

Learning, Training and Development

Policy

Domain	The Learning Enterprise		
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V4			

Signed on behalf of The Learning Enterprise (Virgin Care)



Director of Operations TLE

Date: December 2020

Colleague group	Required level of acceptance	
	Awareness	Read
All learners and learners	✓	

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1. Introduction

Education, learning and development are essential components to the delivery of quality health and care and are central to ensuring that services are delivered in a cost-effective manner to the standards specified in the business strategy.

This policy outlines our approach to learning and development.

The policy should be read and applied in conjunction with linked policies and accompanying guidance and where appropriate the contract or SLA in place between the customer and TLE.

This policy should be used in conjunction with the

- Apprenticeship Handbook
- Complaints Procedure
- Centre Closure Policy
- Plagiarism, Maladministration and Malpractice Policy
- Privacy Notice
- Equality Impact Assessment
- Safeguarding Policy

2. Aims of the Policy

- All learners will be given equal opportunities to become equipped with the skills, knowledge and behaviours required to meet the needs of their role and contribute to the objectives of their service and the organisation as a whole.
- All learners will be supported, within the resources available, with their learning and development needs and actively encouraged to develop knowledge, skills and behaviours.
- To set out the learning and development standards, principles and behaviours expected of all learners and those who support them.

3. Scope of the Policy

This policy applies to all learners

4. Principles

The general principles which underpin this policy are:

- The journey of the learner on our programmes begins at induction and will be refreshed regularly throughout the employment pathway.
- All learners should demonstrate a commitment to self-development and personal responsibility for their development.
- Wherever possible, a blend of methods will be considered for facilitating learning following the 70, 20 10 rule, including those that can be achieved on-the-job and with minimal impact on cost and time away from service delivery.
- Access to, and provision of learning and development interventions, will be in accordance with commitments to equality, diversity and inclusion.

5. Responsibilities

5.1 Learners

Learners are responsible for:

- Self-assessment of their achievements and competencies ensuring a clear demonstration of self-awareness.
- Requirements of their role including professional standards to support their personal development plans.
- Attending and completing all required elements of study days and courses. (See Appendix One Partial Completion of Training)
- Providing feedback on the quality and effectiveness of learning activities and participate in learner surveys and forums where appropriate.
- Discussing with their line manager any training opportunities they would like to undertake before booking on the course.

5.2 Customers Line Managers

Line Managers are responsible for:

- Ensuring learners complete booked training or cancel in a timely manner or a cancellation cost may be levied on the customer.
- Ensure release and attendance of learners to attend training.
- Facilitating stretching workplace learning activities for those learners undertaking apprenticeship or diploma programmes to support the individual learning plan, identifying opportunities, supporting workplace facilitators and providing real developments within jobs.
- For those on apprenticeships, there must be an allocation of 20% off the job training. For further guidance on how this can be utilised to benefit learning whilst supporting the service contact

- Ensure the health and safety of all learners in the workplace by carrying out risk assessments for learning activities undertaken in the workplace and working with The Learning Enterprise to keep learners safe and well.
- Reinforcing good attendance and utilisation of learning opportunities to maximize use of resources for learners and training targets are met.
- Collaborate with quality assurance processes required by The Learning Enterprise and other learning and development regulators

5.3 The Learning Enterprise

The Learning Enterprise is responsible for:

5.3.1 Training & Development

- Reviewing information from audits, complaints, incidents and using from this to inform improvements.
- Providing programme administration (incorporating, booking, confirmation, course materials, registers and evaluation).
- Maintaining central electronic records concerning training activities and attendance for training delivered.
- Ensuring the trainers and assessors are suitably qualified for the topics they teach and that all are reviewed annually.

5.3.2 Reporting

- Provide specific customer reports as part of contract monitoring.
- Maintaining central electronic records concerning training activities and attendance for training delivered.
- Providing regular reports about uptake and non-attendance to customers on programmes or apprenticeships.
- Maintaining historical training records.

5.3.3 Quality

- Meeting standards for external and internal quality reviews of learning and development activity to include: Ofsted, Care Quality Commission, Skills for Health Quality Mark, Health Education England and the Health and Safety Executive.
- Working in partnership with awarding bodies and other partners to ensure the best possible range of developments is available for learners.

- All training packages are kept up to date with educational standards and legislation and are reviewed by Subject Matter Experts ensuring that regulation legislation to meet industry standard is covered.
- Ensure learners are safeguarded through implementation and monitoring of policies and systems in TLE.
- Where external trainers are being used, a contract is in place and quality is monitored.
- Ensure an effective appeals and complaints procedure and inform learners how to find and use this, and how or when to appeal or complain
- Monitoring and reviewing the quality through systematic OTLA (observation, teaching, learning & assessment).
- Ensure evidence for assessment is sufficient, authentic, relevant and current.
- Hold a forum for all learners to encourage learners to have a voice on their learning journey. We take the information from evaluations, feedback and learner interviews to continuously improve our provision
- TLE assessors' teachers and trainers are responsible for updating their CPD we have a professional membership with SET as well as NMC and RNC for revalidation this is monitored and reviewed as part of our appraisal process
- All TLE colleagues complete their Quality & Safety training and Assessors and Trainers are additionally expected to undertake the SET training Safeguarding and Prevent training in Further Education.

5.3.4 Design

TLE will support the customer with designing and development of learning materials that will meet the learning outcomes.

The 70:20:10 Model for Learning and Development is a commonly used formula to describe the optimal sources of learning. It holds that individuals obtain 70 percent of their knowledge from job-related experiences, 20 percent from development interactions with others, and 10 percent from formal educational events.

TLE aim to design a blend of methods to meeting the learning and development needs optimising learning. The list of options below is not exhaustive or definitive, but does provide some examples of interventions available:

- eLearning
- Webinars
- Coaching
- Mentoring
- Counselling
- Reflective practice
- Vocational training qualifications and Apprenticeships
- Virtual classroom

5.3.5 Evaluation

All learning is evaluated to assess whether the training meets or exceeds both the learners and the customer requirements. All feedback is reviewed and themes are considered, and changes put into place as necessary.

To help measure what was learned an assessment is usually administered, which may be participating in a poll, written test, reflective learning, direct observation, a multiple-choice examination or a simple conversation with the learner. For apprenticeships this will require the completion of the End Point Assessment.

6. Code of Conduct

In order that the learning experience is positive all learners should adhere to the following when attending training:

- Punctuality:** We expect learners to be punctual for their training course and be prepared for the session. In order to protect the learning of others after, 15 minutes for classroom sessions or 5 minutes for virtual classroom, commencing the trainer may refuse entry.
- No disturbances:** Mobile phones should be turned to silent at the beginning of a session. For those required to take a call due to operational issues then please highlight this to the trainer at the start.
- Respect others:** We promote British values within our learning environment. Value others, yourselves and the trainer. Join in discussion and get the best out of debates. The trainer will facilitate the discussion better with your assistance.
- Participation:** Each learner brings a wealth of experience to the session and a successful session is a two-way process if everyone participates fully. Give everyone the chance to contribute and encourage other colleagues to do the same.
- Agree to disagree:** Everyone must feel free to express opinions and concerns and should contribute to a safe / non-judgemental environment.
- Ask questions:** There are no stupid or unimportant questions. If you do have a question but don't want to ask in front of others, ask it privately during a break or at the end of the session.
- Give honest feedback:** At the end of each session you will be given a feedback form to ensure that the training is of high standards and continues to improve.

7. Maladministration and Malpractice

The Learning Enterprise is committed to providing qualifications that are assessed and awarded on merit. To this end, everyone involved in quality assurance is required to demonstrate integrity and honesty. Malpractice is defined by an act or instance of improper practice that is either wilfully negligent or deliberately contravenes regulations and includes:

- Assessment processes
- Validity of a result or certificate
- Reputation and credibility of any awarding body we work with

Maladministration is defined as any activity or practice including failure to keep appropriate learner assessment records.

For further information please see our Maladministration and Malpractice Policy

8. Plagiarism

Plagiarism is a form of dishonesty that occurs when a learner passes off someone else's work as his/her own. This can range from failing to cite an author for ideas incorporated into a learner's completed assessment, to cutting and pasting paragraphs from different websites or other people, to handing in a completed assessment downloaded from the internet or another person as their own work.

1. All learners should familiarise themselves with this brief and be aware of the consequences of plagiarism.
2. Avoid plagiarism by correctly citing sources. Follow the prescribed method of referencing.
3. Check with the Assessor, Teacher or Trainer if you are still unsure about avoiding plagiarism.

Plagiarism is a serious offence and will be investigated. This could lead to sanctions taken against the learner where plagiarism has been proven. All parties to plagiarism are considered equally guilty. If you share your assessments with another learner and he /she plagiarises it, you are considered as guilty as the one who has plagiarised your work, since you enabled the plagiarism to take place.

For further information please see our Maladministration and Malpractice Policy

9. Learners with Particular Requirements

If any learner has additional learning requirements due to disability or language, TLE will endeavour to make reasonable adjustments to facilitate equitable access to learning, training and development.

Whilst TLE colleagues are not trained to recognise learners who may require additional support they will sign-post a learners to an appropriate association should a learner raise concerns regarding their learning.

If additional learning support is required TLE will offer the following to support any learner who is undergoing training through the TLE:

- Signpost learner to support services.
- Send teaching materials and presentations to the learner prior to the teaching session.
- Allow extra time for examinations.
- Offer pastoral care if required and if possible to support the learner.
- Provide a variety of teaching styles to meet the learning needs of learner.
- Complete a learning needs questionnaire for our longer courses.
- Monitoring and reviewing any changes in requirements and making any reasonable adjustments

Apprentices, will also undertake an additional assessment of learning needs using Cognassist and for those who require it, have guided tailored additional support throughout the apprenticeship.

10. Partial Completion of Training

There will be circumstances when a learner does not meet the learning aims fully and this will be marked as such on their record. For example:

- Left course early due to sickness
- Left course early for other reason
- Unable to complete theoretical assessment
- Unable to complete practical assessment
- Failed theoretical assessment
- Failed practical assessment

See Appendix 1.

11. Record Keeping and Confidentiality

Records will be treated as confidential and kept no longer than necessary in accordance with the Data Protection Act but may become disclosable on a limited and justifiable basis in instances of management concerns regarding an individual's performance, capability or conduct.

The information which applicants give when completing their application form will be used in accordance with the Data Protection Act 1998 and for the following purposes:

- to enable the organisation to create an electronic and paper record of your application to enable the application to be processed.
- it will also be shared/ used for registering learners for a qualification with the appropriate awarding body, and for apprenticeships shared with the End Point Assessor organisation.
- To create a personal learner platform/portfolio on BUD and Cognassist to support with a scheduled learning programme.
- Non identifiable information is used to enable TLE to compile statistics for internal monitoring or for example external quality monitoring.

The information will be kept securely and will be kept no longer than necessary.

12. Review

This policy will be monitored and periodically reviewed, in line with legislation and good practice.

13. Equality Impact Statement

The Learning Enterprise is committed to ensuring that, as far as is reasonably practicable, the way we provide training and the way we treat our learners reflects their individual needs and does not discriminate against individuals or groups on any grounds. No learners or member of staff shall be discriminated against because of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation.

For further information see our Equality Impact Assessment

14. Health and Safety

You are reminded that in accordance with the Health and Safety at work act 1974, you have a duty to take reasonable care to avoid injury to yourself and to others whilst you are training. You are required to comply with the policies in meeting these statutory requirements. If you have any concerns whilst training, please make your trainer or assessor aware.

15. For Raising Concerns / Safeguarding /Prevent

It is the responsibility of all to act on any suspicion or evidence of abuse or neglect, and to pass on their concerns to a responsible person/agency in line with our policies.

The Learning Enterprise (TLE) has a duty to ensure that all learners remain safe and as such we have a named individual responsible for safeguarding known as the Designated Safeguarding Officer (DSO) acting as the single point of contact within TLE, taking responsibility on behalf of TLE for day to day safeguarding management, following DfE statutory guidance, specifically Keeping Children safe in Education. The role ensures that all colleagues and learners can access support and promotes a positive culture of information sharing which leads to effect safeguarding process being followed. Both the DSO and a deputy DSO are trained to level 3 for both adults and children including Mental Capacity, DOLS and Prevent.

Safeguarding Low level Concerns Committee:

TLE discuss and monitor any safeguarding concerns which may have an impact on the learner or on the learning e.g. family bereavement or custody case quarterly.

The committee's responsibilities are:

- To monitor safeguarding concerns raised by the learner to the assessor or programme lead which may have an impact on learning.
- To provide evidence that low level concerns and impact on learning are being reviewed, discussed and shared.
- To monitor themes of safeguarding concerns raised, and actions taken.

TLE is committed to safeguarding and promoting the wellbeing of learners and colleagues and providing a caring and safe environment where all can participate in learning in a safe and secure way. TLE will ensure all programmes of learning promote democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

TLE Colleagues will:

- have undertaken training in the Prevent Duty
- be aware of when and to whom they should refer concerns about students, learners or colleagues
- act in a way that demonstrates British values in their work.

The IQA Lead is the single point of contact within TLE, taking responsibility on behalf of TLE Prevent Lead for day to day prevent management and communication within the team.

For further information please see our [Safeguarding Policy](#)

Appendix 1 Partial Completion of Training

To be used when the learning outcomes are not met.

Course Learning Outcomes Not Met – Partial completion of training

Learner name:

Course Title: **Course Date:**.....

Unfortunately, the learner named above has not achieved the learning outcomes of the course detailed above and will not be marked as compliant for the following reason(s).

- Left course early due to sickness
- Left course early for other reason
- Unable to complete theoretical assessment

Unable to complete practical assessment due to:

- Acute Injury
- Chronic condition

- Failed theoretical assessment
- Failed practical assessment

Tutor Name (print):

Tutor Signature:

Date:

Appendix 2 Version control sheet

Version	Date	Main author(s)	Individuals/ groups consulted	Significant changes	Legislation/national guidance /best practice etc. reflected
1	March 2015	Jacqui Smart / Lisa Fenton	VCL People Team, VCL Partnership Network Policy Sub-Group	New policy	
2	January 2016	Jacqui Smart / Lisa Fenton			
3	June 2020	Jacqui Smart	TLE Leads	Revised for external customers	Prevent Safeguarding
4	December 20	Jacqui Smart	TLE Leads		Additional Learning Needs
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