


## Learning and Development Policy

Policy Number	Policy Developed by	Date Developed
11 – Schedule 5	Human Resource Department	12/05/2015
Version	Amendments	
2	Full review of SPC's training and development policy. Development of new policy to meet SPC needs and provide clear guidance on Employee's Learning and Development supports.	
Reviewed by		Review completed
Anna Maria Das Chaudhury, Nicola Ryan		12/12/2021
CEO signature		Next Review Date
		12/12/2023

### Mission Statement

Utilising our resources and skills to provide intentional supports for the people we support; enabling them to live full and inclusive lives by contributing to and enriching the fabric of their local communities.

SPC partners with external agencies and community services to facilitate '*ordinary lives in ordinary places*'

### Vision Statement

People supported will live a good life, in their own home, with supports and opportunities to become active, valued and inclusive members of their local communities.

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## **1.0 Introduction**

- 1.1. St. Patricks Centre is committed to ensuring that all employees have the appropriate skills, knowledge and abilities to allow them to contribute fully to the achievement of St. Patrick's Mission Statement as well as offering opportunities for their own personal development and growth.
- 1.2. SMART Framework: SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant and Time-based. Each element of the SMART framework works together to create a goal that is carefully planned, clear and trackable and St Patrick's Centre utilizes the SMART principles in the pursuance of learning and development goal setting. Please see Appendix 11.

## **2.0 Purpose and Scope of this policy**

- 2.1. St Patrick's Centre (SPC) aims to be a learning environment, which supports both individual and team development. Access to quality induction and ongoing learning and development opportunities prepares employees for both existing and future roles and responsibilities, and helps them to reach their full potential thereby enhancing the quality of their practice.
- 2.2. A structured approach is taken to induction for new employees to ensure consistent and accurate communication about the service policies, procedures, statements, and regulatory requirements.
- 2.3. A range of training will be provided e.g. In-house, external, e-learning, coaching, mentoring with monitoring and evaluation of effectiveness to enhance employee development and the needs of the service in line with Health Act 2007 (Regulations 2013), Regulation 16 Training & Staff Development.
- 2.4. All employees are supported to undertake development and learning, which is viewed as a continuous process throughout their employment with SPC.
- 2.5. This policy demonstrates SPC commitment to the development of employee' awareness, knowledge and competencies by committing to various supports; these may include study time, facilitating time off, contribution to expenses of relevant training courses, conferences, external meetings, participation in the local provider network or other such relevant educational events. The level of support SPC provides will be considered on a case-by-case basis dependent on the relevance, resources and needs of the service.
- 2.6. All applications for study leave shall be considered by the line manager and may only be approved after taking into account relevance, service needs and budgetary commitments.
- 2.7. This policy applies to all employees and has been developed to ensure that there is equality of access and opportunity to attend learning and development events for all.

- 2.8. SPC encourages its employees to undertake any other training or activities that aid their personal or professional development and to ensure a quality service to the people supported. Due to funding limitations, it may not always be possible for the service to provide funding to employees to undertake such training.
- 2.9. All employees training records are retained in the training department.

### 3.0 Funding

- 3.1. In addition to St. Patrick's Centre annual training budget, SPC has developed value added partnerships with external organisations, who they work closely with regarding additional funding for training and where funding is available SPC will apply on behalf of its employees.

#### THE CURRENT FUNDING AVENUES ARE:

- Kilkenny Leadership Partnership
  - Educational Training Board
  - Fetch.ie
  - HSE health service skills
  - Skillnet
  - The Wheel
  - The Irish Research Council
  - NMPDU (Nursing and Midwifery Professional Development Unit)
- 3.2. SPC offers Fire Safety & Evacuation, Manual & People Handling and Food Safety courses to Agency staff and other organisations at a cost.

### 4.0 Definitions of Term's used within the Policy

- 4.1. **Continuous Professional Development or CPD** and is the broad term used to include all activities that are undertaken by and for staff members in order to maintain, update and enhance their work-related knowledge, skills and competencies.
- 4.2. **Induction:** The process by which new employees are introduced to their colleagues and working environment as well as supported people and helped to familiarise themselves with the service policies, procedures, practices, ethos and culture.
- 4.3. **Study leave:** Leave required for a training/learning event that will prevent the individual employees from undertaking their normal duties. Study leave includes leave for training courses, conferences, seminars, workshops and any specific learning opportunities arranged either internally or with other organisations. This leave must be approved prior to taking leave.
- 4.4. **Mandatory Training:** Training that SPC is required to provide and that employees are required to attend, in order to meet legislative and /or regulatory requirements.



- 4.5. **Mandated Training:** Training that SPC deem essential to meet standards of performance, management and support.
- 4.6. **Elective Training:** Training or development which, while adding value to the organisation and the individual is not deemed to be critical to the delivery of the service that SPC is committed to delivering.
- 4.7. **Selective Training:** Training identified by SPC as required for the upskilling or development of the employee. SPC may nominate an employee to complete this training for the benefit of the service.
- 4.8. **On the Job Mentoring:** Specific training that is explicit and delivered within the workplace to enhance skills, knowledge and competences needed for an employee to perform a specific task.
- 4.9. **Coaching and Mentoring:** Coaching and mentoring are development techniques based on one-to-one discussions to enhance an individual's skills, knowledge or work performance- often for the current job, but also to support career transitions.
- 4.10. **Training events:** These are generally activities that have an educational or developmental purpose and which lead to the acquisition of skills or knowledge relevant to an employee's current or future role at SPC. Training events, as referred to in this policy, are primarily short training sessions/days/courses for skills and/or knowledge development, but may also include attendance at conferences, seminars or some designated meetings

## 5.0 Induction

- 5.1. On joining SPC, employees will participate in an induction process to be provided information on SPC Mission and Values, policies and procedures, health and safety requirements, and work practices. During induction, employees find out about the organisation's services, goals and structure. We also clarify expected behaviours and the organisation's values. We help employees to understand how we manage performance and support and develop employees. Overall, it ensures the employee has an understanding of the organisation, department and individual duties and responsibilities, including any legal requirements associated with the role.
- SPC Induction
  - HR Induction
  - Health & Safety Induction
  - CSM/PIC/Person in Charge Induction

## 6.0 Roles and Responsibilities

### RESPONSIBILITIES OF INDIVIDUAL EMPLOYEES:

- 6.1. To familiarise themselves with this policy and identify opportunities for further learning that will enhance work performance.

- 6.2. To inform themselves of the range of learning/training opportunities available within SPC and relevant to the performance of their duties.
- 6.3. To take responsibility for their own learning and continuing professional development (CPD) to meet the required standards of professional and regulatory bodies as applicable.
- 6.4. To assess and review their learning needs with their line manager/CSM/ PIC/Team Leader through quality conversations, personal or professional development planning, Quality Conversations and /or performance achievement process.
- 6.5. To reflect on factors such as those listed below when considering training, learning or development events:
- The relevance of the learning to the delivery of the person supported or a service development need.
  - Does the learning meet the goal of the Person Supported, Personal Development Plan?
  - Will the learning support the achievement of key results/deliverable outputs of SPC?
  - Does the learning support the delivery of SPC strategy/programmes/initiatives or the quality and person supported safety agenda?
- 6.6. To complete a Briefing Learning & Development Plan in advance of attending the training. A copy of this form is provided in Appendix 3.
- 6.7. To support a balanced and blended approach to development interventions ranging from formal academic or in-house programmes to e-learning programmes.
- 6.8. To meet with their Line Manager/CSM/PIC/Team Leaders upon returning from training to complete a review form and discuss the extent to which the learning objectives have been achieved, the application of learning, potential barriers to implementing learning as well as solutions to overcome any these.
- 6.9. All employees can access their training records on TMS. Step by step instructions can be found in Appendix 10
- 6.10. In situations where an employee has received external sponsorship and the terms and conditions of funding have been breached; the employee is required to repay any amounts due to SPC. Found in Appendix 2

## RESPONSIBILITIES OF Line Manager/CSM/PIC'S/TEAM LEADERS



- 6.11. To be familiar with and adhere to this policy within the management of employees
- 6.12. To foster a culture of learning and development in their role in managing learning and development needs within their team. The CSM/PIC/Team Leader's involvement before, during and after training sends a strong message about SPC commitment to employee development, innovation, collective leadership and continuous quality improvement.
- 6.13. To bring the policy to the attention of staff reporting directly to them.
- 6.14. **Quality Conversations:** All CSMs/PICs/Team Leaders or their delegate must be fully prepared to facilitate Quality Conversations to ensure effectiveness, accountability and good governance. All aspects of the employee's work can be discussed at the Quality Conversation session. The following items should be addressed within each session. Both the employee and CSM/PIC/Team leader or their delegate can add to this agenda as required:
- General introduction / agreement of agenda
  - Action plan updates from previous Quality Conversations
  - Professional development/training needs
  - Supports required
  - Delegated duties
  - Key working duties
  - Reflection on practices
  - Opportunity to raise any other issues

Quality Conversations are recorded in writing in a timely and consistent manner using Appendix 12.

- 6.15. To encourage all employees to complete an individual Personal Development Plan each year that is aligned with the requirements of person supported, SPC and team priorities.
- 6.16. To assist employees in identifying their learning and training needs. CSM/PIC/Team Leaders are required to support employees to complete the Learning and Development Plan in order to record their learning objectives prior to attending learning and training events.
- 6.17. To identify and make decisions about training needs, which a range of factors may inform. These include changing needs of person supported; the individual/team's learning needs, succession planning, the service needs/continuity, as well as resources.
- 6.18. To support employees to complete the review form following completion of learning and training programmes or events. This process should assist CSM/PIC/Team Leader to obtain feedback and monitor and evaluate the effectiveness of learning for employees who have attended training and development, in terms of quality, impact and cost effectiveness, and further learning requirements.
- 6.19. Where possible, to encourage employees to implement and share skills and knowledge gained through training with their teams and colleagues, via on-the-job training, mentoring/coaching or other methodologies.
- 6.20. To support 'on the job' learning, mentoring/coaching, using the collective energy of the team to encourage experimentation and optimise learning experiences.
- 6.21. To make local arrangements for the provision of/access to training within appropriate/reasonable timescales to all employees. To ensure all staff training is factored into eight-week roster or working hours. Each Line Manager/PIC/CSM will receive a monthly report indicating which employees are due to attend training and the dates of scheduled training. The Training Calendar is issued eight weeks in advance and Line Managers, PIC's, CSM's and Team Leaders are to build in training into their rosters accordingly. It is essential that employees be advised of the relevant course they are attending and to be prepared in advance of attendance.
- 6.22. Line Managers/CSM/PIC/Team Leaders must carry out Training needs analysis of their areas to ensure the correct training & development is undertaken. Feedback from analysis is sent to the training department and discussed at team meetings.

#### **RESPONSIBILITIES OF TRAINING DEPARTMENT**

- 6.23. To inform employees /CSM/PIC/Team Leaders regarding availability of training and development opportunities.
- 6.24. Following service wide Training Needs Analysis to provide guidance to Line Managers/CSM/PIC/Team leaders on processes that capture learning needs arising from



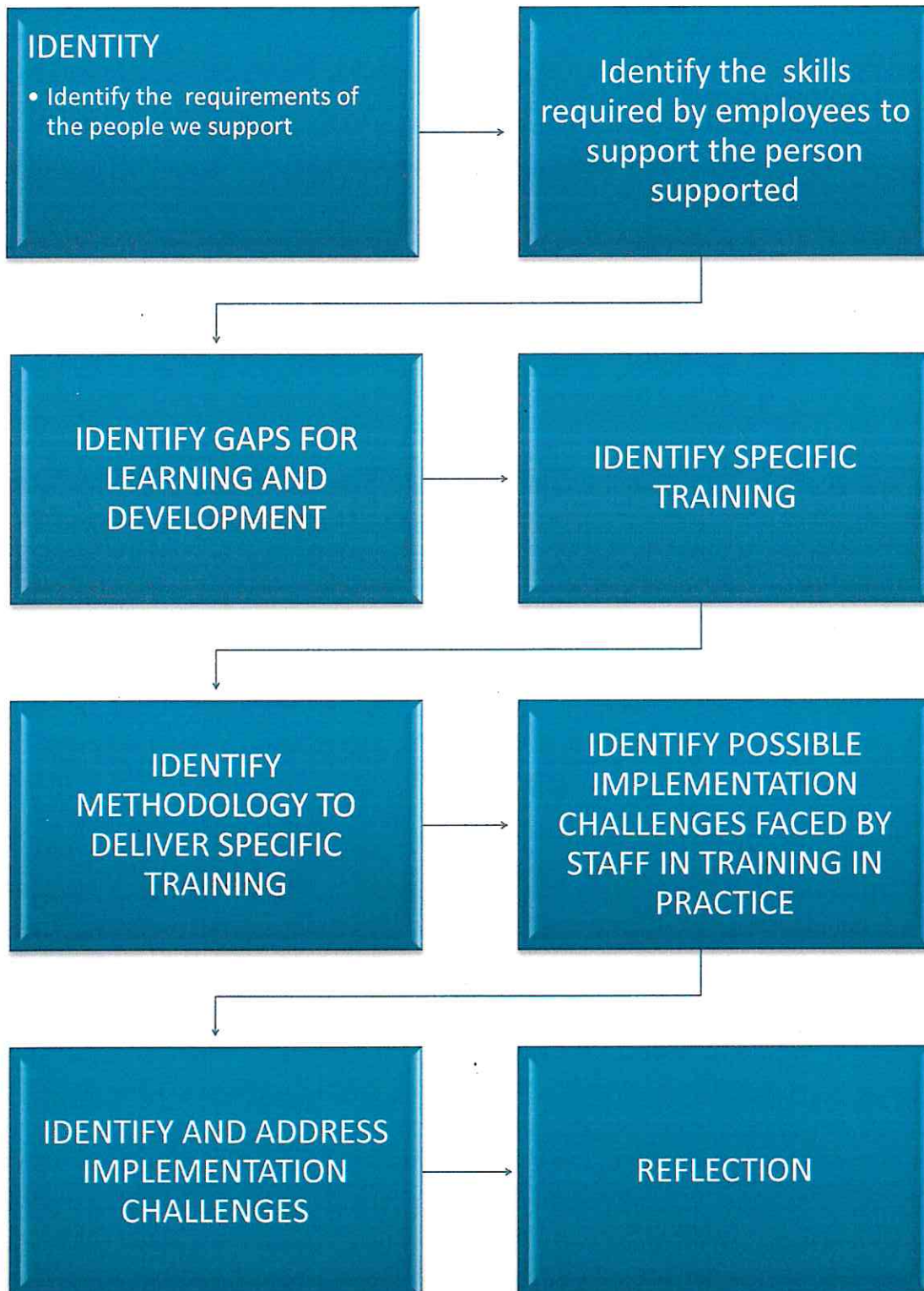
individual and team performance in order to obtain appropriate learning and development interventions.

- 6.25. To review and collaborate with management for mandatory and statutory training. Provide training through HSELand and Face-to-face methods, and assist CSM/PIC/Team Leaders to ensure compliance. To report to management monthly regarding training

- Schedule,
- Courses completed,
- House training records
- Training analysis.

## Identifying Training Needs:

- 7.1. Designated Centres submit an annual Training Needs Analysis to the Training and Development Department. A Training Needs Analysis is a process of identifying training needs through a number of ways, including during initial interview, induction, Quality Conversations, reviews and changing needs of the Service.



## 7.0 Training & Needs Analysis

- 8.1. SPC recognises the importance of active monitoring as a mechanism for ensuring the implementation, compliance and effectiveness with training and development in all designated centres across SPC.
- 8.2. Sources of information gathering and sharing is critical to the Training & Development identification process.
  - Identify the requirements of the People we support
  - Identify the skills required by employees to better support the people we support
  - Identify gaps for learning and development
  - Specific Training needs
  - Online Training Analysis
  - Quality Assurance meetings
  - HIQA Inspection and feedback
  - Training Feedback
  - SPC on The Job Mentoring Form (staff)
  - **SPC on The Job Training Form (enhancement team)**
  - SMT meetings
  - Team Meeting
  - Service Enhancement Team Meeting
  - Trust in Care
  - Audits
  - Family Forum
  - Staff Suggestion Box
  - Accident/Incident/Near Misses
  - Covid Task Force Meeting
  - Training meetings in conjunction with H.R

## 8.0 Mandated Training/House Specific Training/SPC Coherency (Service Enhancement)

- 9.1. St. Patrick's mandated training applies to all employees who are required to attend and complete.
- 9.2. Named employees are required to attend this training, which will also be organised and monitored by Line Managers/PIC's/CSM's/Team Leaders in conjunction with Training Administration Officer and H.R.
- 9.3. Funding for mandated training is fully funded by SPC and where applicable valid and vouched eligible expenses will be reimbursed. (Subject to prior approval). Attendance at this category of training is required as part of your employment in SPC.
- 9.4. Training schedules will be organised and monitored by the Training Administration Officer in conjunction with H.R.

9.5. Mandatory Training Courses may change from time to time depending on statutory/Regulatory requirements and the changing needs of the service and/or educational advancement/ developments.

9.6. SPC mandatory Training is conducted via on-site training and on-line training as follows:

**SPC Mandatory Courses where practical on-site training is required are as follows:**

Fire Safety and Evacuation
Manual & People Handling
Food Safety
Epilepsy, Buccal & Oxygen
Medication Administration
Wheelchair Clamping
Driver Safety Vehicle Safety

**SPC Mandatory Courses conducted On-Line via HSELand are as follows:**

Safeguarding adults at risk of abuse
Introduction to Children First
AMRIC Hand Hygiene (Replacing clinical and non-clinical Hand Hygiene)
AMRIC Basics of Infection and Control (Replacing Introduction to Infection Prevention and Control)
AMRIC Standards and Transmission-Based Precautions (Replacing Breaking the Chain of Infection)
Communicating Effectively Through Open Disclosure
Covid 19 Return to Work
Managing Feeding, Eating, Drinking and Swallowing

**SPC House Specific Training:**

Positive Behaviour and Safe Breakaway Techniques or Studio 3 or MAPA
First Aid with CPR & Defib
Peg Reinsertion
Lámh
Autism Awareness
Chronic Pain Management
Palliative Care
Dysphagia Cooking in House

**SPC Model Coherency Training/ (Service enhancement) in line with SPC enhancement team**

Facilitation
Listening
Enquiry
Community Building/Networking
Relationship Building
Community Mapping
Problem Solving
Advisor
Mediation

**SPC Additional Courses:**

Anaphylaxis
Aseptic non-Touch Technique
BMI MUST Training
Diabetes
Subcutaneous Fluids Administration
Autism Awareness
Low Arousal



Report Writing
Risk Assessment
Dementia/Care of the Elderly
Personal Plan Framework
Applying a Human Rights-based Approach in Health and Social Care: Putting national standards into practice. Module 1: Introduction to Human Rights in Health and Social Care
SPC Breast Care
Falls Training

The above is not an exhaustive list and will change depending on the needs of the People Supported, the Service, and evidenced-based best practice, statutory and regulatory recommendations/changes.

## 9.0 Selective & Elective Training

- 10.1. Selective training is undertaken either at the request of a manager and has clear measurable benefits to SPC.
- 10.2. Funding for Selective Training: In this case, the training if approved will normally be at least part funded by SPC. The percentage of funding supplied by SPC will range downwards from 100% and will depend on a number of factors, e.g., is the training requested by the manager or the employee. Can specific, measurable benefits to SPC be anticipated following completion of this training? For particularly expensive training, or where large periods of study/attendance time is required, the employee may be asked to contribute either financially or by using annual leave, or both, to the overall costs of the training. In the case of substantial funding by SPC either financial or study/attendance time, the employee will be required to sign a declaration that he/she will remain in the employ of SPC for a period of time after completion of the training. That period will be decided by the size of the investment made by SPC in that training. If the employee decides to leave their employment prior to the end of that period, SPC will recoup the cost incurred in supporting the training.
  - -Within 6 months 100%
  - -Within 12 months 50%
  - -Within 18 months 25%
- 10.3 Elective training is where an employee makes a request to elect himself or herself for training. Approval for such training will be based on the benefit on the service, costs, accommodation required etc. Employees should not attend elective training unless approved to do so prior to commencement.

## 10.0 Continuing Professional Development

- 11.1. Engaging in Continuing Professional Development ensures that both academic and practical qualifications do not become out-dated or obsolete, allowing individuals to continually 'up skill' or 're-skill'.
- 11.2. External CPD relates to educational activities that take place outside your workplace where you can interact with and learn from others.

- 11.3. You can claim 1 CPD credit for each hour spent on activities such as the examples listed below:
- **Academic/Scientific meetings**
  - **Symposiums**
  - **Exam preparation courses**
  - **Workshops**
  - **Seminars**
  - **Courses/Lectures/Workshops leading to a Diploma/Masters**
  - **Online courses or tests where the site provides details of the learning outcome, links to further reading and you can download evidence of participation. Evidence of your participation is required.**
- 11.4. Internal CPD activities take place alongside your colleagues and teams within your workplace on topics related to your practice that help improve the standards of your own practice and that of your team.
- 11.5. The employee can claim 1 CPD credit for each hour spent on activities such as the examples below:

**Example meeting types**

- Online Training Courses
- Webinars
- Workgroups
- Review groups

**Example Courses:**

Training, assessment or re-assessment of practical and other skills carried out at work such as:

- Accreditation or re-accreditation courses for Life Saving/Resuscitation
- Anti-microbial stewardship
- AMRIC Infection Prevention & Control
- Hand hygiene
- Manual handling

**Example Online Educational Activities**

- [HSELand.ie/HSA Learning.ie](https://hselearning.ie/), e.g.; online training provided by SPC
- Online courses with topics that relate to your practice in the workplace. Evidence of your participation is required.

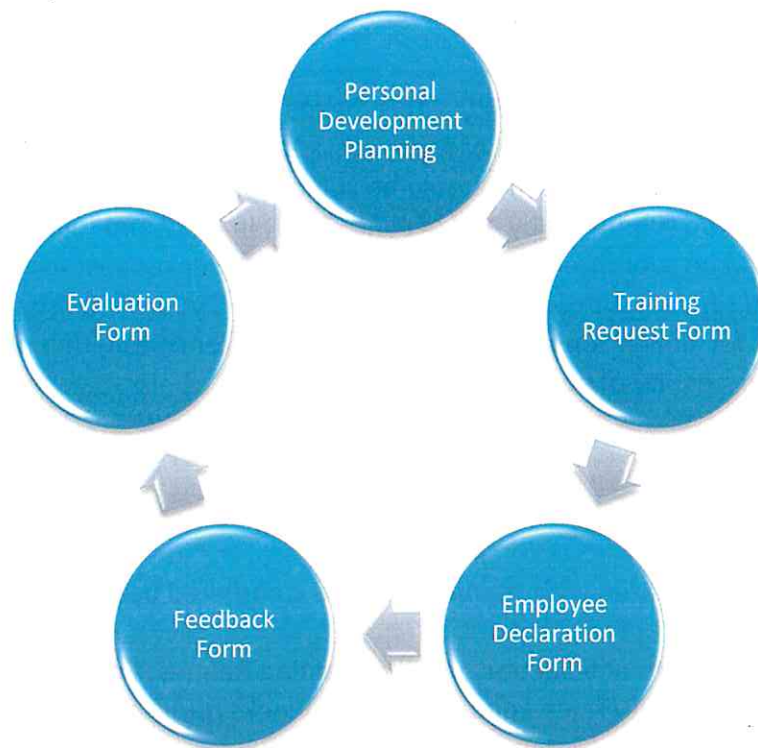
All completed CPD will be recorded on Employee training records by the Training Officer.

## **11.0 Fairness and Transparency**

- 12.1. Mandatory training is funded by SPC. This means that the funding available for selective and elective training is limited. In order to allocate this funding in a fair and transparent manner, a Training Request Form should be submitted to your manager. In 2022 these requests should be submitted by end of June, 2022. In 2022 and following years the requests should be submitted by end of February. If your request for elective training is successful and funded/supported at least in part by SPC you will not be eligible for consideration for similar funding for at least 3 years after completion of the funded training. This is to ensure equity of access to available funding.

## **12.0 Pre-Training Criteria**

- 13.1. All Workbooks associated with training must be completed before training date.
- 13.2. Training request forms and Section 1 of the Training Request Form must be submitted to the Line Manager/CSM/ PIC/Team Leader at least 4 weeks prior to commencement of training.
- 13.3. The employee will be notified of SPC's decision as soon as possible, in the meantime reserve the appropriate date.
- 13.4. Before attending the training fully discuss with Line manager/CSM/ PIC/Team Leader, agree main learning objectives and complete Section 2 of the training form.
- 13.5. On completion of training fully discuss with Line Manager/CSM/ PIC/Team Leader, agree action points/plan and complete the debriefing section of the Training Cycle, agree a date to review.
- 13.6. Review the action points/plan with Line Manager/CSM/ PIC/Team Leader, completing Section 4 of your Training Cycle and forward a copy to the Training Department.



### **13.0 Attendance at Training**

- 14.1. Employees will attend all mandatory and house specific training.
- 14.2. If an employee fails to attend their training, they must follow up the same procedures as they would if reporting absence.
- 14.3. Attendance at/and certification thereof all training received by staff, mandatory, house specific or CPD will be recorded by the Training Officer. This file will also include copies of any certificates received.

### **14.0 Feedback**

- 15.1. As part of SPC continuing commitment to learning and development, employees are requested to provide feedback on the value and effectiveness of training they undertake. This Feedback will provide valuable information on assessing and improving the training process.

### **15.0 People who will deliver training/facilitate education within SPC**

- 16.1. As a minimum, all trainers within SPC will hold a QQI Level 6 training & development certificate or RCNME Facilitating learning in groups. They will be competent in their field, demonstrated by evidence or CPD. The State Claims Agency (SPC Insurer) requires that in-house training is appropriate, the trainer is competent to deliver the training, and the



content of the training caters for the workplace setting/environment and that all staff training records should be retained on file.

- 16.2. Training will be delivered as outlined in SPC Learning & Development Policy
- 16.3. External trainers will be an expert in their field, provide evidence of qualifications and Insurance.

## **16.0 PADLET - Revision and Supply of information**

- 17.1. All training course's syllabus will be loaded on to Padlet (Padlet provides a cloud-based software-as-a-service, hosting a real-time collaborative web platform in which users can upload, organize, and share content to virtual bulletin boards called "padlets" this will include all handouts, presentations and paperwork).
- 17.2. Employees can access Padlet and review all training delivered at any stage.

## **17.0 Covid-19 or other Communicable diseases**

- 18.1. If and when National/ Worldwide Pandemics occur specific risk assessments and standard operating procedures (SOP) will be put in place by SPC. All guidelines issued by the Government, HSE and HPSC are to be followed for the duration of the pandemic. All employees must comply with all interim measures, products and guidelines put in place during a pandemic.
- 18.2. Measures taken by SPC before, during and on completion of all training courses for the duration of such Pandemics.

Updated guidance On Covid-19 can be found at the below links:

SPC: Q Drive

HSE: <https://www.hse.ie>

HPSC: <https://www.hpsc.ie>

### **References**

**Safety, Health and Welfare at Work Act 2005**

**Safety, Health and Welfare at Work (General Application) Regulations 2007 (S.I. No. 299 of 2007)**

**Safety, Health and Welfare at Work (General Application) (Amendment) Regulations 2007 (S.I. No. 732 of 2007)**

**Safety, Health and Welfare at Work (General Application) (Amendment) (No. 3) Regulations 2016 (S.I. No. 370 of 2016).**

**Health Act 2007**

**Health Act 2007 (Care and Support of Residents in Designated Centres for Persons (Children and Adults) with Disabilities) Regulations 2013**

**Health Information and Quality Authority (HIQA) (2012) National Standards for Better Safer Healthcare**

**Health & Safety Authority (Information, Instruction, Training and Supervision)**

**HIQA Regulations: No.16 – Training & Staff Development.**

## 18.0 Appendix 1 Training Request Form



### Training Request Form

TO BE COMPLETED BY EMPLOYEE			
Name		Signature	
Job Title		Department	
Title & brief description of this training			
	Have you attached the course content, dates and costs? <input type="checkbox"/>		
1.How would this training enhance your contribution to your work at SPC? 2.I.D Training required to better support the people we support 3.Clear measurable benefits to (1) employee (2) people we support (3) SPC mission & service enhanced objectives			
Date/s for Training			
Cost of Training			
TO BE COMPLETED BY THE MANAGER – please forward to Training after completion			
Outline how you believe this training would enhance the employee's contribution to the work of SPC			
Approval (Please circle one)	I Approve      I Do Not Approve		
If approved, please indicate the level of support you are recommending SPC provide, both financial, study/attendance leave, etc.			
If you do not approve, please give reasons:			
<p>Authorised by:</p> <p>Line Manager/Team Leader _____ CSM (If Applicable) _____</p> <p>Director of Services (If Applicable) _____ Finance Manager _____</p> <p>Date: _____</p>			
<p>Received by Training Dept. _____ Date: _____</p>			

## 19.0 Appendix 2 Employee Declaration Training Fees

# EMPLOYEE DECLARATION TRAINING FEES

I have read and accept the Training Guidelines. If I fail to complete the training, I will be required to repay the fee in full and I authorise a payment to be deducted direct from my salary.

If I leave SPC within the timescale detailed below, any reimbursement will be discussed and agreed with me beforehand and signing the Training Contract will be binding.

If the employee decides to leave their employment prior to the end of that period, St Patrick's will recoup the cost incurred in supporting the training.

-Within 6 months 100%

-Within 12 months 50%

-Within 18 months 25%

Trainee Signature \_\_\_\_\_ Date: \_\_\_\_\_

PIC/Team Leader Signature \_\_\_\_\_ Date: \_\_\_\_\_

CSM Signature \_\_\_\_\_ Date: \_\_\_\_\_

Received by Training Dept. \_\_\_\_\_ Date: \_\_\_\_\_

# LEARNING & DEVELOPMENT PLAN

Completed at least one week before the Training

PIC/Team Leader to discuss the following:

- Training objectives
- Tangible benefits expected from the training
- ~~How were you selected to attend training?~~
- Note down any additional points

- (1) How would this training enhance your contribution to your work at SPC?
- (2) Identify Training required to better support the people we support.
- (3) Clear measurable benefits to
  - (1) Employee Skills
  - (2) People Supported
  - (3) SPC mission & service enhanced objectives



## 21.0 Appendix 4 SPC On the Job Mentoring



**SPC**  
St. Patrick's Centre  
Supporting People in Communities

Delivered by	
Staff and House Name	
Date and Duration of OJM	

Type of OJ Coaching	
Knowledge	<input type="checkbox"/>
Skill	<input type="checkbox"/>
Culture	<input type="checkbox"/>
Other	<input type="checkbox"/>

Title of Mentoring:
<i>Outline of the content of the OJM delivered</i>
Further Mentoring required: Yes/No

I confirm that I have **delivered** the above "on the Job Mentoring"

## 22.0 Appendix 5 SPC On the Job Training (OJT) Enhancement Team

### SPC On the Job Training (OJT) Enhancement Team

*OJT is a specific type of Training that is explicit and delivered in the workplace to enhance skills, knowledge and competencies needed for an employee to perform a specific task.*



#### Source of Coaching/Mentoring

Please identify all sources of coaching /mentoring identification/requested:

Request by person supported:	<input type="checkbox"/> Request Date: _____
Changing needs of person supported: etc/Meetings)	<input type="checkbox"/> _____ (confirmation Date: OT reports
Online Training Needs Analysis:	<input type="checkbox"/> Conducted on: _____
Specific Training Needs:	<input type="checkbox"/> Date Requested: _____
Gaps Identified in Learning & Development:	<input type="checkbox"/> Conducted on: _____
Staff Training Survey:	<input type="checkbox"/> Conducted on: _____
Staff request:	<input type="checkbox"/> Date: _____ Verbal <input type="checkbox"/> Written <input type="checkbox"/>
HIQA Inspection Feedback:	<input type="checkbox"/> Ref. No. _____ Date: _____
SMT Meetings:	<input type="checkbox"/> Date of Meeting: _____
Team Meeting:	<input type="checkbox"/> Date of Meeting: _____
Service Enhancement Meeting:	<input type="checkbox"/> Date of Meeting: _____
CSM Meeting:	<input type="checkbox"/> Date of Meeting: _____
Quality Meeting:	<input type="checkbox"/> Date of Meeting: _____
Trust in Care	<input type="checkbox"/> Date: _____
Probation/Exit Interview Feedback	<input type="checkbox"/> Date: _____
Audits:	<input type="checkbox"/> Please Specify Audit Type & Date of Audit
Family Forum:	<input type="checkbox"/> Date of Meeting: _____
Staff Suggestion Box	<input type="checkbox"/>
Accident/Incident/Near Misses/	<input type="checkbox"/> Date: _____ Specific Learning Outcomes:
De-Briefing: _____	Date of Debriefing: _____ Learning Outcomes: _____
Complaints:	<input type="checkbox"/> Date: _____ House: _____
Compliments:	<input type="checkbox"/> Date: _____ House: _____

## 23.0 Appendix 6 Training Attendance Record



### St Patrick's Centre (Kilkenny) Training Attendance Record

TRAINING COURSE	
TRAINING VENUE	
TRAINING DATE	
TRAINER	

No	Name	House	Signature
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

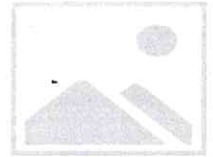
Trainer Signature \_\_\_\_\_ Date \_\_\_\_\_

*Please return original copy of sign in sheet to Training Department*

Received by Training Department: Name \_\_\_\_\_ Date \_\_\_\_\_

## 24.0 Appendix 7 Feedback Form

### FEEDBACK ON YOUR TRAINING



**Date of Training:**

**Name of Training Provider:**

**Training Venue:**

Learner Name	
Title of Training /	
1. Did the training meet the stated objectives? <i>Tick a rating between 1 and 5, where 1 = very poor &amp; 5 = very well</i> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
1. What did you think of the training?	
3. What did you learn?	
4.a How can you apply the skills you learned and developed in the future? 4.b What do you require from your CSM/PIC/Team Leader to apply your learning to the work place?	
5. How clearly did trainer/provider deliver the content? <i>Tick a rating between 1 and 5, where 1 = not clear at all &amp; 5 = very clear</i> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
6. How relevant was the training to your needs? <i>Tick a rating between 1 and 5, where 1 = low, 5 = high:</i> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
7. Were the facilities adequate (e.g., space, heating and light, etc.)? <i>Tick a rating between 1 and 5, where 1 = very unsatisfactory 5 = very satisfactory</i> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
8. Would you recommend this training? <i>Tick a rating between 1 and 5, where 1 = not at all 5 = very highly</i> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	
9. Did the course meet your objectives as discussed in your Development Plan session with CSM/PIC/Team Leader? Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>	
10. Additional comments?	



## 25.0 Appendix 8 Review

# REVIEW

Complete within 6-8 weeks of the training

PIC/Team Leader and Trainee to discuss the following:

Did you attend a Briefing prior to attending training?

Discuss each action point. How has trainee got on?

Implementation of training received.

Were any difficulties experienced in implementation?

What tangible benefits have resulted from training? Please give evidence.

Have any new ideas been generated as a result of attending the training?

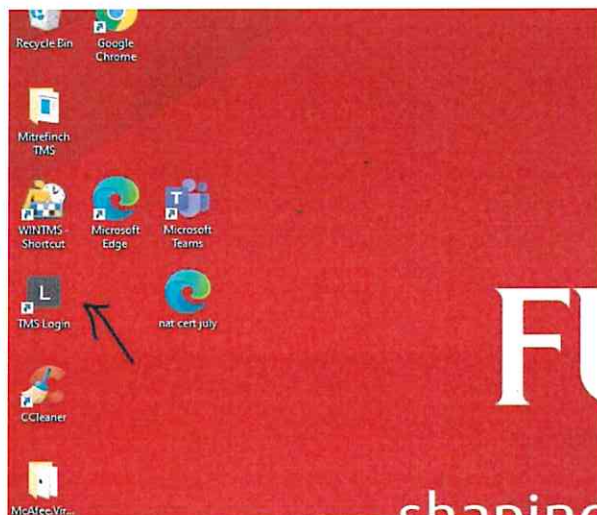
Is any further training required? If so, please request through training department.

\_\_\_\_\_  
Trainee's Signature

\_\_\_\_\_  
PIC/Team Leader Signature

Date: \_\_\_\_\_

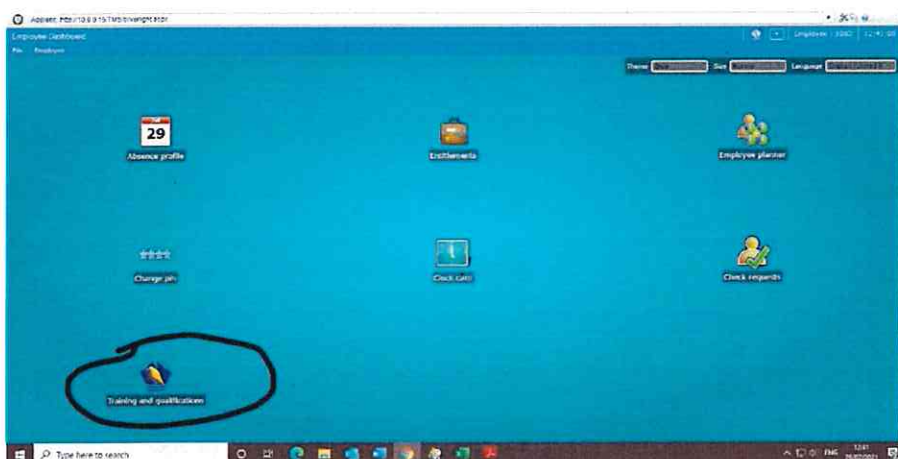
## 26.0 Appendix 9 Instructions on how to access training records on TMS



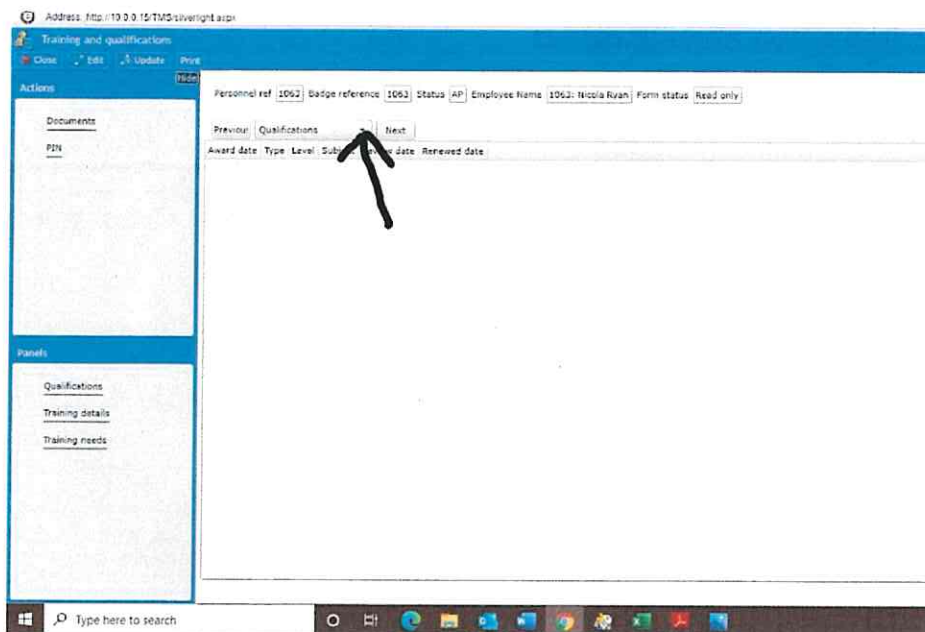
Double click on TMS Login on the house computer



Enter your staff number and pin.



Double click on Training and Qualifications.



Click on Qualifications and scroll to Training Details, click on training details.

Documents	Previous: Training details	Next
PIN	Display	
	Start date	Award body
	Subject	Review
	Completion	Mandatory Y/N
	Fri 15 Jan 2021 HSELand	AMRIC Aseptic Technique
	Sun 15 Jan 2023	Fri 15 Jan 2021 Yes
	Fri 15 Jan 2021 HSELand	AMRIC Hand Hygiene
	Sun 15 Jan 2023	Fri 15 Jan 2021 Yes
	Fri 15 Jan 2021 HSELand	AMRIC Standard & Transmission
	Sun 15 Jan 2023	Fri 15 Jan 2021 Yes
	Fri 15 Jan 2021 HSELand	AMRIC Basic Infection Preventi
	Sun 15 Jan 2023	Fri 15 Jan 2021 Yes
	Tue 21 Jul 2020 HSELand	Breaking the Chain of Infectio
		Tue 21 Jul 2020 Yes
	Tue 21 Jul 2020 HSELand	Communicating Open Disclosure
		Tue 21 Jul 2020 Yes
	Fri 19 Mar 2021 HSELand	Covid 19 Wellbeing
		Fri 19 Mar 2021 Yes
	Mon 27 Jul 2020 HSELand	Covid 19 Return to Work
		Mon 27 Jul 2020 Yes
	Fri 15 Jan 2021 HSELand	COVID Infec Prevent & Cntrol
	Sun 15 Jan 2023	Fri 15 Jan 2021 Yes
	Fri 19 Mar 2021 HSELand	COVID Returning to Work 2
	Sun 19 Mar 2023	Fri 19 Mar 2021 Yes
	Mon 27 Jul 2020 HSELand	COVID Safeguarding
		Mon 27 Jul 2020 Yes
	Thu 21 Jan 2021 HSELand	Display Screen Equipment Awarn
	Sat 21 Jan 2023	Thu 21 Jan 2021 Yes
	Wed 05 Aug 2020 HSELand	Dysphagia Training
		Wed 05 Aug 2020 Yes
	Thu 11 Feb 2021 IACT e learning	Excel Training
		Thu 11 Feb 2021 Yes
	Tue 13 Apr 2021 Platinum Safety	Fire Level 2 - Emer Evac Aids
	Thu 13 Apr 2023	Tue 13 Apr 2021 Yes
	Mon 24 May 2021 Kelron Health & Safety	Fire Evac Aid Apartment Equip
	Wed 24 May 2023	Mon 24 May 2021 Yes
	Fri 12 Mar 2021 HSELand	The Fundamentals of GDPR HSELa
		Fri 12 Mar 2021 Yes

You can view your training details by date, subject or award body by double clicking any of the above headings.

## 27.0 Appendix 10 SMART Goals: Definition and Examples

S

- Specific
- Make your goals specific and narrow for more effective planning

M

- Measureable
- Define what evidence will prove you're making progress and reevaluate when necessary

A

- Attainable
- Make sure you can reasonably accomplish your goal within a certain timeframe

R

- Relevant
- Your Goals should align with your values and long-term objectives.

T

- Time-Based
- Set a realistic, ambitious end-date for task prioritization and motivation



## Planning and Structuring Productive Quality Conversations

### Before the session

Develop a regular schedule of QC meetings in line with SPC policy for the year and ensure adherence to schedule.

Create a comfortable and confidential environment for the meeting

Place a 'Do not disturb' sign on the door.

Prepare for the meeting:

- Review the actions you and the employee established relating to his/her role and responsibility.
- Reflect on your last meeting – what action items were established?
- Was there follow through on actions promised?
- Review materials and issues that are to be discussed.
- Ensure you have the following to bring to Quality Conversations: Keyworker Responsibility list, Delegated duty list, Training and Development profile, last Quality Conversations form and Action Plan.
- Reflect on the Employee's unique strengths and styles.
- Consider what outputs would benefit the people we support, the employee and the service.
- Be aware of your own work style, your current state of mind and emotions

### During the Meeting

Use Quality Conversations minute template.

Discuss with the employee as to what would be a good outcome for him/her as a result of this meeting. Share your expectations of the employee.

Develop an agenda for the meeting with the Employee at the beginning of the session. If an agenda has been created in advance, make sure you engage the employee in making changes if necessary.

Use the following documents to inform your discussions during the meeting:

- a. Keyworker responsibility checklist (Appendix 5)
- b. Monthly review meeting of person supported as per Personal Plan Framework
- c. Training and Development data
- d. Delegated duty responsibility

### Following the Meeting

Follow through on tasks and agreed actions as set out in the action plan on QC minutes template.

Provide the employee with ongoing feedback on progress, information and resources as needed.



# Regular Quality Conversations Record and Action Plan

Name of Employee			Employee Signature	
Name of Line Manger/Designated other			Date	
Date of previous Meeting			Line Manger signature	
Date of Meeting			Date	

Item	Discussion
Agreed Agenda	
Review of Work and Action Plan	
Work Plan Targets	
Professional Development	
Other matters arising which might impact on work performance	
Employee comments	
Managers or Designate comments	

Action Plan	Person Responsible	Completion Date	✓
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
			<input type="checkbox"/>
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