




Tower Hamlets GP Care Group Training Policy

Date Issued	21 st February 2017
Date to be reviewed	Periodically or if statutory changes are required
Title	Training Policy
Supersedes	All previous Policies
This policy will impact on	All staff
Financial Implications	No change
Policy Area	Governance
Version No	1.0
Issued By	Governance Team
Author	Governance Team
Document Reference	
Effective Date	1 st April 2017
Review Date	1 st February 2019

Approval Record

	Committees / Groups / Individual	Date
Consultation	Governance Committee, Education Sub Group & Human Resources team	February 2017
Approved by	Dr Joe Hall, Chair, Governance Committee Signature: 	March 2017



1.0 Introduction

Tower Hamlets GP Care Group is committed to ensuring that there is a systematic process for the assessment, development, implementation and evaluation of an Education, Training & Development strategy. The strategy will be developed in accordance with the NHSLA Risk Management Standards for Acute and Primary Care Trusts, the Healthcare Commission's 'Standards for Better Health', the National Institute of Clinical Excellence (NICE) guidance and the National Service Frameworks (NSFs) and other standards relevant to services managed and delivered by THGPCG. The GP Care Group (GPCG) is also committed to implementation of the Five Year Forward View (5YFV) where this relates to GPCG workforce.

2.0 Applicability

This policy applies to:

- All direct employees of the GP Care Group (GPCG)
- All employees seconded to the GPCG
- Office holders of the GPCG

3.0 Statement

This policy has been developed to ensure that the organisation has in place a robust and systematic approach to the education, training and development of its staff to ensure the delivery of safe practice and high quality patient care

This policy sets out how education, training and development requirements are identified, captured via the Training Needs Assessment (TNA) process, addressed (via training delivery), evaluated and monitored.

The education, training and development policy forms part of the GPCG's Organisational Development (OD) Strategy and Workforce Plan and in its implementation, is accountable to and monitored by the THGPCG Board.

The organisation is committed to the principles of diversity, equality of treatment and equality of opportunity and believes that direct or indirect discrimination against any person is unacceptable.

This policy aims to ensure that no employee receives less favourable treatment on the grounds of gender, sexual orientation, civil partnership/marital status, colour, race, nationality, ethnic or national origins, creed, religion/belief, disability, age or trade union membership, or is disadvantaged by conditions or requirements which are not justified by the job.

4.0 Purpose

4.1 The purpose of this policy is to outline the process for the identification, implementation, monitoring and evaluation of all education training and development requirements across the organisation

4.2 It outlines the roles and responsibilities in relation to education, training and development, including all statutory and mandatory training

5.0 Definitions

Education - The Concise Oxford Dictionary defines 'education' as: *"The act or process of educating or being educated"* (2002).

Education is also defined as *"The knowledge or skill obtained or developed by a learning process"* and *"A program of instruction of a specified kind or level"*

Training - In the field of Human Resource (HR) management, training and development is the field concerned with organisational activity aimed at bettering the performance of individuals and groups in organizational settings.

Training and development is a process dealing primarily with transferring or obtaining knowledge, attitudes, and skills needed to carry out a specific activity or task.

Development (Continuous Professional Development) - should be undertaken by all staff in order for them to develop their knowledge, skills and behaviours and enable them to realise their full potential.

The primary objective for CPD is to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning, helping students to:

- Become more effective, independent and confident self-directed learners
- Understand how they are learning and relate their learning to the wider context in health care delivery and performance
- Improve their general skills for study and career management
- Articulate personal goals and evaluate progress towards their achievement
- Encourage a positive attitude to learning throughout life

Professional Development Plan - a Professional Development Plan (PDP) is a document which sets out the identified learning and training activities that support staff development so that their job can be undertaken effectively.

6.0 Roles and Responsibilities

Roles and responsibilities in relation to Education, Training and Development (including mandatory training) are set out as below:

Board Responsibility

The Chair or (Board representative, if the Chair is not a board member) of the Transformation and Workforce Advisory Group is the designated person with the overall responsibility for Education, Training and Development and holds the responsibility at Board Level.

Workforce development lead for the GPCG

The Education Programme Manager contributes to the strategic workforce planning and is responsible for the implementation and delivery of the GPCG's Education, Training and Development strategy.

Service Managers Responsibilities

Managers are responsible for ensuring that their staff are given adequate time to attend mandatory training and any further training identified as an essential requirement for their role. Managers are responsible for reviewing participation in professional development as part of annual appraisal. Managers are responsible for ensuring that staff undertake mandatory training in accordance with the organisation's standard training guidelines (refer to Tower Hamlets GP Care Group website for further details)

Staff Responsibilities

Staff are also responsible for their own learning and development and attending Mandatory / risk management training as required for their post and as set down in their development portfolio and personal development plan.

All staff are responsible for keeping their own personal records of their training and development within a Training & Development Portfolio which meets the standards

required by their professional body where applicable.

7.0 Annual review

All annual appraisals will involve a review of the previous PDP and include assurance that statutory and mandatory course requirements are fulfilled for the role.

Participation in mandatory training will act as the key evidence of achievement of the core dimensions as part of their job specification.

8.0 Recording Training

It is important to ensure that all records of education, training and development activities that a member of staff has undertaken are maintained. This includes records of attendance at formal and informal training

Managers are responsible for ensuring that adequate records of staff education, training and development are maintained. Managers and course tutors are responsible for ensuring that copies of any record of staff training are forwarded to the Training and Development Department for recording.

Managers will be responsible for ensuring that staff training and development is accurately recorded centrally as well as locally.

Managers are responsible for reviewing and discussing with a member of staff their Training and Development Portfolio.

9.0 Mandatory Training

The GPCG have an active role in facilitating statutory and mandatory training for all employees. The training specified in the guidance is supported to ensure local and national safety and quality measures are met. (LINK TO MATRIX FOR E-COPY)

For team leaders or managers of staff or appointed leads it is also recommended that the following are covered at least once:

- Managing Performance
- Recruitment and Selection
- Appraisal training
- Managing sickness and absence
- Risk assessment
- Health and Safety

10.0 Other Essential Training

THGPCG is committed to developing and providing training taking into account the training needs and requirements of the service. This will include workforce development in leadership and management as well as a wide range of personal effectiveness skills and clinical training.

11.0 Arranging Training

All training will be organised and advertised in a timely manner. Advert will include the key aims and objectives of each course; whether the course is mandatory or desirable, the venue, details of the provider, how the training will be delivered and the course duration, dates and times. It will be expected where possible for interest of participation be registered online.

12.0 Governance

GPCG education and training work stream will oversee the governance of all education and training provided or commissioned.

The Community Education Provider Network (CEPN) will be a key deliverer of education. The CEPN is hosted by the GPCG and the GPCG are a key partner of the network.

13.0 Partnership Working

The GPCG are committed towards partnership working with other local health and care providers. Education delivery will be streamlined where it is identified advantageous.

These partners include:

- The London Borough of Tower Hamlets
- Tower Hamlets Clinical Commissioning Group
- East London Foundation Trust
- Barts Health trust
- Tower Hamlets Council for Voluntary Sector

THGPCG are also open to developing links with external stakeholders, for example

- Health Education England
- Royal College of GPs
- Local Pharmacy Committee
- Local Optical Committee
- Local Dental Committee
- Higher Education Institutes
- Clinical Effectiveness Group
- Other local health and care providers

14.0 Training Needs Analysis (TNA)

It is imperative that the organisation supports every individual member of staff to maintain high standards of practice, to be able to deliver high quality care; this is 'effected' and 'supported' via the annual appraisal process, whereby an individual's learning and development needs are assessed according to their role and a personal development plan is created for the coming year. This is a joint process undertaken by the appraisee and appraiser.

The learning and development requirements from each appraisal are fed into the TNA 'scoping' process to form the organisations operational training plan. This would be fed back via yearly surveys with all managers.

Training requirements over and above the TNA scoping exercise are 'iterative' in nature and arise during the course of the year, based on the 'in-year' changes within the organisation

Another type of learning and development requirements is often sought through the 'strategic requirements' of the organisation, whereby large programmes are commissioned to address strategic changes and subsequent new skills. An example of this type of training and development may be executive coaching or strategic leadership programmes

15.0 Providers of training

Training providers can be sourced from a number of areas, including 'in-house' and 'external' suppliers, via a number of ways. Current provision is mixed with local health providers predominantly for clinical training and external suppliers for non-clinical. External suppliers provide services through 'contracts' with the organisation.

16.0 Equality of access

The organisation is committed to ensuring that staff are not subjected to discrimination in recruitment, promotion, access to training and career advancement, and as such invites requests from all staff attending training to identify any support they may require.

17.0 Authorisation of Study Leave

It is expected that staff will seek approval from their line manager before applying for any course or training event.

Staff not receiving confirmation of any course booking must query this to ensure that there is not a technical issue and they actually have a place confirmed before taking study leave. Staff will be required to supply a printed copy of their confirmation at registration when attending on the day for any internal training event.

Agreement should be reached with an individual's line manager where attendance at mandatory training falls outside rostered working time. Line managers are encouraged to identify this training time within the normal working shift pattern.

18.0 Dealing with non-attendance

For all internal training courses managers will be formally notified of any non attendees via e-mail notification from the e-workforce & training team. There may be a charge applied to the service for non-attendance.

It is the responsibility of the employee to explain to their manager why they did not attend. It is possible that management action may be considered where a reasonable explanation is not provided.

19.0 Evaluation

Evaluation should be included in all learning and development interventions

All training courses must have a clear set of learning outcomes and, as a minimum, evaluation will measure the perceived achievement by the learners of these learning outcomes.

The outcome of completed evaluations are then regularly reviewed by course providers to ensure that appropriate standards of training are maintained.