



For better
mental health

Sheffield Mind Ltd

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Sheffield Mind

Continuing Professional Development Policy and Records

Sheffield Mind recognises that its staff, with their commitment, skill and abilities are an invaluable resource of the organisation, and that staff development is central to the ability of the organisation to meet its aims and objectives effectively.

Sheffield Mind aims to be a learning organisation in which all staff are encouraged to develop their professional skills and potential. Staff development should be directly linked to the business planning process, strategic objectives and the agreed outputs of the organisation.

All line managers are responsible for implementing this policy and individual staff members are responsible for working with their line manager to develop and maintain the key skills and knowledge they need to be effective in their work roles. This policy aims to be empowering to staff in taking responsibility for acquiring new knowledge and skills to further enhance their ability to do their job. By promoting continuing professional development for its staff organisations are investing in the future.

Types of Learning

Learning and development may be formal, such as by attending an external course or conference or informal such as learning from peers or coaching. Options for learning and development include;

- Short courses or conferences offered by external providers
- In house training
- Work related day release and other extended training courses
- Peer learning or mentoring organised internally
- Self pace learning/open learning from books or similar aids

Annual Learning Plan and Budget

Sheffield Mind will draw up an annual learning plan as part of the business planning process. The plan will be based on an assessment of a baseline of skills and knowledge needed for the organisation and will address the following;

- The need for all staff to have an awareness of equality issues and the practical application within their areas of work
- The need for all staff to be able to adequately use the IT systems
- The need for all staff to have the knowledge, skills and resources to effectively undertake and develop their role within the organisation



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- The need for the organisation to work within the law and governance requirements
- The need for the acquisition of new skills and knowledge in order to meet the development objectives set out in the business plan

The plan might identify specific training requirements for individual staff which should be incorporated into the individuals work plan.

The annual learning plan will be developed at the beginning of the financial year when a budget for its delivery will be identified. The plan may be amended or added to during the year to take account of new or changed priorities. The plan will be evaluated on an annual basis with the evaluation informing the development of the subsequent plan.

Identifying, assessing and prioritising learning needs

Individual learning needs and ways these can be met can be identified and discussed at any point in the year. Training needs should be an item considered at the annual appraisal and staff should be able to raise learning and training issues in supervision as the need arises. When considering a training opportunity the following considerations should be taken into account;

- The importance of the learning to the individuals work
- Previous learning taken up by the individual in the current financial year
- The impact undertaking the training will have on the individuals work load
- Cost

Requests for Learning

Staff wishing to make a request for training should complete a Staff Training and Development Request Form (attached to this policy) and submit this to their line manager. Requests will then be considered by the line manager taking into account the following factors;

- Will the learning help the staff member achieve their agreed learning objectives and/or targets set out in their work plan?
- Will the learning contribute to the staff members' development in relation to skills improvement in terms of their work in the organisation and their career development?
- Can the knowledge or skills gained be passed onto other staff?
- Can the knowledge or skills gained be applied within the organisation in a reasonable time frame?
- The extent to which the skills gained contribute to the organisations objectives.
- Value for money
- Value for staff time
- Budget available



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- Work commitments including capacity and impact on others.

Sheffield Mind may wish to support staff in obtaining accreditation or a nationally recognised qualification. Sheffield Mind will consider such requests where the learning has a demonstrable relevance to the organisations objectives and seek to provide appropriate support and assistance where possible. Where course attendance and/or study takes place outside normal working hours consideration will be given to giving time off in lieu for some or all of the time spent. The criteria used in deciding how much time will be paid for will be the same as for other forms of learning.

Conditions of Agreeing Training

Normally Sheffield Mind will agree to meeting the whole cost of a training request and will agree for the training to be undertaken in work time. However, where the training is of a more significant either in terms of cost or time commitment Sheffield Mind might negotiate an agreement with the member of staff. For example, for a 6 week day release course which also requires 30 hours personal study, the organisation might pay the course fees and allow the worker to attend the course during work time, but require that the personal study is undertaken in the individuals own time.

Where Sheffield Mind is making a significant investment to enable an individual study towards a qualification they may require that the employee reimburse some or all of the cost of the training if they leave the organisation within a certain period after completion of the training.

Recording, monitoring and evaluating learning.

A training request form should be completed for all training that staff undertake. This includes identifying the anticipated learning objectives of the training. On completion of the training, the sections on outcomes and evaluation should be completed. The evaluation should include whether the intended outcomes have been achieved and if not the reasons why, how the learning will be applied and any further action and feedback. An assessment of the quality of the training and value for money should also be included.

Line managers are responsible for collating this information in relation to the staff they manage. In a larger organisation, one person should be identified with overall responsibility for training who should collect and collate this information on a regular basis and feed it into the business and workforce planning processes. A report should be produced on a quarterly basis for the management team and on an annual basis for the Board of Trustees.



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Disseminating Learning

Staff who undertake training or development activities should consider how to effectively disseminate their learning. This might be writing a brief summary for circulation to colleagues or delivering a brief presentation at a staff meeting.

All new and existing staff should be made aware of this policy on commencement of their employment. It is the responsibility of line managers to ensure that all staff who report to them are aware of and adhere to the policy framework within which Sheffield Mind operates and to keep them abreast of updated and new policies as soon as practicable.

Policy agreed by Directors on 13th January 2009

Policy due to be reviewed on January 2010



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Staff Training & Development Request and Record

Staff Name	
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Line Manager	
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Date of Request	
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Training/Development Needs

- | |
|----|
| 1. |
| 2. |
| 3. |

Type of Training	
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Intended Outcomes (<i>what are you wanting to achieve?</i>)

- | |
|----|
| 1. |
| 2. |
| 3. |

Costs		Time required	
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Record of Training

Training/Development Undertaken

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Actual Outcomes (<i>How will the learning be applied in the role? Where the intended outcomes achieved?</i>)
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- | |
|----|
| 1. |
| 2. |
| 3. |

Evaluation of Quality of Training/Input & any further actions required
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How training will be disseminated	
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Date Training Completed:	
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