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إذا أردت هذه الوثيقة بلغة أخرى أو بطريقة أخرى، أو إذا كنت بحاجة إلى خدمات مترجم، فنرجو أن تقوم بالاتصال بنا.	Arabic
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જો તમને આ દસ્તાવેજ બીજી ભાષા અથવા રચનામાં જોઈતો હોય, અથવા જો તમને ઇન્ટરપ્રિટરની સેવાઓ જોઈતી હોય તો, કૃપા કરી અમારો સંપર્ક સાધો.	Gujurati
ئەگەر دەتەوێ ئەم بەلگەییەت بە زمانیکی که یا بە فۆرمیکی که هەبێ. یا پێویستت بە مۆتەرجم هەبێ، تکایە پەڕیوەندیمان پێوه بکە	Kurdish
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ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਕਿਸੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਨੂੰ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਕਿਸੇ ਇੰਟਰਪ੍ਰੀਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਨੂੰ ਦੱਸੋ।	Punjabi
Haddii aad ku rabtid dokumentigaan luqado kale ama daabacaad kale, ama haddii aad u baahan tahay turjibaan, fadlan nala soo xiriir.	Somali
Kama unataka hati hii katika lugha nyingine au katika mtindo mwingine, au kama unahitaji huduma za mkalimani, tafadhali wasiliana nasi.	Swahili
இந்த ஆவணம் வேறொரு மொழியிலோ அல்லது வேறு வடிவத்திலோ தேவை என்று நீங்கள் விரும்பினால், அல்லது உங்களுக்கு மொழிபெயர்ப்பாளரின் தேவை இருந்தால், தயவு செய்து எம்மைத் தொடர்பு கொள்ளவும்.	Tamil
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یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو براۓ مہربانی ہم سے رابطہ کیجئے۔	Urdu

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NHS
North West

**Building Learning and
Development Excellence**

June 2010

Foreword

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In 2008, NHS North West published its first ever strategy for workforce, education commissioning and education and learning.

The wider strategy document has since been joined by additional supporting publications addressing educational governance, e-learning and Skills for Life.

Now *Building Learning and Development Excellence*, recognises the pivotal role of learning and development functions in enabling a workforce which is fit for purpose, flexible to service and patient need and aligned to the quality and productivity agenda.

With a workforce of over 216,000 across the 63 NHS organisations, the challenge to meet the range and scale of learning and development needs requires those leading and delivering it to be ever creative, responsive and visible.

Building Learning and Development Excellence is informed by both a robust evidence base including the NHS Leadership Qualities Framework and CIPD HR Profession Map amongst others, as well as the valuable insights of those leading and delivering learning and development across the North West.

Addressing the attributes of a high performing learning and development function, the links with educational governance and key competencies of learning and development leads, this framework aims to maximise the significant investment in learning and development and enable a sustainable workforce, equipped to deliver the highest quality healthcare service.

With the Constitution now part of NHS legal duty, this framework charts the course learning and development functions should be taking to ensure all staff are supported with the tools, training and opportunities needed to develop and progress.

We hope you find this a helpful resource in assessing and planning the continued improvement of learning and development locally and in so doing, collectively build learning and development excellence across the North West NHS.

Dean Royles

Director of Workforce and Education
NHS North West

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Introduction

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1. Introduction

More than ever a commitment to learning and the effective design and delivery of high quality education and training programmes is essential if the NHS workforce within the North West is going to be able to respond to the healthcare policy and service challenges that are likely over the next five years or more. The imperative of the Quality, Innovation, Productivity and Prevention (QIPP) agenda demands that all functions within a healthcare organisation have a common purpose and approach in ensuring responsive and high service standards, best use of resources based upon evidence of effectiveness and prioritisation and commitment to learn from and adopt best practice. This agenda is equally relevant and should be of critical importance to those that lead learning and development (L&D) functions.

As stated in the recent *Workforce, Education Commissioning and Education and Learning Strategy* (2009), NHS North West has recognised the need to support those who lead L&D functions. This is with the aim that the capacity and capability of the L&D workforce is enhanced to ensure the value of education and learning is recognised and understood at every level of an organisation and there is a single and transparent educational governance framework in place.

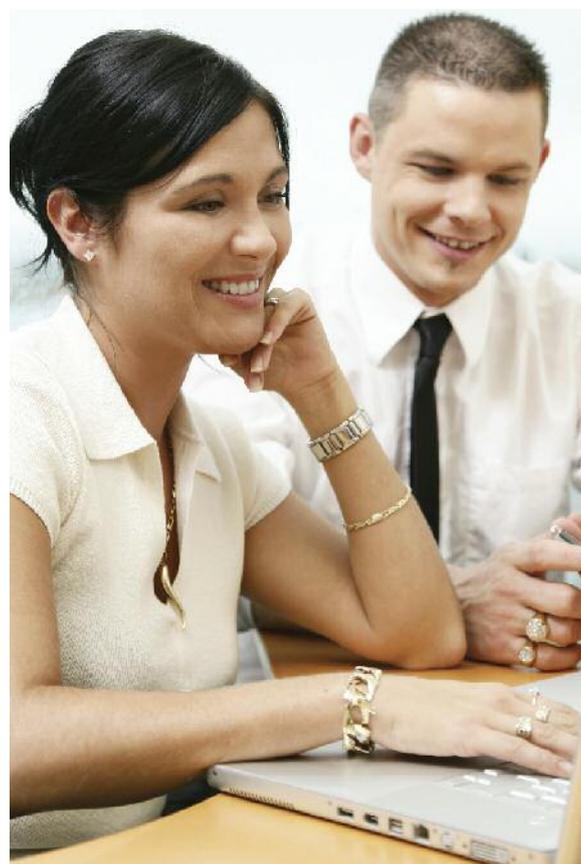
As part of its commitment to support learning leadership capability NHS North West commissioned a project to explore:

- the competencies required by L&D leads, to ensure personal and organisational effectiveness
- the attributes of a high performing L&D function.

It was intended that the data gathered during the project would then be used to influence the development of a competency framework which should be useful for L&D leads to support them in their own personal development but also to aid them in succession planning within their teams.

Furthermore, it was also envisaged that the project would identify useful resources and tools which would support learning leaders in their roles and might be provided through access to a specialist workforce development resource portal.

This document specifically identifies the attributes of a high performing L&D function and a proposed competency framework for L&D leads. It is proposed that, together, these outputs should offer L&D leads and their executive leads a foundation for understanding and realising the organisational contribution that the L&D function could make and should therefore be helpful in informing the further planning and development of the L&D function.



The attributes of a high performing L&D function

2. The attributes of a high performing L&D function

This project was undertaken with strong involvement of learning leaders from across NHS organisations in the North West. Data collection methods included desk top and literature searching and a range of interviews with key stakeholders. These included one-to-one interviews with board level executive directors with responsibility for managing L&D leads, one-to-one interviews with L&D leads and focus groups of staff involved with L&D.

A key focus in the interviews and focus groups was identifying attributes of what constitutes a high performing L&D function. On the basis of the responses seen, the following attributes can be offered:

- **learning culture** – learning leaders identified the importance of L&D functions being seen as proactive in driving a positive organisational learning culture. This was seen as vital in supporting the overall organisational strategy
- **organisational alignment** – for a L&D function to be recognised and valued within the organisation as a whole, it needs to be clearly aligned to the overall organisational agenda. This includes the need to ensure that L&D provision and specific education interventions contribute directly to the attainment of organisational goals and have an explicit link to patient experience and care outcomes. One of the ways in which this can be demonstrated is through the L&D function working very much as a business partner and engaging closely with business and operational directorates, supporting them to achieve their aims and targets
- **clear and defined education and learning strategy** – a key requirement for a high performing L&D function is the need for a clearly defined education and learning strategy, which is aligned to the overall organisational strategy. In any alignment, the strategy needs to offer a transformational but pragmatic approach, which not only prioritises actions, but is sensitive to the complexity of the environment in which the L&D service is expected to function. An effective L&D strategy will specify the use of resource allocation and priorities for service delivery
- **outcome focused** – identifying, setting and achieving targets for education and learning targets was recognised as a key attribute, with the expectation that greater emphasis upon this aspect of performance was likely. Thus, it is important that those leading the L&D function have skills in performance management and monitoring
- **integrated** – it was perceived frequently that L&D functions are often disconnected from other key management structures, with dissipation of responsibility for management of other training and education functions affecting overall outcomes. There was agreement that where L&D functions are fully integrated and responsibility for different aspects of L&D are more directly aligned, the L&D function is likely to perform more effectively, avoid duplication and maximise use of resources. While it was considered that this integration would be best achieved through formal management structures, it is possible that in others this can be achieved through effective and inclusive matrix team and governance arrangements
- **effective systems and processes** – effective systems and processes, particularly around quality assurance, evaluation, the recording and reporting of education and learning intervention information were identified as key aspects of a high performing L&D function. The ability for learning leaders to put such systems and processes in place was identified as a common requirement for all learning leaders. It was acknowledged, however, that this aspect of performance is frequently immature, with recognition that designing such systems can be challenging and requires continual development to ensure that systems and processes are effective. This attribute relates to the implementation of an educational governance framework
- **senior level support** – all learning leaders identified the requirement for senior (board) level support for L&D as a key factor in developing and maintaining the profile of their department and the work they undertake. Many identified that without this senior level support, L&D functions struggle to engage effectively with the

organisation, align with the organisation's goals or have real impact within their organisations

- **effectively resourced** – all learning leaders identified the need for L&D functions to be effectively resourced in terms of both physical and human resources. Financial resources were also identified as an issue, with some learning leaders identifying that without secure financial resources, their attention can be diverted to income generation and bidding activities, which ultimately diverts them from delivering on the organisational agenda. However, the ability of the L&D to demonstrate business acumen is also considered a key requirement for an effective, high performing L&D function
- **utilise organisational development models and tools** – learning leaders acknowledged that there has been a significant shift in the modes of education delivery, with an increasing focus for L&D functions to utilise organisational development approaches and tools to support people and organisational development. Thus, this requires knowledge and skills in the use of non-traditional L&D approaches, such as coaching and mentoring and facilitation.

While learning leaders were able to identify these attributes, there are others that would be considered critical to the work of a high performing function and include:

- the L&D function is delivered through effective team leadership, demonstrated where the L&D team have a common purpose and individual and team roles are understood, valued and maximised
- the L&D function ensures robust design, delivery, assessment and commissioning of education and training activities. This attribute identifies that good design of education and learning activities is a deliberate and planned process and will be informed by an agreed set of design principles, with any commissioning of educational activities being conducted against an agreed planning and evaluation framework

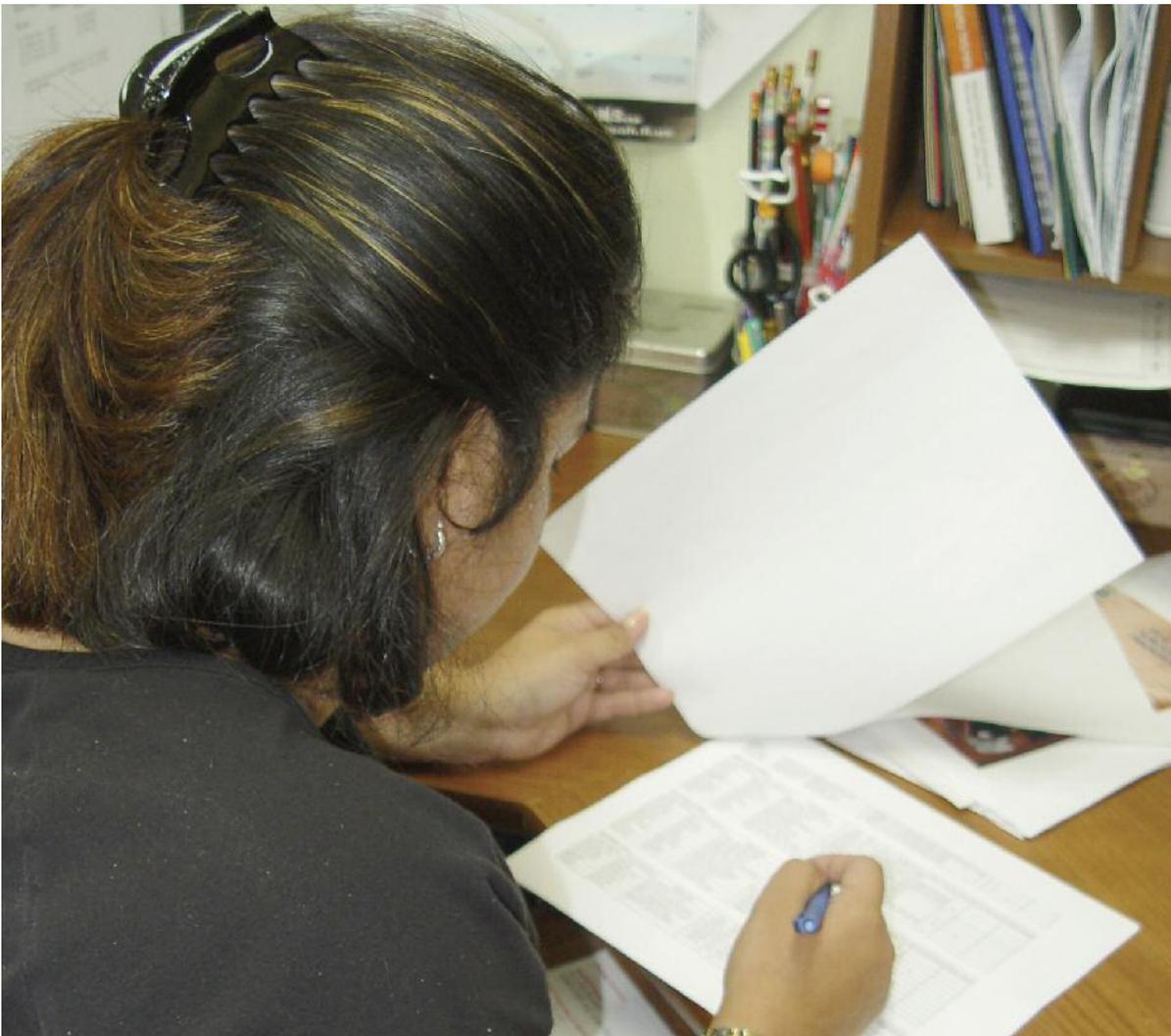
- the L&D function is underpinned by evaluation and evidence. This will be demonstrated where the L&D function shows comprehensive and systematic evaluation approaches to inform its priorities and activities. This will include the specific and detailed use of evaluation to inform investment or service delivery decisions, including making recommendations for the disinvestment in those educational or learning interventions where the effectiveness or impact cannot be affirmed.

What is the link between a high performing L&D function and educational governance?

3. What is the link between a high performing L&D function and educational governance?

NHS North West considers the implementation of educational governance to be a key feature of a high performing L&D function. This is because educational governance provides a comprehensive framework through which the L&D function can set standards and design systems and processes aimed at ensuring the ability of the organisation to control and continually improve the quality of its educational and learning provision and performance.

An embedded, effective educational governance approach will demonstrate in practice the organisational commitment and value to L&D. It stands that those with responsibility for leading L&D functions understand the value and benefits of educational governance and can articulate and lead its implementation while ensuring that the value of educational governance is not just concentrated on establishing processes, but is focused on the outcome and impact of its approach. Educational governance presents a leadership challenge for L&D leads.



A competency framework for L&D leads

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4. A competency framework for L&D leads

This section will set out the proposed competency framework. It will indicate how the framework was mapped to and constructed from existing leadership competency frameworks. It will describe the specific learning competencies needed for inclusion if a comprehensive framework is to be offered and which should then be of value in supporting the leadership capability of L&D leads with the aim of supporting the delivery of a high performing L&D function.

4.1 Definition of competency and competence

The words 'competency/competencies' and 'competence/competences' are used interchangeably. In fact, the dictionary definition is the same for both words: *'The quality of being competent; adequacy; possession of required skill, knowledge, qualification, or capacity'*¹. In the UK the two words have different meanings when applied to workforce: 'competency' is more precisely defined as the behaviours that employees must have, or must acquire, to input into a situation in order to achieve high levels of performance, while 'competence' relates to a system of minimum standards or is demonstrated by performance and outputs.²

Competencies are often put together to form a framework to cover the different broad functions within an area of work or collection of roles. Each competency within the framework may then have several levels so that the framework can be applied across the different roles in a team. They set out the behaviours and attitudes that each level of staff should ideally have to meet the requirements of their role.

Competences are written to describe a single function or activity carried out by an individual. The same level of performance and knowledge is required by whoever is carrying out the function. The competence should describe what must be done (performance criteria) and what must be known (understanding and knowledge) in order to be competent. Although competences can be

written by individual organisations, if they are to be used in formal education, they must meet the agreed criteria set down by the United Kingdom Commission for Employment and Skills (UKCES) then be submitted to the United Kingdom Co-ordinating Group for approval. The lead organisation which carries out this function for the health sector is Skills for Health (SfH). The competences developed by SfH, once approved, are National Occupational Standards (NOS) and can be used in competence-based education and qualifications.

4.2 Source of each competency framework

At the beginning of the project the Project Steering Group set out a series of statements, which they asked the focus groups to comment on. It is these statements and the subsequent comments that have formed the basis for the development of the high performing L&D functions identified and these have been included in the matrix as a reference to how they fit with the identified competences.

The project identified several existing competency frameworks that may meet the requirements for the high level functions of learning leaders or inform the development of a new framework. These include:

*Employability Skills Matrix for the Health Sector*³

Although this is not a competency framework in the strict sense, it aims to help staff working in the health sector to identify the personal skills, qualities, attributes and behaviours needed for each career level: *'Enhanced awareness of employability skills on the part of individuals encourages self-sufficiency, aids responsibility for self development and career progression and the capacity to adapt to changing circumstances.'*

These skills are set out in three broad areas and are given for each of the nine levels of the Career Framework for Health:

- *function skills* – practical skills in communication, mathematics and technology
- *teamwork* – team working and attributes needed to contribute towards productive healthcare

¹ <http://dictionary.reference.com/>

² CIPD Fact Sheet, 2009.

³ Employability Skills Matrix for the Health Sector, Skills for Health, 2008.

- *personal* – personal skills, qualities and behaviours that contribute towards productive healthcare.

McKinsey 7S Framework

In comparing the outcomes of the discussions with L&D and their directors to an evidence base, there are many models of 'organisational effectiveness' which could be used. However, one of the enduring models is the McKinsey 7S framework (1982). Developed in the early 1980s by Tom Peters and Robert Waterman, the basic tenet of the model is the seven internal aspects of an organisation that need to be aligned if it is to be successful.

The seven interdependent factors identified by Peters and Waterman are:

- strategy
- structure
- systems
- shared values
- skills
- style
- staff.

Again, while this is not a competency framework, mapping to the McKinsey 7S Framework shows that the functions identified within the project cover all aspects that are needed to ensure 'organisational effectiveness'.

North West Leadership Academy Organisation Development Toolkit⁴

This organisational development tool was developed by the NHS North West Leadership Academy and sets out statements across six areas at three levels. The statements used in the matrix are from level 2, which would equate to career framework level 7.

The six areas are:

- understanding organisational context
- building impact relationships
- evidence-based improvement
- professional effectiveness
- business focus
- leading, enabling and sustaining.

The toolkit also contains linkage to the NHS Leadership Qualities Framework.

NHS Leadership Qualities Framework⁵

This sets out a detailed framework and states 'it contains detailed descriptions of each quality and the levels that can be attained within each quality. The Framework has been created through detailed research, tailored to the specific needs and environment of the NHS, and is applicable to leadership roles at any level of the service.'

There are 15 qualities within the Framework covering a range of personal, cognitive and social qualities. They are arranged in three clusters: personal qualities, setting direction and delivering the service.

Each quality has between three and six levels and the diagram below shows how the qualities are grouped and how the clusters work together.



Figure 1: NHS Institute for Innovation and Improvement (2005) NHS Leadership Qualities Framework: <http://nhsleadershipqualities.nhs.uk/>

⁴ Organisational Development Toolkit, NHS North West Leadership Academy.

⁵ NHS Leadership Qualities Framework, NHS Institute for Innovation and Improvement, November 2006.

CIPD HR Profession Map

The Chartered Institute of Personnel and Development (CIPD) have produced the HR Profession Map, a capability framework which sets out what effective HR looks like and what HR needs to do to deliver sustained organisation performance now and in the future.

The Map captures what HR people do and deliver across every aspect and specialism of the profession and it looks at the underpinning skills, behaviour and knowledge that they need to be most successful. It also offers a clear and flexible framework for career progression, recognising both that HR roles and career progression vary.

There are ten professional areas that describe the required knowledge and behaviours for each area of the HR profession. The first two professional areas, Strategy, insights and solutions and Leading and managing the human resources function are central to understanding the organisation and delivering a HR function that delivers success. The other eight professional areas identify the activities and knowledge that is needed to provide specialist HR support.

Each professional area is described at four bands of professional competence.

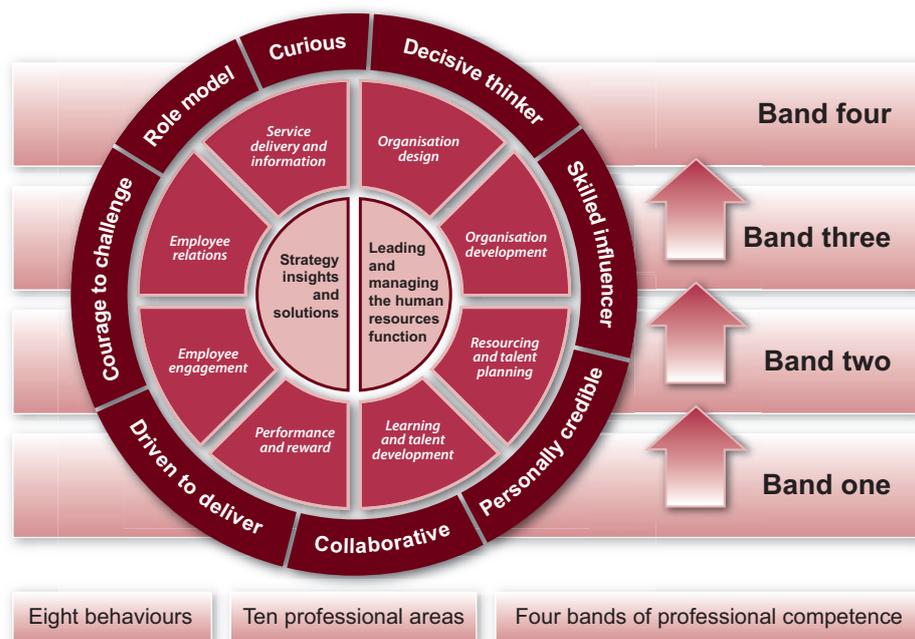
There are eight behaviours that identify in detail how professionals need to carry out their activities and make a contribution to organisational success. The behaviours have been clustered into three groups: Insights and influence, Stewardship and Operational excellence.

Each behaviour is described at four bands of professional competence and has a series of contra-indicators which illustrate the negative manifestations of the behaviour.

The four bands of professional competence define the contribution professionals make. They range from those entering the profession at band one, to those that are leading it, at band four.

To guide professional development, there are three transition pathways which identify what professionals must do to progress from one band to another.

For further details of the CIPD HR Profession Map visit <http://www.cipd.co.uk/hr-profession-map>



© CIPD HR Profession Map

Figure 2: The CIPD HR Profession Map

*World Class HR Practice*⁶

The Institute for Employment studies has produced a set of seven key factors to support HR practice and they work together as shown in the diagram below.

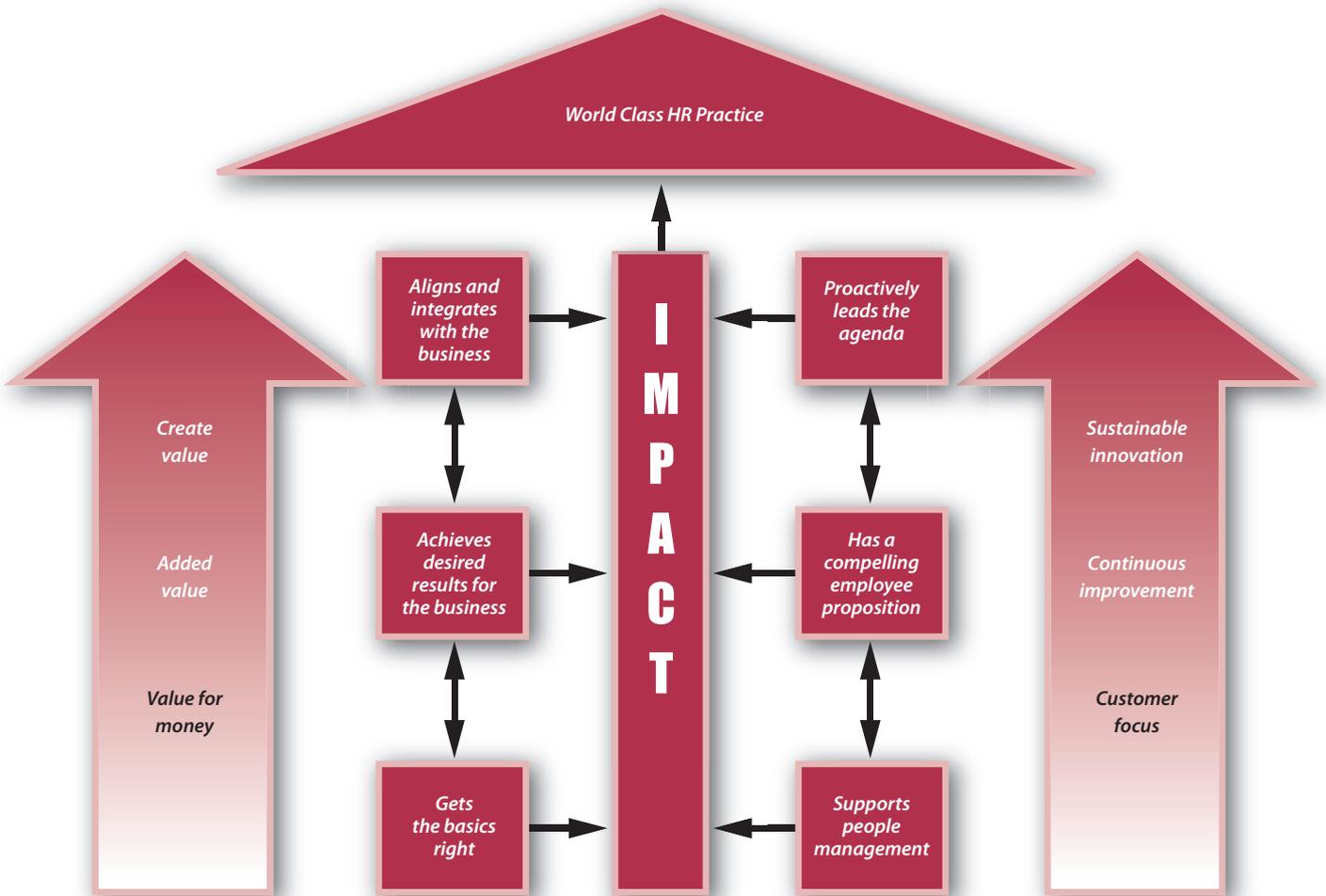


Figure 3: World Class HR Practice

⁶ Education Commissioning for Quality, DH, December 2009.

The seven factors are split into four areas: the foundations, the building blocks, the pinnacles and the enablers.

The foundations

Factor 1: gets the basics right

- Delivers excellent services via high speed, low cost processes over the long term, not just the short term.
- Standardises policies, systems and processes where the advantages of commonality outweigh any resulting inflexibilities.
- Earns credibility by delivering excellent administrative support and processes for employee personnel transactions and contractual arrangements.
- Implements automated and/or outsourced processes where real benefits to HR and its customers can be demonstrated against the investment needed.

Factor 2: supports people management

- Ensures the right people with the right skills are recruited for the right jobs in time.
- Equips managers to implement recruitment and development processes that draw upon good practice.
- Advises managers on difficult absence, employee relations, capability or performance issues, balancing local with organisational needs.
- Manages risk to ensure the organisation is legally compliant yet meets organisational needs.

The building blocks

Factor 3: achieves desired results for the business

- Provides a fit for purpose infrastructure (policies and processes) to support organisational performance tailored to local, as well as organisational needs.
- Develops a workforce strategy to meet organisational needs for skills now and in the future.
- Implements people-centric change programmes to create value through people for the organisation.

- HR function has a clear purpose, structures itself in the most effective way and regularly communicates what it does.
- Has highly expert and visible professionals with clearly defined roles and invests in its own staff development.

Factor 4: has a compelling employee proposition

- Fosters a culture of high performance by providing high value added systems and processes and equips managers and employees to implement these.
- Attracts, develops and retains diverse talent against an identification of the organisation's needs now and in the future.
- Provides outstanding L&D opportunities to support managers to get the best from staff.
- Proactively develops partnerships with managers based on a shared understanding of the impact of people management on the business.
- Facilitates managers to build employee engagement, commitment and motivation and understand how it links to individual performance.

The pinnacles

Factor 5: aligns and integrates with the business

- Ensures line of sight at all times with the organisation's aims and customers.
- Acts strategically to influence business decisions and provides solutions to meet changing business needs before they arise.
- Integrates all of what HR does with people management and development activities to form a coherent whole.
- Forms internal and external strategic alliances and partnerships.
- Scans the horizon to anticipate upcoming issues — legislative, labour market, reputational.

Factor 6: proactively leads the people agenda

- Focuses on people issues that really matter to the business.
- Helps create and support the strategic readiness of the organisation and leads/contributes to change programmes.
- Acts as the collective conscience of the organisation, ensures that ethical behaviours are set and maintained and appropriately challenges when required.
- Champions a value and community-based culture.
- Acts as ambassador and expert lead for people management and development and mentor for the profession.

The enablers:

Factor 7: creates value, innovates and demonstrates impact

- Promotes what benefits the organisation derives from HR services both internally and externally.
- Regularly seeks feedback from customers on its services and acts on improvements needed.
- Benchmarks its practices externally and internally.
- Learns from other functions (eg branding from marketing).
- Continually seeks to improve and innovate in policies, organisation/work design and practices.
- Energises the organisation by building social, emotional and intellectual capital via innovative networks.
- Promotes continuous performance measurement and improvement to ensure key metrics are identified and met, which are reflective of real added value to the organisation.

World Class Education Commissioning⁷

Within this document are a set of 11 competencies that support world class education commissioning.

- **Leadership:** be recognised as leaders of education commissioning within the NHS.
- **Working with partners:** work collaboratively with partners to commission education that optimises health gains and reductions in health inequalities.

- **Engagement with learners and service users:** proactively seek and build continuous and meaningful engagement with learners and service users to shape and improve education.
- **Collaborate with service commissioners and providers:** lead continuous and meaningful engagement with service commissioners and providers to inform strategy and drive quality, education and curriculum design and resource utilisation.
- **Manage knowledge and assess needs:** manage knowledge and undertake robust and regular learning needs assessments that establish a full understanding of current and future education and training requirements.
- **Prioritise investment:** prioritise investment according to local needs, service requirements and the values of the NHS.
- **Stimulate the market:** effectively stimulate the education market to meet demand and secure required learning, skills and competency outcomes.
- **Promote improvement and innovation:** promote and specify continuous improvements in quality and outcomes from education in academic and practice settings through education provider innovation and configuration.
- **Procurement:** secure procurement skills that ensure robust and viable contracts.
- **Manage the system:** effectively manage the education commissioning system and work in partnership with academic and placement providers to ensure contract compliance and continuous improvements in quality and outcomes.
- **Make sound financial investments:** make sound financial investments to ensure sustainable development and value for money.

⁷ Towards World-Class HR - Capacity and Capability, Institute for Employment Studies, 2008.

4.3 Source of competences

The competences proposed in this *Building Learning and Development Excellence* document have been identified from the SfH Health Functional Map (HFM). The competencies selected have been identified as those that most closely match to each of the high performing functions identified. SfH has identified an indicative linkage between the majority of the competences in the HFM and the NHS Knowledge and Skills Framework (KSF). This identifies both the dimension and level within the KSF that each competence supports. For more information on competences, the HFM and the KSF please visit the SfH website⁸.

4.4 Mapping of competences

The mapping of the competences from the various competency frameworks reviewed into a proposed single competency framework for L&D learners was undertaken by an external consultant with detailed knowledge and expertise of competence development and application. The mapping of competences was undertaken against the following identified functions:

- the L&D function is organisationally aligned, integrated, adaptive and responsive
- the L&D function has a clear strategy and delivery plan
- the L&D function drives a positive learning culture
- the L&D function supports organisation, team, and individual people development
- the L&D function is delivered through effective team leadership
- the L&D function is delivered through effective systems and processes
- the L&D function ensures robust design, delivery, assessment and commissioning of education and training activities
- the L&D function is underpinned by evaluation and evidence
- the learning leaders thrive on self-development.

These functions use the following level of fit:

- the statements in the Framework closely meet the requirements in each function identified – coded green in the competence map
- the statements in the Framework only meet some of the requirements for that function – coded amber in the competence map
- there are no statements in the Framework which match to any of the requirements of that function – coded red in the competence map.

It was found that none of the competency frameworks reviewed during the project, alone fully map to and support all the elements of the high level functions of learning leaders identified. It is therefore necessary to develop new competency statements that will enable the learning leaders to fulfil their high level role within the organisation.

The SfH HFM has informed the choice of competences to support the competency statements and these should be used for any competence-based education and training developed to support the learning leaders. The proposed competency framework for L&D⁹ leads is now presented.

4.5 The Competency Framework for Building Learning and Development Excellence

Key			
Skills for Health National Occupational Standard (NOS)		Other Sector Skills Council's NOS	
GEN	General Healthcare	M&L	Management & Leadership management (Management standards centre)
HSC	Health and Social Care	LLUK	Lifelong Learning UK
R&D	Research and Development	DANOS	Drugs and Alcohol NOS (Skills for Justice)
HI	Health Informatics	CJ (H)	Community Justice (Skills for Justice) H is a subset.

High level function	Competency statements	Supporting competences (NOS)
The L&D function is organisationally aligned, integrated, adaptive and responsive	<ul style="list-style-type: none"> Ensures L&D function is integrated in shaping the development and delivery of the organisational strategic plans. Ensures that all stakeholders within the organisation are able to influence and shape the development of the L&D function to meet the short and long-term objectives Ensures that the L&D function has the appropriate structure and culture to support enhanced performance and has the ability to change to meet new challenges over time Being able and prepared to adopt a number of ways to gain influence and engage within the organisation in order to secure support at a senior level Ensures L&D function supports other departments with the delivery of the strategic plan within the organisation Maintains networks with other organisations to ensure consistent and effective delivery of the L&D function locally, regionally and nationally 	M&L B1 Develop and implement operational plans for your area of responsibility
		M&L B4 Put the strategic business plan into action
		LLUK MV A1 Contribute to the development of your organisation's strategy
		CJHI2 Develop and maintain a strategic overview of developments in knowledge and practice
		CJHI4 Commission, monitor and evaluate projects to advance knowledge and practice
		M&L D1 Develop productive working relationships with colleagues
		M&L D2 Develop productive working relationships with colleagues and stakeholders
		GEN31 Initiate, and participate in, networks and discussion groups

High level function	Competency statements	Supporting competences (NOS)
The L&D function has a clear strategy and delivery plan	<ul style="list-style-type: none"> • Ensures that the L&D function can influence organisational strategic planning • Ensures that the L&D function has the right structure, capability, capacity and design to meet the needs and values of the organisation • Being able and prepared to adopt a number of ways to gain influence and engage within the organisation in order to secure support at a senior level 	M&L B3 Develop a strategic business plan for your organisation
		M&L B2 Map the environment in which your organisation operates
		LLUK L1 Develop a strategy and plan for L&D
		CJHI2 Develop and maintain a strategic overview of developments in knowledge and practice
		M&L D4 Plan the workforce
The L&D function drives a positive learning culture	<ul style="list-style-type: none"> • Understands the culture of the L&D function and how it can be a positive force for change • Appreciates the value of talent and supports change through learning • Communicates the vision and rationale for change and engages with and facilitates others to work collaboratively to achieve real change • Empowers others to bring about lasting change 	M&L C2 Encourage innovation in your area of responsibility
		M&L C4 Lead change
		HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice
		M&L E11 Communicate information and knowledge
The L&D function supports organisation, team and individual people development	<ul style="list-style-type: none"> • Understands the L&D process for organisations, teams and individuals • Ensures that the L&D function supports people at all levels of the organisation to develop the skills, knowledge and experiences to fulfil the short and long-term plans of the organisation and that they are motivated to learn, grow and perform • Ensures that the L&D function is aware of and uses the latest developments in education and training 	LLUK L1 Develop a strategy for L&D
		LLUK L2 Identify the L&D needs of an organisation
		LLUK L12 Enable individual learning through coaching
		LLUK L14 Support learners by mentoring in the workplace
		LLUK L17 Evaluate and improve L&D programmes
		LLUK L18 Respond to changes in L&D

High level function	Competency statements	Supporting competences (NOS)
<p>The L&D function is delivered through effective team leadership</p>	<ul style="list-style-type: none"> Leads the team by example by being open, honest and inclusive and allows individual members to be creative and innovative Ensures that individuals within the team are empowered to support and challenge other team members in order for the team to perform at its maximum potential Leads a team that is able to respond to short-term change without losing sight of the long-term goal 	M&L B6 Provide leadership in your area of responsibility
		M&L B5 Provide leadership for your team
		M&L D6 Allocate and monitor the progress and quality of work in your area of responsibility
		M&L D5 Allocate and check work in your team
		HSC48 Demonstrate a style of leadership that ensures an organisational culture of open and participatory management and practice
<p>The L&D function is delivered through effective systems and processes</p>	<ul style="list-style-type: none"> Ensures that the L&D function is a quality-led service with systems designed to support continuous improvement Ensures that the L&D function has structures and systems that will maintain and improve the quality of educational provision Ensures that the L&D function has robust knowledge management processes that are designed to meet the needs of the organisation Ensures that the L&D function is effectively resourced with the right physical and human resources to deliver its key performance indicators (KPIs) Ensures that the L&D function has clear, realistic and obtainable targets that support an enhanced patient-centred service Ensures that KPIs are monitored appropriately to maintain a quality service Ensures that all information and data relating to the L&D is recorded accurately and effectively Uses the information and data to produce accurate and informed reports to support future developments 	CJHF27 Evaluate, prioritise and review demands for services
		GEN67 Establish quality policy and quality assurance systems for the delivery of a service or function
		GEN68 Monitor compliance with quality systems
		DANOS BC4 Assure your organisation delivers quality services
		HSC436 Promote and manage a quality provision
		M&L B10 Manage risk
		M&L D6 Allocate and monitor the progress and quality of work in your area of responsibility
		HI5 Analyse data and information and present outputs of analysis

High level function	Competency statements	Supporting competences (NOS)
<p>The L&D function ensures robust design, delivery, assessment and commissioning of education and training activities</p>	<ul style="list-style-type: none"> • Ensures that all education and training programmes are fit for purpose, based upon clear education design principles and meet the needs of the organisation now and in the future • Understands the commissioning process and develops a robust commissioning specification that ensures ‘value for money’ • Ensures that their knowledge and skills are kept up to date in order to guarantee that best practice is used across the whole of the L&D function 	<p>CJHI4 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>CJHI2 Develop and maintain a strategic overview of developments in knowledge and practice</p> <p>LLUK L3 Identify individual learning aims and programmes</p> <p>LLUK L2 Identify the L&D needs of the organisation</p> <p>LLUK L4 Design learning programmes</p> <p>LLUK L18 Respond to changes in L&D</p> <p>LLUK L17 Evaluate and improve L&D programmes</p>
<p>The L&D function is underpinned by evaluation and evidence</p>	<ul style="list-style-type: none"> • Understands the need for research and its role in the L&D function • Leads the organisation on research for the L&D function to ensure the organisation meets its objectives • Ensures that research contributes to the knowledge management of the organisation and that all decisions made are evidence-based • Ensures that the organisation uses the latest thinking and developments in technologies and methodologies for the L&D function 	<p>CJHI4 Commission, monitor and evaluate projects to advance knowledge and practice</p> <p>R&D7 Direct and manage research and development activities</p> <p>R&D8 Conduct investigations in selected research and development topics</p> <p>R&D10 Interpret results of research and development activities</p> <p>R&D14 Translate research and development findings into service</p>
<p>The learning leaders thrive on self-development</p>	<ul style="list-style-type: none"> • Develops self in order to meet the new and demanding challenges of their role • Ensures that their knowledge and skills are kept up to date in order to guarantee that best practice is used across the whole of the L&D function 	<p>HSC23 Develop your knowledge and practice</p> <p>GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness</p> <p>GEN13 Synthesise new knowledge into the development of your own practice</p>

4.6 So how might this framework be used?

Firstly, *Building Learning and Development Excellence* sets out clearly, expectations and the desired competence elements that should be evident in any L&D function. It provides a focus for discussion for L&D Teams and those with organisational accountability for the management of this function. The framework has relevance for all involved in setting the strategic direction, conditions, deployment of L&D resources, including those with responsibility for supporting pre and post qualifying healthcare education within healthcare organisations. The framework should also be helpful in aiding understanding and clarity in the distinction between organisational development and learning and development.

Implementation of *Building Learning and Development Excellence* should be helpful in raising corporate understanding and ambition for its L&D function. This document could be used by organisations to undertake a self assessment exploring whether they can demonstrate the features of a high performing L&D function. This assessment can consider whether the required learning leadership competencies are available, identify any gaps and consider ways attainment of these can be supported. Such an assessment could be helpful for presentation to boards and senior organisational executives with the aim of gaining their understanding and commitment in ensuring that the L&D function is developed in such a way that its contribution as a key organisational business unit is as strong as it can be.

When linked with the available educational governance guidance, the framework can be used by any educational strategy groups to guide their approach and ensure the outcomes of any activity contribute to high performance.

Taking the framework forward within organisations will not be without challenge and will require corporate, team and individual commitment by those involved in L&D. Like any development framework, some consideration is needed about where and how to commence implementation. An incremental implementation will be more effective if a focused and successful approach is to be sustained.