Learning & Development Policy

Document Reference	POL118
Document Status	Approved
Version:	V3.0

DOCUMENT CHANGE HISTORY		
Initiated by	**Date**	**Author (s)**
Compliance & Risk Group	July 2020	V1.0: Leadership Development & OD Manager
Version	**Date**	**Comments (i.e. viewed, or reviewed, amended approved by person or committee)**
V2.0	April 2021	Updated by Clinical Lead for Education & Clinical Practice
V2.1	September 2024	Updated by Deputy Director of Education
V3.0	September 2024	Approved by Compliance and Risk Group

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Document Reference	• Health and Social Care 2012 and associated Regulations • EEAST Strategic Relevant Objective: 2 – Be an Excellent Place to work, volunteer and learn • Clinical Directorate
Recommended at Date	HR Policies Group August 2020
Approved at Date	Compliance & Risk Group 30/09/2024
Valid Until Date	30/09/2027
Equality Analysis	Completed
Linked procedural documents	Academic Regulations Policy
Dissemination requirements	EEAST wide
Part of Trust's publication scheme	Yes

The East of England Ambulance Service NHS Trust has made every effort to ensure this policy does not have the effect of unlawful discrimination on the grounds of the protected characteristics of: age, disability, gender reassignment, race, religion/belief, gender, sexual orientation, marriage/civil partnership, pregnancy/maternity. The Trust will not tolerate unfair discrimination on the basis of spent criminal convictions, Trade Union membership or non-membership. In addition, the Trust will have due regard to advancing equality of opportunity between people from different groups and foster good relations between people from different groups. This policy applies to all individuals working at all levels and grades for the Trust, including senior managers, officers, directors, non-executive directors, employees (whether permanent, fixed-term or temporary), consultants, governors, contractors, trainees, seconded staff, homeworkers, casual

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workers and agency staff, volunteers, interns, agents, sponsors, or any other person associated with the Trust.

All Trust policies can be provided in alternative formats.

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1.   Introduction

EEAST recognises its most valuable asset are our EEAST people. Without their knowledge, skills, and attributes, it would not be possible to meet the fundamental standards of the Care Quality Commission that underpin the care we deliver to patients. The provision of teaching and learning is essential to ensure that EEAST meets in statutory, mandatory and development requirements of our workforce.

The corporate strategy and supporting strategies direct the organisation to

1. Be an exceptional place to work, volunteer and learn
2. Provide outstanding quality of care and performance
3. Be excellent collaborators and innovators as system partners
4. Be an environmentally and financially sustainable organisation

It is underpinned by a number of sub-strategies which contribute to teaching, learning and development including:

- Organisational development (OD) strategy
- Education and learning strategy
- Research and innovation strategy
- Clinical strategy
- Quality improvement strategy
- Urgent and emergency care strategy
- Commercial strategy

These strategies provide objectives, direction and metrics by which we can measure success and evolution on the EEAST offer of teaching and learning to our workforce.

EEAST actively encourages lifelong learning and strives to provide a broad range of teaching, learning and development opportunities for our people.

2.   Purpose & Definitions

The purpose of this policy is to define the EEAST approach to learning and development of our workforce. It will outline the duties of people

involved in partaking in learning and development as well as those who have responsibility for the governance, management and implementation of this policy.

Continuous Professional Development (CPD)	The systematic maintenance, improvement and broadening of knowledge, skills and the personal qualities necessary for the execution of professional and technical duties throughout the individual's working life.
Core Skills Training Framework (CSTF)	The framework that governs the 11 Statutory areas of training within healthcare.
Development	Growth and the realisation of potential. Development is a longer-term investment, providing people with a framework that enables them to benefit from learning opportunities in a way that helps the employee personally in their current role and future career.
Learning	An end result or outcome, defined as a change in perspective or capability, (behaviour, knowledge or attitude), whether of individuals, teams, or the organisation as a whole.
Knowledge and Skills Framework (KSF)	The Knowledge and Skills Framework provides an NHS-wide framework which supports personal, service and career development. The KSF framework is entirely generic and covers all staff groups, roles and levels. The EEAST Appraisal (incorporating the NHS Knowledge and Skills Framework) is linked to learning and development activities and personal development plans, portfolios and evidence of learning.
Mandatory Training	Training that is deemed mandated by EEAST, usually in response to a health & safety or learning from incidents outcome
Statutory Training	Training that is required by legislation, policy, protocol and by external regulating bodies such as the National Health Service Litigation Authority.

Training	The acquisition of skills to a set standard, through instruction and practice, and takes a short-term approach. It is usually concerned with improving capability of how something is done and covers business, technical and professional knowledge and skills.
Trainer Provider	Individual, group or body providing a learning or educational experience or programme.

3. Duties

3.1 Chief Executive

The Chief Executive is responsible for having effective policy and governance arrangements for oversight and appointing leadership positions to enact those governance arrangements.

3.2 Deputy Director of Education

The Deputy Director of Education is responsible for providing senior leadership oversight to the training and education team, ensuring that teaching and learning is effectively implemented across EEAST.

3.3 Head of Clinical Education

The Head of Clinical Education is responsible for strategic leadership of core clinical training and driver training, including EEAST apprenticeship schemes.

3.3 Head of Talent Management & Succession Planning

The Head of Talent Management & Succession Planning is responsible for strategic leadership training and wider organisational approaches across EEAST.

3.4 Deputy Head(s) of Clinical Education

The Deputy Head(s) of Clinical Education is responsible for strategic development of the clinical workforce in the operational setting, oversight of practice education provision, advanced practice education,

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commercial and volunteer training and continual professional development.

3.5 Compliance & Learning Development Lead

The Lead for Compliance & Learning Development is responsible for operational oversight of statutory and mandatory training at EEAST. They are also responsible for conducting EEAST-wide training needs analysis.

3.6 Leadership Development Manager(s)

The Leadership Development Manager is responsible for the operational delivery of corporate induction and leadership training at EEAST.

3.7 Head of Driver Training

The Head of Driver Training is responsible for the operational delivery of driving courses at EEAST as well as investigation of road traffic collisions and any outcome recommendations, including the requirement for further or full retraining.

3.8 Head of Clinical Operations

The Head of Clinical Operations are responsible for the strategic leadership in each operational ambulance sector, including ensuring staff within their sector complete the required training and education to enable them to be effective in their role. This includes compliance of all their staff to meet statutory and mandatory training.

3.10 Head of Emergency Operations Centres (EOC)

The Head of Emergency Operations Centres (EOC) is responsible for the strategic leadership in each of the ambulance operation (control) centres, including ensuring staff within their centres complete the required training and education to enable them to be effective in their role. This includes compliance of all their staff to meet statutory and mandatory training.

3.11 Head of Non-Emergency Patient Transport Services (NEPTS)

The Head of Non-Emergency Patient Transport Services (NEPTS) is responsible for the operational leadership across non-emergency

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patient transport services, including ensuring staff within their teams complete the required training and education to enable them to be effective in their role. This includes compliance of all their staff to meet statutory and mandatory training.

3.12 Line Managers

Each member of staff will have a designated line manager who is responsible for undertaking appraisal as well as identifying, and where appropriate supporting training and development opportunities. Line managers must ensure all new staff have appropriate local induction, orientation and completion of the induction checklist when they start with EEAST.

3.13 Community and Commercial Training Manager

The Community and Commercial Training Manager is responsible for the operational leadership across community first responder training and our corporate training delivery branch (Train EEAST).

3.14 Training Centre Quality & Compliance Lead

The Training Centre Quality & Compliance Lead is responsible for how we deliver training in our training centres, including the learner experience and ensuring learners have appropriate induction and orientation when they start with EEAST.

3.15 Driver Training Centre Quality & Compliance Lead

The Driver Trainer Quality & Compliance Lead is responsible for how we deliver training in our driving schools, including the learner experience.

4.0 The Education & Learning Group (ELG) Committee

The Education & Learning Group (ELG) is the governance oversight committee for training, education, teaching, learning and development at EEAST. This relates to all areas of where the workforce undertake related development.

This committee shall be responsible for:

4.1 Promoting a culture of continuous learning when mistakes are made.

4.2 Analysing information from audits, complaints, incidents and untoward incidents using the learning from this to inform strategic direction for learning and development within EEAST.

4.3 Ensuring all staff are meeting essential training, minimum essential professional training and role essential requirements to meet EEAST Strategy and assurance requirements.

4.4 Ensuring EEASR staff training budgets, where applicable, are set to meet EEAST training plans and are managed appropriately.

4.5 Creating opportunities for the provision of high-quality practice/work based learning.

4.6 Ensuring robust records are kept of all learning and development activities undertaken within EEAST.

4.7 Producing an annual training needs analysis using the information from individual personal development plans, linking to EEAST workforce strategy and workforce plans.

4.8 Applying the EEAST Appraisal Procedure to all staff and reporting information on completion of the review process as required.

4.9 Ensuring that progress is being made against the EEAST Workforce Plan and Organisational Development Plans.

5.0 Training Needs Analysis

5.1 Learning and development needs will be identified via a EEAST training needs analysis (TNA).

5.2 Staff members identify with their Line Manager their learning needs through the annual performance appraisal process, to include KSF where appropriate, conducted annually between April and June.

5.3 A six monthly review of progress will also be undertaken.

5.4 EEAST managers complete an annual personal development plan with their staff which is returned to the Compliance and Learning Development Team and processed into an EEAST learning and development requirement.

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5.5   EEAST training requirements are produced by the compliance and learning development team that address mandatory training, minimum essential professional requirements, continuous professional development and role essential requirements.

5.6   The EEAST training requirements are approved by the Director of Workforce and Executive Directive team with a paper submitted to the Executive Leadership Team, from the Education & Learning Group. This will determine allocation of resources to training activities and the content and format of the training schedule.

5.7   All EEAST statutory and mandatory training provided through the compliance and learning development team will be recorded on the EEAST training database.

6.0 Line Managers & Teaching & Learning

Line managers will provide local support to staff, volunteers, and learners as the join the organisation and develop through their careers. They will have specific responsibilities for:

6.1   Checking with all new direct reports that they have completed the welcome induction checklist in their first week in the workplace with EEAST and to notify od@eastamb.nhs.uk of completion.

6.2   Checking with all new direct reports that they have completed the Welcome Handbook during their recruitment process to EEAST and to notify od@eastamb.nhs.uk of completion.

6.3   To ensure a local personnel file is established and maintained, including copies of induction checklist, appraisals and development requirements.

6.4   To ensure all direct reports complete statutory and mandatory training requirements required for their role.

6.5   To only approve additional courses, training, or development where their direct report is compliant with statutory and mandatory training.

6.6   To be responsible for identifying a training and education requirements of their direct reports, ensuring equality of access to all staff.

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6.7 Where training or development is supported, ensure release from their duties, anticipating the requirement to cover any abstractions.

6.8 To ensure you have training to undertake support functions required of a line manager, including in how to complete the appraisal process.

6.9 Ensure the appraisal process is completed each year for their direct line report. For new staff this should be at the end of their first three months with EEAST.

6.10 To complete one-2-one to support including coaching on a direct report progress against their appraisal objectives.

7.0 The Individual & Teaching & Learning

7.1 To complete the required corporate induction, local induction, and orientation and onboarding process.

7.2 To take ownership of your individual learning journey, undertaking continual professional development and where appropriate maintaining a professional portfolio.

7.3 To complete all elements of statutory and mandatory training prior to any expiration dates, including within three months of starting with EEAST (see appendix A).

5.3.1 Persistent or recurring non-compliance will be managed under the EEAST disciplinary and capability policies.

7.4 To undertake professional update for role in each annual cycle, including any associated workbooks.

7.5 To have ownership and responsibility to maintain teaching and learning requirements of professional, statutory and regulatory bodies, such as the Health & Care Professions Council (HCPC).

7.6 To maintain the knowledge, skills and behaviours required for any role, including any evolution in the requirements of that role.

7.7 To actively seek out and engage opportunities of appraisal and one-2-one feedback with line managers or senior colleagues, including actively identifying your own learning needs.

7.8 To receive support from your line manager to be abstracted, where training and education is appropriate, supported or required for your role within a reasonable timeframe.

7.9 To achieve any developmental or educational milestones as detailed in a pathway of study or within an employment contract.

7.10 To contribute to the development of other colleagues, coaching, supporting and mentoring where required.

7.11 For all registered healthcare professionals, to act as a practice educator for other developing staff (including undertaking practice educator training and updates).

7.12 To attend and engage in any appraisal, statutory, mandatory or voluntarily training, including sufficient cancellation notification, and only cancelling appraisal, statutory or mandatory training where there is a reasonable excuse agreed with your line manager.

7.13 Undertakes teaching and learning activities safely, within the Scope of Practice policy and ensuring appropriate supervision where required.

7.14 Where a healthcare professional is newly qualified, to complete the preceptorship programme related to a newly qualified healthcare professional, including satisfactory completion of consolidation portfolios and interviews.

    7.14.1 During a preceptorship phase an individual may not be considered for clinical secondments or development opportunities, including clinical leadership positions, AOC, education teams or hospital liaison officer roles.

    7.14.2 If on alternative working duties, such as role must be temporary and if exceeds 4 weeks will result in a pause in the preceptorship pathway.

7.15 Only delegate tasks that staff have sufficient knowledge, skills and experience to undertake including as part of an educational programme (under supervision where required) or successful completion of such as programme that permits that individual to undertake such a task.

8.0 Trade Union Representation

EEAST recognises the value of constructive and supportive collaboration with trade union representations.

8.1 Trade union representatives (including branch officers, stewards, activists, and members) will have adequate education and training to enable them to fulfil their role in representing members, and this will be provided by the respective trade union.

9.0 Compliance to Statutory Training

9.1 The EEAST CLD Team will undertake an EEAST-wide training needs analysis on an annual basis, including information gathered from appraisals, which will feed into the overall teaching and learning strategy and approach.

9.2 The EEAST CLD Team will identify funding streams and available opportunities in relation to workforce teaching and learning opportunities, working within budgetary boundaries.

9.3 The EEAST CLD Team will ensure provision to allow compliance with the Core Skills Training Framework (CSTF), including commissioning, to facilitate the mandated compliance requirements.

9.4 The EEAST CLD Team will seek guidance from subject matter experts related to the CSTF:

CSTF Subject	Subject Matter Experts
Conflict Resolution	The EEAST Safety & Security Team
Equality, Diversity & Human Rights	The EEAST EID Lead
Fire Safety	The EEAST Safety & Security Team
Health Safety & Welfare	The EEAST Safety & Security Team
Infection Prevention & Control	The EEAST Infection Prevention & Control Lead

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Information Governance & Security	The Chief Information Officer or their team.
Moving & Handling	The Head of Clinical Development & Professional Practice
Preventing Radicalisation	The EEAST Safeguarding Team
Resuscitation	The Head of Clinical Development & Professional Practice
Safeguarding Children	The EEAST Safeguarding Team
Safeguarding Adults	The EEAST Safeguarding Team

9.5 The EEAST CLD Team will appraise and approve if applicable any new mandatory training asks, determining the response to facilitate achievement of that requirement, via a paper to the Education & Learning Group.

9.6 The EEAST CLD Team will advertise, recruit, and allocate all spaces of training requirements, ensuring a fair and consistent approach to selection.

9.7 The EEAST CLD Team will record all training, including statutory, mandatory, professional update for role and continual professional development training.

9.7.1 All areas of EEAST must report any elements of training, CPD or recordable function to od@eastamb.nhs.uk to be recorded against an individual central training record

9.8 The EEAST CLD Team will report on compliance against training and development requirements including:

9.8.1 Provide monthly reports to EEAST departmental managers and strategic leaders.

9.8.2 Identify specific individuals to their line manager who on non-compliant with their statutory, mandatory, or professional update for role requirements.

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9.8.2.1 Advise that those the are non-compliant must desist from any patient facing activities (except for observational purposes).

9.8.3 Provide evidence regarding any commissioning of workforce development where required, such as by Health Education England or other scrutiny organisations.

9.8.4 To demonstrate evidence regarding value for money against the spend of public monies to support workforce development.

9.8.5 Provide sufficient data to inform EEAST workforce databases.

9.9 The EEAST CLD Team will appraise requests for development. Where funding for teaching and learning outside of training required for role (such as statutory, mandatory, and professional update for role) is not guaranteed and is subject to financial support being available.

9.10 The EEAST CLD Team will liaise where a training programme has any clinical components, with the Head of Clinical Development and Professional Practice.

9.11 The EEAST CLD Team will ensure teaching and learning is available to meet all legal and statutory requirements incumbent on NHS providers.

10.0 Individual Learning Accounts

10.1. Individual Learning Accounts (ILA) have been developed in order to provide learning and development opportunities to enable employees to operate to their optimum performance level and to meet business objectives across EEAST.

10.2. The ILA is an employee directed scheme allowing individuals to create a learning package which reflects their personal learning needs, as well as meeting statutory requirements of their role, in discussion with their line manager at their annual and six-monthly performance appraisals.

10.3. Employees use the ILA to create a tailored programme of learning to meet their individual needs. Employees can choose from a selection of workshops and learning activities accessible via the central Learning Directory made available on the intranet.

10.4. There may be occasions when an employee is unable to find an appropriate learning intervention from the Learning Directory which will effectively meet their need. In these circumstances the employee should discuss this with his/her line manager and the compliance and learning development team who may be able to assist.

10.5. Learning and development opportunities available from the ILA can be accessed from the Learning & Development system (Evolve).

10.6 Employees should regularly check the on-line learning system (Evolve) as the learning offerings are periodically developed and updated and some workshops may be subject to change. If after checking the learning & development opportunities on Evolve employees are unable to find a learning intervention which meet their needs, this should be discussed with the Compliance & Learning Development team.

10.7 Eligibility

The ILAs are available to all EEAST employees, including employees working part time hours, or undertaking flexible working, as well as employees on fixed term contracts. In order to be eligible for an ILA, employees must have:

10.7.1   Completed all statutory and mandatory training (or use this to achieve CSTF compliance).

10.7.2   Completed an up to date performance appraisal and personal development plan, or six-month performance review, or currently in a probationary period or first year of employment with the EEAST (not applicable to CSTF statutory training).

10.7.3   Submitted a completed ILA application form (via Evovle), including the Equal Opportunities Monitoring Form.

10.8 Each substantive employee will automatically receive a set amount of points per year (April – March).

10.9 These points can be relinquished when the employee wishes to book onto a workshop and/or other learning opportunity to secure paid study time / release.

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10.10 Every workshop and learning intervention advertised on the Evolve system under the ILA scheme has an allocated number of ILA points assigned, ranging from 1 point to 8 points, dependent on hours.

10.11 Points are valid from 1 April to 31 March. Unused ILA points cannot be carried over into the next financial year.

10.12 The maximum ILA points that can be awarded to any individual in one ILA year is 40 points and a maximum of 8 ILA points can be used against an approved external provider.

10.14 ILA Application Process

10.14.1 Employees are responsible for booking onto learning courses and activities as advertised on the evolve learning management system.

10.14.2 Abstraction to attend approved study leave will be with your line manager (local abstraction). Failure to agree this abstraction will result in the individual being unable to attend their course or learning opportunity.

10.14.3 Employees must provide a minimum of 10 days' notice if they are unable to attend a workshop that they have booked onto. Failure to provide sufficient notice of cancellation will result in the loss of points associated with this workshop.

10.14.4 Non-attendance as a result of sickness will be treated as acceptable upon receipt of evidence.

10.14.5 ILA points may be relinquished against multiple learning interventions, or alternatively may be relinquished against one single learning activity. Alternatively, employees can opt to take all or part of their ILA points as funding to support self-study, such as attending a course external to the EEAST (where approved, providing statutory training compliance is achieved).

10.14.6 Training and learning activities will be delivered in a range of formats including face-to-face, blended learning and digital or e-learning.

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10.14.7 Staff who wish to engage in learning opportunities, but have used all of their ILA points can do so, but this will be outside of working hours and will not attract funded study leave.

10.14.8 Where a member of staff is enrolled on an apprenticeship scheme, this is considered their CPD and therefore will only receive study leave to achieve CSTF statutory training requirements.

10.15 Courses & Currency

Typically, ILA points will be allocated to courses as follows, or at the discretion of the Compliance & Learning & Development Lead:

Up to 3 hours course or study leave	1 point
Half day course (up to 4 hours)	2 point
One day course (up to 8 hours)	4 Points

10.15.1 Staff can use a three hour study leave application to complete e-learning or workbooks if required.

10.15.2 Substantive full-time staff are awarded 40 points per year (equivalent to five days study leave across the year), or pro rata for those on part time contracts (noting the restrictions of section 10.14.8).

11.0 Education & Training Team

11.1 The Education & Training Team will cover the following areas:

11.1.1 Core Training, including provision of apprenticeships

11.1.2 Driver Training

11.1.3 Preceptorship Programmes

11.1.4   Placement provision for university partners

11.1.5   Clinical & Professional CPD

11.1.6   Community First Responder and volunteer training

11.1.7   Commercial training

11.2   The department will:

11.2.1   Ensure EEAST is an excellent organisation for learning and teaching.

11.2.2   Provide the best start and continuing support to those on a learner journey with EEAST.

11.2.3.   Work as system partners across the East of England in Teaching & Learning.

11.2.4   Develop the capabilities and potential of learners, the workforce and EEAST customers.

11.2.5   Embed a culture that promotes learning and teaching.

11.2.6   Ensure professional development opportunities are available for our EEAST people.

11.3   Core Education

11.3.1   Core Education will be led by the Head of Education & Training Delivery and they will:

11.3.2   Support the development of the Workforce Plan, ensuring sufficient provision of apprenticeships is provided across each of the EEAST training centres and with external apprenticeship providers.

11.3.3   Ensure that training venues have the appropriate infrastructure and support to enable effective learning.

11.3.4   Ensure the development and growth of our core training officers, including professional qualifications in teaching and learning.

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11.3.5   Oversee Ofqual requirements to ensure effective audit or assessment of apprenticeship offers delivered at EEAST.

11.3.6   Ensure that driver training and core clinical training support our people to become workforce effective in the timeliest way possible.

11.3.7   Oversee the learner voice of internal EEAST students, as well as appraise and complaints or appeals under the Academic Regulations Policy.

11.4   Clinical Development & Professional Practice

11.4.1   Clinical Development & Professional Practice will be led by the Head of Clinical Development & Professional Practice and they will:

11.4.2   Ensure that the EEAST support and supervision clinical practice framework is embedded across the organisation.

11.4.3   Work strategically with Health Education England and other external stakeholders to support teaching and learning provision of the workforce or future workforce of EEAST.

11.4.4   Develop the EEAST annual professional update for role programme, liaising with subject matter experts if required.

11.4.5   In response to the training needs analysis support suitable CPD opportunity across EEAST.

11.4.6   To provide strategic leadership to develop the business plan related to commercial and community training.

11.4.7   To advocate an educational and clinical practice perspective in EEAST governance forums and committees.

11.4.8   Work strategically across Integrated Care Systems (ICS) and Primary Care Networks (PCN's) to ensure system wide approaches to educational development.

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12.0 Standards of Educators

12.1 EEAST delivers a number of regulated training programmes as well as less formal development opportunities, such as CPD.

12.1.1 Any person delivering teaching and learning activities must do so in the spirit of the EEAST values and ensure that the teaching session is professionally and culturally appropriate at all times, challenging any behaviours that fall short of this.

12.1.2 Any person coordinating the delivery of teaching must ensure adequate records of attendance or participation is provided to the CLD Team, within 14 days of occurrence.

12.1.3 That centrally formulated material is not adapted or manipulated without the consent of the relevant author or governance committee, where required.

12.1.4 Any person delivering teaching has sufficient knowledge, skills, behaviours, contemporaneous experience and professional standing to be able to deliver that specific teaching.

12.1.5 Any person delivering teaching or practice education has the relevant qualification including and required annual updates.

12.1.6 For any Educator in a substantive band 7 role or above to hold or be willing to work towards Level 7 qualifications in teaching and learning, including credentialling against the Higher Education Academy (HEA) frameworks.

13.0 Leadership & Management Development

All EEAST people who undertake leadership or management duties should have access to appropriate leadership and management development.

13.1 Leadership and management development can be identified as part of the annual appraisal and EEAST actively advocates for talent management.

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13.2   There are leadership and management programmes available by the EEAST electronic learning platform (Evolve)

13.3   Leadership and management training is subject to available funding and space, so each sector or department should identify those who it will benefit most (including organisational benefit).

13.4   Application for leadership and management training can be made via the EEAST electronic learning platform (Evolve)

13.5   Where an application related to external funding or programme placement, discussion and approval is required from the Leadership Development Manager.

14.0 Corporate Induction

14.1   All employees, learners and volunteers are required to undertake an EEAST corporate induction process (this may include delivery using digital solutions).

14.2   Corporate induction is considered a mandatory training element.

14.3   Where someone moves into a different part of the EEAST organisation, local induction and orientation is required.

15.0 Externally Funded Education & Study Leave

15.1   Any external education, training and development that is to be funded by the education budgets must be approved prior to any bookings or reservations being made, by the relevant budget holder.

15.1.2   If funding is from another budget or staff wish to negotiate paid or unpaid study time, this should be done with the relevant line manager and recorded appropriately.

15.1.3   EEAST staff are routinely afforded five days annually to complete training (this includes professional update for role and any elements of the core skills training framework (statutory requirements). Any unused allocation may be

applied for as study leave via negotiation with their line manager.

16.0 Bank & Agency Workers

16.1   EEAST will fund bank or agency staff in line with the Terms and Conditions for Bank staff and the New Bank Worker policy, and those staff must complete:

16.1.1   All statutory training required for their role.

16.1.2   All mandatory training required for their role.

16.1.3   Professional Update for Role.

16.2   EEAST does not routinely provide education, training and development for bank, agency and locum staff beyond the details stated in section 15.1.

16.3   Where a member of agency or bank staff can provide evidence of working for EEAST on a consistent and maintained basis, they may be considered for investment in liaison with the Compliance & Learning Development Lead.

17.0 Placement Provision

17.1   EEAST will partner with Higher Education Institutions (HEIs) in the provision of undergraduate education that supports the workforce or future workforce supply to EEAST.

17.2   Contracts related to this provision will be agreed between the relevant HEI and EEAST, planning at least three years in advance for predicted workforce requirements.

17.3   All staff working at EEAST are required to be supportive of students on educational pathways with our HEI partners.

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18.0 Breaks in Learning

18.1 Where an individual is unable to undertake their teaching and learning requirements, this will be considered a break in learning.

    18.1.1 A break in learning will be applied where an individual is away from their programme for greater than four weeks, unless superseded by specific programme requirements.

    18.1.2 A break in learning will apply for maternity leave, special leave, or long-term sickness (in excess of 4 weeks).

    18.1.3 Any break in learning will be cumulatively added to the duration of the programme, where that programme or individual employment contract allows and may delay career or pay progression accordingly.

18.2 Returning to Clinical Practice

The following requirements are required for staff who are returning to clinical practice at EEAST

    18.2.1 If you have been away from practice from 0 to 2 years, you do not need to formerly update your skills, unless you cannot practice at the competency level required of that role.

    18.2.2 If you have been away from practice for 2 to 5 years you will be required to undertake 30 days of updating / development to return to practice.

    18.2.3 If you have been away from practice for more than 5 years, you will need to undertake 60 of updating / development to return to practice.

    18.2.4 All returning staff must be compliant with the Core Skills Training Framework (CSTF) requirements, including an in-date resuscitation assessment (within the last 12-months (see section Appendix A for the CSTF list).

    18.2.5 Local teams should undertake a returning to role process including a clinical supervision shift as part of returning to clinical practice (of a gap greater than three months.

Update days are based on 7 hours of updating. For registrants, the requirements of the registering body will also need to be met and the individual will need to successfully be approved to practice with that body demonstrating you can meet the standards of practice of the regulator of that profession for registrants (after completion of the update days).

18.2.4   Updating should be a combination of the following aspects

18.2.4.1   Supervised practice under the supervision of a substantively and equitably / senior qualified individual of the person returning to practice (at least 50%).

18.2.4.2   Private study and updating.

18.2.4.3   Formal study and updating.

19.0 Governance of Teaching & Learning Activity

19.1   All Teaching & Learning should be evaluated where possible, which can include programme evaluations or questionnaires.

19.2   Periodic review of teaching programmes should be provided in the form of an assurance paper to the Education & Learning Group, at least once per year.

Appendix A – Core Skill Training Framework Requirements (Statutory Training)

Every 1 Year		Every 2 Years		Every 3 Years	

Subject	Level	Refresher	Teaching & Assessment
Conflict Resolution		Every 3 years	Practical training 8hrs + e-learning
Equality, Diversity and Human Rights		Every 3 years	e-learning
Fire Safety		Every 2 years	Corporate induction, local orientation. Practical required,
Health, Safety and Welfare		Every 3 years	e-learning
Infection Prevention and Control:	Level 1: All staff including contractors, unpaid and voluntary staff.	Every 3 years	e-learning and Clinical Supervision
	Level 2: All healthcare staff groups involved in direct patient care or services.	Every 1 year	e-learning and Clinical Supervision
Information Governance and Data Security		Every 1 year	e-learning

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Moving and Handling	Level 1: All staff, including unpaid and voluntary staff.	Every 3 years	Practical
	Level 2: Those staff groups, including unpaid and voluntary staff, whose role involves patient handling activities.	Every 2 Years	Practical
Preventing Radicalisation		Every 3 years (full training)	e-learning
		Every 1 year (update briefing)	Practical / webinar
Resuscitation -	Level 1 Non-clinical staff	Every 1 year	Practical (recognise, call for help and chest compressions).
	Level 2 • Adult • Paediatric • Newborn (AOC & PTS not required)	Every 1 year	Practical
	Level 3 (Technicians, Paramedics & Nurses) • Adult • Paediatric • Newborn	Every 1 year	Practical

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Safeguarding Adults	Level 1: All staff working in health care settings	Every 3 years	e-learning
	Level 2: Non-registered healthcare workers	Every 3 years	e-learning + practical
	Level 3: Registered health Professionals	Every 3 years	e-learning + practical
Safeguarding Children	Level 1: All staff working in health care settings	Every 3 years	e-learning
	Level 2: Non-registered healthcare workers	Every 3 years	e-learning + practical
	Level 3: Registered health Professionals	Every 3 years	e-learning + practical

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Appendix B - Monitoring Table

What	Who	How	Frequency	Evidence	Reporting arrangements	Acting on recommendations	Change in practice and lessons to be shared
What key element that need monitoring	Role or group who will lead on this aspect of monitoring?	What tool will be used to monitor/ check/ observe/ asses/ inspect/ authenticate that everything is working according to this key element	How often is monitoring needed How often should a report be completed? How should a report be shared?	What type of evidence will be presented	Who or what committee will the completed report go to and how will this be monitored. How will each report be interrogated to identify the required actions and how thoroughly should this be documented in e.g. meeting minutes	Which committee, department or lead will undertake subsequent recommendations and action planning for any or all deficiencies and recommendations within reasonable timeframes?	How will system or practice changes be implemented lessons learned and how will these be shared.
				.	The lead or committee is expected to read and interrogate any report to identify deficiencies in the	Required actions will be identified and completed in a specified timeframe.	Required changes to practice will be identified and actioned within a specific time frame. A lead member of

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					system and act upon them		the team will be identified to take each change forward where appropriate. Lessons will be shared with all the relevant stakeholders.

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Appendix C - Equality Impact Assessment

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Name of process/policy	Learning & Development Policy
Is the process new or existing? If existing, state policy reference number	POL118
Person responsible for process/policy	
Directorate and department/section	
Name of assessment lead or EIA assessment team members	
Has consultation taken place? Was consultation internal or external? (please state below): internal	

	x
	x
	x
Other (please state) Training programme.	

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Equality Analysis
What is the aim of the policy/procedure/practice/event? To ensure quality of clinical practice through a systematic clinical assessment / supervision process.
Who does the policy/procedure/practice/event impact on? **Race** 🟨   **Religion/belief** 🟨   **Marriage/Civil Partnership** 🟨 **Gender** 🟨   **Disability** 🟨   **Sexual orientation** 🟨 **Age** 🟨   **Gender re-assignment** 🟨   **Pregnancy/maternity** 🟨
Who is responsible for monitoring the policy/procedure/practice/event?
What information is currently available on the impact of this policy/procedure/practice/event?
Do you need more guidance before you can make an assessment about this policy/procedure/ practice/event? Yes/No

No

Do you have any examples that show that this policy/procedure/practice/event is having a positive impact on any of the following protected characteristics? Yes/No, If yes please provide evidence/examples:

Race	☐	**Religion/belief**	☐	**Marriage/Civil Partnership**	☐
Gender	☐	**Disability**	☐	**Sexual orientation**	☐
Age	☐	**Gender re-assignment**	☐	**Pregnancy/maternity**	☐

Please provide evidence:

Are there any concerns that this policy/procedure/practice/event could have a negative impact on any of the following characteristics? Yes/No, if so please provide evidence/examples:

Race	☐	**Religion/belief**	☐	**Marriage/Civil Partnership**	☐
Gender	☐	**Disability**	☐	**Sexual orientation**	☐
Age	☐	**Gender re-assignment**	☐	**Pregnancy/maternity**	☐

Please provide evidence: No identified concerns

Action Plan/Plans - SMART

Specific

Measurable

Achievable

Relevant

Time Limited

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Evaluation Monitoring Plan/how will this be monitored?

Who: Clinical Lead for Education & Clinical Practice

How: Via thematic analysis, case variance and audit

By: Chair of the Professional Standards Group

Reported to: The policy will be monitored by the Professional Standards Group

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