

# Learning & Development Policy



**Please complete the table below:**

*To be added by corporate team once policy approved and before placing on website*

<b>Policy ref no:</b>		
<b>Responsible Executive Director:</b>	Sarah Truelove, Deputy Chief Executive and Chief Finance Officer	
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<b>Date Approved:</b>	October 2019	
<b>Approved by:</b>	Sarah Truelove, Deputy CEO and CFO	
<b>Date of next review:</b>	October 2021	
<b>Policy Review Checklist</b>	<b>Yes/ No/NA</b>	<b>Supporting information</b>
Has an Equality Impact Assessment Screening been completed?	YES	See Appendix D
Has the review taken account of latest Guidance/Legislation?	YES	
Has legal advice been sought?	N/A	
Has HR been consulted?	YES	
Have training issues been addressed?	YES	Education and Awareness of processes by which trg may be accessed already promulgated. On policy adoption and launch, to be announced on stand-up and in The Voice and on The Hub
Are there other HR related issues that need to be considered?	NO	
Has the policy been reviewed by Staff Partnership Forum?	YES	
Are there financial issues and have they been addressed?	YES	Pressure on L&D Budget. Process now in place to manage any spend
What engagement has there been with patients/members of the public in preparing this policy?	N/A	Internal staff only
Are there linked policies and procedures?	YES	Appraisal Policy
Has the lead Executive Director approved the policy?	YES	
Which Committees have assured the policy?		SPF CPRG to review before sign-off
Has an implementation plan been provided?	YES	Internal processes for managing various forms of learning – so Apprenticeships, CPD, Indv & Collective trg have already been put in place, tested, and are now in

		use. Downstream process for applications to be worked up with Finance
How will the policy be shared with: <ul style="list-style-type: none"> <li>• Staff</li> <li>• Patients</li> <li>• Public</li> </ul>		Announcement on Stand-up, in The Voice and on The Hub. All documents are available through The Hub, ConsultOD and ConsultHR No requirement for public consultation / awareness
Will an audit trail demonstrating receipt of policy by staff be required; how will this be done?	YES	Measured by the use of the LDP to review costed applications

<b>Version Control</b> <i>please remove this box once approved and finalised</i>		
<b>Version</b>	<b>Date</b>	<b>Consultation</b>
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## 1 Introduction

An effective approach to Learning & Development (L&D) will deliver the capabilities, competencies and skills required to support sustainable business success within the CCG, as it strives to be ever more agile and responsive in what is a rapidly changing external environment.

Our ability to learn quickly, apply that learning to new challenges, and know when to discard that learning and learn anew as our current skills and knowledge become outdated, will be the key to our continued success. We need to cultivate and foster an innovative approach to developing individuals, teams, and groups, allowing employees to replenish their knowledge and acquire new skills to do their jobs better, and enabling the organisation to harness that learning in meeting current and future known business needs.

Our approach needs to embrace our Core Values, ensuring that whatever we do learn, we apply that learning in ways that enable us to strengthen the demonstration of our values in our interactions with each other within the CCG, and with our stakeholders, customers, and our wider care communities.

### a. Purpose & Scope

This policy will articulate the L&D challenge and create frameworks, processes, and guidance, to allow managers and staff alike to flex to best effect, the learning resources that they are able to access.

It stipulates the responsibilities of managers regarding the initial induction of, and ongoing support for, their staff members, ensuring that those individuals are furnished with the requisite knowledge, skills, and permissions, to make a valuable contribution to the achievement of CCG Goals.

The policy will define how we will monitor and control a finite training budget to provide learning opportunities at individual and team level and achieve the best possible return on our investment of funds.

The policy addresses issues of equality of access to learning support, to ensure that all members of the CCG are given the opportunity to have their learning needs and objectives acknowledged, considered, and evaluated, in the context of the overall needs of the organisation and within the bounds of available budget to support that access.

This policy applies to all permanent, fixed-term, full-time, or part-time, employees of the CCG. This policy does not extend to supplementary employees such as contractors or consultants with the exception of Corporate and Local Induction and the need to ensure temporary members of the CCG workforce are able to work safely, and that they have completed appropriate stat / man training relevant to their job.

## **b. General Principles**

**Employee Support.** BNSSG CCG supports employees in gaining the requisite knowledge and skills necessary for them to perform successfully in a given role. Development will be provided to equip staff with the skills to take on enhanced or stretch requirements within their current role, and to prepare them for a next identified role that they may take up in due course. This will begin with induction and a comprehensive orientation programme led by line managers, to ensure that all staff members new to a role within the CCG are clear on their role and responsibilities and are properly supported in the execution of the same.

**Identification of Learning Needs.** The CCG will ensure that a learning needs analysis is undertaken regularly within directorates through the medium of the Appraisal Policy. The generation of Personal Development Plans (PDPs) from that activity will form the basis of this analysis, which will in turn generate directorate-level learning matrices. These matrices will be managed at that level, enabling directors to prioritise those learning activities that will satisfy any significant challenges in delivering operational outcomes and achieving CCG objectives.

**Provision of L&D Support.** L&D provision encompasses a wide range of activities and should not be considered as just formal, classroom-based, training, or online learning. Line managers are encouraged to think about all forms of learning to develop their teams, and individuals within those teams. A Compendium of Learning has been compiled, which provides a comprehensive list of learning interventions that might be used in this respect. This can be found on ConsultOD. This list is not exhaustive and line-managers are encouraged to be creative and innovative when planning such learning interventions.

**Fair & Equitable Application.** The adoption of this policy across the CCG will ensure that all staff development needs are clearly identified, an appropriate response delivered, and the subsequent value in undertaking that training fully understood and appreciated. Adoption of and adherence to this approach is critical in developing a fair and equitable learning delivery system across the CCG that is efficient and effective in identifying and then satisfying learning needs, whilst being economic in the use of available and often scarce resources.

## **c. Adoption of a Systems Approach to L&D Provision**

The CCG have adopted a systems approach to the provision of L&D products and services. This system comprises a series of step by step activities relating to the:

- Provision of an induction process and subsequent orientation of staff in new roles.
- Initial identification, clarification, and agreement of subsequent learning needs.
- Design, development, and delivery of planned interventions to address those needs. Subsequent validation of those interventions to drive a quality assurance process. This will enable us to understand how well individuals are able to apply learning back in the workplace, and the constraints that prevent them from doing so.

- Evaluation of learning, to understand the effect on performance and contribution from attendance on learning events. This latter activity measures impact and effect, and is key to conducting any form of ROI and effectiveness analysis.
- Finally, a means of sharing learning across teams and the organisation as a whole, making the most of any learning accessed by individuals.

Adoption of this approach ensures that the CCG does get maximum value for any investment of resource on learning interventions undertaken across the organisation. Specifically, it ensures that:

- All training undertaken is proportionate to the original identified need.
- Training is cost-effective and of an acceptable level of quality at the point of delivery.
- Appropriateness of response is determined at the outset to ensure the suitability of that intervention in delivering an output that fully satisfies the expressed need.
- The organisation fully supports the adoption and use of new skills and knowledge back in the workplace ensuring that key enablers are in place and that identified constraints are addressed and managed.
- Interventions are planned and conducted in a way that is mindful of the CCGs commitment to equality, diversity, and inclusion, and is designed to encompass the values of the CCG.
- Opportunities to access learning and development are made available across the CCG and to all eligible staff. A balanced approach to ensure equality of access and to make sure that the limited budget is spent in a fair and equitable way that best addresses the needs of the CCG.

## 2. L&D Activities covered by these Policy Provisions

### a. Local & Corporate Induction

**Local Induction & Onboarding.** Induction is an opportunity for the CCG to welcome a new member, help them settle in and ensure they have the knowledge and support they need to perform their role. A new staff member's first impression of the CCG will have a significant impact on their integration within their team and their overall level of job satisfaction. Those initial impressions made when someone joins the CCG will have a lasting impact on how they see and experience our brand and values; a welcoming and effective induction experience is central to ensuring this first impression is a positive one.

Onboarding is a longer process of welcoming and familiarising the new staff member to their team and locality, and providing them with the tools and knowledge necessary for them to quickly become a valued and valuable team member.

Onboarding is key to ensuring success for employees, helping them learn the right way of doing things within the CCG and becoming acquainted with their new colleagues. Effective onboarding will have a demonstrable impact on employee satisfaction, engagement, and tenure with the CCG.

The critical outcomes for local induction are:

- Ensuring that new staff develop good work habits that are consistent with safe working practice and best-practice environmental management.
- Enabling new staff to quickly feel that they are a valued part of the team.
- Making certain that new staff understand and appreciate the working culture of the CCG and, most importantly, the importance we place in living and extolling our core values in all that we seek to do.

It is the responsibility of the line manager of a new employee to ensure that new staff member received proper and appropriate local induction. Exact requirements of that local induction will vary from team to team and between locations. Further guidance for line-managers can be found on The Hub under Resources – Guidance for staff. There is also a list of suggested content for a local plan at Appendix C.

It should be noted that Onboarding may begin before the new staff member starts work within the CCG. Once a firm offer of employment has been made and accepted, line managers are encouraged to build a relationship with their new employee as soon as possible. As examples: the use of technology such as Skype for making early contact and introductions; sending links to online materials, resources, and other information that they will need to know / be aware of once they take up their new role; perhaps photos and biogs of their new colleagues to help them quickly recognise and get to know them a little better. All these simple steps and more may be undertaken prior to the new staff member arriving on day one.

**Corporate Induction.** This is jointly owned between Corporate Services and the Internal Communications Team. Responsibility for the development of content and delivery of Corporate Induction activities is shared between the Head of Internal Communication (HIC) & the L&DM. The Corporate Services team provide the administrative effort to deliver each Induction Programme, and the Internal Comms Team provide materials and content for that programme. Overall responsibility for content development and Induction format lies with the HIC.

Corporate Induction takes the form of a one-day event, staged every 6-8 weeks depending on numbers who are awaiting induction. The Corporate Services team maintain a record of all new employees and ensure that they do attend a corporate induction event within the first two to three months of their employment with the CCG, preferably on the day they join the CCG or as soon as possible thereafter.

All new staff are required to attend a corporate induction event as soon as possible after joining the CCG. Line managers are required to make sure the staff member is free from other duties and commitments wherever possible to facilitate their attendance on that Corporate Induction.

Temporary staff, contractors, consultants, etc., are also required to attend Corporate Induction and to undergo limited local induction, specifically that relating to Health & Safety issues and safe-working practices in their locality.

### **b. Statutory & Mandatory Training**

Statutory training is sector-specific training that is legally required as part of running a service. This requirement may come from central government, local authority, or other government bodies. This type of training is essential to running a safe and effective service.

Statutory training relates to training that is required by law to ensure that an organisation is meeting their legislative duties. For example the CCG has a responsibility to ensure that all new employees undertake core health and safety awareness training courses. Failure to meet these requirements will result in penalties including fines.

Mandatory training is usually specific to the job itself, and the various elements of such training are considered important to carrying out the job effectively and safely. Corporate Services will determine the various elements of mandatory training for any one role within the CCG with advice and guidance from various subject matter experts within the CCG.

Statutory and Mandatory training will normally be conducted as an element of Corporate Induction and subsequent team-level Onboarding. Staff members will be required to complete periodic updates to remain compliant with any training required for their role and as legislated for by those various authorities. This requirement to periodically refresh training will be managed by Corporate Services with individuals being notified of the need to conduct further, refresher, or requalification training as necessary.

Corporate Services will produce regular reports to the Executive to demonstrate rates of compliance, where levels of non-compliance are likely to affect the CCG's ability to work effectively and safely in delivering services to its community.

### **c. Individual Learning**

Individual learning encompasses all activities undertaken by individual members of staff, to satisfy identified learning needs, and to enable them to access new skills, knowledge, and experiences, necessary for them to:

- Build competency and expertise in their current role.
- Enable them to deliver against enhancements to their role – either as a result of the role enlarging over time or where specific drivers for change (such as adoption of new technology, methods, etc.) have impacted the nature of the current job.

- Prepare them for an identified and designated new role in BNSSG for which they have been recruited or to which they have been allocated.

Those learning needs will usually come about as a result of conversations between line manager and staff member in a regular 121 conversation or as a part of the conversation had at annual or six-monthly appraisals. In any event, the need should be clearly defined within the individuals PDP.

Line managers, through their networks and with colleagues in BNSSG, are encouraged to think creatively about what kind of learning intervention will best serve their staff member with due regard to resource utilisation and financial cost to the CCG from the individual accessing and gaining those new skills, etc.

Where solutions do not generate a direct financial cost to the CCG, then line managers are encouraged to build access to that learning into the staff members' day-to-day activities. There is no requirement to seek any formal permission to undertake individual learning activities in that case.

Such solutions may be funded in whole or part from local directorate budgets, but only where such support would not contradict or diminish the purpose and responsibilities of the Learning & Development Panel (L&DP) and would not negate the principles upon which the L&DP operates. Before Directors do support individual learning activities in this way, they must consider whether the nature and level of proposed support requested would be better considered through the L&DP process.

Where identified learning solutions are going to generate a financial cost to the CCG, then prior to any action taken to procure that solution, the individual must make a formal application for funding to be made available to them. The process for doing so is clearly identified in the L&D Application Process which may be found on ConsultOD. Applicants will need to log into their personal ConsultOD account to be able to access the process, guidance documents and application forms. A copy of the outline process is included at Appendix A to this policy.

### **d. Continuing Professional Development (CPD)**

The term Continuing Professional Development refers to the process undertaken by individual staff members to track and document the skills, knowledge and experience that they may need or wish to gain, both formally and informally, as an enabler for them to achieve their career aspirations and personal / professional growth. At its best it is the commitment made by that individual towards the enhancement of their own skills and proficiency throughout their career.

All staff members, at all levels within the CCG, are encouraged to create a personal CPD Plan to identify potential future career, professional, and personal growth pathways and to meet their own aspirations for achievement of the same. It is not to be confused with a PDP – the output of discussions at 121s and appraisals – although elements of a CPD Plan

may often be found within the individual's PDP, where that individual wishes to seek CCG support to achieve elements of their own CPD Plan.

CPD activities may combine a number of different methodologies to learning, such as workshops, conferences and events, e-learning programmes, best practice techniques, ideas sharing, etc. These are all focused on the individual accessing appropriate and effective development opportunities.

Whilst the CCG commits to supporting individuals who seek to undertake CPD activities in the workplace, such support is always given on the strict proviso that the individual undertaking such activities does so without detriment to his or her ability to execute their job properly and fully. In addition, it is the responsibility of the line manager and the management chain through to their Director, to ensure that such support does not, in any way, impact on the ability of the team, group, or directorate, to deliver fully on operational outcomes and strategic imperatives.

Where a director undertakes to support CPD activities for a member of staff from local (Directorate) resources, then the same strictures apply as detailed in para 2c above.

Where a member of staff seeks financial support from the CCG to facilitate their accessing CPD opportunities (and where that support would come from the central L&D budget), then the staff member must make a formal application for such support. Such requests for financial support may be to ask the LDP to

- Pay for a course, programme, or event.
- Subsidise or refund accommodation, subsistence, and / or travel costs.
- Grant time off during working hours to attend events, or for study time, time given to take exams, etc.
- Provide support for a combination of all three.

Staff members will need to have started employment with the CCG, completed their statutory and mandatory training, and set their objectives and personal development plans, prior to requesting CPD support. The process for doing so is again clearly identified in the CPD Application process which may be found on ConsultOD. Applicants will need to log into their personal ConsultOD account to be able to access the process, guidance, and appropriate application form.

All requests for support for CPD activities will be reviewed, however staff members should be mindful that there are limited funds available for such support, and that priority will always be given to requests for support for individual learning at para 2c above.

Whilst consideration will always be given by the CCG to support staff on temporary or fixed-term contracts, the CCG will need to consider how much return on that investment is likely to be realised before the staff member leaves at the end of their contract.

## **e. Team or Collective Learning**

The terms team or collective training refer to two distinct levels of activity across the CCG.

The first is where the CCG determines that teams or groups of staff are required to undertake collective training to address a specific performance issue that is affecting the ability of the CCG to perform effectively and to a required level of competence. An example would be where the CCG decide that its management population need to be given additional specific skills or knowledge about a particular subject to allow them to perform as managers more effectively.

This type of collective learning would be organised at Corporate Level, and individuals, teams, and groups, who are identified as being a target for that learning activity would be sent joining instructions to attend specific courses, events, etc., through ConsultOD.

The L&DM would be responsible for the management of these events, and for ensuring that all identified personnel did attend an event as planned.

The decision as to which budget the cost of that learning activity would be charged would be determined by the CFO.

The second level of activity is where individual managers determine that a team or group of staff need to address team-based skills or knowledge deficiencies, or where the team needs to enhance their current skills and knowledge levels allowing them to undertake additional tasks and activities that previously, as a team, they had not been required to carry out.

Where the line manager or training organiser is able to use internal resources to satisfy such a need, or where any funding or costed resource is from local (directorate) budgets, (subject to the strictures for accessing such support highlighted in para 2c above), then there is no requirement to involve the L&DM other than for advice and guidance on getting the best from the planned learning.

Where this team or collective learning requirement requires the CCG to provide funding from the L&D budget to furnish such a solution, then the line manager concerned will need to create a case for CCG support for that funding, in the form of a simple justification of spend.

This simple justification needs to address a number of issues. A breakdown of the content of this application is at Appendix B to this policy. Individual managers may adopt Directorate formats for the provision of this justification however the document or presentation will always encompass the elements shown at Appendix B as a minimum requirement. The ensuing document should not usually exceed more than two sides of A4.

Before determining any solution that bears a financial cost to the CCG, line managers are strongly recommended to discuss their needs with the L&DM, to ensure that similar learning activities have not been addressed before within the CCG, or that solutions do not already

exist to satisfy this need. The L&DM will also give advice and guidance on what constitutes a business need, whether that need is collective in nature, and whether the LDP is likely to accept the case, based on previous submissions and overriding operational imperatives identified as a priority for the CCG at the time.

### **f. Work Experience**

Work Experience (WE) placements are popular ways for employers to bring young people into their organisation, often giving these young people their 'first taste' of what it is like to 'employed' and often their first experience of the disciplines necessary to be successful in a work place.

For some young people a lack of understanding of the working world can be significant barrier to finding and sustaining employment. For those who lack that experience, the chance to undertake real work and adjust to the routines and habits of working life can significantly improve their employment prospects. The CCG intends to offer young members from our various communities the opportunity to work within our organisation as temporary trainees and enable them, as far as we can, to gain experience and some basic skills that will be helpful in the future when they do become work-seekers.

The CCG see Work Experience as a positive means by which we engage with some of our less-advantaged communities, helping young people from those communities to gain work experience. This has the potential to provide some very real benefits to the CCG such as:

- Recruitment opportunities and building talent pipelines.
- An opportunity to engage with young people who offer enthusiasm and a fresh perspective to our business.
- An opportunity to tap into a potential future employee base where we may be able to nurture that talent through our Apprenticeship Employment Programme.
- WE placements will help us to challenge our perceptions of young people's skills and attitudes. Important when we consider the significant proportion of our communities made up of young people.
- Staff development: offering work experience placements can provide opportunities for existing staff to supervise and mentor a young person, therefore helping to develop their supervisory and other professional and personal skills.

Our WE Programme (WEP) will enable young people to volunteer for placements with us normally lasting between one and two weeks. These individuals will be matched with suitable host managers who will be responsible for the day-to-day supervision of those young people. The L&DM will have overall responsibility for the management of the scheme and oversight of all WE placements at any given time

In October of each year, the L&DM will present a new WEP to the L&D Panel for the next year's summer holiday period. This programme will identify schools, with which we wish to collaborate on that programme and timescales for various elements of the programme, including:

- Initial school visits.
- Attracting WE placements via a marketing effort.
- A short application and selection process
- First day Induction
- WE placement plans for successful applicants.
- End of placement activities.

All WEP participants will receive a CCG induction, which as a minimum will cover all necessary aspects of health and safety including building familiarisation, points of contact and specific instructions related to their placement. Further information on the CCG WE Programme may be obtained from the L&DM who is responsible for the development of the CCG WEP.

### **3. Duties & Responsibilities**

#### **a. Staff Members**

Learning and development is most effective when the individual takes responsibility for identifying opportunities for self-development which will enhance their work performance, through the acquisition of new skills and knowledge.

This includes taking an active role in planning their own personal development, undertaking agreed development activities, sharing their learning and experiences with others within the CCG, and assisting with the evaluation of the effectiveness of all learning interventions.

Individuals are expected to complete their statutory and mandatory training and to ensure that they remain compliant with the need to do so within identified timescales.

Learning needs and opportunities will be identified in conjunction with their line manager during informal 121 conversations and in their annual appraisal meeting. These need documenting in accordance with the Appraisal Policy. This will result in an agreed Personal Development Plan (PDP) being generated for the individual.

#### **b. Line Managers**

Line Managers are responsible for delivering local induction for all personnel employed within their team and defined work areas. This will include orientation sessions for all staff, clear direction on local health and safety issues, and ensuring compliance with all CCG policies and procedures. Local Induction requirements are identified in the guidance on Induction and On-boarding, which can be found on the Hub and via the ConsultHR site. Further guidance on what might constitute an Orientation Plan may be found at Appendix C.

They will support staff members in identifying learning needs, ensuring that they review these with staff on a regular basis through regular 121 discussions and engagement with

the appraisal process. Line-managers are to ensure that Appraisal PDPs are completed and then regularly updated through 121 conversations and six-month appraisal reviews.

Line Managers have an important part to play in encouraging and facilitating their team members' involvement in learning and development activities, and in providing guidance / feedback with regard to the skills and knowledge required for their current role. Managers need to balance the competing demands of staff wishing to access learning opportunities with the operational outputs required of their team. Managers are the first evaluation point to determine whether a request for CCG support is feasible and supportable and should not simply rubber-stamp a request but take an even-handed and objective approach to determining whether it can be supported at local management level.

They have a responsibility to monitor and evaluate the effectiveness of any learning intervention which their staff may undertake. Support can be obtained from the L&DM. They should ensure that staff members implement the skills that they have gained through training and ensure that any feedback on impact of that training is shared within their teams and across the wider CCG as appropriate.

### **c. Executive & Senior Management Teams**

The Executive and Senior Management team members are responsible for actively encouraging training and development across their directorate, group, or department, to ensure that they have at their disposal, the means to enable the CCG to meet its strategic goals and operational objectives.

Directors will be responsible for considering applications for learning and development support, with due regard to their directorate's ability to deliver fully against their strategic priorities and current objectives, and to best shape directorate resources, both capacity and capability, to meet future demands that might be placed upon them.

The Learning and Development Panel (LDP) is described below. Executive members will be asked to engage with this panel, which will determine how the limited L&D budget is best shared in a fair and equitable manner to meet the learning needs of the business.

### **d. Corporate Services**

The Learning & Development Manager (L&DM) is responsible to the Associate Director of Corporate Services for the efficient and effective delivery and management of the following L&D products and services:

- Undertaking L&D planning to support Organisation Development initiatives.
- Establishing a range of methods (internal and external to the CCG) to facilitate / deliver learning and development interventions.
- Supporting managers as they draw up their individual and team development plans.

- Procuring / providing internal and external L&D support, including sourcing and booking of formal training events, provision of external training capability when necessary, and enrollment of staff on external programmes and courses.
- All aspects of the CCG Apprenticeship Programme including management of the BNSSG CCG Digital Apprenticeship Service (DAS) Account.
- Administering the Learning & Development Panel, ensuring that all applications for support for learning interventions are seen and evaluated by that panel in a timely fashion.
- Delivering the Corporate Induction Programme and the upkeep of guidance and arrangements for local induction.
- Designing and delivering internal management, leadership, and other business-related development programmes.
- Monitoring, validating and subsequently evaluating, learning and development activities conducted across CCG, including the continuous improvement of long-term programmes.
- Establishing a strong relationship with ConsultOD staff to optimise the platform and associated resources.
- Supporting line-managers in ensuring that staff complete Statutory and Mandatory training as required and directed by the CEO. Providing regular reports on compliance and other issues to the AD of CS and to external agencies and bodies as necessary to comply with current regulation and legislation.

### **e. The Learning & Development Panel (LDP)**

The LDP is made up of members of the Executive Team and is chaired by the CFO. In the absence of the CFO, it will be chaired by the Deputy CFO. There is no quorate for the panel, all executive team members are invited to attend. The L&DM will staff all papers to the Executive Team and CFO and will be responsible for all administration pertaining to the work and outputs of the LDP.

This LDP will determine whether individual applications are approved for support and how that support is allocated, in line with the two principles established below.

One is to ensure equality of access to learning opportunities across the CCG. This creates an equitable approach that ensures all within the CCG do get the opportunity to apply for funding, and that available funds are spread, as far as possible, fairly and evenly across the CCG.

Second, to ensure that funds to pay for learning and development solutions, where those solutions are liable to be funded from the L&D Budget, are properly identified, and directed. Priority for spend is to address issues of current performance, then to prepare individuals to

take on enhancements to their current role and to prepare them for a next, clearly-identified, role. After that, and where limited funds permit, to support individuals who wish to access CPD opportunities and gain CCG support to enable them to do so.

The LDP will determine whether it is in the interests of the CCG to support applicants for Apprenticeships to be funded from the CCG Digital Apprenticeship Service (DAS) Account.

The LDP will meet on a periodic basis as directed by the CFO. This will be determined by the volume of requests for financial support and by the need to process certain requests in line with admission dates, etc., set by external providers. It will not meet more frequently than once per calendar month.

The LDP will reach decisions on whether the CCG will support such requests, based on information provided to them by the L&DM. This will cover amongst other issues:

- How much L&D Budget remains unspent at the time of review.
- How much support has already been given to certain programmes or courses. This will range from attendance on NHS Leadership Academy Programmes to our need to meet our corporate responsibilities for the provision of certain services across the CCG (e.g. the provision of First Aid- trained staff).
- Other known / forecasted spend against budget to meet any statutory, regulatory, or other mandated training as directed by the CEO.
- Planned collective learning activities determined at CCG Level.
- Where significant spend has already been allocated in certain operational areas.
- Where requests have greater priority over others due to the nature of the business case identified – where that case identifies business-critical skills or knowledge shortages, or where the return on the investment into that learning is significant.
- Where support for certain requests will allow the CCG to satisfy its need to meet diversity and inclusion criteria.

The Outcomes from those LDP deliberations will be made known to individual applicants by the L&DM who will manage all subsequent actions pertinent to that request with due regard to the LDP decision. Dates for forthcoming LDPs and closing dates for applications to be considered at those LDPs, will be communicated regularly across the CCG.

#### **4. Applying for Funding or Financial Support for L&D Activities**

The BNSSG CCG Appraisal Policy is designed to create clear outcomes from the conversation between line manager and staff member being appraised. One of those clear outcomes is a PDP designed to capture all learning needs of the individual concerned. The PDP must be agreed between line manager and staff member (and signed off as such) before any subsequent actions regarding learning support can be undertaken.

That PDP may contain a mix of development needs. Those that can be satisfied through learning interventions where there is no financial support to be provided for from the L&D Budget, should be progressed by line-managers / directors as per the appropriate sections:

- Para 2c – Individual Learning
- Para 2d – Continuing Professional Development
- Para 2e – Team and Collective Training.

Where the need requires support from the L&D Budget, then the priority for budget support is clear. It is to satisfy current, known, needs for the employee's present role, and then needs identified for any enhancement to that current role or in preparation for a next clearly identified role.

Only when those needs have been properly addressed will the LDP consider applications for financial support to undertake CPD activities.

Apprenticeships are different in that we have an Apprenticeship Levy to spend on such learning opportunities, where the monies within that levy account are ring-fenced. However, this levy is not substantial, and so the same controls and evaluation of any application will also be undertaken by the L&D Panel.

The detailed process by which an individual may apply for CCG financial support for learning and development activities may be found on The Hub and on ConsultOD. The applicant should log onto their personal ConsultOD account and follow the simple guides that can be found on the Home Page. All application guidance, simple process map, application forms, and other helpful advice and information may all be found the same way.

Inevitably, some staff members will be left disappointed at decisions reached by the LDP. The LD&M will be available to discuss alternatives to requests that do not get final approval and, where an applicant does not gain approval for a CPD event or activity, they may apply again (subject to continuing support from their line-manager and director) in the next financial year when further funds may be available within the budget.

## **5. Training Budget – Control & Use**

The Central Learning & Development Budget is held by Corporate Services. The Associate Director for Corporate Services (AD for CS) is the Budget Holder. The final authority for spend lies with the Chief Finance Officer (CFO). Responsibility for recording expenditure, reporting on such spend - both current and forecast - and providing regular reports on that expenditure lies with the L&DM. The AD for CS will direct what reporting structures need to be in place, and the frequency of that reporting.

The L&DM will collate all requests for learning support – regardless of their origin or purpose - where such requests once approved, will create expenditure from the L&D Budget. The L&DM is responsible for updating all centrally-held learning records and ensuring that those records are available and offered up for review by the AD of CS and the CFO as required.

Directorates do have a smaller budget, the purpose of which is to provide funds for directorate-level events such as away-days, conferences, etc. Use of these budgets is out of scope of the LDP decision-making process. To ensure the equitable provision of support to staff, these smaller, directorate, budgets should not be used to provide funding for staff members who seek financial support from the CCG for individual training events or for CPD activities. Individuals who wish to request such support must do so by completing the application process. Line-managers are responsible for ensuring that the correct application process is followed by all members of their staff.

### **6. Clawback Provisions**

The CCG are committed to supporting staff who wish to further or better their own professional or career development by undertaking CPD activities. Where staff members request financial support from the CCG to do so, the cost to the CCG can mount quickly when a combination of course fees, reimbursement of expenses, and work-time allowed for attendance on CPD activities or for private study, examinations, etc., is requested.

It is reasonable for the CCG to wish to achieve a return on their investment in that staff member before he or she chooses to move on and leave the CCG. Equally, where a staff member is granted financial support, and then fails to attend or complete the activity for which support is given, it would be reasonable for the CCG to look to recoup some of the monies that had been paid to the staff member for the specific reason of attending that activity. It follows that should a staff member fail a final exam or assessment, where the successful completion of that CPD activity would be through that examination, assessment, or similar, again it would be reasonable for the CCG to look to recoup monies paid to support that CPD activity. This is popularly referred to as Clawback.

Where the CCG would intend to recoup costs in those circumstances, it will clearly define the intention and details of the scale of that clawback in a written agreement between the CCG and the staff member which would effectively constitute a contract between both parties. This is known as the Learning Contract Letter.

This letter will identify the specific costs that can be deducted from any salary or other payments due to the staff member. The amount the CCG would clawback in the event of any lack of performance identified above would be proportionate to the amount that the CCG had lost as a result of that lack of performance. It is a genuine estimate of loss to the CCG, as the opportunity afforded to one individual is unable to be afforded to another.

Where the CCG institutes a clawback agreement, it will ensure that the agreement is proportionate to the loss the CCG has suffered and will also recognise where there has been a return in part on the original investment. CCG clawback provisions are:

1. Where a staff member leaves the employ of the CCG before finishing their CPD activity

- a. All costs incurred relevant to that activity, including any course or programme fees, expenses already reimbursed, exam fees, etc.
    - b. A maximum sum equal to the net salary costs per hour of work-time given over to support the completion of that CPD activity.
  2. Failing to attend at least 75% of stipulated activities resulting on non-achievement of the intended benefit:
    - a. All costs incurred relevant to the activity as per point 1a above.
    - b. A maximum sum equal to the net salary costs per hour of work-time given over to support the completion of that CPD activity.
- There may be occasions where attendance is affected by ill health. In such circumstances, the CFO will determine the funds to be recouped.
3. Leaving the CCG within the following time periods after completion of that CPD Activity:
    - a. Within 12 months — reimbursement of 100% of all costs incurred.
    - b. Within 18 months — reimbursement of 50% of all costs incurred.
    - c. Within 24 months — reimbursement of 25% of all costs incurred.

The CCG will give consideration as to whether a staff member leaving the CCG to undertake a role in the wider system of care should be absolved from the requirement to pay back monies under the terms of these CCG Clawback provisions. This will be agreed on a case by case basis by the CFO. The CCG reserves the right to vary the terms outlined above and any variation will be agreed by the CFO.

## **7. Equality Impact Assessment**

The CCG is committed to ensuring equality of learning opportunity; hence no staff member will be excluded from learning on the grounds of gender (including gender reassignment), marital status, family status, religious belief, disability, age, race, ethnicity or nationality, sexual orientation, or where they possess other protected characteristics under the terms of the Equality Act 2010.

Part-time and fixed-term staff members will have equal access to learning and development opportunities appropriate to their role. For further information please refer to BNSSG CCG's policies on Equal Opportunities and Dignity at Work.

It is the responsibility of the L&DM to maintain visibility of spend on learning activities and interventions across the CCG and to report on any inconsistencies with this element of policy to the AD of CS.

If any CCG employee believes that they or a colleague have been disadvantaged by anything contained in this policy, they should in the first instance contact the Document Lead (author) who will then actively respond to the enquiry.

The Equality Impact Assessment for this policy is at Appendix D.

## **8. Training requirements**

Support will be provided to all Line Managers in the implementation and application of this policy. First point of support will be with the L&DM who is available to provide advice and guidance on all aspects of this policy to managers and staff members alike.

## **9. Monitoring Compliance & Effectiveness**

This policy will be initially reviewed in April 2020 to assess the effectiveness and currency of the provisions contained herein. Thereafter it will be reviewed every two years or when the AD of CS deems it prudent to do so.

Financial and other data will be collected and reported by the L&DM to the AD of CS and the CFO.

## **10. Counter Fraud**

The CCG is committed to reducing fraud in the NHS to a minimum, keeping it at that level and putting funds stolen through fraud back into patient care. Therefore, we have given consideration to fraud and corruption that may occur in this area and our responses to these acts during the development of this policy document

## **11. References, Acknowledgements & Associated Documents**

Appraisal Policy

Guidance documentation and application forms placed on ConsultOD

## **12. Appendices**

Appendix A – Outline Process Map for accessing CCG Support for Learning

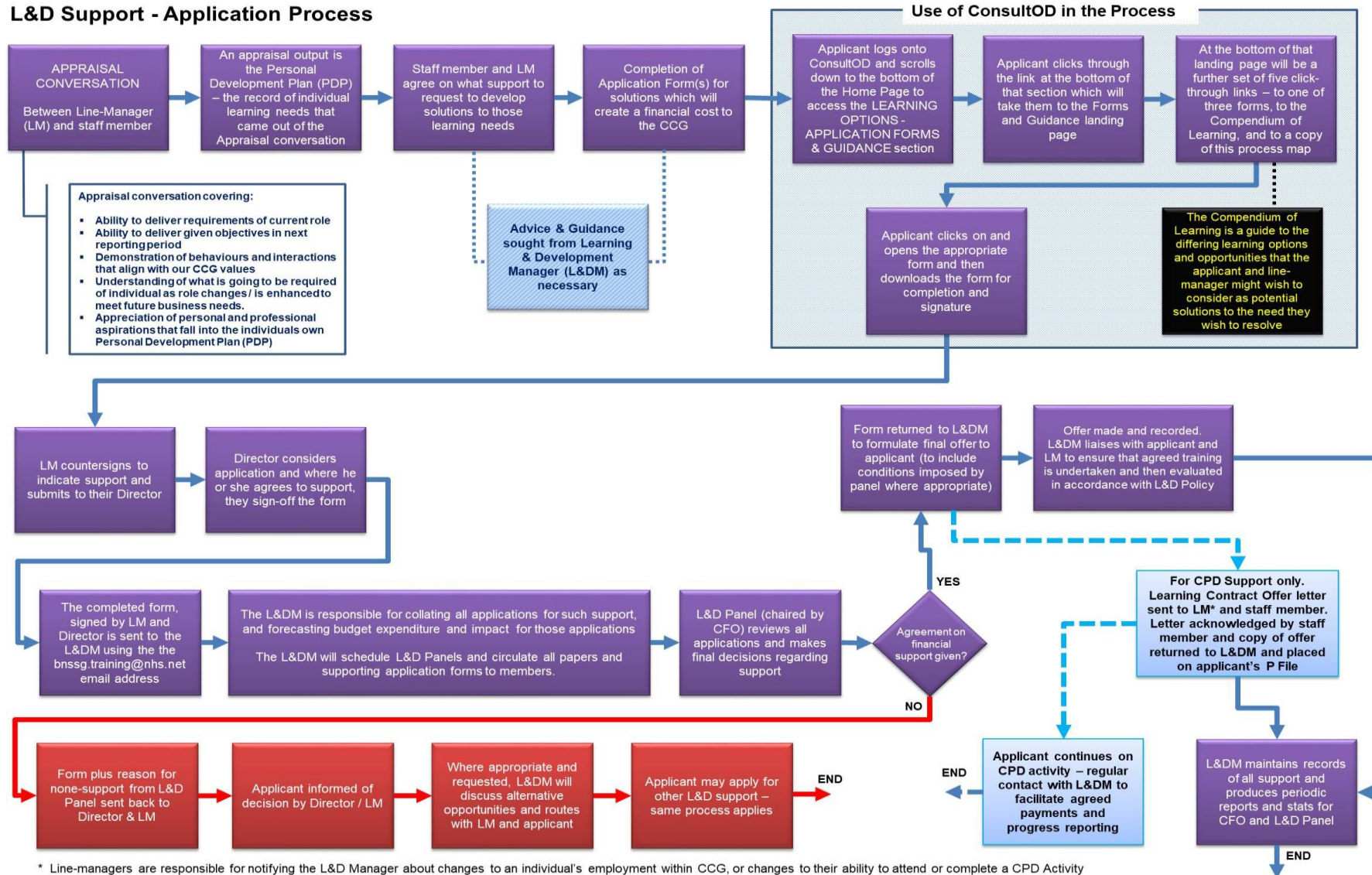
Appendix B – Outline of Content - Justification for Collective / Team Training

Appendix C – Suggested Content of Local Induction

Appendix D – Equality Impact Assessment

## Appendix A – Outline Process Map for accessing CCG Support for Learning

### L&D Support - Application Process



\* Line-managers are responsible for notifying the L&D Manager about changes to an individual's employment within CCG, or changes to their ability to attend or complete a CPD Activity for which the CCG has provided financial or other material support.

## **Appendix B – Outline of Content - Justification for Collective / Team Training**

Your justification for CCG financial support for the implementation of a learning and development solution should be clear, concise, and to the point. As a guide, it should take no more than two sides of A4 paper to convey.

Your case should stand on its own, be easy to read and understand, and offer a clear understanding of the value in adoption.

You may present it in a local team or directorate format, but it should fully cover all the points listed below.

### **BEST PRACTICE CONTENT FOR TRAINING JUSTIFICATION**

1. Define the problem / challenge / opportunity in clear and concise terms, no more than two to three sentences contained in the opening paragraph. Do not simply state that training or other learning activity is required.
2. Describe the situation / context in which the above problem / challenge / opportunity is set.
3. Describe the potential costs, consequences, and losses that the CCG may suffer, should the issue at step 1 above not be addressed or exploited. These may not be financial and so some lateral thinking may be necessary here to articulate these issues – so staff morale, staff engagement, retention of key personnel, etc., are all valid consequences. If you are able to place a monetary value on your points here, it will strengthen your case.
4. State clearly the various options you have identified that would address the problem or challenge, or allow the positive development of the opportunity. If possible, ensure that you clearly state the total cost of implementing any of the other solutions.
5. Describe the preferred solution and offer some analysis as to why you recommend that particular solution. If the solution is multi-faceted or complex, describe the key features of the whole solution that require support from a learning and development perspective. Again, ensure you include total costs of adopting that particular solution
6. Describe the key benefits that the CCG will accrue from adopting the preferred solution.
7. Create a summary paragraph to capture all salient points in condensed form – so issue, consequence, recommendation, and benefits.
8. State clearly the actions you would wish the CCG to adopt or to give permission for, and timescales for implementation.

## Appendix C – Suggested Content of Local Induction

H&S is covered in outline on the Corporate Induction day. It is however the responsibility of the line manager to provide a detailed account of all H&S issues and obligations that the CCG hold for the staff member and, equally, the obligations we place on each staff member to ensure that all CCG staff can work in a safe working environment. The corporate induction is staged frequently; transfer of key information to new starters should however begin from day one of employment.

Therefore line managers should incorporate a safety brief as an essential and early part of their local induction plan. This should happen on the first day the staff member reports for duty. As an integral part of this the line manager needs to detail any safe work practices that are relevant to the worker's role. Finally, the line manager should clearly identify where and explain how to access health and safety information

Line managers should consider what needs to be provided to the new staff member as a part of their New Start Pack or equivalent, and what needs to be covered in face to face briefings or team-based briefings or discussions. The following items should be included:

- You should review a copy of their employment contract, their terms & conditions of employment, and confidentiality agreements, and ensure that you have their emergency contacts. Review the worker's salary and other benefits – this can become an issue later if expectations and understanding are not clear from the outset.
- You should go through their job description with them and explain your expectations of their role, ensuring that you have the conversation that enables you both to feel that you have a common view on what is expected and how they should seek to meet those expectations in the first two to three months. Make sure to include these essential documents in your onboarding kit for new employees:
- You should also explain how the staff member's role fits into the wider CCG and the links between their role and others within and outside their team.
- Ensure that they understand who their own key stakeholders are and why, and who the wider CCG-level stakeholders are. You should also cover what the key outputs are for the directorate and the team they have joined, and why this is important to the CCG. You should also be able to explain clearly any topical issues such as new CCG contracts, changes in health systems or environments in which we work, etc.
- Show the physical layout of the workplace. Maps of the South Plaza offices are available from the Office Manager in Corporate Services, and from Exec PAs in the other CCG Localities. This section should provide a physical orientation to the worker's local work area, fire exits, alarm sounds, evacuation routes and assembly points, main meeting areas (including regularly used meeting or conferencing

rooms), toilets, kitchen facilities, local supermarkets, cafes for lunch, best places to park if appropriate, local gym perhaps, etc.

- Identify risks and mitigations associated with the workplace. This may include lone working.
- Also, opening and closing times for their locality – so when they are expected to leave the building each evening / earliest access into the building each morning. Cover off emergency procedures, exits, etc. also at this point. Anything to do with the physical aspects and layout of their place of work and immediate external environs.
- Go through your workplace policies and procedures, especially the code of conduct, harassment policies, health and safety policies, and emergency procedures. Some of this will have been covered in Corporate Induction, but you need to ensure this is covered on the first day in the team as corporate induction may still be several weeks away.
- Show them how to log onto their laptop or desktop PC and access programmes and files across the network as appropriate. How to access and use other peripherals – such as a Smart phone if issued, connecting and printing, use of desk phones, stationery supplies, VPN connectivity, etc. You should ensure that any log-ins, access rights, etc., are already sorted for when the new staff member arrives.
- Where necessary, go through any critical CCG policies and guidance documentation with them and ensure that they can access both ConsultHR and ConsultOD as appropriate. Also make sure that they understand where to go on The Hub to find advice and guidance.
- During your initial conversation with the new staff member, you should cover off issues such as office rules on dress, working hours, use of provided IT equipment for private use, accessing CCG resources, smoking outside the location, and general issues on conduct.
- Your new staff member needs to understand where they fit into the CCG structure and their own team. They also need to know when, where and how they can communicate with their team members. You should show them the people finder on The Hub and how best to use Outlook diary and mail functions if they are not already familiar with this software app.
- You should consider allocating them a buddy for the first few months of their employment. There are significant advantages to be gained from allocating a buddy – for more details of how to do this, visit the Compendium of Learning on ConsultOD.
- You should walk them through the Hub info on Values and have that discussion with them about what living our values in CCG actually means, and the CCG's expectations of all of its employees in this respect.

- You might want to consider how to make them feel a part of the team and at home in the CCG.
- The Internal Comms Team usually has some branded merchandise around – so perhaps a Values Mug or something similar.
- Finally, ensure that the onboarding experience has made a positive difference to your staff member's new life at the CCG. Ask them what else they might want to make their first few weeks really positive and productive. Ask for feedback on the induction and use that feedback to inform your net local induction process. Make sure they feel that they have access to you during those first few months and make sure you respond to their requests for time to chat if they need it.

A local Induction checklist is on the Hub prompts managers about items that may be relevant to cover. The list is not exhaustive.

## Appendix D – Equality Impact Assessment

QUERY	RESPONSE	
What is the aim of the document?	This policy is a comprehensive statement that sets out the CCG position and governing principles with regard to fair and equitable access to learning and development. All staff should follow it.	
Who is the target audience of the document (which staff groups)?	This applies to all staff in the CCG	
Who is it likely to impact on and how?	Staff	Yes
	Patients	No
	Visitors	No
	Carers	No
	Other – Governing Body members, volunteers etc	No
Does the document affect one group more or less favourably than another based on the 'protected characteristics' in the Equality Act 2010:	Age (younger and older people)	No
	Disability (includes physical and sensory impairments, learning disabilities, mental health)	No
	Gender (men or women)	No
	Pregnancy and maternity	No
	Race (includes ethnicity as well as gypsy travellers)	No
	Sexual Orientation (lesbian, gay and bisexual people)	No
	Transgender people	No
	Groups at risk of stigma or social exclusion (e.g. offenders, homeless people)	No
	Human Rights (particularly rights to privacy, dignity, liberty and non-degrading treatment)	No