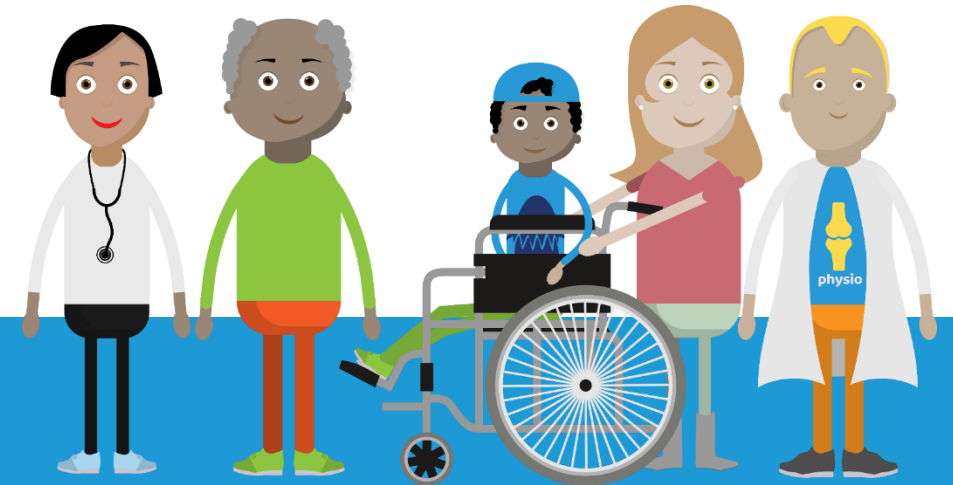


Social Care Provider Governance Resource

Training and Development



Policies and Procedures and protocols (reflecting principles of inclusion and equality)



Clear accountability for different roles (reflecting principles of inclusion and equality)



Staff training and competency (reflecting principles of inclusion and equality)



Staff supervision and performance (reflecting principles of inclusion and equality)



Feedback from staff, residents, relatives, professionals (reflecting principles of inclusion and equality)



Learning from experience, complaints and incidents (reflecting principles of inclusion and equality)



Quality checks and audits (reflecting principles of inclusion and equality)



Innovation and service development (reflecting principles of inclusion and equality)

Training and development are part of a holistic approach to governance and quality assurance.

Learning Styles

People learn in different ways. To maximise the impact of learning activities it is helpful to identify these and take steps to offer a variety of learning activities. There are several tools online that can be used to identify individual learning styles

[What's Your Learning Style? – EducationPlanner](#)
[Honey and Mumford Learning Styles Explained](#)

[Find your ideal study method: Learning style tips](#)

Types of Learners

Visual learners - Thrive on visual aids like images, diagrams, colours

Auditory learners - Excel through listening and verbal interactions, benefiting from lectures, discussions and audio resources.

Kinaesthetic learners - Prefer hands-on experiences, practical exercises and movement to solidify understanding.

Reading/writing learners - Absorb and retain information by engaging with written material.

Social learners - Learn best in groups, thrives in collaborative settings and through interactions with peers.

Solitary learners - Favours independent study, excels in quiet environments and prefers self-directed learning.

Examples of Learning activities?

- E learning
- Shadow/ observation of others
- Reading information
- Videos and webinars
- Quizzes
- Formal face to face training course
- Supervision/ coaching
- Peer led learning
- Talks and presentations
- Reflective exercises

Barriers to Learning

- Low confidence in abilities
- Previous learning experiences
- Learning difficulties
- Style of learning doesn't suit individual
- Distraction – venue / interruptions
- Time Pressures
- Lack of direction/ purpose
- Value base not conducive to reflection and learning

Solutions to Barriers

- **Develop a Training Needs Analysis-** helps you to identify and plan the right training for the right roles
- **Having clear purpose and vision-** develop training that reflects your organisations values and purpose
- **Being flexible in approach to training** Explore how people learn and use a variety of learning activities
- **Agreeing responses to support learning difficulties-** identify where someone may require additional support/alternative approaches to manage this.
- **Consider environment** provide safe, environment, do people prefer to learn at home (e learning) or in a different environment. time
- **Appraisals/engage**
- **Consider who you recruit to your service?** Do you recruit people who evidence a positive attitude to learning? Use values-based techniques to support recruitment

Factors that influence training and development needs in a service?

- Changes in guidance/ legislation
- Organisational priorities and values
- Mandatory Training requirements [Statutory and mandatory training guide August 2024](#)
- The knowledge and skills needed according to the different responsibilities of roles/ job descriptions
- Individual employee needs/ interests
- Learning from safeguarding/ incidents/ complaints etc
- Use appraisal and supervision to assess of current levels of skills and knowledge
- Recruitment and induction needs [National induction for health and social care](#)

Learning Needs Analysis

A learning needs analysis is a tool that a manager can use to map any gaps in knowledge and skills for the service. These gaps could be linked to individual staff or staff groups. There are a number of tools that could be used to assist this process.

Skills for Care have a helpful section on their webpage with links to tools and templates to support this process. A good starting could be to use a tool such as a [SOAR analysis](#) or a [Skills-gap-analysis](#)

When a learning needs analysis is completed, it can then be used to inform a [Learning-and-development-plan](#)- a practical plan setting out the training timescales and commitment for the service for set a period of time.

See the [Planning](#) section of the Skills for Care guide to developing staff and [Learning needs analysis | Factsheets | CIPD](#)



Skills Gap Analysis <insert service name & date>

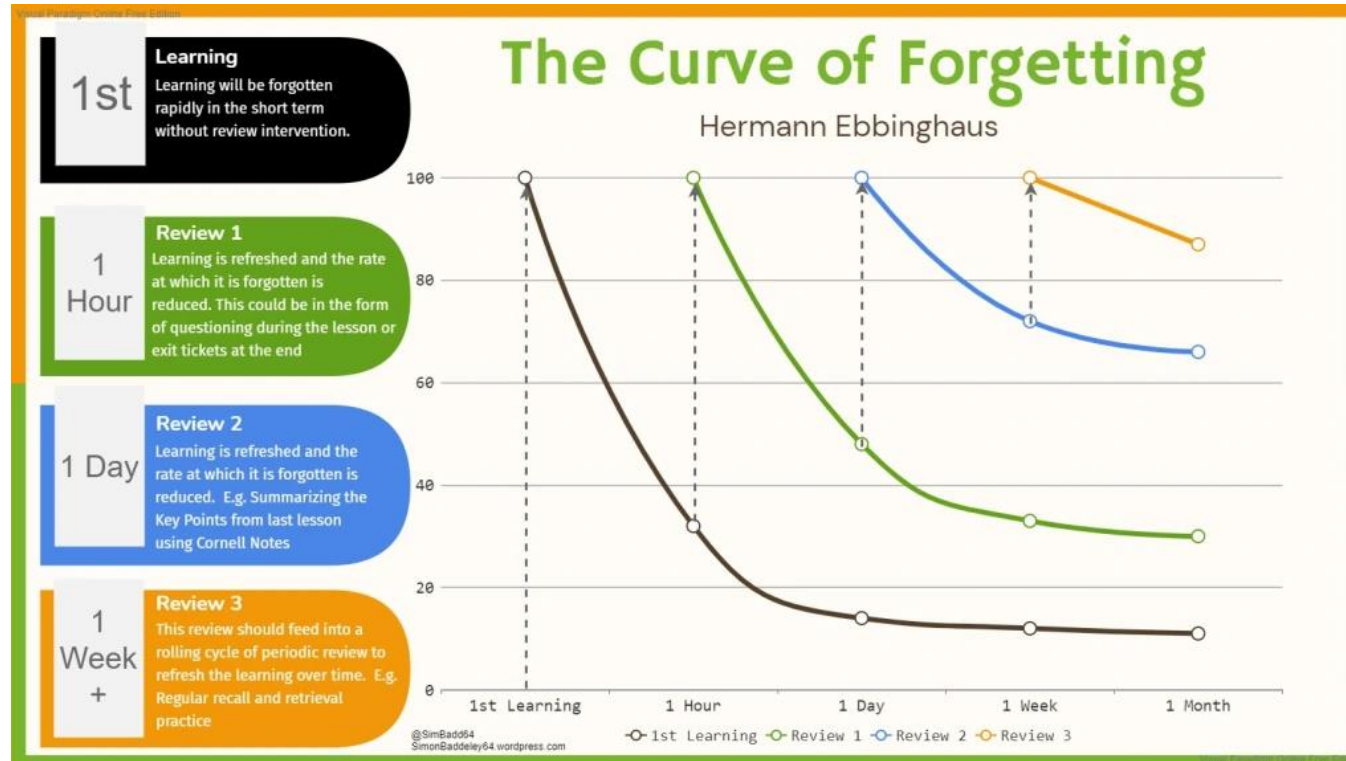
What skills do we need/want?	What skills do we already have?	How big is the gap between the two? Large Med Small	What's needed to close the gap? See below for guidance	Actions Who's responsible, by when and any updates
Example: Skills to support people with mental health needs	Some staff have basic knowledge from Care Certificate and eLearning course	Large	- All staff to complete Mental Health Care Certificate standard. - Advanced CPD to be sought for seniors and managers	Rachel Smith 1 September 2019
Example: Delegating supervisions to Team Leaders – need to improve their skills and knowledge	Current Team Leaders have very little experience in carrying out supervisions.	Large	- Copy of Effective Supervision Guide for all Team Leaders. - Book in training for all with XYZ Training. - Shadowing with RM and Deputy Manager for 2 months.	Tony Adebayo 31 January 2020



Learning and development plan <insert service name & date>

Outcomes	Actions / dates	Responsible	Budget	Source	Progress
Example: Ensure all staff are up to date with mandatory training (see mandatory training)	Annual appraisal with each worker – complete training needs plan to identify which areas need refreshing.	Registered Manager	£7000	ABC Training (face to face and eLearning)	
Example: Care Certificate	Ensure all new starters complete the Care Certificate within first 20 weeks, as per our strategy (see the Care Certificate strategy template).	Deputy Manager	Free	Skills for Care workbooks and e-LfH eLearning	12/01/19 - 5 new starters completed in full
Example: Ensure all relevant staff are up to date with mandatory training (see mandatory training)	Identify staff who need dementia training	Registered Manager	£2000	Free MOCQ (virtual reality app)	12/02/19 - Dementia

Retaining and embedding learning



This Ebbinghaus 's model is from the 19th century. It shows how rapidly we forget knowledge from learning and how additional repetitions can help people retain information

Initial Retention:

- Immediately after training, people may only recall about **58%** of the material.

Short-Term Forgetting:

- Within 20 minutes, people may only remember around **60%** of what they learned. This drops to less than **50%** after an hour.

Long-Term Forgetting:

- Within a day, up to **70%** of information can be forgotten, and after a week, this can rise to **90%**

Ebbinghaus, H. (1885). Memory: A contribution to experimental psychology

The Curve of Forgetting

Embedding

There are a number of different approaches that can be used to support staff to retain learning and embed it into practice. Possible activities:

- Individual learning logs- staff identify learning and how they will use this in practice
- Competence checks
- Discussions in individual and group supervision sessions
- Quizzes
- Observation and shadowing
- Updates- team meetings etc
- Regular refreshers

As a manager you need to consider how you assure yourself that people are working in line with training. Embedding activities should form part of your Learning and Development Plan to ensure this is scheduled and resourced. Embedding activities/ activities to repeat and support staff to retain information can be included in your overarching training matrix to evidence a holistic approach to training and development

Competency Checks

Competency checks help to assess how effective learning has been and whether the member of staff is now ready or already working with the appropriate level of competence

As a manager you need to ensure that the people assessing competency have sufficient expertise in that area of practice.

Competency shows a manager how embedded any learning (and policies) are embedded

Staff Competency Assessment for the Management of Medicines

Name of staff member:	Date:
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Training and Policy

Has the member of staff completed training on the safe handling of medicines?	Yes/No
Has the member of staff read the medication policy and signed to indicate that they have done so?	Yes/No
Does the member of staff know how to access the medication policy if they wish to check any information?	Yes/No

[staff-competency-1.pdf](#)

Preparation and hygiene	
Did the member of staff wash their hands before starting to administer any medication and follow appropriate hygiene measures throughout the medication round? E.g. wear gloves when applying creams.	Yes/No
Did the member of staff make sure that everything was properly prepared before starting the medication round, e.g. was there plenty of medication cups, jug of water, beakers etc.	Yes/No
Consent	
Before preparing or administering the medication did the member of staff obtain the person's consent?	Yes/No
If consent was not obtained was this part of a documented protocol for this person, such as covert administration, and is the member of staff satisfied that the correct procedures have been followed in the best interests of the person?	Yes/No/None seen this time

Competency checks need to be documented, logged on training matrix. Actions and findings need to be recorded and incorporated into supervision processes. It is important that a manager can demonstrate that actions identified have been followed up and completed.

Quality of Learning?

As a manager you need to have oversight of the quality of training and development opportunities. These are a number of things to consider when you evaluate the quality and effectiveness of your training arrangements:

- Do you observe training and give trainer feedback?
- Are you satisfied with the method and quality of delivery?
- How do you check the knowledge of trainer(s)?
- Does the trainer(s) have access to up to national and local guidance and policy?
- Have the right people done the right learning?- is it relevant to staff roles?
- Does the training support your own policies?
- Do you seek feedback from your staff about learning/ training opportunities?
- Does your training policies reflect your holistic approach to training
- How do you ensure any trained train the trainers are appropriately skilled in their role?

Other Resources



WORKING TOGETHER, LEARNING TOGETHER

SCAT-PP

Social Care & Training - Portsmouth Partnership

Contact

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Skills for Care Guide to developing your staff

Regular learning and development will help ensure workers can remain up-to-date with best practice to provide the best care and support.

There are lots of different ways to learn new things and it doesn't have to be expensive.

The Care Quality Commission (CQC) key lines of enquiry will assess how you make sure that staff have the skills, knowledge and experience to deliver effective care and support.

Benefits of investing in learning and development for your staff:

- enable staff to deliver good and outstanding care
- improve workforce competence and productivity
- develop aspiring leaders
- improve recruitment and retention rates

We've put together some guidance to help you plan, deliver and evaluate the learning and development you provide for your staff.



Planning



**Different ways to
develop your staff**



Evaluating learning

