**Policy and Procedure on Training and Development**

**REGULATIONS AND STANDARDS**

**SCOPE OF THIS CHAPTER**

To ensure that staff have the experience, qualifications and skills to meet the needs of each child.

**RELEVANT GUIDANCE**

Children’s Homes Regulations (2015)

Regulation 13 Leadership and Management

Regulation 32 Fitness of Workers 3) (b) the individual has the appropriate experience, qualification and skills for the work that the individual is to perform;

**RELATED CHAPTERS**

Staff Qualifications and Employment Checks Policy and Procedure

Admissions Policy and Procedure

Staff Supervision and Appraisal Policy and Procedure

Employee Training Agreement

Staff Supervision and Appraisal (Performance Management) Procedure

**Contents**

1. **The Range of Training and Development Opportunities**

 1.1 Types of Training and Development Activity

 1.2 Drawing on the Expertise and Experience of Others

 1.3 Processes by which People Learn

 1.4 Develop Opportunities

2. **Responsibilities**

 2.1 The Individual

 2.2 Line Managers

 2.3 Senior Management

 2.4 Head Office Administration

3. **Induction, Performance Review and Processes**

 3.1 Appraisals, Performance Review and Review Process

 3.2 Induction

4. **Planning Training and Development**

 4.1 Identification of Needs

5. **Access to Training and Development**

 5.1 Entitlement to Development Support

 5.2 Equal Opportunities

6. **Resources for Training and Development**

 6.1 Budget for Training and Development

 6.2 Time Allocation for Training and Development

7. **Formal Qualifications**

 7.1 Mandatory Training

 7.2 Funding of Training/Further Qualifications

 7.3 Study and Exam Leave

8. **Monitoring and Evaluation**

 8.1 Monitoring

 8.2 Evaluation

**Appendices**

Appendix 1a: Types of Activities that may be Considered Developmental

Appendix 1b: Processes by which People Learn

Appendix 1c: Qualification Equivalency Protocol

**1. The Range of Training and Development Opportunities**

**1.1 Types of Training and Development Activity**

There are many different types of activity that contribute to an individual's personal development, and colleagues are encouraged to consider the range of opportunities available to them.

Some activities are undertaken with the specific aim of enhancing skills and/or imparting information. Examples of these include attending a workshop or training course, reading, work-shadowing and mentoring;

Other activities offering the potential for development may arise in the course of normal work activity. Examples of these include being involved in a secondment or project where the individual acquires new skills or knowledge or discussing how to deal with a particular problem with a colleague. In these situations, learning is far greater where the opportunity is identified in advance, with attention drawn to identifying the generic skills or general principles and considering how they may be applied in other similar situations.

Further examples of the type of activities that may be considered developmental are given in Appendix 1a: Types of Activities that may be Considered Developmental, including both those designed or intended for that purpose and those which are integrated with normal work activities.

**1.2 Drawing on the Expertise and Experience of Others**

Where possible, development activities will draw on the knowledge and skills of Benecare staff. This has the advantage of allowing advice, guidance and on-the-job training to be given in a way that is directly applicable to the work context, and highly relevant to the post holder. Various people may be involved in supporting the development of others; in particular a person's line manager, Benecare colleagues, networking contacts, mentors etc. Development by these means may take many forms, including, for example, one-to-one discussions, seminars, secondments, hands-on demonstrations and coaching.

**1.3 Processes by which People Learn**

There are various ways in which a person might learn, for example by listening, reading, observing or seeking feedback. Colleagues are encouraged to recognise the different means by which they learn and make best use of those which suit their own style of learning. Examples of the processes by which people learn are given in Appendix 1b: Processes by which People Learn.

**1.4 Develop Opportunities**

Benecare encourages each employees development by providing them with regular training, guidance and support. This is initially explored within the first supervision after two weeks of employment commencing and the employee is asked to complete a CPD (Continual Professional Development Plan) as well as a skills and competencies assessment form. This forms a baseline assessment of areas of learning and development opportunities for the employee.

Development opportunities such as training, support and guidance required is explored within each supervision session and is always regularly explored and discussed. Employees have the opportunity to state what training and support they need to continually progress in the role.

**2. Responsibilities**

**2.1 The Individual**

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. Maintaining a record of learning helps individuals recognise what they have learnt and how they applied the outcomes of training and development activity in their work.

**2.2 Line Managers**

Line managers including Registered/Home Managers and Deputy Managers are responsible for implementing Benecare’s policy on training and development.

Specifically, their role is to ensure that the training and development needs of their staff are identified, taking account of both individuals and groups, and that these are appropriately addressed. Line managers have an important part to play in encouraging/facilitating people's involvement in training and development activities, both as participants or organisers, and in providing guidance/feedback with regard to the skills and knowledge required for their current role. Line managers are responsible for addressing any issues with employees not attending or engaging with training allocated to them. This will be recorded within supervision and a plan will be set to support the employee to meet their training targets.

Line managers are also responsible for;

* Providing the tools to support training and development (e.g. the performance review process)
* Co-ordinating the delivery of certain training and development activities that are organised centrally;
* Maintaining records with regard to the development of Benecare’s staff such as Training Matrix’s and workforce development plans
* Ensuring the experience, qualifications and skills of the staff team is thoroughly considered when looking at referrals to the home.
* Ensuring employees are receiving effective supervision where training is scheduled and allocated to them.

**2.3 Senior Management**

Senior management are responsible for actively encouraging training and development as a means to enable Benecare to meet its business and organisational objectives, and for ensuring that employees are supported to develop and meet the needs of the children in placement.

Senior management are also responsible for;

* Advising and encouraging individuals and those with line management responsibilities about training and development matters;
* Identifying the required allocation of money from the appropriate budget to ensure consistency of allocation for their own team;
* Overseeing and monitoring the responsibilities of line managers.

**2.4 Head Office Administration**

The Head office administrators function of all managers is to facilitate training and development. This includes:

Booking training for staff and line managers.

Maintaining training records.

Engaging with training relating to the head office role such as safer recruitment, GDPR and safeguarding.

**3. Induction, Performance Review and Processes**

**3.1 Appraisals, Performance Review and Review Process**

The performance review process is an important part of Benecare’s approach to training and development.

It involves a minimum of annual meetings between individuals and their line managers, to discuss and review the post holder's work activities and their personal development, and to plan ahead for the future. The appraisal and performance review meetings provide the time and space to identify development needs, plan how these should be addressed and evaluate the effectiveness of development activities previously undertaken. Benecare’s policy on training and development is, therefore, closely related to that of the Staff Supervision and Appraisal Policy and Procedure.

**3.2 Induction**

An effective induction process is important for settling new members of staff into Benecare and ensuring the smooth transition of those who move to roles in other departments/teams.

It involves both ensuring that the person has the necessary skills and knowledge to perform their role effectively, and familiarising them with the detail of the work that they will be performing. The line manager is responsible for monitoring the progress of the new member of staff, and for ensuring that any development needs are identified and met.

In order to achieve consistency within the induction process across Benecare whilst also ensuring that it meets the requirements of each department, employees will be required to complete the induction programme relevant to their post within any induction guidelines. The line manager will be responsible for ensuring employees progress through the induction programme within the specified timescales and that information required to evidence their progress is documented. A copy of the programme should be kept on each person's personnel file. (please see induction policy for more information)

**4. Planning Training and Development**

**4.1 Identification of Needs**

Development needs may be identified at several levels: those that apply to the organisation as a whole, those at a group or team level and those which apply to a particular individual (or group of individuals). Mechanisms are in place to identify training and development needs at each of these levels (as described below), and collectively these are summarised in a Benecare training and development plans such as continuing professional development plans, within supervision and appraisals and workforce development plans. Each home also has a monthly training schedule where training is projected for each person for the month coming. This is overseen by the employees line manager.

**4.1.1**

Organisational training and development objectives are identified by the Home Managers/Registered Managers in consultation with senior management. This involves analysing the workforce development plan and local operating plans and taking account of external and internal influences that may affect Benecare’s performance. An example of organisation wide development needs would be a requirement for more advanced IT skills brought about by a new system, or the need for greater awareness of safer recruitment issues across Benecare.

 **4.1.2** The Organisation’s training needs will be identified by the Responsible Individual/Senior Management and the Homes Managers/Registered Managers. This is reviewed within supervision and managers meetings.

 **4.1.3** At management team level, information is gathered from a variety of sources to identify training and development needs common to a group of staff. As above, responsibility for this lies with the Home Managers/Registered Managers, in consultation with the Responsible Individual/Senior Management. Sources of information used for this purpose are likely to include performance review process documentation (see 4.1.4), discussions with line managers and staff - both formal and informal, findings from the annual staff survey and team meetings with regard to existing priorities.

 **4.1.4** At the level of individuals, the supervision and performance review process is the main vehicle for recognising and planning training and development. Line managers are responsible for ensuring that individual's training needs are appropriately addressed.

**5. Access to Training and Development**

**5.1 Entitlement to Development Support**

The extent to which a training and development activity can be supported by Benecare will depend on a number of factors including:-

* The relevance of the development need to achieving the strategic plan and the development plans for care, education and health;
* Financial costs to Benecare;
* Hidden costs including, for example, the amount of work time required to complete the development activity;
* Any additional cover required and the impact on colleagues;
* The amount of development support that it 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.

**5.2 Equal Opportunities**

Benecare 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.

Line 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 equitably, this should include agency staff.

**6. Resources for Training and Development**

**6.1 Budget for Training and Development**

The budget for training and development is managed by the Business Manager and the Finance Manager and is based on allocation within individual budgets from line managers along with organisation, groups and individual training needs.

**6.2 Time Allocation for Training and Development**

Training and development activities required by the Benecare will usually take place during work time but may also require the individual to attend outside of normal/contracted hours and recompense may be made e.g. hourly rate of pay. However some training activities and courses such as The Induction Workbook and Level 3 Diploma for Residential Childcare (England) will involve study in the participant’s own time.

Where training and development takes place in normal work hours, cover will be arranged where necessary.

**7. Formal Qualifications**

**7.1 Mandatory Training**

To ensure legal requirements are met and employees have the appropriate knowledge and skills to undertake the task for which they have been employed, all employees will be required to undertake mandatory training as part of the induction process and their continuing employment. The mandatory training is recorded on each homes training matrix.

In addition to this, staff may be required to undertake other mandatory training dependent on their role. For all new care staff working within the houses there will also be training required that meets the needs of the children. For example some of our homes have children who have experienced trauma so trauma training will be a part of the expected training for that home. Mandatory training also includes the completion of an Induction Workbook and Level 3 Diploma for Residential Child Care (England).

Completion of the Induction Workbook is a prerequisite of passing the probationary period for new care staff and an important stepping stone to embarking on the Diploma. The Diploma or equivalent is an essential qualification for Care Workers (Children’s Homes Regulations 2015 32(4)) and opportunities to access this are provided at the point of the 6 months probation review. The Home Managers/Registered Managers will provide staff with support and guidance to assist them in achieving this qualification. Failure to successfully complete the Diploma may result in the termination of a care workers contract.

Funding for the Level 3 Diploma for Residential Childcare (England) will be provided by Benecare. However all staff undertaking the qualification will be required to adhere to a Training Agreement (see Employee Training Agreement Procedure and Section 7.2, Funding of Training / Further Qualifications).

For information about equivalent qualifications please see Appendix 1c: Qualification Equivalency Protocol.

**7.2 Funding of Training/Further Qualifications**

Where a member of staff wishes to undertake a **qualification** they or their line manager, should bring this to the attention of the Business Manager.

This should be discussed as part of the performance review process and then the individual is asked to complete an application stating how the qualification will benefit his/her department and Benecare as a whole. S/he may also be asked to supply further details about the proposed development activity.

Benecare is prepared to consider funding and study/exam leave for completion of a professional qualification, where the individual does not have one. Preference will be given to subject areas relevant to Benecare’s work.

The line manager and/or Business Manager will be asked to comment on the desirability of a proposed course or qualification taking into account the following criteria:

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

Any funding will largely be dependent on the extent of demonstrated benefit to Benecare and will determine whether it could be supported to a greater or lesser extent.

Requests for training and qualifications need to be made separately for each year of study and will be considered by the Managing Director, Senior Management and Finance Manager. Requests of over £2,000 in total will be considered by the team.

Staff will be required to sign a Training Agreement which sets out below repayment guidelines should they leave Benecare:

If a member of staff leaves Benecare’s employment (through resignation or dismissal) during the study year or 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 leaves Benecare’s employment from the commencement of the training they will be required to repay the following cost of the course;

Up to 6 months after completion of Course 100%

Between 6 months and 9 months after completion of Course 75%

Between 9 months and 12 months after completion of course 50%

Over 12 months after completion of course NIL

If a member of staff fails examinations that have been financially funded by Benecare they will be required to fund any exam re-sits and attend any college days or similar in their own time.

Staff members are expected to inform their line manager and the Business Manager of their progress on a regular and ongoing basis and to notify them immediately of any issues affecting the potential completion of their study. A copy of certificates or confirmation of completion of each study year should be forwarded to their line manager and the Business Manager.

Staff are expected to provide their own textbooks and course materials if these are not included as part of the course fee.

A contribution towards time to attend a course and/or course examination fees may be agreed where training is not directly relevant to the individual's job.

**7.3 Study and Exam Leave**

Employees must ask their Line Manager for time off for the purposes of examinations when undertaking long term study funded by Benecare.

Where an individual is undertaking a formal qualification primarily in their own time. The timing and amount of leave allowed for these purposes is at the discretion of the relevant senior manager in consultation with the responsible Individual, Business Manager and individual line manager, and Benecare may impose a maximum on that which may be taken in any 1 year.

An individual who wishes to take study leave should provide their line manager, Senior Manager and Business Manager with details of the course for which they wish to study and his/her reasons for the application for study leave. Documentary evidence of examination dates or college workshops may be required.

In considering applications, the Senior Manager will need to be reassured that the group can make adequate alternative arrangements for cover etc.

**8. Monitoring and Evaluation**

**8.1 Monitoring**

Individual members of staff should maintain records of development activities in which they have been involved in the context of their appraisals and performance management documentation.

Line Managers will maintain records of any formal development activities within supervision, appraisal and training matrix’s. This is also evidenced within workforce development plans and continuing professional development plans.

**8.2 Evaluation**

Training and development activities will be evaluated in respect of their effectiveness from both an organisational and a personal perspective. There are several ways in which this can be done.

The performance review process is the primary means of evaluating training and development of all types. The individual and their line manager should use the training evaluation form to evaluate the extent to which agreed development activities have achieved the intended objectives and, where necessary, plan the next steps. 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.

The Line Manager is responsible for analysing the performance review documentation and evaluation forms with regard to the effectiveness of training and development activity, and, where necessary advise follow up action. The evaluation data will inform future practice with regard to advising staff on the training and development opportunities available to them and booking training courses.

**Appendix 1a:** Types of Activities that may be Considered Developmental

It is recognised 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 structured 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.

Learning on the job in this manner requires a degree of self-awareness about the type of activity best suited to your own style. It also requires good planning so you can identify opportunities that lie ahead.

Examples of activities which when blended together enhance personal development

* Reading (books, journals, reports, newspapers);
* Networking (both internally and with people external to Benecare);
* Instruction - being shown how to do something and subsequently putting this into practice;
* Attending conferences/seminars/development forums;
* Being a member of committees or working groups;
* Work shadowing;
* Attending a formal training event (both internal and external);
* Taking on new tasks or additional responsibilities to develop particular skills you identify;
* Moving into a new or different work role;
* Watching training/educational videos;
* Being involved in role plays or simulations;
* Using case studies to develop your knowledge (both those described in books/journals, and cases that colleagues or acquaintances may be able to tell you about);
* Using diagnostic instruments (e.g. learning styles questionnaire, team types questionnaire);
* Asking for feedback on your own performance from those who work closely with you;
* Watching relevant documentaries/news items on the television or listening to selected radio programmes;
* Involvement in coaching/mentoring relationships (can be developmental for both parties);
* Keeping a personal development journal - reflection on experience;
* Participating in a group discussion;
* Working towards a qualification (academic, professional, or vocational qualifications);
* Belonging to an action learning group (meeting with peers to discuss work related issues with the aim of finding solutions to problems);
* Involvement in activities related to a professional body or employer's association (e.g. attending branch meetings, giving a presentation to fellow members);
* E-learning - a large selection of computer-based courses is now available and can generally be completed from the comfort of your own desk. E-learning tends to be interactive, carefully designed (to meet the diverse needs of as many people as possible) and may include video, sound, pictures, as well as text and check tests to measure understanding;
* Benchmarking - using a similar organisation's operation (e.g. an organisation or authority that conducts audits or reviews) to compare work processes with a view to learning, developing and possibly improving the performance of your organisation. A true benchmarking exercise will be reciprocal;
* Secondments - a secondment is where, for a given period of time, you work in another work area, department or even organisation to experience tasks normally associated with other areas of the supply chain than you normally operate. Secondments can be both internal to Benecare but equally, by agreement, with an external partner organisation (e.g. School or Local Authority run care initiative). In all cases, the line manager, relevant senior manager and the Business Manager will need to be consulted before it can be approved. Consideration has to be given to the benefits it will bring to Benecare, an appropriate timescale and, if external to Benecare, salary arrangements for the period of the secondment;
* Referring to standards of best practice (National Standards) for guidance on how to do your job and to identify specific development opportunities/needs.
* Examples of potentially developmental experiences which may arise in (or be integrated into) the course of normal work activity
* Attending various meetings;
* Being involved in a review visit beyond the normal scope of your work activities;
* Working with external committees;
* Using the internet or intranet to research something;
* Working on a task which requires you to solve a problem;
* Giving, or preparing, a presentation on a topic with which you are not familiar;
* Discussing how to deal with a particular problem with someone you work with;
* Undertaking a project or assignment that is in some way different to those you have worked on previously;
* Taking advantage of a reciprocal internal secondment;
* Observing how others deal with a particular problem or respond in a given situation;
* Delegating tasks to others;
* Being a member of a working group or task force;
* Being involved in various tasks (both those which are familiar and unfamiliar to you);
* Adjusting to a new or changed work role;
* Managing a change;
* Preparing for your performance review - looking back on what you have done over the last 6 to 12 months and planning ahead for the future;
* Managing a team or co-ordinating a project group;
* Talking things through with your line manager at your performance review;
* Taking on additional tasks and responsibilities that present you with a challenge.

**Appendix 1b**: Processes by which People Learn

* Coaching;
* Counselling;
* Listening;
* Monitoring;
* Problem solving;
* Clarifying responsibilities;
* Questioning;
* Negotiating;
* Mentoring;
* Reading;
* Decision making;
* 'Selling' an idea to others;
* Modelling;
* Gaining feedback from others;
* Public speaking;
* Reviewing;
* Observing;
* Walking the floor;
* Strategic planning;
* Problem diagnosis;
* Secondment.

**Appendix 1c:** Qualification Equivalency Protocol

Diploma Level Three – Competency Framework

Protocol for Mapping Qualifications

Overview

Step 1 – Assessing the Qualification and what Action Should be Taken

In line with The Children’s Home Regulations (The Quality Standards) 2015, Benecare has developed a protocol for ensuring that staff holding a qualification (i.e. a degree in Social Work etc.) but who do not hold an NVQ3 or equivalent have sufficient experience, knowledge and understanding that is current and meets the standard required of the Level 3 Diploma for Residential Childcare.

If staff have successfully completed any of the qualifications identified in the table below (Guide to the Children’s Homes Regulations including the quality standards (2015) ANNEX A –Qualifications for staff working in children’s homes), they are not required to undertake the Level 3 Diploma in Residential Childcare.

**Staff Qualifications**

Qualification held

Level 3 Children & Young Peoples Workforce Diploma with social care pathway The Level 3 Diploma for Residential Childcare. Equivalent as one replaced the other on the QCF framework.

NVQ 3 caring for children & young people

NVQ 3 health & social care. Level 3 Children & Young Peoples Workforce Diploma with social care pathway

Equivalent as Level 3 Children & Young Peoples Workforce Diploma with social care pathway replaced NVQ 3 caring for children & young people and NVQ 3 health & social care.

The Level 3 Diploma for Residential Childcare then replaced all of the above on the QCF.

Other NVQ 3, N/A. Registered Person to consider units completed in the original qualification against the Level 3 Diploma for Residential Childcare units. Additional training or units may be required to fill any gaps in knowledge / skill.

There are major deficits: If the member of staff does not have the relevant knowledge and understanding, they will be expected to complete the Level Three Diploma, to support them in developing the required skills and knowledge expected of them.

If their course did not have an observed element this will also be required.

**Observation of Practice**

If a member of staff has not been seen in practice in their previous qualification, or there is a gap in their knowledge, the Line Manager will conduct an observation that specifically focuses on these areas. The Line Manager will then sign the declaration that confirms the member of staff is competent in meeting the requirements of their role.

**Guidelines for Staff**

For a qualification to be considered, staff must produce the original certificate for their qualification and evidence of this qualification (i.e. units covered etc). If this documentation cannot be produced, staff will be expected to complete the diploma level three, in line with legislative requirements. This process will be followed in liaison with the Registered Manager of the home and Responsible Individual, who will make the final decision on how to proceed.

End