
* Discussing how to deal with a particular problem with someone your work with
* Undertaking a project or assignment different to normal activity
* Observing how others deal with a particular problem or respond in a given situation
* Being a member of a working team
* Being involved in various tasks (both which are familiar and unfamiliar to you)
* Adjusting to a new or changed work role
* Managing a change
* Preparing for your appraisal– looking back on what you have done
* Planning ahead for the future
* Talking things through with management at your appraisal
* Taking on additional tasks and responsibilities that present you with a challenge