



## Learning and Development Policy

Is this document a:

Policy ☒ Procedure ☐ Protocol ☐ Guideline ☐

*Insert Service Name(s), Directorate and applicable Location(s):*

Title of Policy Development Group:		Learning and Development Policy Development Group	
Approved by:		Pat O'Boyle – Assistant National Director, HR - Capability and Culture	
Version Number:		02	
Publication Date:		1 <sup>st</sup> November 2019	
Date Revised		4 <sup>th</sup> June 2024	
Date for Next Revision:		1 <sup>st</sup> June 2026	
Electronic Location:		<a href="https://www.hse.ie/eng/staff/leadership-education-development/learning-and-development-policy.pdf">https://www.hse.ie/eng/staff/leadership-education-development/learning-and-development-policy.pdf</a>	
Version	Date reviewed	Section numbers changed	Approved by
02	June 2024	1.0	HR - Capability and Culture
02	June 2024	2.0	HR - Capability and Culture
02	June 2024	4.0	HR - Capability and Culture
02	June 2024	5.0	HR - Capability and Culture
02	June 2024	6.0	HR - Capability and Culture
02	June 2024	7.0	HR - Capability and Culture
02	June 2024	8.0	HR - Capability and Culture
02	June 2024	9.0	HR - Capability and Culture
02	June 2024	10.0	HR - Capability and Culture

02	June 2024	11.0	HR - Capability and Culture
02	June 2024	Appendix 1	HR - Capability and Culture
02	June 2024	Appendix 2	HR - Capability and Culture

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## **1.0 Policy Statement**

This policy supports HSE Staff and Services in developing a culture that encourages and prioritises continuous learning and development to ensure we have the capability and capacity at individual and team levels to confidently deliver person-centred care, problem solve and innovate in line with the Health Service People Strategy. The policy also reflects Sláintecare's requirements to increase organisational capacity, enhance leadership accountability and build a sustainable, resilient workforce that is supported and enabled to deliver the Sláintecare vision.

## **2.0 Purpose**

The purpose of this policy is to provide guidance to staff regarding the HSE's approach to learning and development in line with the priorities set out in the People Strategy. This policy supports the process for identifying learning needs, accessing learning opportunities and resources, and ensuring a transfer of learning within the workplace.

## **3.0 Scope**

This policy has been developed to guide decisions that will support transparent and equitable access to learning and development opportunities. The HSE is committed to ensuring that staff have access to learning opportunities in order to develop talent, capability and leadership at all levels to meet current and future service needs in line with Sláintecare.

### **3.1 In Scope**

This policy applies to all HSE employees.

### **3.2 Out of Scope**

This policy does not apply to agency staff or staff employed by agencies funded by the HSE such as Section 38 and 39 agencies.

## **4.0 Relevant Legislation/Policy/Regulations**

The legislation/policies/regulations of relevance to this document include, but are not limited to the following:

- CORU Continuing Professional Standards and Requirements (for HSCP's)
- CORU Health & Social Care Professionals Act (2005)
- Health Services People Strategy 2019-2024
- HIQA Safer Better Health Care Standards (2012)
- HSE Corporate Plan 2021-24
- HSE Framework for Improving Quality in our Health Service
- HR Memo 021/2023 – Performance Achievement and Professional Development Planning for Nurses & Midwives
- HSE Induction Guidelines and Checklists
- HSE Policy on Statutory Occupational Safety and Health Training (2023)
- Statutory and Mandatory Training Policy for Health Service Executive Employees (2023)

- HSE Terms & Conditions of Employment (2017)
- Medical Council Professional Standards
- National Service Plan 2024
- Nursing & Midwifery Board of Ireland (NMBI) Practice Standards
- Sláintecare Implementation Strategy and Action Plan 2021-2023.

## 5.0 Glossary of Terms

Budget Holder	A budget holder is a member of staff who has the authority and is accountable for the expenditure of HSE funds.
Continuing Professional Development (CPD)	The means by which health care professionals maintain and improve their knowledge, skills and competence, and develop the professional qualities required throughout their professional life. CPD is an integral component in the continuing provision of safe and effective services for the benefit of service users. CPD requires engagement by the health care professional in a range of learning activities on an on-going basis.
e-Learning	Refers to self-managed electronic/computer based learning such as <a href="http://www.hseland.ie">www.hseland.ie</a> , HSE Intranet, HSE health library – Health Library Ireland etc.
HeLM	HeLM (Health eLearning Management) offers a customised version of HSeLanD. It contains a unique range of features to manage, deliver and report on multiple forms of staff training and learning to support achieving organisational goals. The configured solution provides managers with the ability to offer enhanced learning and development opportunities across all staff levels.
Induction	The process by which employees are received and welcomed to the HSE. Health service policies and processes are introduced to new staff during induction. This is an essential part of staff learning, development and integration into the working environment.
Learning Needs Analysis (LNA)	The process of identifying learning and development requirements and the most effective means of meeting those requirements.
Lenus	An online repository of Irish health publications, managed and maintained by Health Library Ireland at Dr Steevens Hospital. Lenus is an Open Access Repository, available on the public internet, accessible to the public.

Mentoring	A relationship in which the mentor (who is usually someone more experienced and more senior) helps the mentee to discover more about themselves, their potential and their capability.
National Service Plan	Annual national report outlining the aims and objectives of the health service for the year.
Professional Development Planning (PDP)	This is a continuous development process for the nursing profession that enables nurses and midwives to make the best use of their knowledge, skills and experience. PDP helps advance both the individual goals of the nurse or midwife and the strategic goals of the organisation.
Quality and Patient Safety (QPS) Education	The QPS Education team enable QPS capacity and capability in practice.
Secondment: a) Outward secondment b) Inward secondment	<p><b>a)</b> Temporary transfer of an employee to another position outside the HSE.</p> <p><b>b)</b> Temporary transfer of an employee from an external organisation to the HSE.</p>

## **6.0 Main Provisions**

### **6.1 Learning in the Health Service**

A culture of life-long learning and development is nurtured in the HSE to ensure all employees are working to deliver safer better healthcare for service users. A core principle of learning in the HSE is adopting a blended approach utilising the 70:20:10 model. The 70:20:10 model recognises that 70% of learning comes from experiences, from 'on the job' learning combined with reflection, 20% comes from exposure to others and exchange (i.e. coaching, shadowing, mentoring, site visits to other services, placements and secondments along with feedback from line managers) and 10% through education such as formal training programmes to include in-service training, e-Learning, conferences and academic programmes. Opportunities for sharing learning include: LENUS: the HSE's repository for health services', submissions to Conferences, Health Services Excellence/Other Award programmes, Health Matters/HSE newsletters or publications.

#### **6.1.1 Identifying Learning and Development Needs**

Learning Needs Analysis should be completed by line managers. Service area managers are required to set out the annual top level priority learning and development needs for staff in their service for the subsequent year. The learning needs analysis is based on individual staff plans and is linked in with service needs and organisational objectives.

A range of processes are used to support line managers and staff in identifying learning needs. The Performance Achievement (PA) process or Professional Development Plans (PDPs) for nursing and midwifery grades, should be used to inform an area's learning needs analysis. The PA process affords employees the opportunity to identify any supports required to develop within their role and beyond.

### **6.1.2 Approval Process for Learning and Development**

The employee's line manager is best positioned to ensure that the employee, the department, and the wider organisation will benefit from investing in specific employee development opportunities. It is good practice for the manager to meet with the employee before participation is approved. The employees' individual PA plan should support this discussion. The purpose of this meeting is to clarify the expected outcome from the employee's attendance at a learning and development intervention to ensure that the timing/nature is appropriate and is aligned with local or wider strategic objectives.

Decisions to approve training are made in line with the People Strategy, as well as organisational strategic objectives and local service needs. Approval to attend a learning and development programme or intervention could relate to:

- Service user care and/or service development need.
- Applicant's current role and/or future development as may be agreed in the PA process, or PDP process in the case of nurses and midwives.
- Specific key results areas and deliverable outputs of the HSE National Service Plan or local service/operational plan.
- Supporting the implementation and delivery of programmes and initiatives prioritised by the HSE.
- Supporting quality and patient safety.

## **6.2 Induction**

A core element of the People Strategy is developing a committed and engaged workforce. It is essential that all employees feel welcomed and included from the beginning of their employment with the organisation. Induction Guidelines and Checklists assist line managers to plan and deliver effective early induction of new staff into the workplace. In order to fulfil statutory obligations to support the induction of new staff into their teams and units, and equip employees with the information necessary to perform their duties to the highest possible standard within the HSE, it is important that all managers use the Checklist.

A thorough induction of staff who are new to the HSE or changing roles, reduces risk of error/harm to patients, clients and colleagues. An effective



induction also clarifies the employees' role, responsibilities, objectives and performance expectations.

The five stages of the induction process are outlined below.

### **Stage 1 – Pre-employment Induction**

This stage ensures that the line manager prepares for the arrival of the new employee, prior to the commencement of employment within their team.

### **Stage 2 – Corporate Induction (Part 1 of 2) – i-START Induction Hub**

Corporate Induction constitutes an introduction to the wider organisation.

Corporate Induction Part 1 is an e-Learning programme which employees can complete by themselves through the i-START Induction Hub on HSeLanD.

The programme is extensive, focusing on 12 themes (listed below). Themes 1-3 are designed as pre-induction supports, which may be explored by the employee in advance of their first day on the job. Themes 4-12 are designed to be worked through in tandem with the other stages of induction. It is expected that this on-line programme should be fully completed, assessments undertaken and a certificate of completion available before stage five of the induction process.

1. Welcome to your i-START Hub
2. Preparing for Day 1
3. Surviving Day 1
4. Irish Health Services Context
5. Health Safety and Security of You and Others
6. Service: Mission, Vision, Values, Quality Improvement
7. Staff Engagement
8. Your Responsibilities
9. Your Career Supports
10. Working with Colleagues and Team-Working
11. Health and Wellbeing at Work
12. What We Offer You

### **Stage 3 – Departmental Induction**

This stage provides information to employees relevant to their own role and department.

### **Stage 4 – Site Induction**

This stage provides information to employees on various services within the local site. In some services, a site induction may be incorporated into the departmental induction.

### **Stage 5 – Corporate Induction (Part 2 of 2)**

Corporate Induction Part 2 is delivered through a half-day programme. In this programme a facilitator will provide employees with information on the context

of their roles within the HSE, what the HSE expects of them as employees and what the HSE can offer them.

**Line managers and employees should refer to the HSE Induction Guidelines and Checklists for further information on each stage of the induction process.**

The Induction Guidelines and Checklists are available at:

<https://healthservice.hse.ie/staff/training-and-development/induction/>

### **6.2.1 Statutory and Mandatory Training**

Employees are facilitated to attend statutory and mandatory training programmes – i.e. training that is either explicitly required in legislation (statutory) or deemed by the organisation to be necessary (mandatory) to ensure, so far as is reasonably practicable, the safety, health and welfare at work of employees and others.

The Statutory and Mandatory training policy for HSE Employees assists managers to identify statutory and mandatory training for employees under their supervision. Further information on this policy and an outline of the roles and responsibilities of managers and employees with regard to the completion of statutory and mandatory training can be found at:

<https://www.hse.ie/eng/staff/resources/hr-circulars/statutory-and-mandatory-training-policy-final-v1-10.pdf>

The roles and responsibilities of all managers (responsible persons) and employees in relation to providing and attending statutory occupational safety and health training are detailed in the Policy on Statutory Occupational Safety and Health Training (2023). With specific reference to occupational safety and health training, the line manager is required to carry out risk assessments and identify any controls required in accordance with the Principles of Prevention, and make local arrangements for the provision of/access to training within appropriate/reasonable timescales. Risk assessments and control programmes must be reviewed at least annually (HSE Policy on Statutory Occupational Safety and Health Training 2023 p.9). Line managers must ensure that the occupational safety and health training needs of employees are recorded.

Link to HSE Policy on Statutory Occupational Safety and Health Training:

[https://assets.hse.ie/media/documents/HSP006\\_02\\_HSE\\_policy\\_on\\_statutory\\_occupational\\_health\\_and\\_safety\\_training.pdf](https://assets.hse.ie/media/documents/HSP006_02_HSE_policy_on_statutory_occupational_health_and_safety_training.pdf)

The National Health and Safety Function (NHSF) Training team supports the development and delivery of statutory occupational safety and health training. The main objectives of the NHSF Training Team are to ensure that health and safety training is accessible to all, to provide advice and support in accessing

specialist training, to develop a training programme based on legislative requirements and HSE needs, and support staff in achieving a safe working environment and work practices. Further information about NHSF can be accessed at: <https://healthservice.hse.ie/staff/health-and-safety/national-health-and-safety-function-nhsf-about-us/>

### **6.3 Capability and Culture Leadership Development Framework**

This framework outlines the leadership development opportunities available to staff over the course of their career in the HSE. Opportunities are available to support:

- Leading self
- Leading people and teams
- Leading functions and services
- Senior leadership level

The leadership, learning and development opportunities available to staff include, but are not limited to, programmes, team development, one-to-one coaching and self-directed e-Learning programmes. Further information on the Capability and Culture Leadership Development Framework can be accessed at: <https://healthservice.hse.ie/staff/training-and-development/training-programmes-for-all-staff/capability-and-culture-leadership-development-framework/>

#### **6.3.1 Leadership and Development Programmes**

A national prospectus detailing the learning and development programmes provided to support staff is available on the following website:

<https://www.hse.ie/eng/staff/leadership-education-development/leadership/>

A sample of some of the programmes are as follows:

- **Clerical Administration Development Programme**

This programme recognises the very valuable contribution of Clerical Officers and Assistant Staff Officers working in the HSE. The programme provides participants with a development opportunity that has transferability of learning to their daily work. It aims to develop and enhance essential skills required to deliver a service user focused health service.

- **People Management; the Legal Framework**

This programme is aimed at all line managers with direct people management responsibilities. It provides an overview of the legal framework governing employer/employee relations. This illustrates the effective use of HR policies in supporting compliance with legislative requirements, and positively impacts the motivation/commitment of staff to the organisation and to high quality performance.

- **First Time Managers Programme**

This is a programme for newly appointed/promoted managers and managers with less than five years' experience working in both clinical and non-clinical service areas. The programme is designed to assist participants in developing the skills and techniques required to perform more effectively in their role.

- **Coaching Skills for Managers**

This is a programme for managers and supervisors who aim to reflect and become more aware of their current management communication styles, and to build further skills in the coaching management style as a means to further develop their staff and enhance workplace performance.

- **Leaders in Management**

The aim of this programme is to provide service managers and heads of discipline with an opportunity to consider and further develop their leadership skills. It includes core modules, practical tools, e-Learning, completion of a work based quality improvement project and action learning, all delivered using adult-learning methodologies over an eight month period.

- **Managing Teams Effectively**

The aim of this programme is to equip managers with the knowledge/skills to create conditions which enable effective team management whether working face to face or in a blended work environment.

- **Facilitations Skills**

This programme aims to support staff to develop confidence and competence in effective group facilitation skills. The target audience for the programme is staff who are facilitating groups of staff and/or service users.

- **Managing Conflict Effectively**

This programme is aimed at staff with people management responsibilities and aims to provide participants with the skills and knowledge to manage conflict effectively, promote healthy working relationships and create a positive working environment.

- **Leading Multi-Cultural Teams**

This programme is targeted at staff who have leadership responsibilities and aims to provide line managers with the skills and knowledge required to more effectively manage multi-cultural teams.

- **Other Development Programmes**

Additional development programmes include, but are not limited to the following: Managing Attendance, Effective Feedback, Presentation Skills,

Managing Your Time Effectively, Effective Meetings, Minute Taking and Mid-Career Planning.

Local contact details can be found below:

<https://healthservice.hse.ie/staff/training-and-development/training-programmes-for-all-staff/regional-lltm-contacts/>

These programmes are available to book online via HSeLanD. The online booking access guide is available through the following link:

<https://www.hse.ie/eng/staff/leadership-education-development/leadership/lltm-programmes-online-booking-access-guide.pdf>

### **6.3.2 The National Coaching Service**

Coaching is a free confidential service available to all staff. Coaching is recognised as a powerful leadership and line management support which has been associated with a range of benefits; it equips staff with the ability to focus on outcomes, improvements in performance and development of services. This in turn supports the health service in providing safer better healthcare for our service users. Further information about Coaching in the HSE can be accessed at:

<https://healthservice.hse.ie/staff/training-development/training/coaching.html>

### **6.3.3 Team Development**

Bespoke team interventions are offered which are tailored to the specific needs of a team. A team effectiveness questionnaire can be administered to establish the team's functionality in terms of elements which need to be present in order for teams to function effectively. This in turn can lead to the identification of areas where teams may benefit from development. In conjunction with this, line managers can also propose any specific issues they would like to address. This may include: communication; decision making; leadership; mission, vision, purpose and values; identifying team role types using Belbin Team Type Questionnaire; stages of team building; conflict management; and team building using the Myers Briggs Type Indicator (MBTI). Further information on these services can be accessed at;

<https://healthservice.hse.ie/staff/training-and-development/team-development-services/>

### **6.3.4 HSeLanD**

This is the HSE's electronic learning and development portal hosting over 400 e-Learning programmes which may be accessed anytime and anywhere. This is a source of high quality, accessible online training for health and social care employees. It supports the individual employee to develop new skills and/or update existing skills. The portal facilitates individual employees to take responsibility for their own learning. Hubs such as the Discovery Zone, the Performance Achievement Hub, and the Health and Social Care Professions

Hub, support the rollout of new initiatives, allowing staff to find out about changes and developments in the health service, and access relevant documentation on a range of topics. Further information is available at [www.hseland.ie](http://www.hseland.ie).

#### **6.4 Health Service Leadership Academy**

The Health Service Leadership Academy supports the delivery of the HSE's Corporate Plan and People Strategy, to help develop a better, more patient focused, more efficient and compassionate health service. The evidence is that better leadership leads to more engaged staff which leads to safer more compassionate care. By developing our leaders at all levels and from all disciplines, we create the opportunity for our health service to be more efficient, more effective, more creative and responsive to changing needs, and to deliver a high quality, safe and compassionate service.

The overall aim of the Health Service Leadership Academy is to:

- Professionalise leadership across healthcare organisations.
- Recognise the importance of leadership to staff, patients, service users and their carers.
- Set and support common standards of leadership practice to support the continuous improvement of the quality of services provided to service users.
- Provide a consistent approach to leadership and development programmes for leaders as they progress in their careers.

The Health Service Leadership Academy offers a suite of flagship programmes accredited by UCC. Each of these programmes is open to both clinical and non-clinical colleagues and within each cohort a microcosm of the health service is created with a balance of doctors/dentists, health and social care professionals, nurses and midwives, and management/administration leaders, together with a mix of the various services backgrounds such as hospitals, community health care, mental health, ambulance service etc., and a countrywide geographical spread, to ensure a rich learning experience for all. The programmes provide accredited management and leadership development opportunities to suit staff at different stages of their leadership development journey.

Three of the Health Service Leadership Academy's flagship programmes are as follows:

- Professional Diploma in Strategic Transformational Leadership in Healthcare
- MSc in Leadership in Healthcare
- Professional Diploma in Management in Healthcare

## **The Flagship Leadership Programmes**

### **Professional Diploma in Strategic Transformational Leadership in Healthcare**

The Professional Diploma in Strategic Leadership in Healthcare is for experienced senior leaders and managers within the health service who are looking to progress their careers. It is suitable for those who are already on the senior leadership team of their organisation as well as those who are aspiring to be on the senior leadership team of their organisation, and are likely to be prepared to apply for such a role in the next two years. Participants in the programme are supported to develop the insights, skills and knowledge to lead transformational change and implement strategy successfully to deliver real improvements for patients and service users.

### **MSc in Leadership in Healthcare**

The MSc in Leadership in Healthcare immerses participants in innovative and intensive leadership development. It gives participants the knowledge, skills, attitudes and behaviours needed to succeed as a leader in the health service, and build a culture of person-centred care within the healthcare system. Participants are supported to develop a set of leadership approaches that reflect the best of the health service. Their behaviours and mind-sets are challenged, and their perspectives broadened as they prepare to lead transformational healthcare change, enabling them to make a real difference to patients, service users, colleagues and the service as a whole.

### **Professional Diploma in Management in Healthcare**

The Professional Diploma in Management in Healthcare provides participants with a comprehensive, intensely practical and critical overview of best-practice management in a broad range of areas, with a particular focus on the healthcare environment.

The programme is aimed at those who are newly appointed to a management role or a position of responsibility. It is also suited to those who have the objective of being in a management or supervisory role in the next two years. Throughout the programme participants apply management concepts and frameworks to their area of the health service. In doing so, they develop practical managerial skills and create genuine service improvements for patients and the health service.

For more information about Health Service Leadership Academy and the flagship programmes visit: <https://healthservice.hse.ie/staff/training-and-development/health-service-leadership-academy/>

## **6.5 SKILL (Securing Knowledge Intra Lifelong Learning) Programme**

The Health Service SKILL programme is a QQI Level 5 training and development programme available to Health Service Support staff which



supports the delivery of safer better services. It focuses on enhancing the skill of Support staff in delivering person centred care to patients/service users and their families across a variety of healthcare settings. Further information on the SKILL Programme can be accessed at:

<https://www.hse.ie/eng/staff/leadership-education-development/supportstaff/>

## **6.6 Learning Talks Podcast**

The Learning Talks Podcast explores topical issues from areas such as Management, Leadership, HR and People Management. Subjects covered in podcast episodes include:

- Compassionate Leadership
- Leadership – a two way relationship
- Psychological Safety – Does your team have it?
- From Conflict to Resolution – A leader's toolkit
- What's your mindset?
- Building Positive Workplaces

Further information on accessing the Podcast on HSeLanD and new episodes can be found here: <https://healthservice.hse.ie/staff/training-and-development/training-programmes-for-all-staff/learning-talks-podcast/>

## **6.7 Continuing Professional Development (CPD)**

It is important for all relevant practitioners to comply with any required CPD standards set by their profession's regulatory and/or professional bodies. Employees should be facilitated in so far as is reasonably practicable, to engage in formal and informal learning and development activities that meet the requirements outlined by their regulatory and/or professional bodies. Many of the HSE training opportunities available to staff are eligible for CPD credits through the various professional bodies. For further information on how CPD credits are awarded, staff should consult their relevant regulator/professional body.

## **6.8 Quality and Patient Safety (QPS) Education**

QPS Education is a team that was formed following the establishment of the National Quality and Patient Safety Directorate. The purpose of the QPS Education team is to support a culture of continuous learning by enabling the development of Quality and Patient Safety competence across our health system.

Further information about QPS Education and the work carried out by the team can be accessed at: <https://www2.healthservice.hse.ie/organisation/qps-education/>



### **6.9 The National Health and Social Care Professions (HSCP) Office**

The National HSCP office was established in 2017 to strategically lead and support HSCPs to maximise their potential and achieve greatest impact for the design, planning, management and delivery of person centred, integrated care. The HSCP office provides organisational leadership on education and development of health and social care professionals, supports CPD and practice education. The office also models and supports interdisciplinary learning. Further information can be accessed at:

<https://www.hse.ie/eng/about/who/cspd/health-and-social-care-professionals/>

### **6.10 Office of Nursing and Midwifery Services Director (ONMSD)**

The ONMSD provides a range of options and resources to help nurses and midwives meet their CPD requirements. The ONMSD help nurses and midwives with their CPD through; sponsorship schemes, the opportunity to apply for funding for short or formal academic education programmes, the National Clinical Leadership Centre and National Clinical Care Programmes. Further information on the CPD options available to nurses through the ONMSD can be accessed at:

<https://healthservice.hse.ie/about-us/onmsd/education-and-continuous-professional-development/cpd-for-nurses-and-midwives/cpd-nurses-midwives.html>

### **6.11 Centres of Nursing and Midwifery Education (CNMEs)**

There are regional CNMEs across the country that are committed to providing relevant, timely, research informed Continuing Professional Development opportunities for Registered Nurses and Midwives. The CNMEs collaborate with key stakeholders in the identification, planning and delivery of education programmes that meet service needs and strive to provide education across all disciplines of Nursing and Midwifery. Further information on booking a place on a CNME programme can be accessed at:

<https://healthservice.hse.ie/about-us/onmsd/education-and-continuous-professional-development/cpd-for-nurses-and-midwives/book-place-cnme-programme.html>

### **6.12 National Doctors Training and Planning (NDTP)**

NDTP has responsibility for training of Doctors and has three core functions - Medical Education and Training, Medical Workforce Planning and the Consultant Post Approval Process. NDTP provide resources in the form of financial support, scholarships and a flexible training scheme to complement medical training of doctors. The intelligence-gathering and outputs from medical workforce planning and projections directly influence decision making in NDTP's training arena. For further information please visit

<https://www.hse.ie/eng/staff/leadership-education-development/met/>

### **6.13 People's Needs Defining Change – Health Services Change Guide**

The Health Services Change Guide is the organisational policy on change. The Change and Innovation Hub on HSeLanD provides helpful guidance and resources to help people implement change effectively. Interactive workshops on the Change Guide in Action are held throughout the year. The schedule of upcoming workshops and information on how to register is available at the following link: <https://www.hse.ie/eng/staff/resources/changeguide/change-clinics-and-workshops/>

The interactive change guide and further information is available on: <https://www.hse.ie/eng/staff/resources/changeguide/>

### **6.14 Training Records**

Each line manager is responsible for maintaining a record of employee attendance at learning and development programmes/interventions. Attendance at formal training programmes (both in-person and virtual) booked via the Classroom Management System (CMS) on HSeLanD is automatically recorded in the 'Certificates' section of HSeLanD. It is a requirement that employee attendance at learning and development events booked outside of the CMS on HSeLanD is recorded on the Training and Events module in SAP or HeLM, where these databases are in use, or alternatively on a local record system. This ensures that there is an effective, integrated system in place for recording, monitoring and reporting on all staff training in order to ensure overall training and development objectives are achieved. It should also ensure compliance with reporting requirements at all levels.

### **6.15 Access to Learning and Development Opportunities**

The HSE is committed to ensuring equality of learning opportunity, hence no employee will be excluded from learning on the grounds of gender, age, family status, marital status, religion, disability, sexual orientation, race and membership of the Travelling community.

### **6.16 Access to External Learning, Training and Development**

Where possible learning, training and development needs will be supported within the organisation, maximising on in-house skills and expertise. In circumstances where the resources or specialist skills are not available, external training may be procured in accordance with HSE National Financial Regulations. Sign off at an appropriate senior level is required.

### **6.17 Financial Management of Training Budgets**

Training budgets are managed in accordance with HSE National Financial Regulations. It is the responsibility of all budget holders, managers and staff to ensure that the processing of any payments or re-imbursements relating to learning, training and development comply with the Financial Regulations. The budget holder is responsible for ensuring that all aspects of the

procurement process are correctly adhered to in line with HSE Procurement, Tendering and National Financial Regulations.

### **6.18 Transfer of Learning**

A range of formal and informal processes may be used to support line managers and employees in enabling and evaluating the transfer of learning. These may include but are not limited to the following:

#### **6.18.1 Review of Learning**

Following attendance at a programme or learning intervention, the line manager should meet with the employee to discuss the employee's key learning, the extent to which the learning objectives have been achieved, the application of learning in the workplace, potential barriers to implementing learning as well as solutions to overcome any barriers. The sharing of learning with team members and colleagues should also be agreed. Sample questions and some reflection points to support this discussion are included in Appendix 2. This process should assist line managers to obtain feedback and monitor and evaluate the effectiveness of learning for employees who have attended training and development, in terms of quality, impact and cost effectiveness. The line manager's involvement before, during and after training sends a strong message about the organisation's commitment to employee development, innovation, collective leadership and continuous quality improvement.

#### **6.18.2 Performance Achievement and Professional Development Planning processes**

Transfer of learning should continue to be supported by the line manager through the Performance Achievement process, or Professional Development Planning process if in a nursing or midwifery grade.

#### **6.18.3 Other Opportunities to share learning**

Other opportunities to share learning with colleagues should also be identified and supported. These may include:

- Feedback through team meetings
- E-mail updates – formal and informal
- Formal feedback sessions – end of programme workshops
- Feedback session with participant and line manager
- Formal feedback sessions from programme facilitators to line managers who commission work with a particular team/service
- Shared folders and Standard Operating Procedure document

## **7.0 Roles and Responsibilities**

### **7.1 Responsibilities of individual employees**

- 7.1.1 To familiarise themselves with this policy and identify opportunities for further learning/training that will enhance their work performance.
- 7.1.2 To take responsibility for their own learning and CPD to meet the required standards of relevant professional and regulatory bodies (as applicable).
- 7.1.3 To reflect on factors such as those listed in Section 6.1.2 when seeking approval to attend learning or development events.
- 7.1.4 To advise their line manager if they require additional supports or accommodations to participate in learning and development interventions.
- 7.1.5 To take a balanced and blended approach in requesting development interventions ranging from formal academic or in-house programmes to e-Learning programmes.
- 7.1.6 To meet with their line manager upon returning from training to discuss the extent to which the learning objectives have been achieved, the application of learning, potential barriers to implementing learning as well as solutions to overcome any barriers.

### **7.2 Responsibilities of Line Managers**

- 7.2.1 To be familiar with, adhere to this policy in their line management of staff and bring the policy to the attention of staff reporting directly to them.
- 7.2.2 To foster a culture of learning and development by supporting and promoting the engagement of employees in learning and development and training opportunities.
- 7.2.3 To manage learning and development needs within their team and facilitate staff members to engage in programmes/interventions where required.
- 7.2.4 To engage in discussion with employees about the optimal time and place to complete mandatory e-Learning programmes.
- 7.2.5 To create an environment where employees feel comfortable informing line management of their need for additional support or reasonable accommodations required to attend a learning and development programme or intervention, ensuring staff with disabilities are not restricted from accessing these opportunities.
- 7.2.6 To assist staff in identifying their learning and development needs. Line managers should review the employee's Learning and Development Plan at each PA meeting and together with the employee, identify the actions that must be taken by the employee to meet the learning needs in line with section 6.1.1.
- 7.2.7 To create a team Learning and Development Plan that is aligned to organisational and team priorities, succession planning and the requirements of the HSE National Service Plan.
- 7.2.8 To meet with employees to review their learning, following completion of a learning intervention/programme. Points that could be discussed during this meeting are included in Appendix 2.

7.2.9 To support 'on-the-job' learning and optimise learning experiences by encouraging employees to implement and share skills and knowledge gained through training with their colleagues as appropriate.

7.2.10 To adhere to national and local policy and ensure training undertaken is recorded in the employee's training record in line with Section 6.14.

7.2.11 To make local arrangements for the provision of/access to statutory and mandatory training in line with Section 6.2.1.

### **7.3 Responsibility of Budget Holders**

7.3.1 To ensure that HSE funding allocated to employee learning and development is processed in compliance with National Financial Regulations.

### **7.4 Responsibilities of HR - Capability and Culture**

7.4.1 To keep staff and line managers up to date in relation to the availability of development opportunities provided by HR – Capability and Culture.

7.4.2 To design and deliver programmes for developing talent, capability and leadership in line with Sláintecare.

7.4.3 To nurture individual, team and organisational development through the delivery of support interventions and/or training.

7.4.4 To offer individual and team coaching.

7.4.5 To build and enhance collective leadership capacity and capability in line with the Capability and Culture Leadership Development Framework.

### **7.5 Responsibility of Local HR**

7.5.1 To keep staff and line managers up to date in relation to the availability of local training and development opportunities.

## **8.0 Approval**

The policy is approved by the Assistant National Director, HR - Capability and Culture.

## **9.0 Communication and Dissemination**

9.1 The policy will be disseminated by the National HR Directorate. Line managers are required to ensure that all staff are aware of the policy.

9.2 The policy will be available on the HSE website and HSeLanD.

## **10.0 Implementation Plan**

10.1 Line managers are responsible for overseeing and providing instruction on the local implementation of the policy in services under their remit.

10.2 Any queries regarding this policy can be sent to [traininganddevelopment@hse.ie](mailto:traininganddevelopment@hse.ie)

## **11.0 Policy Review/Update**

11.1 This policy will be reviewed every three years or more frequently as circumstances or legislation require.

## **Appendices**

**Appendix 1** Questions/points of reflection to support a discussion between line managers and employees about attending learning and development programmes/interventions.

**Appendix 2** Questions/points of reflection to support the discussion between a line manager and an employee returning from a learning and development programme/intervention.

## **Appendix 1**

**Questions/points of reflection to support a discussion between line managers and employees about attending learning and development programmes/interventions.**

Sample questions to support the discussion prior to attending training include:

- What does the employee expect to gain from this intervention?
- How can this programme help the employee in their job?
- Has the requirement for this learning and development intervention been included in your PA/PDP form?
- Should the employee brief any other employees when they have completed the programme?
- If so, who should the employee brief?

## **Appendix 2**

**Questions/points of reflection to support the discussion between a line manager and an employee returning from a learning and development programme/intervention.**

- The employee's overall experience of the programme/learning intervention;
- The employee's key learning from the programme/learning intervention;
- The extent to which the initiative addressed the needs identified during the pre - discussion when the learning intervention was sanctioned;
- The extent to which the employee believes the learning objectives have been achieved;
- How will the employee apply the learning in their role?
- Are there any barriers to implementing learning and how can these be overcome?
- How will the employee share learning from the programme/learning intervention with other members of the team?



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