

Learning and Development

Human Resources Policy

Effective Date: September 2008

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1 PURPOSE

To support continuous learning across all areas and levels of Queensland Health with the aim to:

- Create a supportive environment to promote a strong learning culture.
- Align and incorporate learning with priorities across all levels of the organisation.
- Integrate external L&D best practice concepts, standards and frameworks into practice.
- Provide and promote appropriate and innovative learning options.
- Lead and manage learning effectively and efficiently.
- Evaluate learning and development.

2 APPLICATION

This policy applies to all Queensland Health employees.

3 GUIDELINES

Guidelines may be developed to facilitate implementation of this policy. The guidelines must be consistent with this policy.

4 DELEGATION

The “delegate” is as listed in the Queensland Health Human Resource Delegations Manual as amended from time to time.

5 REFERENCES

- *Health Services Act 1991*
- *Public Service Act 2008*
- QH People Plan 2007-2012
- Learning and Development Strategy 2007-2010
- Equity and Diversity Strategy

6 SUPERSEDES

- IRM 3.7 Learning and Development

7 POLICY

This policy reflects the vision and intent of Queensland Health to build its workforce capability by supporting and encouraging its people in L&D activities that assist in their current employment, and prepares them for future career opportunities while attaining and maintaining service delivery and business effectiveness.

7.1 Aims and Objectives

This policy is intended to:

- Enhance quality through linking, communication, sharing and support.

- Prepare for future L&D needs.
- Improve job satisfaction and foster greater commitment to the organisation.
- Develop better working relationships between managers and their staff by encouraging a collaborative approach to identify and address learning and development needs.
- Implement a planned approach to L&D to ensure that it is managed effectively.
- Link L&D to all levels of corporate planning to ensure that these activities support the Department in achieving its objectives.

8 APPLYING THE POLICY

The policy is intrinsically linked to the L&D Strategic Framework 2007-2010. Components of the Framework include roles and responsibilities of stakeholders and processes that enable the application of L&D throughout Queensland Health.

Application of the policy centres on enabling factors, two of which are defining roles and responsibilities of stakeholders and the provision of standards that cover approaches and strategies for all L&D activities.

8.1 Roles and Responsibilities for Learning and Development Activities

Queensland Health employees have a responsibility in managing L&D to achieve outcomes efficiently and effectively. The management of these L&D processes is central to their effectiveness, with features shared by high-performing organisations globally.

The core roles and responsibilities of eight key groups are summarised below.

Responsibilities	
QH Senior Leadership	<ul style="list-style-type: none"> • Actively commit to L&D across the organisation. • Recognise the benefits of investing in L&D activities for all employees. • Identify and establish L&D strategies that are aligned with the four strategic directions (2007 – 2010 Strategic Plan). • Model and facilitate the concept of investment in the development of QH people to improve the performance of the organisation. • Ensure budget for any employees or groups who do not have access to Professional Development Leave and/or Professional Development Allowance entitlements as part of their Certified Agreement.

Responsibilities	
HR Board	<ul style="list-style-type: none"> • Encourage research into existing L&D best practices both internal as well as external to Queensland Health. • Monitor learning effectiveness in Queensland Health using quality and reliable data from a variety of sources. • Endorses monitoring and evaluation at different levels.

Responsibilities	
L&D Strategy Group	<ul style="list-style-type: none"> • Identify and plan L&D opportunities that involve all parts of the organisation for employees at all levels. • Identify quality and consistent L&D approaches that align with departmental plans and industrial agreements. • Incorporate best practice concepts, standards and frameworks into L&D policy development and strategies for Queensland Health. • Support the development of L&D practitioners. • Model and promote the use of evaluation as a core component of any L&D strategy. • In collaboration with the L&D Unit, review available data and analyse reports related to L&D activities.

Responsibilities	
L&D Unit, HR Branch	<ul style="list-style-type: none"> • Develop and maintain L&D activity map. • Identify and research core & organisation wide/industrially driven L&D strategies that are linked to the key organisation priorities and provide L&D specialist advice to the L&D Strategy Group and other key stakeholders. • Ensure information is made available to all Queensland Health stakeholders. • Provide strategic advice and support regarding learning needs information and develop design and delivery options relating to core/organisation-wide and industrially driven L&D strategies for consideration by the L&D Strategy Group. • Overall co-ordination of L&D Practitioner capability project. • Produce relevant guidelines and toolkits relating to L&D standards for use by L&D practitioners. • Put mechanisms in place to ensure all managers support and engage in evaluation.

Responsibilities	
Area Health Services Divisions	<ul style="list-style-type: none"> • Utilise best practice information into Area/Division based L&D strategies and promote the use of contemporary L&D best practice concepts, standards and frameworks. • Provide and promote appropriate learning options within AHS/Divisions and to Districts. • Support development of relevant L&D Practitioners in learning options as required. • Ensure that systems are available to manage, coordinate and sustain activities. • Co-ordinate L&D Practitioner capability project within Areas/Divisions in collaboration with L&D Unit. • Model and promote the use of evaluation as a core component of any relevant L&D strategy.

Responsibilities	
District/ facility and specialist L&D teams	<ul style="list-style-type: none"> • Promote and deliver L&D best practice to local decision makers and employees. Provide opportunities for employees to provide feedback and reflect on L&D opportunities. • Where appropriate maintain Registered Training Organisation (RTO) status. • Utilise and promote the use of different learning options. • Select appropriate trainers, venues and learning modalities for site and occupational group. • Participate in the L&D practitioner capability development, learning needs and development.

Responsibilities	
Managers	<ul style="list-style-type: none"> • Use on the job learning approaches where appropriate. • Identify appropriate team members to assist with team-based and on the job learning options. • Encourage the use of different learning options by employees. • Support L&D participation by prioritising L&D within the team (eg arranging/requesting back fill and or supporting on the job training/coaching etc). • Conduct evaluation on all relevant L&D strategies. • Ensure that Performance, Appraisal and Development (PAD) processes includes professional development activities.

Responsibilities	
Employees	<ul style="list-style-type: none"> • Collaborate with line managers in the PAD process. • Seek learning opportunities and question methodology to gain an awareness of basis behind changing L&D techniques. • Accept responsibility for pursuing professional/vocational L&D opportunities. • Participate in L&D activities including short and long term evaluation. • Share learning with colleagues.

8.2 Learning and Development Standards

The following standards are applicable to all L&D strategies, from those developed in individual work units to organisation-wide strategies. The standards are designed to assist L&D Practitioners and others to successfully implement learning and development strategies, and to provide and promote a consistent approach to L&D needs analysis, design, delivery and evaluation. They also enable review and monitoring of L&D strategy quality across Queensland Health.

Standard one: Link Learning and Development strategies with program/project goals and to the broader organisational priorities of Queensland Health.

Awareness indicators	Implementation indicators
<ul style="list-style-type: none"> • Staff are provided with appropriate information on how to incorporate learning strategies with program/project goals. • Staff are provided with a L&D methodology overview. • Management and administration strategy guidelines for L&D are freely available. 	<ul style="list-style-type: none"> • L&D aspects of project/program plans are incorporated in planning documents. • A L&D strategy brief is presented to the L&D Strategy Group for organisation wide and industrially driven programs or projects. • L&D practitioners are consulted early in the planning phase of local programs or projects.

Standard one advocates a high level framework that encapsulates the approach to needs analysis, design, development, delivery and evaluation linked to the intended goals and outcomes of the program or project. These are linked to organisational strategies, goals and policy directions. A L&D plan is a component of a L&D strategy.

The purpose is to link L&D activity to the program/project and to the broader organisational priorities, and to incorporate the L&D components at the appropriate time to ensure suitable needs analysis, design and development.

Standard two: Ensure that appropriate needs analyses are undertaken to identify the L&D needs of the program, project and/or learning activity.

Awareness indicators	Implementation indicators
<ul style="list-style-type: none"> • Staff are provided with guidelines and tools for preparing a needs analysis. 	<ul style="list-style-type: none"> • For organisation wide and industrially driven programs and projects, a needs analysis report accompanying a L&D strategy brief is presented to the L&D Strategy Group. • L&D Practitioners are consulted in the development of the needs analysis early in the planning phase. • Any business case, program plan or project plan includes a L&D needs analysis or an explanation of why one was not required.

Needs analyses are important in the identification of L&D needs. L&D needs may relate to knowledge, skills or attitudes or a combination of the above that are required to perform a job or a cluster of tasks or to a change in roles or tasks. Needs analyses can be performed at an individual, team, branch, facility, district, divisional, area or organisational level.

The purpose is to facilitate the identification of L&D requirements and associated L&D activities to ensure the program/project goals and outcomes are addressed.

L&D needs can be identified through a range of means including but not limited to: individual needs assessments, Training Needs Analysis (TNA), organisational requirements, Enterprise Bargaining requirements, cultural survey, performance management processes, and PAD processes. (Although the initials “TNA” are widely used it is important not to assume that all L&D needs can or should be met by “training”).

Standard three: Ensure that the design and development of learning interventions link to the program, project and/or learning activity goals and result in effective transfer of learning at the workplace

Awareness indicators	Implementation indicators
<ul style="list-style-type: none"> • Staff are provided with guidelines for preparing learning objectives consisting of desired behaviour, the expected behavioural environment for participants and measurable standards. • Staff are provided with information on L&D methods, techniques and resources for both the participant and facilitator/trainer. • L&D resources for staff allow for differences in learning styles and comply with relevant organisational or local style guidelines. 	<ul style="list-style-type: none"> • L&D plans include clear learning objectives and learning outcomes. • All L&D plans include evidence that different learning styles have been considered in the design and development. • Learning delivery methods showing methods, techniques and resources to promote transfer of learning, eg the use of <ul style="list-style-type: none"> • Case studies • Simulations • Post-course coaching • L&D resources comply with relevant organisational or local style guidelines.

Design includes developing learning objectives and creation or amendment of content.

Development describes the process of selecting and developing the most appropriate method(s) to facilitate learning, including the resources to be used. Both design and development should consider adult learning principles, including different learning styles, characteristics that influence transfer of learning and different learning theories.

Standard four: Ensure the implementation of Learning and Development activities is planned with goals, learning objectives and outcomes clearly articulated and executed so program, project and/or learning activity outcomes are achieved and learning transfer is facilitated

Awareness indicators	Implementation indicators
<ul style="list-style-type: none"> • Staff are provided with implementation guidelines that outline: <ul style="list-style-type: none"> ○ Resources required ○ Facilitators’/Trainers’ criteria ○ Administrative requirements • Staff are aware of the benefits of conducting a pilot program to 	<ul style="list-style-type: none"> • Resources for training (eg rooms, DVDs, internet access, data projectors and lap tops) are documented. • The recruitment process for L&D practitioners considers the agreed L&D Practitioner capabilities. • Tenders, procurement for outsourced training are managed.

<p>determine the:</p> <ul style="list-style-type: none"> ○ appropriateness; ○ clarity; ○ timing; and ○ flow. 	<ul style="list-style-type: none"> ● Training is administered (eg nomination processing, travel arrangements, catering, provision of pre reading and workshop materials and recording of attendance and competency (where appropriate). ● Pilot undertaken providing direction of full program. ● Delivery mechanisms are documented in all training plans to ensure they are tailored to target group and contextualised to environment.
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The implementation phase involves testing the output of the design and development phase, followed by full implementation once final improvements are made. Other factors include the management of tenders, procurement for outsourced training, and the administration of training (eg. nomination processing, travel arrangements, catering, provision of pre reading and workshop materials). Implementation should consider transfer of learning and on-the-job implementation factors. Pilots or dry-runs are recommended. The pilot should have specific goals to determine the appropriateness, clarity, timing and flow of material.

Standard five: Ensure that Learning and Development strategies are monitored and thoroughly evaluated to ensure continuous improvement and to maximise return on investment

Awareness indicators	Implementation indicators
<ul style="list-style-type: none"> ● Staff are provided with guidelines and tools for preparing evaluation and assessment of L&D programs and projects. ● Staff are aware of the importance of evaluating L&D programs. 	<ul style="list-style-type: none"> ● All L&D activities show evidence in the training plan of evaluation measures relating to participant reaction, learning and application. ● All organisation wide and industrially driven L&D activities include evaluation measures to quantify the impact on services to patients, clients, etc. ● All L&D activities include an evaluation report outlining the findings and possible improvements.

Evaluation and assessment will determine if the L&D activity:

- was linked to the program/project goals and outcomes;
- achieved the learning objectives;
- resulted in transfer of learning;
- resulted in a positive Return On Investment (ROI); and
- could be improved

Evaluation measures are included in all other standards, providing linkages to program goals and learning objectives. All L&D activities should show evidence in the training plan of evaluation measures.

8.3 Learning and Development Activities Advocated by the Policy

The L&D Strategic Framework 2007 - 2010 is applicable to all L&D activities across Queensland Health. Each Area, District, Division and Branch within Queensland Health faces different issues and challenges to address, such as geographical and population size, workforce profile, business focus and capability requirements. The selection and use of appropriate and innovative learning options, including on-the-job and off-the-job activities, will therefore require tailoring. Learning options are listed in the Strategic Framework.

9 DEFINITIONS

HR Board	Provides governance for L&D strategies to ensure they link with the relevant key strategic priorities outlined in the HR Operational Plan and the People Plan.
L&D Strategy Group	Comprises L&D experts whose purpose is to <ul style="list-style-type: none"> • assist in the development of relevant L&D policies, guidelines and toolkits to promote consistent best L&D practice. • approve L&D monitoring reports for the HR Board. and • support the development of L&D practitioners and practices.

10 HISTORY

September 2008	Reformatted into the HR Policy template.
November 2007	New HR Policy.