

# TRAINING AND DEVELOPMENT IN MORECAMBE BAY

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The department is part of the Human Resources directorate and comprises Kathryn Gardner (clerical officer), Janette Thorpe (administrator), Carl Hunter (adviser) and Michele Pomphrey (manager). Our boss is Jon Lenney Director of HR. We work across all of the hospitals and, as for many in the trust, this involves a lot of travelling. Our administrative base is at the Royal Lancaster Infirmary.

The department is small, particularly considering the size of the trust. We do not take total responsibility for all the training and development of the 5000 staff who work for the trust. There is a range of people within the trust with educational, training and developmental responsibilities: most are professionally qualified staff and managers, together with those with special responsibility such as fire officers, resuscitation training officers, educational clinical supervisors and the clinical education manager.

## THE ROLE OF THE TRAINING AND DEVELOPMENT DEPARTMENT

Primarily, we are a support service and our role is to assist individuals, managers, teams, departments and directorates in identifying their learning/development needs and the ways to meet those needs. One role is **to promote this identification of training needs (ITN)** within the context of the trust's priorities and business plans – ie to promote learning and developments which benefit the service and patients. With a trust-wide brief, we have a responsibility to keep up-to-date with national (NHS and beyond) developments and directives relating to training and development such as lifelong learning and continuous professional development and to make sense of them at a local level. We have to work closely with staff within the trust to ensure our training and development proposals would be effective in Morecambe Bay.

Depending on the issues, time constraints and whether we have the expertise, we can be directly involved in **designing and delivering the implementation plans**; for example, we have been facilitating a range of learning activities on managing violence and aggression, most recently working in the A&E departments on each of the main sites. We have also worked with the Suzy Lamplugh Trust in training staff as link trainers in managing violence and aggression.

We work in an advisory role across professions at all grades including clinical and non-clinical staff. We are involved in **the facilitation of learning** about the management of change, interpersonal skills, communication and management development. We have just completed some management development workshops for physiotherapists and we are currently working with the dieticians at FGH on communication/consultation skills.

We have recently completed a **trust-wide audit of appraisal practices**. This is particularly important because of the Department of Health requirement for all professional staff to have a personal development plan (PDP). At the moment we are working with clinical directorates to make the appraisal process more meaningful and, particularly, how to put together PDPs. We have a special interest in work-based learning and team learning. We undertake individual career and personal development planning, but with increasing demands in general it is difficult for us to find time for this one-to-one work.

Another initiative we have been working on over the past 12 months is the **consultation skills project**, originated by Dr Flanagan. We are really excited by this project which is aimed at developing junior doctors' communication skills. We were successful in bidding for monies from the postgraduate dean at the University of Manchester to support this work and two other medical projects we are managing. The consultation skills project includes close involvement with two Lancaster GPs, Drs Craven and Nightingale, and we intend to write a separate article for a future journal issue about the work we have undertaken.

We regularly work with teams, departments and directorates, including, for example, paediatrics and PAMs on 'time out' **team-building projects**. We take a work-based focus and this compliments team development activities facilitated by others within the trust such as the LEO (Leading Empowered Organisation) and the Wye Group initiatives.

We are members of the trust's education and training committee. The establishment of this committee, which is chaired by the trust's chairman, Professor Idris Williams, was particularly important for us. The committee has given the trust a central, multi-professional focus for education, training and development for the first time.

**Equal opportunity of access to development** is a key issue for us. We are to be involved in the Union Learning Fund promotion of the Lifelong Learning Project. This was initiated by the Joint Hospital Unions (via MSF) in partnership with the trust, local further education colleges and adult guidance organisations. The project focuses on promoting PDPs for non-professional staff through the development of 15 staff seconded part-time to act as learning advisors.

We are also involved in a number of initiatives **working with other organisations and agencies**. One of these, the Health Learning Partnership (HLP), gained a Beacon award last year for its multi-organisational approach to supporting learning in Morecambe Bay. HLP members are Morecambe Bay Hospitals NHS Trust, Bay Community NHS Trust, Morecambe Bay Health Authority, S Martins College and

Lancaster University. This year the partnership will be supporting the development of a bay-wide mentoring system, action learning groups, networking meetings and conferences.

In addition we **network with fellow trainers** from the Health Authority, Community Trust, S Martins and Lancaster University. We are in the early stages of developing a modular programme for training the trainers aimed at staff who have some responsibility for training in the trust.

The variety of our work is very stimulating not only in the range of issues but in their scale, which ranges from one-to-one work (such as designing individual management development programmes for SpRs) to large-scale projects (such as orientation programmes, pre-retirement courses and initiating career programmes for 16-18-year-olds). Much of our work involves research, investigation and analysis to enable us to design learning activity.

We have a particular style in our approach to training and development which is in itself enjoyable – we like to work alongside people, try to understand their needs, and propose options which are tailored accordingly. This means we do not 'pull out' the same training course over and over again. It may often mean that we do not even suggest a course at all, but may, for example, explore some form of work-based learning/development programme.

Working as a small team and learning together is something which gives us a lot of satisfaction. As a team, we are complementary in our backgrounds, interests and strengths and we are keen to challenge each other (in a positive way!).

We are actively involved in organising and coordinating a number of different learning activities. These include:

- shadowing
- networking
- mentoring arrangements
- projects
- guided reading
- action learning sets
- in-house development programmes
- team or group exercises
- away days
- the use of the internet as a learning opportunity

## WORK OUTSIDE THE TRUST

We welcome the opportunity to work with other professional groups and organisations and in doing so we often generate income. Predominantly we work for the health authority, primary care groups and some GP practices in Morecambe Bay, designing and delivering a range of development activities. More recently we have designed and delivered a training programme on violence and aggression for Lancaster University. We believe very strongly in sharing ideas and not reinventing the wheel. In fact, we probably learn as much from working with these groups as they do from us.

One of our main relationships is with the Faculty of Health at S Martins College. We provide the trust's administration service for post-basic nurse education and are members of both the faculty's Strategic Advisory Group and Education

User Forum. We worked with the faculty in the setting up of a new postgraduate management development programme at certificate, diploma and MSc levels. Jon Lenney is our link into NHS regional forums such as the Lancashire and South Cumbria Education and Training Consortium. Lancashire Area West Training and Enterprise Council (Lawtec), has been a key partner of ours for a number of years, supporting us with money and advice, eg keeping abreast of government initiatives such as Investors in People (IIP) and Individual Learning Accounts (ILAs). We were successful in our bid to become an accredited placement for the NHS Management Training Scheme, and are also accredited to offer support for people wishing to access the scheme.

We have negotiated an arrangement with two of our local colleges of further education which allow our staff to access, free of charge in some cases, and at discount rates for others, a wide range of vocational and leisure courses. To date this year, for example, for a single fee of £1,075 our staff have accessed education from Lancaster and Morecambe College to the value of over £10,500.

## LESSONS LEARNT SINCE THE CURRENT TRUST FORMED

- probably the most important thing is pacing ourselves: we did not properly appreciate what it was going to entail changing from a department of 2.5 staff dealing with 1800 to a department of 3.5 dealing with 5000 staff. Because of the increasing emphasis from the professional bodies on CPD, the demand and expectations from staff for guidance and support has risen significantly.
- over the past two years we have generated over £350,000. Putting a bid together was a new experience for us two years ago – now we realise bidding for monies is likely to be the main way forward if we want to progress. What is good about being required to bid for funds is that it has made us a lot more focused. Increasingly we are bidding jointly with colleagues in other parts of the healthcare system in Morecambe Bay – for example we were successful in a bid to hold a joint conference with Bay Community Trust, Primary Care and S Martins College to explore the future educational needs of nurses and midwives in Morecambe Bay.

## LOOKING AHEAD

Sometimes the number of challenges and priorities seems overwhelming – we are focusing on six key issues:

- exploring the practicalities of multi-disciplinary organisational learning. We are looking forward to testing this out in practice
- learning from the internet – exploring and exploiting the increasing amount of educational material now available online
- sustaining initiatives – managing this when there are ever-changing priorities and an ever increasing 'initiative' fever
- confronting the issue of investment in education, training and development and trying to establish what is fair and appropriate support to ensure equality of access to opportunity
- Personal Development Plans for everyone
- effective learning – can we show that the work we do makes a difference? Do we add value to the trust?