Overarching Developing Our People Policy - _save where it refers to appraisals_ for University Hospitals of Derby and Burton NHS Foundation Trust

Policy name: Developing Our People

Approved by:	Workforce Review Committee
On:	October 2017
Review Date:-	<mark>Extension agreed July 2023</mark>
Corporate / Divisional :-	Corporate
Clinical / Non Clinical :- Non Clinical	Non-Clinical
Department Responsible for Review:	Workforce
Distribution: **Essential Reading for:**	All Trust staff, including medical and dental staff. It does not apply to agency workers.
Training and Dissemination	Launched and available through Trust Intranet (FLO).
To be read in conjunction with:	Recruitment Policy, Medical Devices Training Policy, Blood Products Management Policy, Infection Control Policy, Manual Handling Policy, Patient Falls Prevention Policy, The Resuscitation Policy, ANTT policy.
Policy Number:	POL-COR/1239/2014
Version Number:	2
Signature:	………………………………………… Executive Director of Workforce
Date :	…………………………………….

REVIEW AND AMENDMENT LOG

Version	Type of change	Date	Description of Change
1	Development of Policy	November 2014	Original Policy
2	Combining 3 policies	January 2018	Policy combines Maximising Peoples Potential, Induction, Mandatory Training
2.1	No change. Unified	July 2018	Derby policy unified for UHDB
2.2	Update	November 2018	Trust name updated to UHDB

DEVELOPING OUR PEOPLE POLICY

Reference Number POL-COR/1239/2014	Version: Version 2		Status Final	Author: Amanda Parker Job Title: Head of Learning
Version / Amendment History	**Version**	**Date**	**Author**	**Reason**
	1	November 2014	Jayne Dickenson	Development of Policy
	2	January 2018	Amanda Parker	New policy combining Maximising Peoples Potential, Induction, Mandatory Training policies

Intended Recipients: This policy applies to all employees of the Trust, including Medical and Dental staff. It does not, however, apply to agency workers.

Training and Dissemination: Policy is launched and available through Flo.

To be read in conjunction with: Recruitment Policy, Medical Devices Training Policy, Blood Products Management Policy, Infection Control Policy, Manual Handling Policy, Patient Falls Prevention Policy, The Resuscitation Policy, ANTT policy

In consultation with and Date:

Workforce Policy Review Group (WPRG) – 2nd June 2017; Trust Joint Partnership Forum (TJPF) – 21st July 2017; Joint Local Negotiating Committee (JLNC) – 11th September 2017; Workforce Review Committee (WRC) – 13th October 2017

EIRA stage One	Completed Yes
stage Two	Completed No

Procedural Documentation Review Group Assurance and Date	N/A
Approving Body and Date Approved	Workforce Review Committee
Date of Issue	January 2018
Review Date and Frequency	Extended to December 2020 and then every 3 years
Contact for Review	Head of Learning
Executive Lead Signature	Executive Director of Workforce and Organisational Development
Approving Executive Signature	Executive Director of Workforce and Organisational Development

Developing Our People Policy

1. Introduction

Developing Our People is one of University Hospitals of Derby and Burton NHS Foundation Trust PRIDE objectives, and reflects the Trusts acknowledgement that the organisation is full of talented people committed to delivering the best healthcare. This policy outlines how the organisation intends to deliver this and support the People Strategy.

Having skilled, motivated well supported and developed staff is our greatest assurance that we can provide the necessary care to our patients now and in the future. To achieve this we need to know where our talented people are and how best to develop them. By considering the value they bring to their current roles, how they can be most effective and what will help them reach their future potential in the NHS, we can maximise the potential of our employees.

Developing Our People policy encompasses how as an organisation we support and develop our staff throughout their career with us. This policy echoes the philosophy of our Inclusion policy in that as an organisation we are committed to ensuring all its employees have the opportunity to receive training, develop and progress to achieve their full potential to deliver excellent patient care.

This policy outlines the elements that contribute towards this and how they fit together to fulfil our aims.

Developing Our People Policy

Induction	Training	Learning and Education	Retirement

Developing Our People policy summarises the processes which are used within University Hospitals of Derby and Burton NHS Foundation Trust to support and develop staff whilst working in the organisation. It outlines the journey from induction to development opportunities and finally to leaving the organisation through retirement.

2. Purpose and Outcomes

This document sets out the Developing Our People policy and the process used by University Hospitals of Derby and Burton NHS Foundation Trust for supporting and ensuring our staff are skilled to carry out their duties. Everyone has a part to play in ensuring this happens and that our employees are developed to their full potential.

The aim of this policy is to:

- Outlines best practice in which managers can provide support and development for their staff to ensure they are skilled, engaged and motivated to contribute to excellent patient care
- Outline the opportunities staff have to support their development in order to achieve their full potential
- Outlines the processes in which talent management and succession planning occur to ensure we have the right people with the right skills in the right places to contribute to excellent patient care

3. Definitions Used

PRIDE objectives

PRIDE is an acronym for the following Trust wide objectives that are the basis of developing our strategies and plans. They are also utilised in our appraisal documents to ensure personal objectives are aligned to the Trust wide objectives

- Putting patients first
- Right first time
- Investing our resources wisely
- Developing our people
- Ensuring value from partnerships

Taking Pride in Caring

The Trust's Vision is Taking Pride in Caring.

To be *a national beacon for all that is best in the NHS* delivering 21st century healthcare. We will be part of a flourishing network of health and social care partners to integrate care for our patients, deliver clinically excellent results and be financially sustainable.

The Trust is committed to:

- Deliver quality in everything we do; safety, effectiveness and patient experience
- Transform services to maximise productivity and defficiency
- Create networks for acute and complex care
- Develop integrated care for people with long term conditions to help them stay as healthy as they can be

CARE

CARE is an acronym for our principles of Compassion, a positive Attitude, Respect and Equality are at the very heart of care at the Trust and therefore outlines our values. These values motivate us to provide for the individual needs of our patients in a compassionate and professional manner, encourage us to create a positive workplace for our employees, and push us to strive to continue to deliver high quality healthcare.

Developing Our People's Strategy

The Trust's People Strategy is our document that recognises the value brought to the Trust by its people and the link that exists between an engaged, happy workforce who feel valued and the quality and efficiency of the care they are able to deliver. It is delivered through the domains of: Engagement, Transformation, Innovation in Education, Recruitment and Retention, Health and Wellbeing, and Inclusion, with Collective Leadership running through all domains.

Our Learning Hub

Our Learning Hub is a database and management system which records training completed by members of staff

Training Passport

The Training Passport is visual record that staff and managers can access which outlines the compliance of individuals and teams to mandatory and essential to role training. The Training Passport interfaces with Our Learning Hub

4. Key Responsibilities and Duties

4.1 **Executive Director of Workforce Management and Organisational Development**
Has responsibility for ensuring implementation and monitoring of compliance for HR policies and procedures. This work is maintained by partnership working and reported to Workforce Performance Committee.

4.2 **Assistant Director for Education and Organisational Development**
Has the responsibility for ensuring implementation and the monitoring of compliance for the Trust education and training policies (excluding Consultants & Drs in training).

4.3 **Executive Medical Director**
Has overall responsibility for the education and training of all medical staff employed by the Trust. To ensure medical staff are able to access leave to support revalidation, professional and study leave is managed in accordance with national guidance.

4.4 **Director of Postgraduate Medical Education**
Has the responsibility for approving study and professional leave applications from doctors in training in accordance with the regional East Midlands Healthcare Workforce Deanery Study Leave Policy.

4.5 **Divisional/Business Unit Management Teams**
Have a responsibility to ensure systems are in place locally to support learning and development. Identify broad areas of need and skills gaps.

4.6 **Department/Divisional/Business Unit Managers**
Have a responsibility to ensure all staff are aware of the mandatory/role essential training required and the frequency they are to attend. Ensure that appraisal meetings are held annually with staff to evaluate performance and identify training and development needs. Follow the procedure and timescales for the employee's right to request learning and development. Provide support and advice, access and release to agreed learning and development opportunities and evaluate application of learning. Monitor compliance and follow up non-compliance with those staff that fail to attend and take necessary action.

4.7 **Employees**
Have a personal responsibility to achieve and maintain their competence to meet the requirements of their role. They should assess their own abilities, recognise their limitations and discuss development needs with their manager. They should actively contribute to the appraisal process, participate in learning & development opportunities, attending mandatory/role essential training and any other development identified in their Personal Development Plans, applying their learning back into the workplace. Employees have a right to request training, expect appropriate support and raise any concerns about learning and development with their manager. Monitoring of personal training compliance can be done through the Training Passport

4.8 **Workforce Management Resources Department**
Have a responsibility to provide all parties with support and advice to ensure the policy is applied fairly and consistently. The HR Employee Relations Team are within each business unit

4.9   Professional Development Facilitators /Advisors
Have a responsibility to support and advise staff with clinical educational in the workplace

4.10   Learner Reps
The purpose of union learner reps is to promote, encourage and support employees and employers around lifelong learning opportunities both in and out of the workplace.

4.11   The Workforce Policy Review & ApprovalProcess
The recognised formal committees and forums in place at the time are responsible for the approval, review and monitoring of this policy.

4.12   Education Training & Organisational Development Committee
This committee contributes to the strategic direction for education, training and development in the Trust and monitors implementation of key objectives. It leads and co-ordinates organisation wide education, training and development. The committee provides assurance and evidence to assist in meeting national, regional and local educational standards. It monitors compliance of associated policies and ensures plans are implemented to address deficiencies in order to meet CQC Standards. The committee reports to the Trust Workforce Performance Committee.

4.13   Training Review Group
The Training Review Group is a formal subcommittee of the Education, Training and Organisational Development Committee. It is the operational group where proposed new training needs are evaluated and current training is reviewed

Management Executive

Workforce Policy Review Group

Education, Training and organisational Development Committee

Training Review Group

5. Policy

**5.1. Induction**

The induction process is an ideal opportunity for new staff to understand how University Hospitals of Derby and Burton NHS Foundation Trust works as an organisation and gain an understanding of our values, attitudes and objectives. The induction, for most staff, is their first day at University Hospitals of Derby and Burton NHS Foundation Trust. It might be the first time they have entered a hospital or an organisation of this size, it might be their first job or it may be their final job within the NHS.

The induction process is essentially divided into the three sections below.

Further details of the induction can be found on Flo.

5.1.1   E-Induction
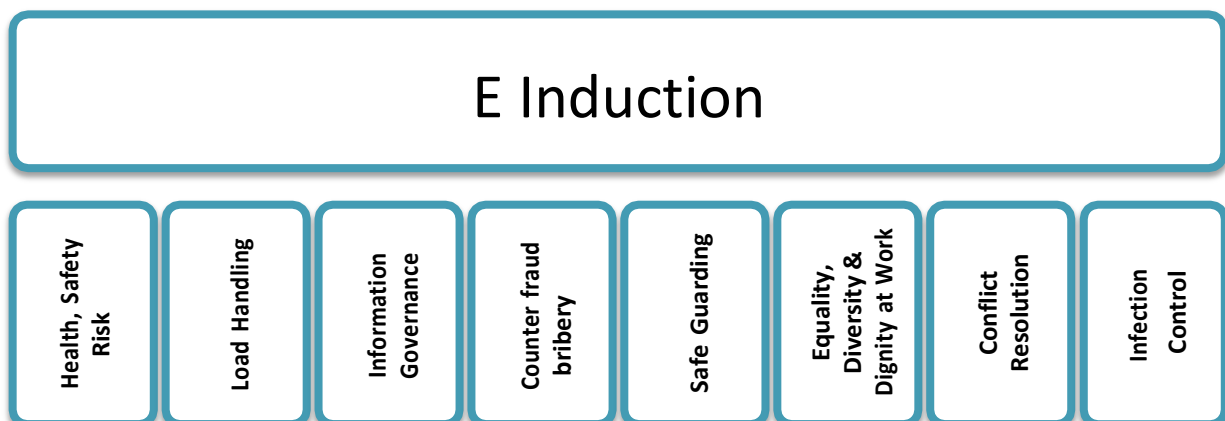
An external, interactive website created to introduce staff to University Hospitals of Derby and Burton NHS Foundation Trust at the earliest possible opportunity. The site contains relevant information to new staff such as maps, the Trust Staff Handbook, codes of conduct and Induction programme information.

The site will enable new starters to access and complete mandatory training through e-learning. All employed staff groups have been included. Volunteers have been excluded however they are able to opt in to accessing the e induction if this is their preferred method of learning.

For staff already recruited into the organisation access to this website is via www.derby-induction.com

Students and staff recruited to work within the organisation but in an external capacity such as contractors, can access the e-induction site via www.derby-induction.com/external

5.1.2   Trust Induction

Trust Induction		
Day 1 **All staff**	**Day 2** **Clinical staff**	**Additional Days** **Bank staff**
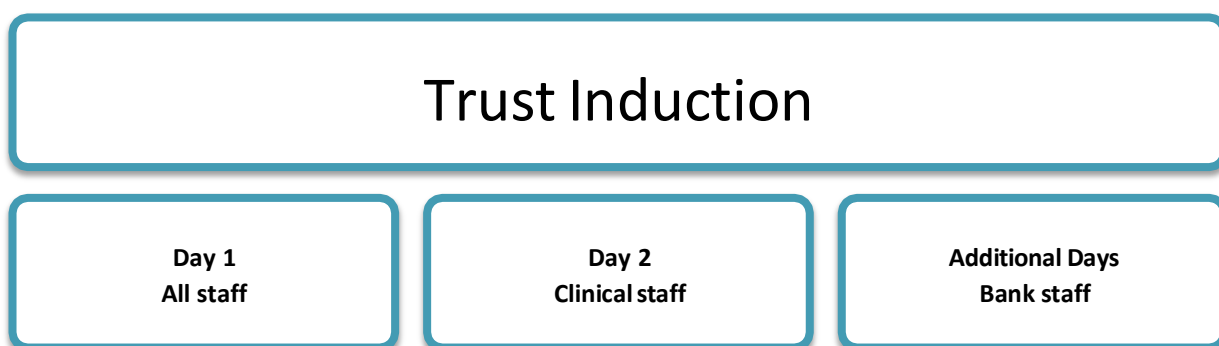
Trust Induction, for most staff, is their first day at University Hospitals of Derby and Burton NHS Foundation Trust. The Trust Induction day is an ideal opportunity for new staff to understand how the Trust works as an organisation and gain an understanding of our values, attitudes and objectives through interactive, two way conversation.

All staff, including volunteers and students, will attend a full Day 1 Programme and are booked onto the day through recruitment

Up to date Day 1 programmes can be found on Flo and includes:

- Trust ID
- Welcome / Introduction to the day
- Welcome to our organisation
- Meet our people
- Understand our patients
- Market place
- Human Factors
- Dementia awareness
- Prevent (Wrap)
- Information Governance

Following Day 1, staff will either commence their role within their departments at an agreed date and time, or they will continue with further clinical training relevant to their role, between 1 and 4 additional days

Details of the clinical day programmes can be found on Flo

5.1.3   Local Induction

This must be completed by line managers within 14 days of new staff commencing their post with the Trust or within a new department, and is divided into two section; orientation and induction. The Local Induction enables a conversation between the manager and employee to check the learning an understanding gained from the Trust Induction process, address any deficits in learning, and orientate effectively to the working area. The elements included in the Local Induction are as follows:

Local Induction

Orientation
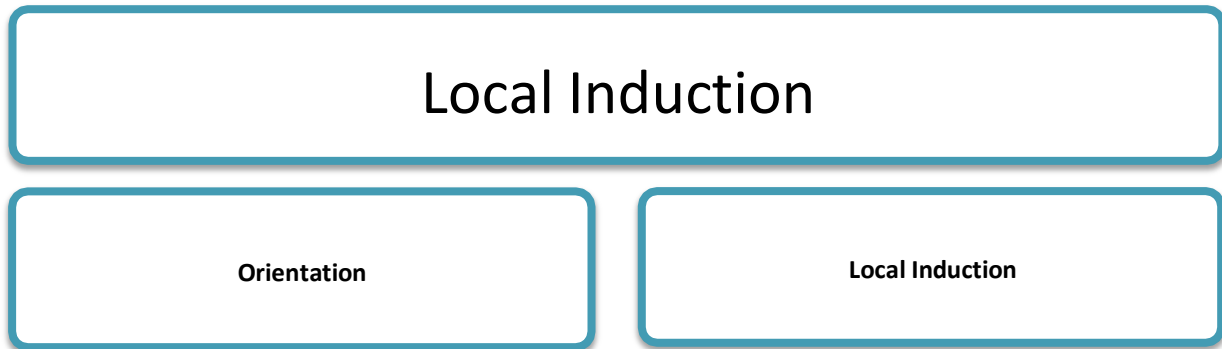
Local Induction
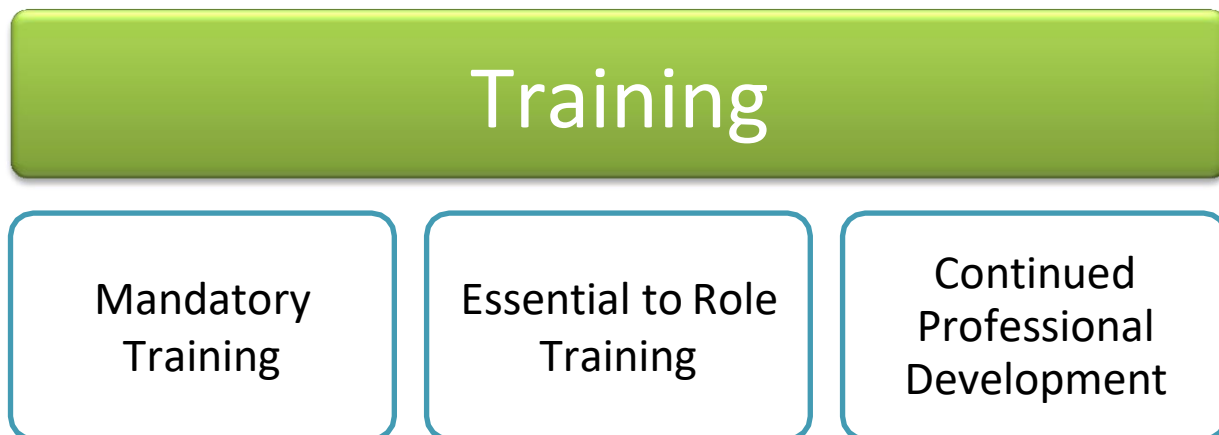
A checklist for a local induction is available for a variety of staff groups, and once completed the e-form must be completed and submitted.

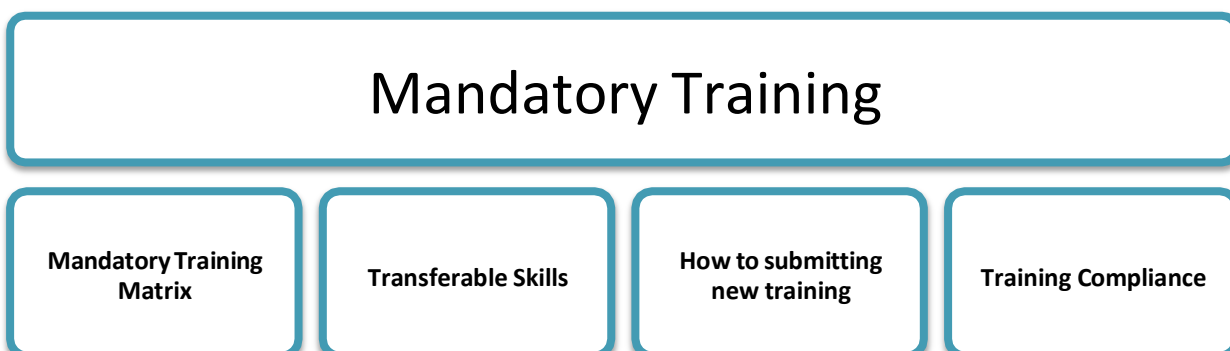All these relevant checklists and forms can be found on Flo.

All Local Induction paperwork needs to be kept locally on your personal file. A copy of the e-form will be emailed automatically to line managers to be kept as a record upon submitting.

5.2 Training

University Hospitals of Derby and Burton NHS Foundation Trust is committed to developing our people with providing them with the support and training to develop their skills. This is done through 3 main routes:

Training

Mandatory Training	Essential to Role Training	Continued Professional Development

5.2.1 Mandatory Training

Mandatory Training

Mandatory Training Matrix	Transferable Skills	How to submitting new training	Training Compliance

University Hospitals of Derby and Burton NHS Foundation Trust is committed to providing a safe environment for staff, visitors and patients. A key element in achieving this is through the delivery of Mandatory training which reflects both national legislation and professional regulatory statutory standards. The Trust recognises that mandatory training supports the development of a highly skilled and competent workforce, contributing towards to the delivery of safe and high quality service.

All mandatory training that staff are required to complete is identified on the Mandatory Training Matrix and outlines all subjects by staff role across the varying mediums and refresher periods. The Mandatory Training Matrix can be found on Flo and are aligned to the Skills for Health, Core Skills Frameworks which enables the skills gained to be transferable to neighbouring Trusts

All Mandatory Training of both a face to face and digital format, is recorded on via the Trust's learning management system, Our Learning Hub (OLH). This can be viewed independently through means of the Training Passport. Information about the Training Passport can be found on Flo

The strategic Education, Training and Organisational Development Committee and the Operational Training Review Group provide the governance structures around the development of training

within the Trust. The Operational Training Review group provides the support for the development of new mandatory training subjects, review existing training to ensure it is fit for purpose. All this is carried out in conjunction with the mandatory training leads. Information and recommendations are then escalated to the strategic Education, Training and Development committee who assure governance to the organisation on compliance and addressing strategic drivers. The following information can be found on Flo:

- Organisational charts illustrating the governance training and educationalstructures
- Transferable skills information i.e. Streamlining project
- How to submit newtraining
- Training Passport and training compliance rates

5.2.2 Essential to Role Training

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Essential to Role Training

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Essential to role training is that which is required by your department and/or professional regulatory statutory body and is compulsory for specific staff groups or roles. It is essential to enable you to carry out your duties safely, effectively and efficiently, which will help you maintain your competencies to the required standards. Training needs will vary for groups of staff according to profession and area of work. All training and development needs are systematically identified through service planning, performance and development review.

Essential to Role Training is required because:-
- Without such training the individual would be unable to carry out the full range of duties within their role
- The training has been designated as necessary as a result of learning from incidents, complaints, adverse events and positivefeedback.
- It ensures safe practice or compliance with health and safety procedures

It is essential that managers clearly identify the training requirements for their staff.

All Essential to Role Training of both a face to face and digital format, is recorded and reported on the Trust's learning management system, Our Learning Hub (OLH). This can be viewed independently through means of the Training Passport.

Further detail regarding Essential to Role Training can be found on Flo

5.2.3   Continued Professional Development

Continued Professional Development

Continuous Professional Development refers to the process of tracking and documenting skills, knowledge and experience that an individual can gain both formally and informally as they work beyond their initial training. It is a pathway to note experience, learning and its application in the workplace. Continued Professional Development can be clinical and non clinical and the opportunities are outlined within the Learning and Education section of this document.

5.3   Learning and Education

Learning and Education

Professional Development

Doctors in Training

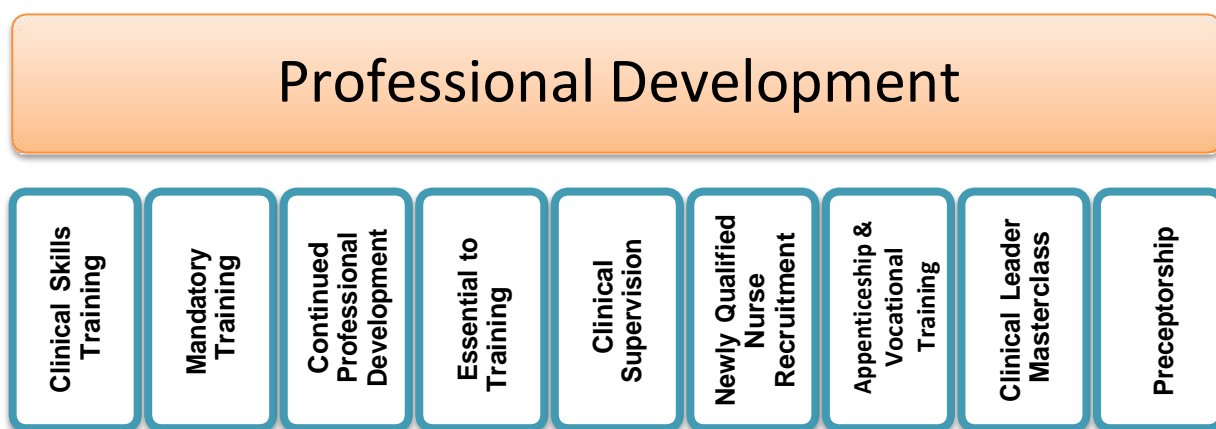Flexible Staffing Education

Apprenticeship & Vocational Training

Leadership Development

Practice Learning Support

Study Leave

5.3.1 Professional Development

Professional Development

Clinical Skills Training | Mandatory Training | Continued Professional Development | Essential to Training | Clinical Supervision | Newly Qualified Nurse Recruitment | Appenticeship & Vocational Training | Clinical Leader Masterclass | Preceptorship

Professional Development

The Trust is committed to ensuring that all staff are supported in acquiring and developing the skills and knowledge they need to carry out their work safely and effectively, and to achieve their full potential through career and personal development. In support of this, the Professional Development Unit provides an array of training and development opportunities.

All of our education and training is developed and delivered to the best standards to ensure we provide the best possible educational experience.
By delivering excellent education and training, we will continually improve the quality of patient care and experience and add to the skill set, richness of experience and career development of our staff.

Our development opportunities are available to all grades of Nurses, Midwives, Allied Health Professionals and Health Care Support Workers. These include courses, resources and one-one sessions if requested

5.3.1.1 Clinical Practice Skills Training

The Professional Development Team support the design, development, assessment, delivery and evaluation of clinical practice skills training curricula which have been identified as essential to Trust service delivery, and which include:

- ANTT
- Cannulation
- Central Venous Access Devices
- Central Venous Access Devices (update)
- ECG
- Infusion Therapies
- Infusion Therapies (update)
- Venepuncture
- Seasonal Ward Training

Guidance on access to clinical practice skills training is available on Flo

5.3.1.2 Mandatory Training

See previous section

5.3.1.3 Continued Professional Development

Learning Beyond Registration (LBR) funding refers to the monies allocated to Trusts from Health Education England (HEE) to spend on educational programmes, modules, courses or training supplied by external institutions/companies for Nurses, Midwives, Allied Health Professionals and Health Care Scientists

Access this funding is carried out through an application process which is outline on Flo, and a joint decision making process between the area Professional Development Advisor, manager and the Professional Development team.

5.3.1.4 Essential to Role Training

See previous section

5.3.1.5 Clinical Supervision

Staff are our most important resource and the facilitation of highly competent, patient focused, experienced and resourceful staff is a key requirement of achieving a high quality service.

Clinical supervision in the workplace is an activity that brings skilled supervisors and practitioners together in order to reflect upon their practice and experiences, fostering an open culture of learning from positive and negative events and replicating best practice. Clinical supervision is a time to think about knowledge and skills and how they may be developed to continually improvecare.

Clinical supervision is often primarily aimed at registered professionals (for example, nurses, midwives, doctors, social workers and allied health professionals (CQC2013, HCPC 2016)) and has been recommended as highly important within NHS policy in documents such as the NHS plan and Darzi next stage review (2008) and the CQC report "supporting effective clinical supervision" (2013). It has the support of the NMC and fits well in the clinical governance framework, whilst helping to ensure better and improving nursing and midwifery practice.

In addition it:

- Contributes to continuous improvement to clinical practice
- Enables staff to become more self-aware, self-assured, assertive and confident
- Provides guidance for individual development and skills progression
- Broadens thinking through problem solving
- Provides the opportunity for staff to feel supported and motivated
- Improves professional development processes
- Creates an environment to develop staff resilience
- Can oversee the wellbeing and safety of the public, patients, staff and serviceusers.

Clinical Supervision is one element of the 'Guided Refection, Support and Development' opportunities available to Trust staff, details of which can be found on Flo.

5.3.1.6 Newly Qualified Nurses Recruitment

Developing our people can begin even before an individual commences employment with our Trust. This is to ensure that the individuals are recruited with the right skills, values and attitudes. The Professional Development team oversea the recruitment process for newly qualified nurses and provides individuals with support throughout the recruitment process. This support continues into employment and is outlined within the Preceptorship section of this policy.

5.3.1.7. Apprenticeships & Vocational Training

See later section

5.3.1.8 Clinical Lead Masterclasses

The chief nurse hosts a number of clinical leader master classes to provide an opportunity for clinical staff to meet with the senior team and their peers. The networking opportunities create an opportunity for staff to network, share ideas and support each other. There are 2 pathways, one for band 7 senior sisters / charge nurses, clinical leads & senior midwives and the second for Clinical Nurse Specialists (CNS) and Advanced Clinical Practitioners (ACP).

Themes and topics for each session are driven by national and local priorities to address personal continuing professional development and service requirements.

5.3.1.9 Preceptorship

The period of time following registration as a health care professional, whether on completion of an education programme or following an extended break from practice, can be a challenging time requiring support and guidance enabling the transition from student to newly qualified registrant. It is an essential that as an organisation we recognise this and provide the necessary support to ensure we address the retention issues of this workforce, which is reflected in the Trust's visions of Taking Pride in Caring.

Preceptorship applies to all band 5 newly qualified registrants, band 4 newly registered dental nurses, and those returning to practice after an extended period of absence. It does not include maternity/paternity leave or long term sickness, or those entering a new part of the Nursing and Midwifery Council or Health & Care Professions Council e.g. a nurse becoming a midwife or health visitor. Preceptorship can also be undertaken by those individuals new to an area that their manager feels may need additional support in practice.

Supporting this effective transition results in providing effective care more quickly, and individuals feeling better about their role meaning that they are more likely to remain within the profession. This means they make a greater contribution to patient care, but also ensures the benefits from the investment in their education is maximised resulting in developing both competence and confidence to become autonomous practitioners.

Through our year long multi-disciplinary preceptorship programme we ensure newly qualified practitioners receive the support they need. We will provide preceptors with:

- 12 month preceptorship structured programme to support and guide preceptors to make the transition from a student into an accountable and confident registered practitioner
- Support from a dedicated Preceptor, Professional Development Advisors and Facilitators within each Division and Business Unit
- Lanyard to denote that member of staff is Newly Registered and part of a preceptorship programme
- Induction programme including essential to role training and medicines management theory
- IT training
- Divisional specific training

5.3.2 Doctors in Training (DiT) Induction

Doctors in Training

In line with General Medical Council (GMC) and Care Quality Commission (CQC) standards, all Doctors in Training (DiT) joining this Trust must attend a 2 day Trust Induction of blended learning including mandatory, essential to role and IT training. This is a tailor-made Induction, specific for this staff group and is separate and to the Trust Trust Induction. DiT are not required to attend Trust Induction.

The Trust Lead for Trust Induction for DiT works in collaboration with the Postgraduate Education Co-ordinator, for overseeing Trust Induction for Doctors in Training on behalf of the Executive Medical Director.

DiT Trust Inductions are delivered throughout the year and all trainees must attend the full DiT Trust Induction programme. Limitations of the role of the DiT are in place prior to the completion of the Induction

If a doctor in training has been working outside of this Trust for 12 months or more since initially attending a Trust Induction at University Hospitals of Derby and Burton NHS Foundation Trust, they will be required to attend the DiT Induction.

Further information regarding Doctors in Training can be found on Flo

5.3.3 Flexible Staffing Education

Flexible Staffing Education

University Hospitals of Derby and Burton NHS Foundation Trust operates a Flexible Workforce Bank of temporary workers who may be engaged separately from their substantive employment contract within the Trust, or who may be solely registered for bank work with no substantive contract with the Trust. The Flexible Bank employs a variety of staff groups across many settings and specialties, enabling the Trust to ensure that we have safe staffing levels, support effective teamwork, and facilitate continuity of care for our patients.

The Professional Development team support our Flexible Staff with comprehensive induction and update training programmes and ensure they have access to, and are compliant with, their mandatory training and essential to role training requirements, including revalidation and re-registration where required.

The Induction programme for Flexible staff inTrusts Day 1 of the Trust induction programme into a week long programme of bespoke training designed to address the needs of each cohort. Further supernumerary shifts and study days may be offered dependent upon individual need.

The Professional Development Team in collaboration with the Flexible Staffing Team also provide opportunities for Registered Nurses to access a 'Return to Acute Hospital Practice Programme'. This programme is designed to support and prepare RNs with no recent experience of working within the acute sector to join the Flexible Bank or to take substantive positions within the Trust.

Details of the Return to Acute Hospital Practice Programme can be found on Flo.

5.3.4 Apprenticeships & VocationalTraining

Apprenticeships & Vocational Training

| Clinical | Non Clinical |

University Hospitals of Derby and Burton NHS Foundation Trust is committed to continually improve the quality of patient care and experience and add to the skill set, richness of experience and career development of all our staff through the delivery of excellent education and training. In support of this, an array of training and development opportunities is available to all grades of staff, both clinical and non-clinical.

The Vocational Training Team is responsible for coordinating, facilitating and delivering a high standard of occupational (vocational) training and qualifications, and apprenticeship based training to our workforce across the organisation.

There are many learning and development opportunities available, some of which are designed for particular roles or for people at certain stages in their career, and others are available to everyone. To ensure equality and accessibility across the Trust, our educational opportunities include a wide range of classroom training, practical hands-on workshops and e-learning options, some of these lasting just a few hours and others extending over several days, weeks or months and leading to nationally recognised qualifications.

All of our education and training is developed and delivered to the best standards to ensure we provide the best possible educational experience.

Further information, advice and guidance can be found on Flo

5.3.4.1 Apprenticeships

The Trust is committed to creating a skilled, flexible and motivated workforce through access to apprenticeship and traineeship programmes and also to help improve the diversity of our workforce by opening up training/retraining opportunities to our local community regardless of age.

Designed around the needs of employers to reflect the knowledge and competencies required in the workplace, apprenticeships are integrated work based training and development programmes, which provide routes into a variety of careers in the Trust and are an excellent opportunity to access structured training with an employer and achieve nationally recognised qualifications at the same time.

The Trust offers opportunities to access apprenticeship programmes at four levels:

- Intermediate apprenticeships - follow work-based learning towards level 2
- Advanced apprenticeship - follow work-based learning towards level 3
- Higher apprenticeships - follow work-based learning towards levels 4,5,6 & 7 – equivalent to a foundation degree and above
- Degree apprenticeships - follow work-based learning towards levels 6 & 7 – equivalent to a full bachelor's or master's degree

Further information regarding apprenticeship opportunities is available on Flo

5.3.5 Leadership Development

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Leadership Development

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Appraisals	Talent Management & Succession Planning	Coaching and Mentoring	Leadership Programmes	Leadership Masterclasses	Leadership Forums

5.3.5.1 Appraisal – not applicable to the UHDBFT policy.

Quality appraisals help promote positive attitudes, motivation and the development of new skills, all of which results in staff working more effectively and driving improvements in patient care. Appraisals are essential for the effective performance management and evaluation of staff and provide an opportunity for individuals, in conjunction with their line manager, to agree objectives and areas for development. It is essential that in Derby Teaching Hospitals to not only ensure appraisals actually take place, but that they are of good quality.

The appraisal should be an opportunity for the line manager and member of staff to have a conversation about the previous year and create a development a plan for the forthcoming year. There should be no surprises at the appraisal meeting, capability and behaviour issues should be dealt with separately at regular 1:1s.

It is important to note that identifying areas of development does not always mean increasing skills sets with the objective of career progression. The quality conversation between the member of staff and the line manager can explore areas of interest or curiosity which may involve taking responsibility for an area of work, shadowing others in the same or different departments or simply finding out more about and aspect of their work. The purpose of this is to continually engage the member of staff within their role and create job satisfaction.
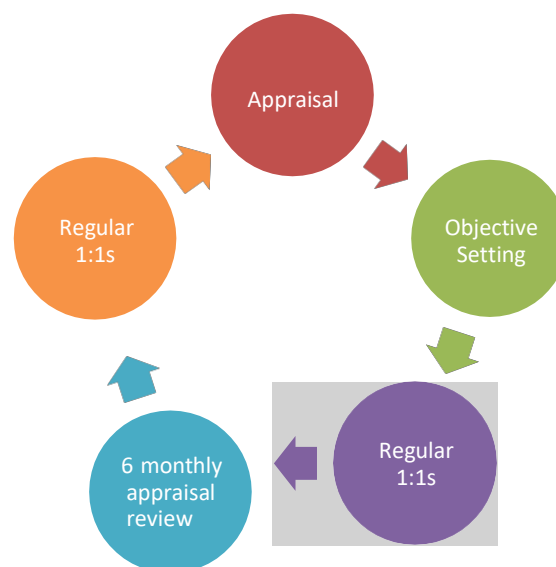
During the appraisal, the member of staff may expect their line manager to provide guidance and support; at the same time the member of staff will be encouraged to take personal responsibility for their performance and development.

The appraisal process incorporates three areas:

1. Assessment of performance in role
2. Assessment of behaviours
3. Assessment of potential

Each year, staff will be expected to meet agreed performance objectives by considering what they have achieved, their behaviours and how they achieved it and their learning from these experiences.

The following guidelines for appraisals can be found on Flo:

- Good Coaching Questions at Appraisal
- Reviewing the year
- Assessing skills, competencies and behaviours
- Talent and career progression
- Setting objectives and personal development plans

Regular 1:1s throughout the yearly cycle of appraisals, as illustrated above, can support and enhance the outcomes of the appraisal process. 1:1s not only provide the opportunity to discuss the progress of the objectives and provide feedback but are a great way of building team relationships both personally and professionally, develop engagement, manage issues before they have significant impact on individuals, and create opportunities for effective two way communication.

5.3.5.2 Talent Conversations

Whilst performance and behaviours consider actions carried out today, the talent conversation is about spotting the qualities an individual has now which are likely to help them succeed in the future. It considers the support and development needed by the employee along with their future potential to grow including the appraises capacity, ambition, motivation, and readiness to progress.

This conversation can be supported by discussing the appraisees position on the talent Map which is illustrated below. Line managers should provide a support in a coaching atmosphere to help gain self-awareness and make the most of the appraisal meeting for both the individuals and the Trusts benefit

Talent Conversation - Talent Rating

Whilst he Talent Map is a useful tool for mapping individuals' potential to provide adequate development opportunities for staff and ensure organisational succession planning, the quality of the Talent Conversation is the most valuable aspect of the process. Both line managers and member of staff may consider different evidence to help align level of performance and behaviours with potential (e.g. 360 feedback, KPIs). It is good practice to invite the member of staff to self-assess against the Talent Map.

5.3.5.3 Talent Management and Succession Planning

Talent Management follows from Talent Mapping offers a process to attract, develop and retain skilled and valuable employees ensuring they are in the right place. Its goal is to have the people with right skills, knowledge, experience and behaviours needed for current and future success.

This enables the organisation to ensure:

- We have the right people, in the right role and with the right values
- We know where our talent is and where / when they are progressing
- Our talent is able to access the right opportunities, exposure, stretch and development to reach their potential in current role or for a future role
- We are planning for the future to ensure effective succession to roles

Talent Management is integrated into our approach to developing our people to support organisational objectives and workforce strategy together with the appraisal and personal development planning process, and should consider the current and future needs of both the individual and the organisation. The Talent Management conversation recognises the value individuals bring and the roles which best suit their skills, considering everyone as an individual and the development that is right for them.

Talent conversations can also play a part in succession planning, which increase employee retention and satisfaction to ensure we have sufficient experienced and capable employees to provide the necessary safe and quality care to our patients now and in the future.

Further guidance on managing staff identified as high performers with high potential are the focus of talent management can be found on Flo.

Coaching & Mentoring					
Training to be a Coach	Coaching & Mentoring Development & Supervision	Personal Coaching & Mentoring	Team Coaching	Clinical Coaching	Action Learning Sets

5.3.5.4 Coaching

Coaching aims to develop an individual's performance by unlocking their capabilities through guided conversation and questioning.

Coaching can be done formally with and individual, as a team, or simply be an approach to everyday conversations, meetings, supervision and patient interaction. It is about enabling and facilitating someone to think and achieve their best solutions. The coach is NOT there to give advice, but to facilitate self-learning.

Coaching provides a confidential safe place where individuals can explore issues, enabling them to discover strengths, explore areas for development and learn from experiences.

The focus of coaching is decided by the individual being coached. They decide the subject they would like to explore, what they would like to achieve and the how they may need to do this. They also take responsibility for their own decisions and any actions

5.3.5.5 Mentoring

Mentoring draws on the knowledge, experience and wisdom of the mentor to support individuals through a transition or development in their work. For example taking on a new role or a significant change in responsibility.

Mentoring provides a confidential safe place to learn. A mentor guides the mentee to help them find solutions, also offering advice and experience. The mentor normally works in a similar field or can share similar experiences. Mentoring is an on-going relationship of learning, discussion and challenge, whereby a more experienced person support a less experienced person.

Further information regarding coaching and mentoring can be found on Flo

5.3.5.6 Training to Be a Workplace Coach

The Trust actively supports the development of a coaching culture by ensuring our coaches are trained and supported to an appropriate level. Coach training is provided internally by our Leadership and Development team, further information of which can be found on Flo.

Individuals attending these courses and becoming a workplace coach must commit to attending all days on the training programme and completing any course learning. Once the course is completed and assessment has been undertaken the Trust would expect a level of support from coaches to individuals outside of their immediate work area. For individuals wishing to gain a qualification in coaching, this can be discussed with their line manager and arranged upon request via external suppliers.

5.3.5.7 Coaching and Mentoring Development and Supervision

Opportunities for coaching and mentoring development and supervision to ensure high standards of practice are maintained are varied and details can be found on Flo. These include 1:1 supervision, peer support in action learning, masterclasses, study days / conferences and the coaching community also meet regularly to identify what they need and how to access.

Coaching Masterclasses are co-ordinated by the Leadership and Development Team and can be delivered by internal or external speakers. They vary in duration from ½ day to a full day of training and our offer is modified according to the needs of the organisation

Further information can be found on Flo regarding useful links about coaching and mentoring updates on new tools and techniques. There is also a secure community of practice page for support and advice, information on coaching supervision, access to resources and links to useful web pages.

5.3.5.8 Personal Coaching

These are 1:1 sessions specifically for individual development. It can either role specific or personal development. This can be accessed either through a leadership program or on Flo.

Some of the issues brought to coaching may be:

- Preparing for a talk or a meeting
- A situation you want to think through
- An opportunity to review something that has happened
- An email you don't want to send
- A time management question

5.3.5.9 Team Coaching

Team Coaching are group sessions where a team can develop awareness and coaching skills together. It differs from traditional team building or an away-day in that the whole team is involved from the outset in shaping the agenda; it is an on-going flexible process rather than a one-off event. An example of using Team Coaching is learning how to use a thinking environment for team meetings.

5.3.5.10 Clinical Coaching

Clinical Coach Training is offered for healthcare professionals to develop coaching skills to use in their clinical role. Bespoke support can be offered to specific clinical areas for 1:1 patient sessions and trials upon request. Using a coaching approach can be a simple way of keeping the responsibility in the middle, between the clinician and the patient.

5.3.5.11 Action Learning Sets

Action Learning Sets are offered as part of the Leadership development programmes and as bespoke sessions, for team development, as requested. Sessions are facilitated by trained facilitators and the aim of the session is to help participants solve their own problems NOT to solve their problems for them. The value of action learning is that it gives airspace to individuals and provides an opportunity to focus on issues. Set members learn from exploring solutions to their own issues & project challenges

5.3.6 Leadership Programmes
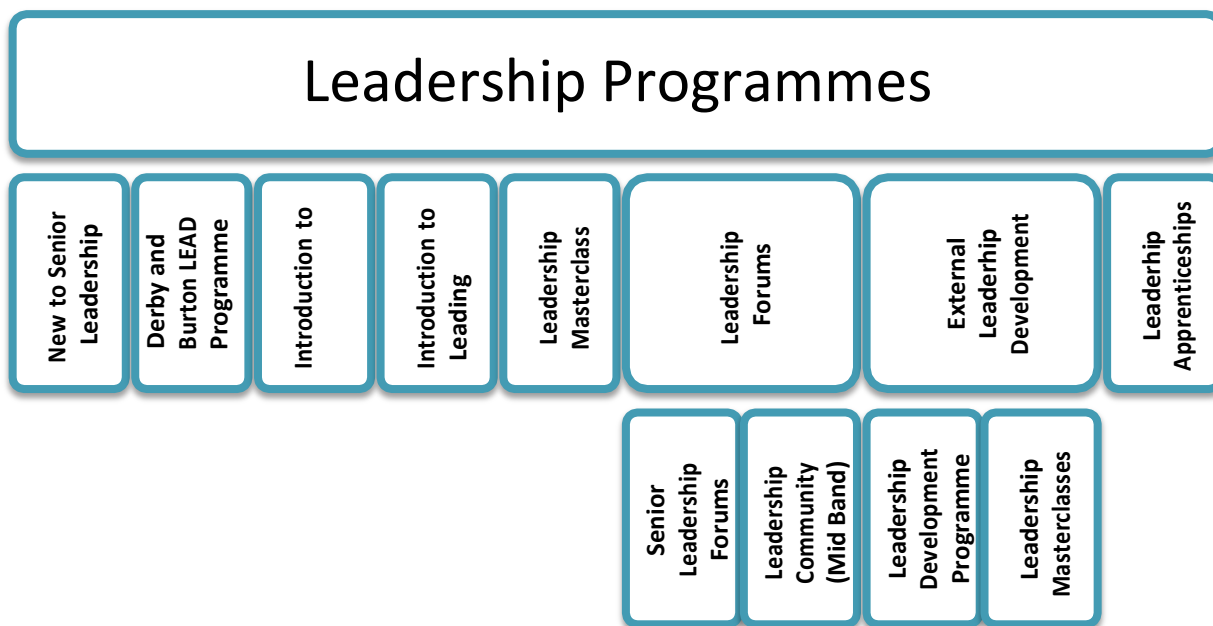
Leadership Programmes

The Leadership Development Team commission a number of Leadership programmes targeted at all pay Bands and professional groups within the Trust and can be delivered internally or externally.

Many of the programmes are targeted to those who already have leadership and management responsibilities or those wishing to develop themselves in readiness for their next career step into leadership and management. Examples of the programmes include:

- New to Senior Leadership
- Derby and Burton LEAD programme
- Introduction to New Leaders
- Introduction to Team Leading

Further information regarding our Leadership Development programmes can be found on the Flo

5.3.6.1 Leadership Masterclasses

Leadership Masterclasses are co-ordinated by the Leadership and Development Team and can be delivered by internal or external speakers. They vary in duration from ½ day to a full day of training and our offer is modified according to the needs of the organisation.

Further information regarding our Leadership Masterclass programmes can be found on Flo

5.3.6.2 Leadership Forums

Senior Leadership Forum

This is a multidisciplinary forum for Senior Leaders (Band 8a and above) and attendance is by invitation. It enables opportunities for the Senior Leadership to plan, develop and evaluate priorities and strategic direction of the organisation, opportunities for development and sharing best practice.

Leadership Community Forum (Mid Band)

This quarterly forum is structured to offer those in leadership roles at Bands 6 – 8a the opportunity to hear key Trust priorities from senior leaders at the Trust, learn about good practice case studies from peers, receive a masterclass in a particular leadership topic and have the opportunity to build a purposeful network with other leaders within the Trust.

Further information regarding dates of these forums can be found on the leadership and Development pages of Flo

### 5.3.5.3 External Leadership Programmes

The Leadership Development Team work closely with the Leadership Academy, both Nationally and Locally to offer staff the opportunity to develop their leadership skills with staff from other organisations. These programmes should be discussed during the talent conversation during the appraisals process.

5.3.5.4 Leadership Apprentices

Leadership apprenticeships are structured training programmes undertaken both in the workplace and in a classroom setting. They enable the apprentice to simultaneously gain knowledge and learn practical skills whilst earning.

Further information regarding Leadership Apprenticeships can be found on the Leadership Apprenticeships pages of Flo

5.3.7 Practice Learning Support

Practice Learning Support

Student Placements Support	Return to Practice
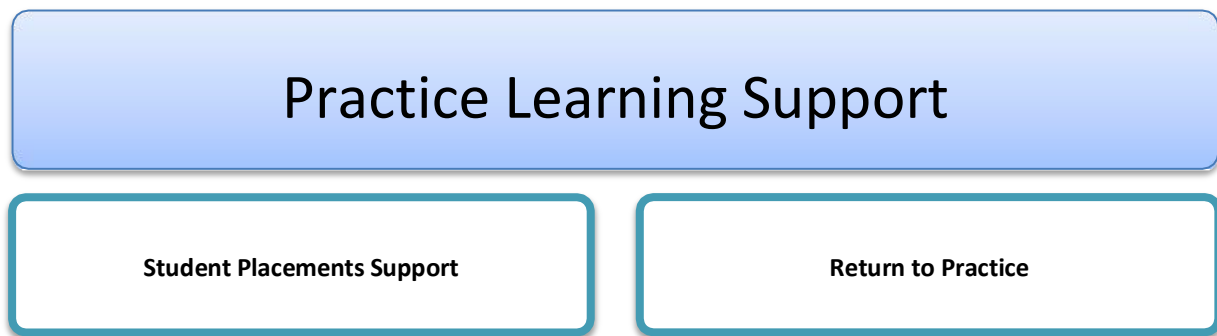
The Practice Learning Support Unit co-ordinates and manages the provision of undergraduate pre-registration placement learning. The unit works in partnership with our local universities to co-ordinate the placement planning, mentorship and supervisory requirements in line with the Nursing and Midwifery Council and Health Care Professionals Council regulatory requirements (Professional Regulatory Statutory Body).

The unit ensures that placements experiences are of a high quality and contribute to the development of competent and confident newly qualified registrants. The unit is also involved with the co-ordination of Return to Practice placements for professions together with their specialist areas.

Further information regarding Practice Learning Support Unit can be found on Flo

5.3.8 Study Leave

Study Leave

| Expressions of interest	Application Forms	Committment Agreement	Study Leave Agreement

University Hospitals of Derby and Burton NHS Foundation Trust supports staff to embark of continual professional developing to maintain and develop their skills which ultimately contributes to the provision of excellent patient care. In order for staff to attend development opportunities there is often a cost and a requirement to attend learning within normal working hours. Therefore request for financial support and study leave from the Trust are required to follow the standardised practice.

The full standardised Trust wide guidance is available on Flo which has been developed in conjunction with Derbyshire health, social and education sectors. The guidance outlines the process for the following areas:

- Submitting expressions of interest
- Study Application forms
- Study leave agreement documentation
- Commitment agreement

5.4 Retirement
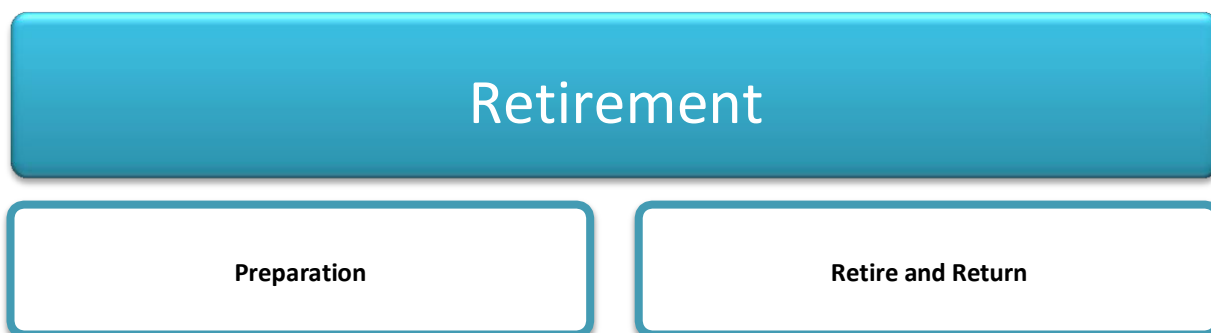
Retirement is often the final stage in which we provide support to our staff to ensure that the member of staff is fully prepared for the transition and as an organisation we maximise the transfer of skills that an individual has gained whilst in our employment.

Our Pre Retirement course, offers individuals with support and advice including

- Understanding your NHS and state pension
- Estate Planning
- Independent Financial Advice
- Psychology of Retirement

Further information of the Retirement Courses can be found on Flo

Regular 1:1 discussions between line manager and an individual should highlight forthcoming retirement plans. Ongoing opportunities should be discussed during these conversations such as the possibility of 'retire and return' which may offer members of staff to transfer skills into another job role or area of the Trust which may be more flexible or less demanding. This can enable the transition from working to retirement to become less daunting or adopt a phased approach. For the Trust, it enables us to retain and utilise valuable and specific skills, knowledge and organisational memory to support other areas. Line managers may also explore the options of other opportunities to contribute to the Trust i.e. applying to become a volunteers or governor
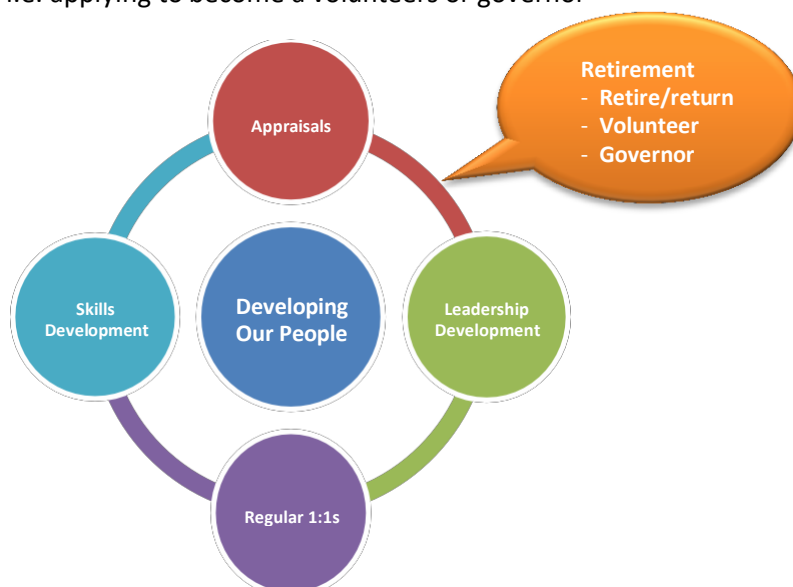
6. **Monitoring Compliance and Effectiveness**

The key requirements will be monitored in a composite report presented on the Trusts Monitoring Report Template:

Monitoring Requirement :	Effectiveness of this policy will be via review of compliance rates for the following: - Training compliance including mandatory and essential to role - Appraisal compliance - Talent data - Apprenticeship data - Coaching data - Leadership programme data
Monitoring Method:	Data will be analysed and reports presented to the Trusts Education, Training and Organisation Development committee which reports to Workforce Review Committee will evaluate the effectiveness of the policy by reviewing adherence to good practice standards set out within the policy.
Report Prepared by:	Amanda Parker
Monitoring Report presented to:	Education, Training and Organisational Development Committee and the workforce committee in place at the time
Frequency of Report	Annually

7.   References

Training

http://www.skillsforhealth.org.uk

http://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework

Continued Professional Development

https://www.educationforhealth.org/education/commission-courses/lbr

http://lbr.eastmidlands.nhs.uk/

Clinical Supervision

The Code Professional standards of practice and behaviour for nurses and midwives – Nursing and
        Midwifery Council 2015

Standards for competence for registered nurses – Nursing and Midwifery Council

https://www.nmc.org.uk/globalassets/sitedocuments/standards/nmc-standards-for-competence-
        for-registered-nurses.pdf

The NHS Plan – A Plan for Investment and Plan for Reform (2000)Department of Health, HMSO

Supporting information and guidance: Supporting effective clinical supervision
        https://www.cqc.org.uk

Doctors in Training

Promoting excellence: standards for medical education and training – General Medical Council 2016

http://www.gmc-
        uk.org/Promoting_excellence_standards_for_medical_education_and_training_0715.pdf_61
        939165.pdf

8.   Appendices

There are no appendices attached to this policy as all supporting information can be found on Flo