Top Tips – Learning and Development

Each member of staff within your organisation will have different knowledge, skills and experience and so will require different levels of training. These top tips are designed to help you think about the different factors to take into account when planning for and reviewing the learning needs of your staff.

Throughout this document, we have used fictitious quotes and examples of safeguarding learning and development that we hope you find useful.

These top tips have been developed using the Skills for Care Learning and Development Guide.

1) Identify who needs training

- **People directly involved in providing or supervising care** e.g. care workers, team leaders and managers.
- **People in other roles within the service** e.g. activity co-ordinators, cooks, gardeners and administrators.
- **People on temporary contracts** e.g. bank workers or volunteers.
- **People with responsibility for the organisation** e.g. registered managers, nominated individuals and board members.

Using safeguarding as an example: "We need to ensure that **everyone** understands what safeguarding is all about and what to do if they suspect abuse or neglect. **The Registered Manager** also needs to be able to carry out a safeguarding enquiry if required."

2) Identify when training is required

- **During induction -** staff will need time to learn and understand the organisation's policies and procedures as well as undertaking any training specific to their role.
- **Developing worker competence** – staff will need specific training to carry out their job role. If a gap in knowledge or skills is identified then appropriate training should be given.
- **Changes to regulations, standards, legislation, best practice or policies and procedures -** training may be needed to update knowledge and practice.
- **Changes in needs –** additional training might be needed to support a new person using your service or if someone already using your service has a change in their needs.

- **Developing your service** – e.g. if a champion is being developed, if there is new equipment being used or there are changes in practice and procedures following an incident.
- **Refresher training** – some training will need to be updated on a regular basis.

Using safeguarding as an example: "We signed up to the West Sussex Safeguarding Adults Board newsletter to ensure that we stay up to date with training standards and any changes to the Pan Sussex Policies and Procedures. This way we know when we need to update our training, policies and practice"

3) Find out <u>what</u> training is needed. Some areas of training / development that might be required include:
- Basic skills such as maths, English and IT
- Statutory / mandatory topics
- Skills and knowledge directly related to roles and responsibilities
- Core values
- Care related topics - responding to needs of people using the service
- Service development
- Standards and best practice

4) Identify what <u>level</u> of training is required
- Training should be offered at a level appropriate to a staff member's needs.
- Consider the individual's job role, knowledge, skills and previous training to ensure that whatever training offered is relevant to their needs and is at the right level for that person.
- People are more likely to engage with the training if it is not too boring or too difficult for them and they can see the relevance of the training to their role.

Using safeguarding as an example: "In our service all staff need to have a **basic awareness of safeguarding –** for this we use resources such as the safeguarding e-learning. In addition, we require all our care staff to meet **standard 10 and 11** of the Care Certificate. Our safeguarding champion has been on additional training courses around **making safeguarding personal** and will share this learning with the staff team as part of their role."

5) Consider offering a variety of training methods
- **Learning styles** - Training needs to be engaging to ensure that people get the most out of it. People learn in different ways and if you can tailor training to their learning style this is likely to be more effective.
- **Different approaches** – you will probably want to consider offering a variety of methods depending on what topic the training is about. For example, if the training is about something practical such as manual handling, you will want to consider ensuring that an aspect of the training is also practical rather than just learning the theory of this.

- **Use a variety of trainers –** Having a mix of external and internal trainers will provide opportunities to have a more diverse, varied and engaging training programme.
- **Develop champions -** to be area 'experts' who can encourage learning within the service.
- **Informal training** - use day-to-day opportunities to develop knowledge and skills 'on the job' with staff.
- **Build learning into team meetings and supervision –**e.g. get staff to share what they have learned from training they have attended and use case scenarios or "what would you do if….." questions to create opportunities for staff to apply what they are learning.
- **Accessing qualifications** – enabling people to obtain formal qualifications including apprenticeships will help to upskill your staff.
- **Sharing best practice with other providers –** attending groups such as manager's forums gives an opportunity to share what you have learnt and also to learn from others.

Using safeguarding as an example: "I have collected a range of resources so that people can learn using the best method for them. The West Sussex Safeguarding Adults Board website has a list of some useful ones"

6) Evaluate the learning
- **Be clear** about what you want your staff to know or be able to do as a result of the learning.
- **Assessing individual's** knowledge or competence immediately after any training is useful, but consider how you can also assess and see the evidence of their learning being put into practice in the longer term.
- **Get staff to reflect on their learning** - identify what they have learnt, think about how they will apply it, reflect on what happens when they apply it and what they will then do as a result of this.
- **Following any training** – consider asking "so what difference has this made and how would we know?"
- **Test knowledge and competence** - by observing practice and asking people using your service what they have seen / noticed.
- **Amend your approach** based on the evaluation as required – if something has not been very effective reflect on why this might be.

Using safeguarding as an example: "If we have a safeguarding situation we discuss this as a team to really learn from this. Staff then complete their learning log to reflect on what they have learnt or if they need any additional training."

7) Provide evidence of training and the learning
- **Develop an organisational training plan** that provides an overview of your approach to training and development and what you plan to provide. You could consider basing this on the above stages.
- **Create** a skills and knowledge audit tool.
- **Ensure each staff member has an individual training plan** indicating their own development needs and how these will be addressed.
- **Record** what training people attend.

- **Ensure that training has been successful** and that it has been understood and absorbed – undertake competency checks e.g. observation, supervision discussion etc. Provide evidence of this to show what has been achieved.
- **Show how you have assessed** the learning and what difference it has made to practice.

Using safeguarding as an example: "Each staff member has a training plan and safeguarding is listed as a core topic. We use the The National Competency Framework for Safeguarding Adults to plan what level of training people need. We ensure regular tests of their knowledge and often ask what would you do if …."

Useful Links

The Care Certificate

Core skills in social care

Funding for training

WSCC Learning and Development Gateway

Social Care Institute for Excellence

Skills For Care