



Feidhmeannacht na Seirbhíse Sláinte
Health Service Executive

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, Leadership, Education & Talent Development		
Version Number:	002		
Publication Date:	1 st November 2019		
Date for revision:	1 st November 2021		
Electronic Location:	https://www.hse.ie/eng/staff/leadership-education-development/leadership/ https://www.hseland.ie/social/Default.aspx?tabid=2618&language=en-US		
Version	Date Approved	List section numbers changed	Author

Contents

1.0	Policy Statement:	4
2.0	Purpose:	4
3.0	Scope:	4
3.1	In Scope	4
3.2	Out of Scope	4
4.0	Relevant Legislation/ Policy/ Regulations:	4
5.0	Glossary of Terms	5
6.0	Main Provisions	7
6.1	Learning in the Health Service:	7
6.1.1	Identifying Learning and Development Needs:.....	7
6.1.2	Approval Process for Learning and Development:	8
6.2	Induction:	9
6.2.1	i-START Induction Hub:	9
6.2.2	Statutory and Mandatory Training:	10
6.3	Leadership, Education & Talent Development (LETD) Programmes	10
6.3.1	LETD Standard Programmes:	10
6.3.2	The National Coaching Service	11
6.3.3	Team Development	12
6.3.4	HSELand	12
6.4	Health Service Leadership Academy (HSLA)	12
6.5	People’s Needs Defining Change –Health Services Change Guide	15
6.5.1	Change and Improvement Practice Programme	15
6.6	SKILLS (Securing Knowledge Intra Lifelong Learning) Programme.....	16
6.7	Continuing Professional Development	16
6.8	The National Quality Improvement Team:.....	16
6.9	The National Health and Social Care Professional (HSCP) Office.....	16
6.10	Centres of Nursing and Midwifery Education (CNMEs)	16
6.11	National Doctors Training and Planning (NDTP)	17
6.12	Monitoring of clinical training schemes	17
6.13	Training Records	17
6.14	Access to Learning and Development opportunities.....	17

6.15	Access to in-house learning, training and development.....	18
6.16	Financial Management of Training Budgets	18
6.17	Transfer of Learning	18
6.17.1	Learning and Development Event Plan (LDP1).....	18
6.17.2	Evaluation (EV1)	18
6.17.3	Personal Development Planning and Performance Achievement processes	19
6.17.4	Other Opportunities to share learning.....	19
7.0	Roles and Responsibilities	19
7.1	Responsibilities of Individual Employees:	19
7.2	Responsibilities of Line Managers:.....	20
7.3	Responsibilities of Local HR:.....	21
7.4	Responsibilities of Budget Holders:.....	22
7.5	Responsibilities of LETD	22
8.0	Approval	22
9.0	Implementation Plan	23
10.0	Policy Review, Audit & Update:	23
Appendices	24
Appendix 1	Signature Sheet.....	25
Appendix 2	Membership of the Policy Development Group Template	26
Appendix 3	Conflict of Interest Declaration Form Template	27
Appendix 4	Membership of the Learning and Development Policy Approval Governance Group	28
Appendix 5	Sample PDP	29
Appendix 6	Points of reflection to support the discussion about training opportunities.....	33
Appendix 7	Learning & Development Event Plan (LDP1)	34
Appendix 8	Evaluation(EV1).....	35
References	36

1.0 Policy Statement:

The Health Services People Strategy 2019-2024 sets out the future direction of our people services across the healthcare system. The vision of the strategy is to create an exceptional employee experience that engages the talent and nurtures the leadership capability of all individuals and teams working together to deliver safer better healthcare. Priority 3 sets out the need to develop a culture that prioritises 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. This approach is reflected in Sláintecare which requires building organisational capacity, enhancing leadership accountability and building 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 about the HSE's approach to learning and development in line with the priorities set out in the People Strategy. The policy aims to support a working environment where continuous learning and development is encouraged and facilitated. This policy also supports the process for identifying learning needs, and accessing learning opportunities and resources to ensure there is a transfer of learning within the workplace.

3.0 Scope:

This policy has been developed to guide decisions to support transparent, 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:

- 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 Formal Academic Study Policy
- HSE Framework for Improving Quality in our Health Service
- HSE HR Circular 020/2014 Sponsorship of Nursing/Midwifery Third Level Education

Initiatives

- HSE Induction Guidelines and Checklists
- HSE Policy on Statutory Occupational Safety and Health Training (2016)
- HSE Terms & Conditions of Employment (2017)
- Medical Council Professional Standards
- National Service Plan 2019
- Nursing & Midwifery Board of Ireland (NMBI) Practice Standards
- Sláintecare Implementation Strategy 2018.

5.0 Glossary of Terms

Access: the process by which staff may commence a programme of learning and development having received recognition for knowledge, skill or competence required.

Blended Learning: comprises of formal/informal learning or training methods. For example, combining face-to-face learning with eLearning/virtual learning.

Career development: the life-long process of managing learning, transitions and growth in working life.

Central learning and development record: each department/service is required to keep a learning and development record for all employees; this may be held on SAP, HeLM or on a local record system.

Continuing Professional Development (CPD): is 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 electronic/computer based learning such as www.hseland.ie, HSE Intranet, HSE Library and internet based training.

Formal academic study: refers to Certificate, Diploma, Degree, Masters, and other third level programmes in subjects relevant to the employee's area of work and/or the strategic objectives of the HSE.

Full-time employment: refers to the number of hours the employee is contracted for on a permanent basis. For example, this may be 37 or 39 hours per week according to the employee's contract.

Health Service Leadership Academy (HSLA): was launched in the HSE in 2017 and aims to

professionalise leadership across healthcare organisations; to recognise the importance of leadership to staff, patients, service users and their carers; to set and support common standards of leadership practice; and to provide a consistent approach to leadership and development programmes for leaders as they progress in their careers.

HeLM: Health electronic Learning Management (HeLM) is a new on-line Learning Management solution on www.hseland.ie offering catalogues of classroom based learning opportunities, allowing learners to enrol on line and maintaining related Health Service training records.

HSELand: is an online learning platform developed and run by the HSE. It is available to all healthcare staff both within the HSE, Voluntary Hospital Sector, and associated Non-Government-Organisations (NGO's).

Induction: the process of introducing health service policies and processes to new staff. This is an essential part of staff learning, development and integration into the working environment. The HSE Induction Guidelines and Checklists are used to support the induction of all new employees. Link <https://www.hse.ie/eng/staff/resources/employee-resource-pack/hse-induction-guidelines-checklists.pdf>

LETD: Leadership, Education & Talent Development.

National Programmes/National Initiatives: new or existing national projects or developments to support overall health service delivery.

National Service Plan: annual national report outlining the aims and objectives of the health service for the forthcoming year.

Personal Development Plan (PDP): the process of creating an action plan based on the awareness, reflection, goal-setting and planning in this context for the purpose of their required competence and career development.

Research Ethics Committee: is the acknowledged international best practice structure for overseeing the conduct of ethical standards in health care research. The role of the committee is to protect the participants, by ensuring the research is legitimate and ethically sound.

Secondment: temporary transfer of an employee to another position outside the HSE.

Talent Development Framework: the developmental pathway of supports that will empower staff to manage their own development and enable them to continuously improve their capacity (knowledge and confidence) to deliver to their full potential as service leaders and team members.

Learning Needs Analysis (LNA): the process of identifying learning and development requirements and the most effective means of meeting those requirements.

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 to include new roles and experiences along with reflective practice, 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. Development opportunities are supported through personal development planning. Opportunities for sharing learning include: the Share Centre and Professional Development Hubs on HSEland; LENUS: the HSE's repository for health services' Academic Research Projects and Dissertations; submissions to Conferences, Health Services Excellence/Other Award programmes, Health Matters/HSE newsletters or publications, Social Media, Facebook, Twitter, etc.

6.1.1 Identifying Learning and Development Needs: Learning needs analysis should be completed by all 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 other workforce strategy and national organisational objectives. A Learning and development needs toolkit is available from the Learning and Development Specialists network hub on www.hseland.ie

A range of processes are used to support line managers and staff in identifying training needs. Personal Development Plans may also be used to inform the areas learning needs analysis. Personal Development Planning (PDP) is a continuous development process, which allows people to make the best use of their available skills. A PDP involves both the individual employee and their line manager in:

- Identifying learning needs, setting objectives to meet those needs, and pinpointing the resources necessary in order to achieve them;
- Identifying and measuring the individual's learning needs against the objectives of the organisation;
- Providing an open and transparent approach to development;
- Providing employees with a form of self-managed learning, where individuals take responsibility for their own development.

A sample PDP is provided in Appendix 5. An online PDP portfolio is also available on

www.hseland.ie. Points of reflection to support the discussion about learning and development opportunities are provided in Appendix 6.

Professional Development Planning for the nursing profession is a continuous development process that enables nurses and midwives to make the best use of their skills and helps advance both their individual plans and the strategic goals of the organisation. The Digital electronic professional development planning tool may be accessed on the Nursing and Midwifery Hub on HSEland. This provides nurses and midwives with an accessible on-line Professional Development Planning system.

Professional Development Planning for Health and Social Care Professionals (HSCP) is a continuous development process that enables health and social care professionals to make the best use of their skills and helps advance both their individual plans and the strategic goals of the organisation. Some professional bodies including CORU (HSCP Regulator) offer their members on-line/electronic systems for recording professional development and learning.

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 person's individual Personal Development Plan and/or Performance Achievement plan may 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 health service strategic objectives. In cases where sponsorship for formal academic study is requested, the employee and the manager adhere to the process outlined in the HSE Formal Academic Study Policy.

The manager explores the employee's expectations about the learning and development outcomes from the programme, and supports them to complete a Learning and Development Event Plan (LDP1) (see Appendix 7). The extent to which the learning adds to continuous quality improvement in service delivery to users is also considered. The manager ensures that anticipated skills/competency improvements are achieved and supported. The opportunity for sharing learning with colleagues/team members may also be explored. Points of reflection to support the discussion about learning and development opportunities are provided in Appendix 6.

Decisions to approve training are made in line with our People Strategy, as well as the National Service Plan, organisational strategic objectives and service needs. Learning outcomes are required to relate to:

- Service user care and/or service development need.
- Applicant's current role and/or future development as may be agreed in the Personal

Development Plan (PDP)/Performance Achievement process where appropriate.

- Specific key results areas and deliverable outputs of the HSE national service plan or local service/operational plan.
- Strategic development of the service.
- Supporting the implementation and delivery of national programmes.
- Supporting the implementation and delivery of national initiatives prioritised by the HSE.
- Supporting the quality and patient safety agenda.

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 HSE, and have access to the necessary information to perform their duties to the highest possible standard. This begins through the process of induction, which commences prior to the employee's first day of service and is encouraged throughout the duration of employment. Induction Guidelines and Checklists assist local managers to plan and deliver effective early induction of new staff into the workplace. It is important that all managers use the Checklist to support the induction of new staff into their teams and units in order to fulfil statutory obligations. It is particularly important to include agency staff in both the local and site induction processes. A thorough induction to agency and other staff reduces risk of error/harm to patients, clients and colleagues. The Induction Guidelines and Checklists may be downloaded from the following link:

http://www.hse.ie/eng/staff/Resources/Employee_Resource_Pack/HSE-Induction-Guidelines-Checklists.pdf

6.2.1 i-START Induction Hub: on HSEland www.hseland.ie has been developed to support the induction of all employees on appointment to their new or changed role within the Irish Health and Social Care Services. 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 Induction Programme provided at the employee's local site. It is expected that this on-line programme should be fully completed, assessments undertaken and a certificate of completion available within four months of the employee commencing work. The programme also addresses the benefits of the health service to employees in terms of career supports.

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

6.2.2 Statutory and Mandatory Training: Employees are facilitated to attend any statutory and mandatory training – 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 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 (2016). 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 Statutory Occupational Safety & Health Training Policy 2016 p.11).

Line managers must ensure that the occupational safety and health training needs of employees are recorded. This information shall inform and contribute to the local occupational safety and health training programme as required under the HSE Statutory Occupational Safety & Health Training Policy.

The National Health and Safety Function (NHSF) provides training to create positive health and safety work culture and practices. The NHSF supports the development and delivery of statutory occupational safety and health training. The main objectives are to ensure that health and safety training is accessible to all, to achieve a safe working environment and safe work practices. Further information about NHSF can be accessed at <https://www.hse.ie/eng/staff/safetywellbeing/>

6.3 Leadership, Education & Talent Development (LETD) Programmes

6.3.1 LETD Standard Programmes: Leadership, Education & Talent Development teams provide the following programmes from regional hubs throughout the country. A national prospectus detailing programme dates and locations are available on the following website: <https://www.hse.ie/eng/staff/leadership-education-development/leadership/>

- **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:** 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 enable them 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 develop a new understanding of how a coaching style of management can 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 and knowledge. It includes core modules, practical tools, seminar groups, e-learning, completion of a work based quality improvement project, action learning and other inputs all delivered using adult-learning methodologies.
- **Other LETD programmes:** LETD programmes available at local LETD regional hubs include but are not limited to the following: Attendance Management, Team Development, Change Management, Effective Communications, Presentation Skills, Time Management, Effective Meetings, How Effective Managers give Feedback, Pre-Retirement Planning, etc.

Contact details for the nearest regional LETD hub can be found in the national prospectus on <https://www.hse.ie/eng/staff/leadership-education-development/leadership/>

6.3.2 The National Coaching Service is a free confidential service that is available to all staff working in the HSE and our partner organisations. 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://www.hse.ie/eng/staff/leadership-education-development/coaching.html>

6.3.3 Team Development

Leadership, Education & Talent Development offers bespoke team interventions tailored to the specific needs of the team. A team effectiveness questionnaire can be administered in order to ascertain 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: team effectiveness; team functioning; 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). Any team can avail of this support. The nature and duration of the intervention is contracted with the individual team.

6.3.4 HSELand

HSELand (Health Services e-Learning and Development) is the HSE's online learning portal hosting over 150 e-Learning programmes which may be accessed anytime and anywhere. This is a source of high quality online training for health and social care employees. It supports the individual employee to develop new skills and/or update existing skills. This facilitates individual employees to take responsibility for their own learning. Hubs such as the Leadership Hub and the Share Centre may be used to share knowledge and skills with others to complete a team based project or to learn new skills. Resources available include e-learning programmes, videos, PowerPoint presentations and documents on a range of related topics. Further information is available at www.hseland.ie.

6.4 Health Service Leadership Academy (HSLA)

The HSE launched the Health Service Leadership Academy (HSLA) in 2017 and currently has three flagship programmes. The HSLA 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 clear; 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.

Leadership development programmes have been designed with national and international experts in health to provide targeted development for people from all health service backgrounds, and offer support and learning to build personal resilience, confidence and capabilities as a leader. The overall aim of the HSLA 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.
- Provide a consistent approach to leadership and development programmes for leaders as they progress in their careers.

In all three HSLA flagship programmes, there is strive for 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. This is to ensure a rich learning experience for all concerned. The HSLA is developing the leadership that patients, carers, service users and communities deserve by supporting leaders at every level across the organisation. Key leadership principles run through the HSLA's three flagship programmes, Leading Care I, II and III. These programmes are closely aligned and together define what high quality leadership should look like in today's health service. These principles include:

- Improving Compassion and the Quality of Care
- Making person-centred coordinated care happen
- Creating a culture for quality
- Improving the quality of the patient experience
- Understanding self to improve the quality of care

The programmes provide a rich perspective on the needs of the service users, patients and their carers that participants and their team members support directly or indirectly, challenging them to explore how patients, service users and their carers can be involved in developing better and more integrated care.

Creating a culture for quality: A vital part of leadership is creating a workplace culture that encourages the workforce to give their best. When the workforce feels valued and respected in their working environment, they are able in turn to help patients, service users and their carers feel valued and respected.

Improving the quality of the patient experience: The programmes explore what it means to provide a positive, respectful and compassionate care experience for patients, their carers and service users as part of delivering safe and effective care. This includes holding others to account and effectively challenging those practices or circumstances which might compromise these priorities.

Understanding self to improve the quality of care: Working in healthcare can evoke strong emotions; care staff may struggle to balance compassion and empathy with other emotions in response to dealing with vulnerable or suffering patients. Defining an individual's values, behaviours and optimal working methods is essential to develop strong leaders who can engage with the complex emotional life of care-providing workplaces.

The Flagship Leadership Programmes

Leading Care I Programme – An Overview

The Leading Care I programme has been specifically designed to develop senior leaders. It is for those in senior leadership or management roles within the health service who are looking to progress their careers or those who are aspiring to be ready to apply for such a leadership role in the next two years. To successfully complete the programme, participants need to demonstrate that they are ready to operate effectively as a leader.

This means evidencing that they are ready to lead in a system and that their actions, behaviour and decisions are congruent with providing effective and compassionate patient care, improved outcomes, improved staff engagement, and taking responsibility for developing and engaging a diverse workforce.

This programme is designed to support participants in developing the skills, knowledge, attitudes and behaviours to succeed and operate successfully at a senior management level. It requires participants to tackle real workplace issues, reflecting what is needed at senior management/leadership level to promote safe, high-performing, and continuously-improving patient-centred organisations.

A theme that runs through the programme is to cultivate more effective staff engagement in the service of improved patient care, experience and outcomes.

Leading Care II Programme – An Overview

The Leading Care II Programme is a 24-month journey of development which 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. The programme enables them to contribute more effectively in a leadership role and be ready to play their part in building a more compassionate and inclusive health service with the patient at the heart of everything that the health service does. 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.

The Leading Care II programme has been designed to meet healthcare challenges now and into the future and enables participants to bring about change and real improvement providing opportunities to put their new skills into action where they work. To build participants' capability, they learn from leadership experts. To ensure the programme is as relevant as possible, participants are able to tailor their learning around the areas which will most benefit their leadership development. By taking part in this programme, participants will be connecting with colleagues across the country to build a powerful support network that will continue to support and challenge them over the coming years. Programme participants come from a wide range of professional backgrounds, ensuring each individual's

development is shaped by perspectives that span the full spectrum of the health service. Successful participants are awarded an MSc in Leadership in Healthcare (accredited by University College Cork) in addition to Health Service Leadership Academy Leading Care II Award. The programme focuses on leadership impact at three levels: individual, team and organisation/system.

Leading Care III Programme – An Overview

The Leading Care III Programme that aims to provide 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. Successful participants are awarded a Professional Diploma in Management (UCC). The programme includes modules in the following:

- Organisational Communications
- Human Resource Management including workforce planning
- Implementing Strategy and Change
- Health Economics
- Financial Management
- Organisational Behaviour

For more information about HSLA and the flagship programmes visit www.healthserviceleadershipacademy.ie

6.5 People’s Needs Defining Change – Health Services Change Guide is the organisational policy on change and has been integrated into LETD programmes. The Change Hub on HSEland.ie also provides helpful guidance and resources. Information sessions on People’s Needs Defining Change – Health Services Change Guide are available by e-mailing changeguide@hse.ie

The interactive change guide and further information is available on www.hse.ie/changeguide

6.5.1 Change and Improvement Practice Programme

A two day Change and Improvement practice programme is available to improve change capacity through knowledge and skills development in relation to people and culture change in complex organisations using the Health Services Change Guide as the core reference. It is a practice based and experiential programme where participants’ own case studies form part of the shared learning process. Change initiatives which participants are supporting or leading in terms of change practice must be agreed as a national or area level priority and in line with Sláintecare.

<https://www.hse.ie/eng/staff/resources/changeguide/change-guide-contact-us/>

6.6 SKILLS (Securing Knowledge Intra Lifelong Learning) Programme

The Health Service SKILL programme is a QQI Level 5 training and development programme available for 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.

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

6.7 Continuing Professional Development

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.

6.8 The National Quality Improvement Team: The role of the National Quality Improvement team is to champion, educate and build capacity for quality improvement across all services that the HSE delivers and to demonstrate new ideas and approaches to quality improvement. The National Quality Improvement Team has developed learning and development guidelines and training to develop knowledge and skills in relation to quality improvement across the six areas outlined in the Framework for Quality including; Leadership for Quality, Person and Family Engagement, Staff Engagement, Use of Improvement Methods, Measurement for Quality and Governance for Quality. Further information about the quality improvement team can be accessed at <https://www.hse.ie/eng/about/who/qid/>

6.9 The National Health and Social Care Professional (HSCP) Office

The national HSCP office was established in 2017 to strategically lead and support HSCPs to maximise their potential and achieve greatest impact in 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 continuing professional development (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 Centres of Nursing and Midwifery Education (CNMEs)

There are regional Centres of Nursing and Midwifery Education (CNMEs) across the country that are committed to providing relevant, timely and research informed Continuing Professional Education to Registered Nurses and Midwives working in the Health Sector. The CNMEs collaborate with key stakeholders in the identification, planning and delivery of education programmes that meet service needs and strive to provide education that

engages, empowers and supports enquiry across all disciplines of Nursing and Midwifery.

<https://www.hse.ie/eng/about/who/onmsd/eductraining/centresofnursingmidwiferyeduc/>

6.11 National Doctors Training and Planning (NDTP)

NDTP has responsibility for training for doctors. NDTP has three core functions - Medical Education and Training, Medical Workforce Planning and the Consultant Post Approval Process. The combined objective of these three core functions is to ensure that, at all times, the Irish health service is provided with the appropriate number of specialists, who possess the required skills and competencies to deliver high quality and safe care, and whose training is matched to the model of healthcare delivery in Ireland, regardless of the location of the particular service. The intelligence-gathering and outputs from medical workforce planning and projections directly influence decision making in NDTP's training arena. NDTP focuses on two main areas of training; the numbers of trainees required in each specialty to provide the future medical workforce and secondly, the content of training, which must be adaptive and responsive to changes in health service delivery in order that our future specialists have the right skills and competencies for patient and service needs. For further information please visit www.hse.ie/doctors

6.12 Monitoring of clinical training schemes

Responsibility for the monitoring of clinical training schemes resides with the Chief Clinical Officer, Clinical Directors, Nursing and Midwifery Services Director, the National Lead for Health & Social Care Professions and the Director of the National Doctors Training and Planning.

6.13 Training Records

Each line manager is responsible for maintaining a record of all employees learning/training. It is also a requirement that attendance at learning and development events by individual employees 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 local, regional and national management team level.

6.14 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 (including gender reassignment), age, marital status, disability, racial grounds (race, colour, nationality – including citizenship - ethnic or national origin), sexual orientation, religion or belief, responsibility for dependants, trade union membership or employment status. Part time and fixed term employees will have equal access to learning and development opportunities appropriate to

their post. This is reflected in the HSE Diversity, Equality and Inclusion Statement.

6.15 Access to in-house 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. This is ultimately the decision of the Chief Officer of the CHO, CEO of the Hospital Group or Assistant National Director in Corporate divisions.

6.16 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 to ensure that all aspects of the procurement process are correctly adhered to in line with HSE Procurement, Tendering and National Financial Regulations.

6.17 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:

6.17.1 Learning and Development Event Plan (LDP1)

Prior to a learning and development intervention: the employee meets with their line manager to agree expectations about their competency development from the event. The employee completes the Learning and Development Event Plan (LDP1) to ensure that the programme objectives are aligned to the needs of their role, service and the organisation. A copy of this completed document should be maintained by each employee within their own training file with a copy also kept on file with the service unit learning and development records. A copy of the LDP1 form is provided in Appendix 7.

6.17.2 Evaluation (EV1)

Following the learning programme or event, the employee meets with their line manager 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. The sharing of learning with team members and colleagues is agreed. The employee and their line manager complete an Evaluation (EV1 form), which evaluates the learning across four levels of outcomes and links into a reflection on the objectives set in the LDP1 form. A copy of this completed document should be maintained by each employee within their own learning and development file with a copy also kept on file with the service

unit learning records. A copy of the EV1 form is provided in Appendix 8.

6.17.3 Personal Development Planning and Performance Achievement processes.

Transfer of learning should continue to be supported by the line manager through the Personal Development Planning and Performance Achievement processes where appropriate. Expected improvements such as enhanced skills/competencies should be assessed and discussed during one-to-one meetings.

6.17.4 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
- Dissertations and assignments uploaded to LENUS repository
- Shared folders

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 that will enhance work performance.

7.1.2 To inform themselves of the range of learning/training opportunities available within the health services and relevant to the performance of their work duties.

7.1.3 To take responsibility for their own learning and continuing professional development (CPD) to meet the required standards of professional and regulatory bodies as applicable.

7.1.4 To assess and review their learning needs with their line manager through personal or professional development planning, supervision and/or performance achievement process.

7.1.5 To reflect on factors such as those listed below when considering training, learning or development events:

- The relevance of the learning to the delivery of patient/client care or if it is a

service development need.

- If the learning meets the goals of their Personal Development Plan (PDP).
- If the learning will support the achievement of key results/deliverable outputs of the HSE national service/strategic plan or local service operational plan.
- If the learning supports the delivery of health service strategy/programmes/initiatives or if it supports the quality and patient safety agenda.

7.1.6 To complete a Learning and Development Event Plan (LDP1) in advance of attending the training. A copy of the LDP1 form is provided in Appendix 7.

7.1.7 To support a balanced and blended approach to development interventions ranging from formal academic or in-house programmes to e-learning programmes.

7.1.8 To meet with their line manager upon returning from training to complete an EV1 form and 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.

7.1.9 In situations where the employee has received sponsorship and the terms and conditions of funding have been breached, the employee is required to repay any amounts due to the HSE. This is in line with the employee's learning contract as provided for under the terms of the Formal Academic Study policy and the principles of honesty in public service as set out in the HSE Codes of Standards and Behaviour (2009, Document 2.1, pp.3-7).

7.2 Responsibilities of Line Managers:

7.2.1 To be familiar with and adhere to this policy in their line management of staff.

7.2.2 To foster a culture of learning and development in their role in managing learning and development needs within their team. 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.

7.2.3 To bring the policy to the attention of staff reporting directly to them.

7.2.4 To encourage all staff to complete an individual Personal Development Plan each year.

7.2.5 To assist staff in identifying their learning and training needs. Line managers are required to support employees to complete the Learning and Development Event

Plan (LDP1) in order to record their learning objectives prior to attending learning and training events.

- 7.2.6 To identify and make decisions about training needs, which may be informed by a range of factors. These include: the individual/team's learning needs, succession planning, the service needs/continuity, as well as resources.
- 7.2.7 To create a team Learning and Development Plan that is aligned to organisational and team priorities and the requirements of the HSE service plan.
- 7.2.8 To support employees to complete the Evaluation (EV1) form following completion of learning and training programmes or events. 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.
- 7.2.9 Where possible, to encourage employees to implement and share skills and knowledge gained through training with their team and colleagues.
- 7.2.10 To support 'on the job' learning, using the collective energy of the team to encourage experimentation and optimise learning experiences.
- 7.2.11 To adhere to national and local policy and ensure training undertaken is recorded in the employee's training record. In some regions, this will be the training and events module in SAP or HeLM or on a local record system.
- 7.2.12 To make local arrangements for the provision of/access to training within appropriate/reasonable timescales to all employees including temporary/agency staff having carried out risk assessments and identified any controls required in accordance with the principles of prevention as set out in the HSE Statutory Occupational Safety & Health Training Policy 2016 p.11.
- 7.2.13 To follow the process for recoupment/repayment of fees, as outlined in Section 6.8 of the HSE Formal Academic Study Policy when sponsorship contracts have been breached.

7.3 Responsibilities of Local HR:

- 7.3.1 To keep staff and line managers up to date in relation to the availability of local training and development opportunities.
- 7.3.2 To provide guidance to line managers on processes which capture learning needs arising from individual and team performance in order to obtain appropriate learning and development interventions.

- 7.3.3 To connect and signpost accessible leadership, people and culture change and development resources for staff at all levels electronically or through other means to develop capabilities and meet service needs.
- 7.3.4 To collaborate with those responsible for mandatory and statutory training to provide training through HSELand and face-to-face methods, and assist line managers to ensure compliance.

7.4 Responsibilities of Budget Holders:

- 7.4.1 To ensure that all aspects of the application process are correctly adhered to and any allocated funding is processed in compliance with NFR 00 – 2014.
- 7.4.2 To liaise effectively with line managers and programme providers to ensure that value for money is obtained.
- 7.4.3 Maintain all records in relation to learning, training and development funding in accordance with HSE policy.

7.5 Responsibilities of LETD

- 7.5.1 To develop LETD strategic action plans for developing talent, capability and leadership in line with Sláintecare.
- 7.5.2 To nurture individual, team and organisational development through the delivery of bespoke support/interventions and or training.
- 7.5.3 To offer individual and team coaching.
- 7.5.4 To support and develop HSELand (eLearning Education and Development).
- 7.5.5 To build and enhance collective leadership capacity and capability through the Health Service Leadership Academy.

8.0 Approval

The policy is approved by the Assistant National Director for HR – Leadership, Education & Talent Development.

9.0 Implementation Plan

- 9.1 The policy will be available on the HSE website and HSELand.

- 9.2 The policy will be communicated to staff, line managers and senior managers who will disseminate to their management teams and oversee the implementation of the policy in services under their remit.
- 9.3 Line managers are required to ensure that all staff are aware of the policy. Line managers are responsible for overseeing and providing instruction on its local implementation.

10.0 Policy Review, Audit & Update:

- 10.1 This Policy will be reviewed every two years or more frequently as circumstances or legislation require.

Appendices

- Appendix 1 Signature Sheet
- Appendix 2 Membership of the Policy Development Group Template
- Appendix 3 Conflict of Interest Declaration Form Template
- Appendix 4 Membership of the Approval Governance Group
- Appendix 5 Sample PDP
- Appendix 6 Points of reflection to support the discussion about training opportunities
- Appendix 7 Learning and Development Event Plan (LDP1)
- Appendix 8 Evaluation (EV1)
- References

Appendix 2

Membership of the Policy Development Group

Please list all members of the development group (and title) involved in the development of the document.

Anne Marie Aberg
Leadership, Education & Talent Development Manager

Louise Doyle
General Manager – HR Leadership, Education & Talent Development

Chairperson:

Paul Gahan
General Manager – HR Leadership, Education & Talent Development

Appendix 3 Conflict of Interest Declaration Form



Seirbhís Sláinte
Níos Fearr
á Forbairt

Building a
Better Health
Service

CONFLICT OF INTEREST DECLARATION

This must be completed by each member of the Policy Development Group as applicable

Title of Policy being considered:

Learning and Development Policy

Please circle the statement that relates to you

1. I declare that I DO NOT have any conflicts of interest.

2. I declare that I DO have a conflict of interest.

Details of conflict (Please refer to specific parts of the policy)

(Append additional pages to this statement if required)

Signature

Printed name

Registration number (if applicable)

Date

The information provided will be processed in accordance with data protection principles as set out in the Data Protection Acts. Data will be processed only to ensure that committee members act in the best interests of the committee. The information provided will not be used for any other purpose.

A person who is covered by this policy is required to furnish a statement, in writing, of:

(i) The interests of the person, and

(ii) The interests, of which the person has actual knowledge, of his or her spouse or civil partner or a child of the person or of his or her spouse which could materially influence the person in, or in relation to, the performance of the person's official functions by reason of the fact that such performance could so affect those interests as to confer on, or withhold from, the person, or the spouse or civil partner or child, a substantial benefit.

Appendix 4

Membership of the Learning and Development Policy Approval Governance Group

Sonia Shortt

Chair of Hospital Group HR Directors forum

Declan Hynes

Chair of CHO Heads of HR forum

Chairperson:

Pat O'Boyle

Assistant National Director, HR – Leadership, Education & Talent Development

Appendix 5 - Sample PDP

Leadership, Education & Talent Development Personal Development Planning Tool

General Information:

This personal development planning tool is intended to be as flexible as you need it to be. The structure suggested in the following pages is designed as a prompt for thought and discussion before you agree with your line manager on your personal development plan.

There are three main sections to this plan. The first one 'Looking Back' asks you to define the things you have done well or achievements of any kind over the past year and any problems you may have experienced in achieving goals; the second section, 'Where am I now?' asks you to think about your current role and contribution to the service plan of your section; 'Where am I going from here?' is the section where you start to think about your future and the training and developmental activities that will help you to achieve your goals.

The personal development activities that you agree with your manager are integral to the service plan of your unit. What this means in practical terms is that any developmental activities which you sign up to, should help you deliver on the service plan of your service.

This does not preclude developmental activities relating to you as an individual. If there are areas in your life that need development outside of work, or specific personal goals you would like to achieve, and you wish these to remain private, record them in your own personal diary.

The contents of this Personal Development Plan are confidential. They will be held either on your personnel file or by yourself.

Name: _____

Job title: _____

Place of work (Primary location): _____

Grade: _____

Date of PDP meeting: _____

Reporting to: _____

Looking back

What were your objectives for the past 12 months (i.e. what were the main components of the service/business plan that you were accountable for and were your responsibility to implement and deliver on?)

In preparing for your future development, it is important to look at where you have come from.

Consider the following questions:

- What were the highlights of your year (work, community, socially, personally)?
- What tasks/opportunities gave you the greatest satisfaction?
- What did you really enjoy doing?
- Were there any times that you surprised yourself? What were they?
- What activities/tasks did you find stretched you and made you want to learn more about a new subject?
- What positive feedback/acknowledgement did you receive from other people (e.g. line manager, community, consumers, clients, family, peers) that made you realise you were good at doing something you had previously been unaware of?
- What personal qualities do you feel you have developed and improved upon over the past twelve months?
- Were there any problems/challenges you encountered that provided useful learning opportunities? What were they?
- Were there parts of the service/business plan that were not achieved, and if so, can you identify the barriers/obstacles/challenges that lead to this?
- Looking back at your learning log for the past year, what training and development activities were of benefit?

Where am I now?

When considering and completing this section, consider the following thoughts:

- Have I achieved all the things I set out to achieve?
- What are my strengths?
- What are the particular areas I would like to change in my life/work?
- What are my job/role and my key areas of accountability/responsibility?
- What skills do I need to play my part in delivering on the service plan?
- How do I relate with other members of my team and what do I bring to the team mix?
- Am I satisfied with my career development to date and where am I now?

Where am I going from here?

- What are my objectives in relation to the service plan for the next 12 months?
- What will be the big challenge/opportunity for me in my role in the coming year? (see

management competencies, Improving Our Services, Consumer Affairs Strategy, HSE Service Plan and HSE Corporate Plan and other policies and protocols, budgetary management)

- What changes will impact on the way we currently do business?
- What might the implications of such changes be?
- What skills/knowledge will I need to enable me to contribute fully in these changed circumstances?

Development needs can take many forms and your plan should probably include a variety of activities that will develop you in different ways. Some activities that fall under development planning could be:

- Formal training (e.g. customer service training, IT skills training, time management training)
- On-the-job training in specific areas (this could include procedural matters, administrative systems, the intranet)
- Peer coaching (receiving coaching for a member of your team who is expert in a certain area)
- Job shadowing – observing another person in their role and learning from this
- Attending conferences and seminars
- Academic or personal development programmes
- Receiving mentoring from a more senior staff member
- Other developmental activities agreed with your line manager
- Development opportunities (for example, to develop assertiveness and self-confidence through widening of your role or taking on new responsibilities, or preparation to avail of any promotional opportunities)
- Developing the skills to act more assertively in situations where in the past you behaved passively

Development Need	Response	Time Frame

Own signature: _____

Line manager's signature: _____

Date: _____

Appendix 6

Points of reflection to support the discussion about training opportunities

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 employees in his/her job?
- What specific improvements are anticipated?
- How will these improvements be measured?
- How will the manager give feedback regarding improvements?
- Should the employee brief any other employees when returning from the programme?
- If so, who should the employee brief?

Points of reflection to support the discussion returning from attending training

- The employee's overall experience of the programme
- The extent to which the initiative addressed the needs identified during the pre-discussion;
- The extent to which the employee believes the learning objectives have been achieved;
- The employee's application of their learning;
- Identification of barriers to implementing learning;
- The extent to which this has helped the employee overcome these barriers.

Appendix 7

Learning & Development Event Plan (LDP1) (For each Event / Learning & Development intervention)

Title / Status:

Aim:

Objectives:

Persons name

Plan:

Duration:

Approach:

Record System:

Assessment & Certification:

Practitioner / Trainer / Instructor Profile: (See attached)

Facilities:

Evaluation: Outline how the impact of this will be evaluated

Appendix 8

Evaluation (EV1)

Event Title:

Date Attended:

Name:

Level 1 & Level 2:

What behaviour will change as a result of participating in this programme

How can I help you to embed the Learning?

Level 3:

How have you applied the learning in your role since?

How have you shared learning with others – team / other HSE

Level 4:

Has it made a difference? (PDP/ 360⁰ / Feedback)

Employee:

Manager:

Cost:

Fees / Expenses / Time:

References

1. *HSE Formal Academic Study Policy*. Available from: (Add link when published online)
2. *CORU Health & Social Care Professional Standards*. Available from: <https://www.coru.ie/>
3. *HSE Terms & Conditions of Employment (2017)*: Available from: <https://www.hse.ie/eng/staff/resources/hr-forms/guidelines-on-hse-terms-and-conditions-of-employment.pdf>
4. *HIQA Safer Better Health Care Standards (2012)*. Available from: <https://www.hiqa.ie/sites/default/files/2017-01/Safer-Better-Healthcare-Guide.pdf>
5. *HSE HR Circular 020/2014 Sponsorship of Nursing/ Midwifery Third Level Education Initiatives*. Available from: <https://circulars.gov.ie/pdf/circular/hse/2014/20.pdf>
6. *Medical Council: Guide to Professional Conduct and Ethics*. Available from: https://issuu.com/mcirl/docs/guide_to_professional_conduct_and_e?e=12642421/3569466
7. *NMBI Practice Standards*. Available from: <https://www.nmbi.ie/Standards-Guidance/More-Standards-Guidance>
8. *Health Services People Strategy 2015-2018*. Available from: <https://www.hse.ie/eng/staff/resources/hrstrategiesreports/peoplestrategy.pdf>
9. *Corporate Plan for the Health Services 2015-2017*. Available from: <https://www.hse.ie/eng/services/publications/corporate/corporateplan15-17.pdf>
10. *HSE Induction Guidelines and Checklists*. Available from: <https://www.hse.ie/eng/staff/resources/employee-resource-pack/hse-induction-guidelines-checklists.pdf>
11. *HSE Policy on Statutory Occupational Safety and Health Training (2016)*. Available from: <https://www.hse.ie/eng/staff/safetywellbeing/healthsafetyand%20wellbeing/hse%20policy%20for%20health%20and%20safety%20statutory%20training.pdf>
12. *HSE Framework for Improving Quality in our Health Service*. Available from: <https://www.hse.ie/eng/about/who/qid/nationalsafetyprogrammes/decontamination/quality-improvement-framework.pdf>