TRUST-WIDE NON-CLINICAL POLICY DOCUMENT

LEARNING AND DEVELOPMENT

Policy Number:	**HR 05**
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Approving Committee:	**Executive Committee**
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Lead Executive Director:	**Executive Director Workforce**
Lead Author(s):	**Learning & Development Manager**

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Version 2

Quality, recovery and wellbeing at the heart of everything we do

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LEARNING AND DEVELOPMENT

Further information about this document:

Document name	**POLICY & PROCEDURE FOR LEARNING & DEVELOPMENT HR 05**
Document summary	**The aim of this policy is to describe the Trusts procedures for the Learning and Development service.**
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This document can be made available in a range of alternative formats including various languages, large print and braille etc	
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Version Control:

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Approved	Version 1	December 2012
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SAFEGUARDING IS EVERYBODY'S BUSINESS

All Mersey Care NHS Foundation Trust employees have a statutory duty to safeguard and promote the welfare of children and vulnerable adults, including:

- being alert to the possibility of child/vulnerable adult abuse and neglect through their observation of abuse, or by professional judgement made as a result of information gathered about the child/vulnerable adult;

- knowing how to deal with a disclosure or allegation of child/adult abuse;

- undertaking training as appropriate for their role and keeping themselves updated;

- being aware of and following the local policies and procedures they need to follow if they have a child/vulnerable adult concern;

- ensuring appropriate advice and support is accessed either from managers, *Safeguarding Ambassadors* or the trust's safeguarding team;

- participating in multi-agency working to safeguard the child or vulnerable adult (if appropriate to your role);

- Ensuring contemporaneous records are kept at all times and record keeping is in strict adherence to Mersey Care NHS Foundation Trust policy and procedures and professional guidelines. Roles, responsibilities and accountabilities, will differ depending on the post you hold within the organisation;

- ensuring that all staff and their managers discuss and record any safeguarding issues that arise at each supervision session

EQUALITY AND HUMAN RIGHTS

Mersey Care NHS Foundation Trust recognises that some sections of society experience prejudice and discrimination. The Equality Act 2010 specifically recognises the *protected characteristics* of age, disability, gender, race, religion or belief, sexual orientation and transgender. The Equality Act also requires regard to socio-economic factors including pregnancy /maternity and marriage/civil partnership.

The trust is committed to equality of opportunity and anti-discriminatory practice both in the provision of services and in our role as a major employer. The trust believes that all people have the right to be treated with dignity and respect and is committed to the elimination of unfair and unlawful discriminatory practices.

Mersey Care NHS Foundation Trust also is aware of its legal duties under the Human Rights Act 1998. Section 6 of the Human Rights Act requires all public authorities to uphold and promote Human Rights in everything they do. It is unlawful for a public authority to perform any act which contravenes the Human Rights Act.

Mersey Care NHS Foundation Trust is committed to carrying out its functions and service delivery in line the with a Human Rights based approach and the FREDA principles of **F**airness, **R**espect, **E**quality **D**ignity, and **A**utonomy

CONTENTS

APPENDICES

1. PURPOSE AND RATIONALE

1.1 The following generic objectives of the policy explain the responsibilities we have in effectively managing educational governance within the Trust.
This includes the strategic and operational leadership & management to demonstrate quality and good outcomes required for all learning taking place which includes;-

- Building the knowledge base of students and learners
- L&D needs to be mindful of the requirements to monitor access to learning and development in relation to protected characteristics
- Fiscal responsibility of expenditure of funds provided by Mersey Care NHS Foundation Trust, the Government including Health Education England (North West) funds assigned to specific purposes
- Providing innovative solutions that underpin health and social care knowledge and skill development
- Ensuring freedom for academic/ teaching professionals to give advice on issues in their areas of expertise which affect learning and development
- Providing leadership and ensuring capacity and funding to support subject disciplines or professional areas in which the trust seeks to excel for example Apprenticeships, Personal Safety Services (PSS) resuscitation
- Providing an environment where all students and learners have the opportunity, whatever their background to achieve all that is possible for them.
- Establish equality of opportunity for all staff across the trust.

1.2 This model of educational governance involves a readiness to experiment with innovation, be evidence informed, provide equity in provision, benchmarking against good practice, be student/ learner centred, with the aim to embed a collaborative model of practice locally and across the region.

1.3 This policy will require periodic review due to the constant changes within education and across the Sustainability & Transformation plan (STP) region. To ensure structures and operational efficiencies and responsiveness to external issues such as cutback in funding, structures and processes are recognised and to ensure we meet the need for change in academic/vocational and non academic programmes of teaching, learning and skill development provided across the Trust.

1.4 Health Education England's Quality Strategy 2016 sets out clear expectations on NHS Organisations to drive the quality of their learning environments, culture and leadership where learners are taught. It recognises that excellent educational leadership and the culture within an organisation has direct impact on the experience and outcomes of learners and the experience and empowerment of patients as partners in their care. This learning and development policy accepts the responsibility that learning and development within Mersey Care NHS Foundation Trust must be aligned to a "Just Culture" which values all staff who provides NHS services. It will contribute to Mersey

Cares vision to be recognised as a leading organisation in the provision of mental health, learning disability and community care that has at its heart the continuous development of its staff.

1.5   This policy provides guidance to staff and managers on how learning and development is supported and provided aligned to Mersey Care's Personal Achievement Contribution and Evaluation (PACE) and supervision process to increase quality of provision through staff knowledge skills and confidence to provide care to our patients, their carers and families.

2.   SCOPE

2.1.   This policy applies to all employees working for the Trust

2.2.   Service users and carers are encouraged to participate in the design and delivery of learning activity with staff. We acknowledge the advantage of enabling opportunities for co-production to enhance the learner experience by the contribution our service users and carers bring to the teaching learning & assessment strategy.

3.   PRINCIPALS

3.1.   Learning and development in Mersey Care NHS Foundation Trust is recognized within the Trusts strategy for perfect care. It is aligned to "Our people" where one of the objectives is to ensure the Trust has a "productive workforce with the right skills". Our learning and development is also aligned to all our core values of Continuous Improvement, Accountability, Respect and Enthusiasm and is reflected in our teaching strategies

3.2.   Mersey Care NHS Foundation Trust is committed to equality and human rights of all staff, service users and carers who are involved in the Trust. Mersey Care is committed to valuing diversity. We will challenge inequalities within any provision. We ensure that all learners are treated with dignity and respect, and within all our opportunities for development we recognise and respond to the varying needs of all our learners to enable all staff to reach their full potential. We expect all our staff to commit to CPD and recognise that our commitment to their continual improvement will have a positive impact on the patients, carers and enabling families we serve.

4.   OPPORTUNITY

4.1.   All staff in Mersey Care are entitled to work in an environment which equips them with the knowledge, skills and confidence to perform their current job to the best of their ability, develop their career potential and progress, deliver evidence informed practice and be self directed according to their personal level of development.

4.2.   Staff also need to be enabled to progress within their career, personal and professional aspirations and expect the organisation to support life long learning and educational attainment.

4.3. Access to learning and development activity should be available, promoted, should use a variety of teaching learning and assessment strategies to ensure it is as flexible as possible and should be delivered in ways that provide an excellent learner journey whilst still meeting the needs of our services and patients which also acknowledges quality of access to Learning and Development for all.

4.4. As a member of Mersey Care staff, the Electronic Staff Register (ESR) holds Equality data. The Equality Act 2010 ensures public bodies are required to promote anti-discriminatory practice. The Learning and Development team will monitor and analyse Equality data to ensure we provide and equitable service to all staff.

5. CHOICE AND RELEVANCE

5.1. The Trust provides access to a wide range of learning and development opportunities.

5.2. Learning & Development although often may be linked to career aspirations, it may also be linked to professional requirements of professional bodies and registration however it should always be aligned to our organisational strategy, transformation and operational plans. Learning & development may be delivered as a result of response to national or local policy drivers but should always align to continuous service improvement and should enhance the quality of practice showing clear outcomes which can be demonstrated in excellent patient, carer and family outcomes.

5.3. The key conversations for having professional practice, career and development discussions with your line manager are supervision and the annual Personal Achievement Contribution and Evaluation (PACE) meetings.

6. ACCOUNTABILITY

6.1. Adult learners should aim to be self directed in the way they continuously learn. They should become accountable for their own learning and should recognise areas where they require further knowledge or skill development.

6.2. All learning requires reflection to ensure the learning is applied to practice This is a skill that requires practice and self discipline. There are many ways that adults learn and staff should seek out opportunities that fit into their daily work and personal lives.

6.3. The evidence shows that learning will improve working lives, increase job satisfaction, career choice and improve performance.

6.4. The organisation and its managers equally have the responsibility to ensure appropriate support and resources for learning and development, to remove barriers and increase opportunities for learning.

6.5. **Chief Executive**

As accountable officer, the Chief Executive must ensure that responsibility to deliver effective learning and development is delegated to an appropriate Director.

6.6. **Executive Director of Workforce**

As nominated lead, the Executive Director of Workforce must ensure that robust systems and processes are in place to ensure effective and resourced Learning and development is made available to all staff.

Oversight of allocation of HEE Learning and Development Agreement (LDA) multi-professional student funding to ensure fair and equitable allocation of resource across the organisation. This is evaluated through the Learning and Development Agreement and action plan. This funding also includes a proportion of medical education student funding and is examined each year during the annual cost calculation exercise.

6.7. Oversight and signing off the LDA action plan/schedules prepared by the LDA lead (Learning & Development manager) and the Practice Education facilitators.

6.8. **Learning and Development Manager**

The Learning and Development (L&D) Manager will be responsible for;

- Ensuring that the processes contained within this policy are monitored and reviewed and information and updates are regularly shared at the Strategic Workforce Development Group.

- Line management of the Learning and Development Team, Practice Education Facilitators, the Vocational Apprenticeship team and provide managerial and educational operational line management to the Resuscitation, manual handling team however clinical accountability lies with the Executive Director of Nursing.

- Management of learning & development budgets including Health Education England North West funding (CPD Apply and CPD apply cash allocation, talent for care and any other additional HEE (NW) funding streams. Also included is the Apprenticeship levy that will be introduced in April 2017 and is aligned to the Vocational Apprenticeship team. Other funding streams may be provided as a result of successful tenders for example physical health CQUIN, or written into new business.

- Allocation of CPD Apply funding. This is a publicly funded programme of academic learning hosted by HEE. It includes a selection of graduate (level 6) and post graduate (level 7) qualifications where staff choose the relevant qualification (during PACE) and are able to apply on line for a place on the course. (See prospectus).

- Allocation of cash allocation funding -HEE also provide all NHS Trusts with a CPD cash allocation each financial year towards academic training not found

within the CPD apply choices, or for other relevant Continuing Professional Development (CPD) eg conferences, journals, text books. Staff are able to apply for this funding with permission from their manager by completing the application form (appendix…)

- Escalate any issues that prevent staff from accessing key development including a lack of funding or resource where the reduction or cessation of development may impact on increased risk or patient safety.

- A central record of attendance/DNAs of training will be centrally maintained within the Learning and Development Team using the Corporate ESR/ Oracle Learning Management (OLM) System. Learning and Development and subject matter experts will also monitor course cancellations and unreported non-attendance. The data will be available in order to highlight issues and further develop planning.

- Provide data reporting for core statutory, core mandatory and mandatory role specific training in line with Policy HR28.

- Other reporting will include evidencing teaching and learning provided for programmes of work designated by local or national drivers (eg physical health and local CQUIN) and for the purposes of evaluation and further education commissioning opportunities.

- Has overall oversight and accountability for all non medical education governance, design, delivery, quality assurance and evaluation. (See appendix L&D plan) provided to Mersey Care NHS Foundation trust employees.

6.9. **Managers/Supervisors: Responsibility for Learning and Development**

Managers/Supervisors will be responsible for:

- Regularly reviewing the learning and development/educational needs of all staff through the Mersey Care Trust Personal Achievement Contribution and Evaluation review process to develop an individual learning plan for staff. Ensure this is recorded on the PACE system.
- Ensuring their staff complete all relevant core statutory, core mandatory and mandatory role specific training.
- That they commit to planning training effectively to enable staff to undertake training to ensure improvements in practice and to prevent loss of funds through none attendance of their staff. Booked onto face to face courses. This will also avoid potential fees.
- Using supervision using a coaching approach with staff as the mechanism to seek evidence of staff knowledge and skill transfer in practice and to encourage staff to reflect on their learning experience and its positive impact on their patients. Ensure supervision is recorded on My Supervision on the PACE system.

- Any individuals who persistently do not meet their contractual obligation in Statutory and Mandatory training will be escalated in line with Trust disciplinary procedure. Where permanent medical staff do not attend mandatory training, the Medical director will be advised of non-attendance.
- Ensuring that any accessibility issue that a staff member will require to access training which should be identified through HR27 supporting staff with mental and/or physical disabilities.

6.10. **Staff: Responsibility for Learning and Development**

Individuals have a responsibility to;
- Be proactive in identifying and meeting their own learning needs
- Participate and seek our regular supervision and in seeking their right to an annual PACE with their Line Manager.

- Keep appropriate evidence through records of their learning and development activities, reflections on learning, certificates including academic achievements

- Ensuring they complete all relevant core statutory, core mandatory, mandatory role specific training ensuring they do not breach their refresher period expiry date.
- Bringing to the attention of their line manager any perceived development needs.
- Gain agreement with their line manager to attend any training.
- Commit to attend any learning and development activity arranged to meet their needs.
- Inform manager, learning and development and course tutors (if appropriate) of any non attendance and commit to rebooking on to the next available date.
- Consider the requirements of any academic courses. To ensure you are able to meet the requirements of further reading and the obligation to complete academic assessments as well as attend tutorials.
- Become self directed learners and be prepared to complete continuing professional development as required by professional bodies and regulators to ensure continued registration. Realise as professionals working within the NHS, CPD can often be undertaken in ones own time.
- Be proactive in seeking to use learning and development opportunities to progress within your career and discipline.
- Be prepared to share knowledge/skills gained from training with their peers, students or other staff.
- Recognise the learning cycle in terms of reflection, using evidence to inform thinking and use active experimentation to test innovation in practice using supervision as the enabler to discuss ideas.
- Identify any reasonable adjustment/disability issues are shared with their manager/learning facilitator.

7. SUPPORT

7.1. The Learning and Development Team aims to provide a supportive environment and provide information advice and guidance to all staff on any aspects of

education, design, development, delivery, quality assurance and evaluation. Its main objectives are to demonstrate educational access, attainment and progression to develop a productive workforce that is flexible and adaptable and is receptive to research, evidence informed practice, creativity which results in innovation. This culture of learning and development will support our organisational aim of delivering perfect care.

7.2.   Support for learning and development can be given in a range of ways including:

- Time to undertake activities for example: shadowing, coaching, mentoring, working with a peer
- Self directed study time, time for reflective practice, participation in practice supervision
- Attendance on in-house programmes
- Time off to attend courses and conferences
- Reading journals or other text/evidence on the internet.
- Support may also include course fees. This will apply to all Apprenticeship activity from April 2017. All Apprenticeships at all levels will be funded via the organisations levy allocation. This will be dependent on robust workforce planning to determine numbers, levels and subjects.
- Venues are accessible for staff with disabilities
- To ensure training resources and provision is accessible
- **For further information, advice and guidance please talk to your Head of Service, Learning and Development, local Union Learning Representative, HR Business Partner/adviser, Deputy Director of Nursing or Professional Leads.**

8.   DIVISIONAL GROUPS RESPONSIBLE FOR LEARNING & DEVELOPMENT

8.1.   All Divisions should have in place a group nor groups with responsibility for the oversight of divisional Learning and Development who are responsible for:

- Sharing and aggregating operational Learning and Development and any action plans.
- Ensuring that appropriate Learning and Development activities are communicated, provided and resourced. (Backfill costs realised in any programme where appropriate).
- Bringing to the attention of the strategic Workforce Group and Trust Learning and Development Team gaps in the provision of learning and development activity.
- Ensuring that any education commissioning information or requirements from any NHS or related commissioning authority is passed to the Learning & Development Manager.

8.2.   These groups within the clinical divisions have representation from learning and development team and include;

- Operational managers Group (Local Division)
- Safety sub Group (Local Division)
- Safeguarding Group (Corporate)
- Quality Group (Local Division)
- MCA/DoLS training sub group (Corporate)
- Workforce and Educational Governance Group (Secure Division)

9. STRATEGIC WORKFORCE GROUP

9.1. This Group is an assurance group of the Trust Executive Group and Trust Board. The Strategic Workforce Group will deliver the duties associated with its authority by:

- Providing leadership and direction on all matters relating to education and learning
- Ensuring an appropriate multi-professional education and learning plan is in place and aligned with the Trust's strategy, values and workforce priorities
- Systematically monitor and evaluate the progress of the Trust's Organisational effectiveness and learning plan
- Define the Trust's key performance indicators and put in place the structures and processes to evaluate progress
- Maintain on going monitoring of the quality and value for money of both internal and external education and learning provided to the Trust
- Agree and support the implementation of the annual Learning and Development Agreement and action plan which supports multi- professional education and learning activities across the Trust, funded by health education England (NW)
- Monitor and facilitate compliance against HEE education quality standards framework good practice and guidance and including UK Core Skills Framework guidance.
- Identify, monitor and control risks relating to the delivery of high quality education and learning activities
- Recommend to the Board the allocation of resources against education and learning priorities

10. LEARNING & DEVELOPMENT SME SUB GROUP (of the Strategic Workforce Group)

10.1. The Learning & Development Subject Matter Expert sub group will lead on any statutory, mandatory or educational commissioned learning activity that takes place within the Trust.

10.2. This group chaired by the Learning & development manager comprises SMEs and learning & development professionals who have responsibility for a combination of the following educational governance elements;

- Designing course content including annual review of learning outcomes
- Delivering courses (which includes ensuring registers and evaluations are returned to the central L&D booking team for data input into ESR/OLM
- Quality assuring course content
- That equality and human rights standards are met

- Evaluating course content
- Examining and analyzing new educational guidance or standards that require incorporating into their course subject.
- Reviewing the annual prospectus and systems training matrix including the definitions within them and the appropriate alignment of staff competencies to roles (positions)
- Ensure their ongoing CPD as SMES and L&D professionals.

11. LEARNING & DEVELOPMENT PROSPECTUS

11.1. The Learning and Development Team and SMEs will create a Learning & Development Prospectus at the beginning of each academic year (October to September) which will be available on the Trusts website. Additionally, a weekly Learning and Development update including one off events is communicated via Your News.

11.2. Staff also receive communication via email to update them on course vacancies to ensure we reach a viable capacity of learners for an individual course.

11.3. Course cancellations are only initiated by the Learning & Development manager.

11.4. Staff currently are able to email learninganddevelopment@merseycare.nhs.uk to book on any courses found within the prospectus following agreement to attend by their line manager.

11.5. The prospectus shows all the courses, how to book on, how to access e learning, target audience, learning outcomes, dates and venues. It also details all core statutory, core mandatory, mandatory role specific training as well as CPD course, a section on physical health skills, personal and people development including our leadership offers, courses for staff working within specialist learning disability services, vocational courses and library information

11.6. The definitions of all courses found within the prospectus will align to the desired "competencies" (learning required to achieve full competence in an individual subject) found on the HR systems training matrix. This ensures that staff are placed on the correct core statutory, core mandatory and appropriate mandatory role specific training each year.

11.7. These documents are also critical to ensuring the reliability and validity of our training data.

11.8. We acknowledge the need to ensure that the communication and prospectus are accessible in various formats and will work with our Communication Team where necessary.

12.   Personal Achievement Contribution Evaluation (PACE)

12.1.   The "window" to begin the annual PACE review process takes place April until June each year. The organisation values and commits to the investment of time within this process as key to staff engagement, progression and fulfillment at work and has a trajectory of a 95% completion rate.

12.2.   The importance of PACE cannot be underestimated. It follows the annual business cycle of the organization once business plans are agreed; budgets allocated and strategic objectives are set each year. PACE allows each member of staff within the Trust to have their individual objectives cascaded down from their line manager.

12.3.   It presents an opportunity for a detailed quality conversation about the value of the member of staff to our organization, how they have contributed during the previous years ie achievements and challenges. Areas of performance to concentrate on ie do more, do less, do the same, do differently and to agree the objectives for the following financial year.

12.4.   It is an opportunity for staff to discuss their concerns, career aspirations and areas where they would like to develop.

12.5.   Planning for PACE can precede the opening of the April window. Planning involves not only planning on the part of the member of staff and also their manager.

12.6.   The learning and development team are available to train staff on the system (which includes my supervision) and will provide advice and guidance on having a quality PACE meeting to support managers.

12.7.   PACE completion is governed by the Strategic Workforce Group. Learning & Development team reports compliance directly to this group and to operational groups. Poor compliance is escalated.

L&D Manager will report poor compliance by division. Learning & Development team will highlight and target any teams which are at the highest risk of poor or non compliance. In addition the L&D Manager will report any compliance issues at the Strategic Workforce Group.

12.8.   Ongoing issues with compliance to PACE from any team or individual will be escalated to the Executive Director of Workforce.

13.   STUDY LEAVE

13.1.   All academic courses involve the requirement for planned study leave to complete tutorials and /or exams, assessments. This must be agreed by the line manager, documented and signed by the individuals manager to ensure that they study day is allocated in the staff Rota. This should be planned during PACE meetings.

13.2.   No applications for CPD apply courses via our local Universities which are funded by Health Education England will be approved if a member of staff cannot demonstrate they have completed their PACE and their required statutory and mandatory training.

13.3.   Backfill to release staff on training is not built into prospectus courses and should be planned each year by the manager with their staff during PACE meetings and detailed in a team training plan to ensure optimum attendance

14.   LINKS TO RELATED DOCUMENTS:

- HR27: Supporting Staff with mental or physical disabilities
- HR10: Equality and Human Rights
- HR01: Disciplinary procedures & impact assessment
- HR02: Grievance procedures
- HR28: Induction, Statutory & Mandatory Training
- HR 07: Management of Attendance Policy

- OE&L Strategy
- Learning and Development Plan
- Guidance documents PACE
- FAQ and e learning guides
- Prospectus

15.   CONSULTATION:

This policy was consulted on with the following groups and individuals:
- Strategic Workforce Group
- Subject Matter Expert Group
- Equality & Human Rights Lead
- OE&L Service
- Policy Group (including staff side)

16.   APPENDICES;

Application form

Application Form

APPLICATION/ LEARNER AGREEMENT FOR MERSEY CARE ACADEMIC
FUNDED MODULES & PROGRAMMES
2016/2017

CANDIDATE NAME: **JOB ROLE:**

TEAM:

Module /Course/Qualification descriptor and Title:

……………………………………………………………………………………….

Module Code: ………………………………

Level of Study (eg BSc level 6, MSc level 7) ………………………………………..

Start Date: ………………….Preferred HEI........................ …..(choice may be limited)

Cost of course (if not funded via CPD apply)…………………………………………

1. PERSONAL DETAILS

Mr/Mrs/Miss/Ms/Dr/Other *Please delete
Surname:
Forename(s):
Email Address:

2. QUALIFICATIONS

Professional Regulator and Registration number (if appropriate)	**Academic Qualifications (Post Grad /cert/ Dip, Degree, diploma at all levels (NVQ level.) (original copies of certificates will need to be submitted during any application process)** NB List all academic qualifications here:

	Institution and Date

3. Team details

Name & Address of current work base	Current Role:
	Current band:
Team Address &contact details of Manager	

Some vocational and post graduate modules require internal assessment/observations of practice   Are you able to commit to this and does your **current work area** give you the opportunity to be assessed in practice if required by the module?

YES/NO* (*please delete)   **If Yes, please give brief details below:**

I am willing to support this application and facilitate practical assessment and any interview/observation of practice element to the course.   **Signature of Manager:** …………………….…………Date……………………………………   **Name of Manager:** ………………….……………Email…….……………………………..   **Organisations L&D Lead** (to confirm funding source)……………………………………..   **Date:** …………….…………Email L&D lead ……………………………………………

PLEASE NOTE THAT INFORMATION REGARDING ETHNICITY, ATTENDANCE AND RESULTS WILL BE MADE AVAILABLE TO YOUR EMPLOYER AND LINE MANAGER.

Please feel you are able to disclose any identified learning needs which will support you with any member of the Learning and development Team. We will endeavour to make any reasonable adjustment to enable you to have an excellent learning experience.

FOR ALL MERSEY CARE FUNDED ACCREDITED COURSES, FAILURE TO COMPLETE ANY PART OF THE PROGRAMME OR ASSESSMENT WILL RESULT IN AN INVOICE TO THE CANDIDATE FOR THE FULL COST OF THE COURSE. THIS MAY ALSO BE APPLIED TO CANDIDATES WHO LEAVE MERSEY CARE WITHIN TWO YEARS POST QUALIFYING. YOUR SIGNATURE ABOVE DEMONSTRATES YOUR AGREEMENT TO THIS PROCESS.

Please write a piece of narrative which demonstrates your reasons for applying for this qualification.

Please ensure you add how this meets the need of Mersey Care's Strategic Vision for Perfect Care and our Trust Values. Please describe how this course meets your personal objectives as identified in your PACE (please use a separate sheet if necessary)

I declare that the information contained in this form is true and complete and I will promptly inform Learning & Development and my Manager should circumstances change which may impact on my ability to submit any assignment or further agreed work based learning.

I also agree to attend all the taught sessions and commit to the assessed element of the programme without deferral. Any deferrals need to be agreed with the Learning & Development Manager and the University. I also agree to reimburse Merseycare for non completion of any academic programme funded by the Trust.

Copies of the results of your module/course need to be shared with the Learning & Development Manager as soon as you get your confirmation letter /certificate.

Signature of Applicant: ……………………………………Date………………………………

PLEASE RETURN THIS FORM TO: -
For all CPD apply and post graduate courses please email either:
jean.perkins@merseycare.nhs.uk
Karen.elliott@merseycare.nhs.uk

For all City and Guilds, Union learning Apprenticeships or CPD modules please email:
 Karen.elliott@merseycare.nhs.uk

Bethany Murray
Centre Administrator
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Tel: 0151 471 2427
Email: Bethany.Murray@merseycare.nhs.uk

For Learning & development Team only:

Application approved: date: signature of Authorising Manager

Application not approved at this time: date: signature of Authorising manager

Delete as appropriate.