

# LEARNING AND DEVELOPMENT POLICY

**PRN-82:** Learning and Development Policy

**Company Name:** AI Auto-Tech Ltd

**Trading/Business Name:** Trusted Companionship

**Company Registration Number:** 15556946

**SIC Code:** 88100 – Social Work Activities Without Accommodation for the Elderly and Disabled

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## 1. Purpose

The purpose of this policy is to ensure that all employees and volunteers have the knowledge, skills, competence, and confidence required to provide safe, effective, compassionate, and person-centred companionship and wellbeing support to older people and adults with disabilities.

The organisation recognises that learning and development are essential to maintaining high-quality services, safeguarding service users, meeting legal obligations, and supporting personal and professional growth.

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## 2. Scope

This policy applies to:

- All employees
  - Volunteers
  - Trustees involved in service delivery
  - Students and placements
  - Agency workers where appropriate
  - Managers and supervisors
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## 3. Policy Statement

The organisation is committed to creating a learning culture that promotes continuous improvement, professional development, and excellence in service delivery.

We will:

- Provide appropriate induction training.
- Ensure mandatory training is completed.
- Support continuous professional development.
- Promote reflective practice.
- Encourage lifelong learning.
- Maintain accurate training records.
- Identify and address learning needs.
- Evaluate the effectiveness of training activities.

Learning and development opportunities will be provided fairly and equitably to all members of the workforce.

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#### **4. Principles**

The organisation believes that effective learning and development should:

##### **Be Person-Centred**

Training should improve outcomes for service users.

##### **Be Relevant**

Learning activities should reflect the responsibilities of each role.

##### **Be Accessible**

Staff and volunteers should have equal access to development opportunities.

##### **Be Continuous**

Learning should be viewed as an ongoing process rather than a single event.

##### **Promote Good Practice**

Training should support safe, ethical, and effective service delivery.

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#### **5. Learning and Development Objectives**

The organisation aims to:

- Maintain a competent workforce.
- Improve quality of service delivery.

- Support employee wellbeing and confidence.
  - Enhance communication and relationship skills.
  - Promote safeguarding awareness.
  - Reduce risk and incidents.
  - Strengthen leadership capability.
  - Improve organisational effectiveness.
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## **6. Induction Training**

All new employees and volunteers will receive an induction programme appropriate to their role.

Induction will normally include:

### **Introduction to the Organisation**

- Vision and values
- Mission and objectives
- Policies and procedures
- Roles and responsibilities

### **Mandatory Training**

- Adult safeguarding
- Health and safety
- Infection prevention and control
- Equality, diversity and inclusion
- Data protection and GDPR
- Confidentiality
- Incident reporting
- Risk assessment

### **Service-Specific Training**

- Companionship support
- Professional boundaries

- Communication skills
- Emotional intelligence
- Mental capacity awareness
- Supporting older adults
- Supporting adults with disabilities

Completion of induction will be documented.

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## **7. Mandatory Training**

The organisation will identify mandatory training requirements for all roles.

Mandatory training may include:

### **Adult Safeguarding**

Understanding:

- Abuse
- Neglect
- Reporting procedures
- Safeguarding responsibilities

### **Health and Safety**

Including:

- Workplace safety
- Accident prevention
- Emergency procedures

### **Equality, Diversity and Inclusion**

Including:

- Protected characteristics
- Inclusive practice
- Respectful behaviour

### **Data Protection and GDPR**

Including:

- Confidentiality
- Information security
- Data handling procedures

### **Mental Capacity Awareness**

Including:

- Principles of the Mental Capacity Act
- Consent
- Best-interest decisions

### **Risk Assessment**

Including:

- Identifying hazards
- Managing risks
- Recording concerns

Training may be refreshed periodically as determined by organisational requirements.

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## **8. Continuous Professional Development (CPD)**

The organisation encourages all staff and volunteers to engage in continuous professional development.

Examples include:

- Workshops
- Courses
- Conferences
- Online learning
- Professional reading
- Peer learning
- Mentoring
- Coaching
- Reflective practice

Employees are encouraged to take responsibility for their own development.

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## **9. Role-Specific Training**

Additional training may be required based on responsibilities.

Examples include:

### **Managers**

- Leadership
- Supervision skills
- Performance management
- Recruitment and selection
- Investigation processes

### **Volunteers**

- Boundaries and expectations
- Safeguarding
- Community engagement

### **Wellbeing Support Workers**

- Communication skills
  - Dementia awareness
  - Loneliness and social isolation
  - Emotional support techniques
  - Community inclusion
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## **10. Professional Boundaries Training**

All staff and volunteers will receive training on maintaining appropriate professional boundaries.

This includes:

- Respecting personal space
- Avoiding dependency relationships

- Managing gifts and hospitality
  - Social media conduct
  - Confidentiality obligations
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## **11. Reflective Practice**

Reflective practice forms part of continuous learning.

Employees will be encouraged to:

- Reflect on experiences
- Consider areas for improvement
- Share learning with colleagues
- Identify future development needs

Reflection may occur through:

- Supervision
  - Team meetings
  - Appraisals
  - Debrief sessions
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## **12. Learning Needs Analysis**

Managers will assess learning and development needs through:

- Supervision discussions
- Appraisals
- Observation
- Quality assurance activities
- Feedback from service users
- Incident investigations

Learning plans may be developed where appropriate.

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## **13. Supervision and Learning**

Supervision sessions provide opportunities to:

- Discuss performance
- Identify training needs
- Review development goals
- Support wellbeing
- Share learning

Learning needs identified during supervision should be documented and acted upon.

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#### **14. Appraisal and Development Planning**

Annual appraisals will include:

- Review of achievements
- Assessment of competencies
- Learning needs analysis
- Career aspirations
- Future development objectives

Development plans should be reviewed regularly.

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#### **15. Recording Training**

The organisation will maintain training records for:

- Employees
- Volunteers
- Managers

Records may include:

- Course titles
- Dates completed
- Certificates achieved
- Renewal dates
- Outstanding requirements



Training records will be stored securely.

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## **16. Evaluation of Training**

The organisation will evaluate training effectiveness by monitoring:

- Staff feedback
- Competency assessments
- Service user feedback
- Incident trends
- Supervision outcomes
- Quality assurance findings

Where gaps are identified, additional learning interventions may be implemented.

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## **17. Equality of Access**

Learning opportunities will be provided fairly.

The organisation will seek to ensure that development opportunities are accessible regardless of:

- Age
- Disability
- Gender
- Race
- Religion or belief
- Sexual orientation
- Employment status

Reasonable adjustments will be made where required.

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## **18. Responsibilities**

### **Directors**

Responsible for:

- Promoting a learning culture
- Ensuring adequate resources are available

### **Managers**

Responsible for:

- Identifying training needs
- Supporting staff development
- Maintaining training records
- Monitoring compliance

### **Employees and Volunteers**

Responsible for:

- Participating in required training
- Applying learning to practice
- Maintaining professional competence
- Identifying personal development needs

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## **19. Monitoring and Compliance**

The organisation will monitor:

- Training completion rates
- Mandatory training compliance
- Appraisal completion
- Competency levels
- Learning outcomes

Reports may be reviewed by senior management to ensure workforce competence.

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## **20. Review Arrangements**

This policy will be reviewed:

- Annually
- Following significant incidents

- Following legislative changes
  - Following organisational reviews
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### **Related Policies**

- Recruitment and Selection Policy
  - Supervision and Appraisal Policy
  - Adult Safeguarding Policy
  - Mental Capacity Act Policy
  - Health and Safety Policy
  - Equality, Diversity and Inclusion Policy
  - Employee Wellbeing Policy
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### **Legislative and Best Practice Framework**

- Health and Safety at Work etc. Act 1974
- Equality Act 2010
- Care Act 2014
- Mental Capacity Act 2005
- Data Protection Act 2018
- UK GDPR
- Human Rights Act 1998