

TRUST-WIDE NON-CLINICAL POLICY DOCUMENT

**LEARNING & DEVELOPMENT
 (EDUCATION)**

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Version 5

Striving for Perfect Care and a Just Culture

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POLICY AND PROCEDURE FOR LEARNING & DEVELOPMENT (EDUCATION)

Further information about this document:

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Document summary	The aim of this policy is to describe the Trusts procedures for The Learning and Development service.
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To be read in conjunction with	<ul style="list-style-type: none"> a) HR27: Supporting colleagues with mental or physical disabilities b) HR10: Equality and Human Rights c) HR01: Disciplinary procedure d) HR02: Grievance procedures e) HR28: Induction, Statutory & Mandatory Training f) HR 07: Management of Attendance Policy g) OE&L Strategy h) Learning and Development Plan i) Guidance documents PACE j) FAQ and e learning guides k) Prospectus
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SUPPORTING STATEMENTS – this document should be read in conjunction with the following statements:

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 adults, including:

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

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1 PURPOSE AND RATIONALE

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;-

- a) Prioritising education processes within the policy to strategic people plan
- b) Aim to use education as the vehicle to increase the knowledge base of colleagues, students and learners
- c) Encouraging access to ongoing education for all colleagues / learners and provide an environment where they have equality of opportunity, whatever background and within any area of work.
- d) Pay attention and provide additional support to the requirements of our colleagues that are aligned to protected characteristics, to enable them to achieve their full potential.
- e) Demonstrate robust governance and fiscal responsibility of all expenditure, quality assurance and return on investment of funds. That is to say funding provided by Mersey Care NHS Foundation Trust through access to the apprenticeship levy and Health Education England (North) funds assigned for specific purposes
- f) Ensuring freedom for academic/ teaching professionals to give advice and guidance on issues within their areas of expertise which affect education within the Trust
- g) Based on our education principles
 - Identifying the learning (workforce planning)
 - Making the learning happen (bands 1 to 4)
 - Advancing the learning (bands 5 to 8)
 - Closing the theory practice gap (placements and simulation)
 - Integrating education (income generation and collaboration)
- h) Ensure colleague's learners are aware of their accountability within this policy.
- i) Providing leadership and ensuring capacity and funding to support subject disciplines or professional areas in which the trust seeks to excel.

For example:

- apprenticeships across all academic levels including MSc at advanced clinical practice,
- physical health subjects
- non medical prescribing,
- psychological formulation,
- CPA,
- Mentorship/supervision.

This policy will require periodic review due to the constant changes within education and plans across the Sustainability & Transformation Partnership (STP) & Local Workforce Action Board (LWAB) priorities within the region.

This is to ensure structures and operational efficiencies and responsiveness to external issues, such as reduction in funding, policies and processes are in place to ensure we meet the need for change in academic, vocational and non academic programs of teaching, learning and assessment programs provided across the Trust.

2 SCOPE

- 2.1 This policy applies to all permanent, fixed term, secondees, pool colleagues within the non medical workforce working within the Trust
- 2.2 Bank staff and agency colleagues are **unable** to access Health Education England (HEE) up-skilling funding.
- 2.3 For apprenticeships, colleagues have to work a minimum of 20% off the job hours per week to enable them to complete the training which is part of the commitment statement agreement
- 2.4 Bank colleagues are able to access the care certificate training
- 2.5 Service users and carers are encouraged to participate in the co- design and delivery of learning activity with colleagues. We acknowledge the advantage of enabling opportunities for co-production that enhances the learner experience from the contribution our service users and carers bring to the teaching learning & assessment strategy.
- 2.6 The scope within this policy is dependent on budgets provided by Higher Education England (HEE) and our Apprenticeship levy as follows:

3. FUNDING SOURCES

HEALTH EDUCATION ENGLAND (HEE) UPSKILLING/ WORKFORCE DEVELOPMENT FUNDING

This includes the following;

- a) Non Medical Workforce Upskilling Workforce Development funding allocation.
- b) This can be used towards any clinical /non-clinical and related academic training and for other relevant Continuing Professional Development (CPD) colleagues are able to apply for this funding with permission from their manager by completing the application form Appendix A or via the on line share point system currently only accessible by Local Community Division

- c) Vocational Learning support funding
- d) Entry level pre employment program funding
Non Medical prescribing
- e) Mentorship & supervision
- f) This funding is dependent on Department of Health and NHS England drivers and can be subject to reductions each financial year.
- g) Other funding streams may be accessed as a result of successful bids or tenders during the financial year for example physical health CQUIN, or written into new business or further income generation via the Vocational Team.

APPRENTICESHIP LEVY FUNDED COURSES

- h) Mersey Care are committed to providing opportunities for colleagues to undertake apprenticeship programs, examples are:
 - i) Health and social care level 2 and 3 Trainee nurse associate
 - j) Registered nurse apprenticeships Business administration
Customer service
 - k) Project management Data analyst
 - l) Advanced clinical practice
 - m) This is not an exhaustive list

THE APPRENTICE LEVY

- n) Introduced in April 2017 it is valued at 0.5% of the organisations pay bill which is top sliced and placed into a Digital Apprenticeship Service (AS) account. In Mersey Care this equates to circa £1.1million.
- o) Spend is determined by workforce plans governed and approved through the Apprenticeship Governance Group and ultimately agreed by the Strategic Workforce Group (SWG).
- p) All apprenticeship training programs are paid for from the apprenticeship levy, backfill and salary costs cannot be taken from the Levy and must be funded from alternative funding routes.

4 PEOPLE PLAN OBJECTIVES 2018-2019

4.1 Education in Mersey Care NHS Foundation Trust is recognized within the Trusts strategic key priorities for development within the People Plan to ensure the Trust

- a) Attracts, recruits and retains the best people

- b) Grows, develops and maximizes potential
- 4.2 Our education is also aligned to all our core values of Continuous Improvement, Accountability, Respect, Enthusiasm and Support and these values are reflected in all our teaching plans and strategies
- 4.3 Mersey Care NHS Foundation Trust is committed to equality and human rights of all colleagues, service users and carers who are involved in the Trust. Mersey Care is committed to valuing diversity.
- 4.4 We will challenge inequalities within any provision.
- 4.5 We ensure that all colleagues' 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 colleagues to reach their full potential.
- 4.6 We expect all our colleagues to commit to CPD and recognise that our commitment to their continual improvement will have a positive impact on the patients, carers and families that we serve.

5 EQUALITY OF OPPORTUNITY

- 5.1 All colleagues 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.
- 5.2 Colleagues 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.
- 5.3 Access to educational activity should be available, promoted, and should use a variety of teaching learning and assessment strategies to ensure it is as flexible as possible.
- 5.4 Education should be delivered in ways that provide an excellent learner experience whilst still meeting the needs of our services and patients.
- 5.5 Education should deliver significant return on investment and this policy acknowledges quality and access of education and career progression aligned to our skills escalator for all.
- 5.6 As a member of Mersey Care colleagues, the Electronic colleagues 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 through our application process to ensure we provide an equitable service to all colleagues.

MAIN POLICY CONTENT

6 STUDY LEAVE

This is defined as time away from normal working duties and is granted by the Trust aligned to the agreed headroom within the organization.

- 6.1 Unless otherwise agreed standard study leave time is 22.5% of the WTE headroom hours which equates to one day per week colleagues release time and in terms of apprenticeships one day per week off the job hours (20% minimum).
- 6.2 Any additional time off would be at the discretion of the Manager.
- 6.3 Any appeals to a decision should be made to the Chief Operating Officer within each division

DECISION MAKING PROCESS TO ACCESS DEVELOPMENT FUNDING

7 APPRAISAL REVIEW USING PERSONAL ACHIEVEMENT CONTRIBUTION & EVALUATION (PACE)

- 7.1 PACE is the initial part of the development process.
- 7.2 All colleagues are required to have an annual appraisal-PACE. In MCFT time is allocated within a specific timeframe April to July for cascade down to all members of a team.
- 7.3 As part of induction new colleagues will receive a PACE meeting within 3 months of starting within the Trust.
- 7.4 Following a period of long term absence (E.g. Long Term Sickness or Maternity Leave) on their return a member of colleagues will have the first 3 months to complete any outstanding PACE and Statutory and Mandatory development, for this induction period they will be excluded from these reports'
- 7.5 The "window" to begin the annual PACE review process takes place April until July each year. The organisation values and commits to the investment of time within this process as key to colleagues engagement, progression and fulfillment at work and has a trajectory of a 95% completion rate.
- 7.6 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 colleagues within the Trust to have their individual objectives cascaded down from their line manager.
- 7.7 PACE presents an opportunity for a detailed quality conversation about the value of the member of colleagues to our organization, how they have contributed during the previous years i.e. achievements and challenges.
- 7.8 It is the opportunity for colleagues to discuss their concerns, career aspirations and areas where they would like to develop.
- 7.9 PACE Training Needs Analysis process. (TNA)
- 7.10 Once the PACE window closes, the system generates data which is then analysed by the L&D team and a TNA report by division is produced under the following themes informed by HEE Up skilling/ Workforce Development priorities.
 - a) Leadership
 - b) Apprenticeships
 - c) Advanced Practice Apprenticeship

- d) Clinical skills/priorities including subjects relating to learning disabilities/long term conditions/ urgent & emergency care/ cancer/child/community &primary care/person centered care
- e) Workforce modeling and redesign
- f) Coaching
- g) Mentoring
- h) Non Medical prescribing
- i) Care Certificate

7.11 Each divisional lead will review outcomes of TNA and sign off approved areas for development which in turn will generate individuals to submit colleague's applications.
The level of financial support for education/development activities will depend on workforce plans, relevance to an individual's job role and ability of the applicant to study at a particular level.

7.12 Applications may be deferred /declined by the division/manager due to the following;

- a) Does not align to work force plans
- b) Does not align to financial or any budgetary considerations
- c) Candidate is non compliant to mandatory and mandated training
- d) Candidate has not had a PACE
- e) Performance of an individual (e.g. sickness record etc.)
- f) Candidate current qualifications do not meet the criteria of the course/program
- g) The individuals role, does not align to the qualification and its relationship to the divisions transforming care model
- h) Safer staffing requirements in the clinical area
- i) Staffing capacity within services.
- j) Requirement that the placement/job work area would not enable the candidate to complete any work based element to the program

8 APPLICATION PROCESS

- 8.1 Applications for study leave should be completed via the electronic study leave form on the intranet. If you are unable to access this please complete the application form (appendix A)
- 8.2 Applications where ever possible should be completed 4 weeks in advance of the course start date.
- 8.3 Approving managers should aim to approve applications within 48 hours of receipt. Those not approved within the timeframe will be declined by the Learning & Development (L&D) team
- 8.4 Once approval is granted the individual (or manager) may provisionally book a place on the course.

- 8.5 The L&D Team are responsible for providing the final approval correspondence and arranging payment in line with standing financial instructions.
- 8.6 Once the Trust has approved the process for payment any threat of debt collection to individuals will be mitigated by the Trust.
- 8.7 Approval for any stand alone program or those that accumulate credits to a full qualification lasting more than 12 months in any financial year, will only be granted for one academic year at a time. Progress should be reviewed annually to determine continuation of the course.
- 8.8 Where courses are delivered in house colleagues will not be supported to access the same course or a closely aligned course externally
- 8.9 For Union Learning courses that require study leave or financial support the internal application study leave process applies.
- 8.10 For short courses provided by the Union Learning scheme for example distance learning courses, no study leave will be granted and should be completed as intended in the learners own time.
- 8.11 Investment cannot be used for supporting individual personal development not aligned to the role/position or work force plans.
- 8.12 Investment can be used for developing the support worker, registered professionals and those wishing to undertake advanced practice roles including advanced priority service areas such as cancer, the child and new-born, primary care, integrating care teams, advanced priority service areas such as cancer, the child and new-born, primary care, integrating care teams, non medical prescribing in mental health, learning disabilities, long term conditions, urgent and emergency care and leadership, patient safety and person centered care. However this is not an exhaustive list and will fluctuate yearly
- 8.13 Investment cannot be used to develop agency workers
- 8.14 HEE funding investment can be used to support the following
- a) accredited and non accredited courses,
 - b) Workshops, masterclasses, e learning and tailored learning packages.
- 8.15 It also includes investment to support career progressions and enablers including apprenticeships (Levy Funds), prevention and population health & wellbeing and other Sustainable Transformation Partnership (STP) priorities.
- 8.16 Professional membership fees should be paid for by the employee and NOT through this funding route

APPEALS

- 8.17 Appeals relating to inability to meet the criteria for any academic course should be discussed initially with the learning & development or vocational team for support and further guidance.
- 8.18 Appeals relating to inability to access study leave should be raised initially through the colleague's line manager.

- 8.19 Unsuccessful appeals can be discussed with the divisional Chief Operating Officer
- 8.20 If previous discussions require further investigation colleagues discuss any issues through the Trusts grievance procedure.

POST GRADUATE EDUCATION

- 8.21 Mersey Care Attract is a program of development from preceptorship to post graduate education.
- 8.22 Funding for courses aligned to preceptorship falls within the scope of the upskilling/workforce development funding.

9 ACCOUNTABILITY

9.1 CHIEF EXECUTIVE

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

9.2 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 appropriately resourced education is made available to all colleagues.

The Executive Director of Workforce has oversight of the allocation of the non medical element of the HEE Learning and Development Agreement (LDA) multi-professional student funding, and will 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 finance led joint medical and non medical education cost calculation and the joint Self Assessment Report.

Has oversight and signs off the LDA action plan/schedules prepared by the LDA lead (Learning & Development Manager) and the Practice Education Facilitators.

9.3 LEARNING & DEVELOPMENT MANAGER

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

- a) Ensuring that the processes contained within this policy are monitored and reviewed and information and updates are regularly shared at the Apprenticeship and Education Governance Groups via the Strategic Workforce Group.
- b) Line management of the Education Team and the Apprenticeship team.

- c) Line management of the Practice Education Facilitators (PEFS) with responsibility for the centralised placement coordination and expansion of placement activity wherever possible across all students and levels.

Implementation of the HEE Quality Strategy, framework and standards to ensure an excellent learner journey and experience and monitor ways to continually transform and improve the learning environment.

Leads on the completion of the LDA returns

- d) Leads the Education & Training Self Assessment Reporting (SAR) and action plan for the non medical element of the report along side the medical education manager. (monitored by the Quality Team at HEE)
- e) Responsible for other HEE returns and toolkits including the return of any contractual milestone and contract information as required by HEE.
- f) Manages education budgets for the non-medical workforce.
- g) Escalates any issues that prevent colleagues 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.
- h) Learning and Development, academic leads, PEFs and where appropriate subject matter experts will also monitor course cancellations, reported and unreported non-attendance. The data will be available in order to highlight issues and further develop planning.
- i) Has overall oversight and accountability for all non medical education governance, design, delivery, quality assurance and evaluation commissioned or provided to Mersey Care NHS Foundation Trust employees.
- j) Ensures the apprenticeship strategy is aligned to this policy

9.4 LEARNING & DEVELOPMENT TEAM

- a) Design and delivery of academic programs and individual courses
- b) Promote a blended learning approach to increase the ways we deliver education to meet service and individual need
- c) Ensure a broad range of educational activities from outreach and engagement (entry level) to post graduate education and will encourage learning at all levels of capability within the Trust
- d) Maintenance and management of study list approvers list
- e) Management of the electronic and manual study leave application process
- f) Contribute to plans that affect current and future workforce aligned to career progression, vacancies, recruitment and retention of colleagues.

- g) Develop best practice plans to income generate to continue to invest in the workforce and grow our own workforce plans.
- h) Ensure increased use of digital technology in course delivery including simulation and gamification activities
- i) Contribute to the integration agenda to maximise resources across a multi-agency and disciplinary footprint.
- j) Ensure apprenticeship delivery and education team have access to Continuing Professional Development opportunities to ensure their needs are met to support the education agenda.
- k) Encourage participation and delivery by internal practitioners to support their revalidation or re registration requirements.
- l) Ensure all development give a return on investment, are quality assured and fit for purpose.
- m) Provision of Advice, Information and Guidance on the application of the policy and alternative solutions to education and progression opportunities.
- n) Reporting on education activity and production of reports. Contribute to the WRES and leadership activity
- o) Encourage coproduction and promote work experience, volunteering and bank work to enable all learners to grow and develop
- p) Management of centralised placement allocation database for all non medical students and production of performance reports
- q) Management of centralised placement allocation data based for vocational, work experience, traineeships, pre employment and other students visiting the Trust and production of performance reports
- r) Applying the policy in terms of declining incomplete applications or those not meeting the criteria for different awards.
- s) Liaise with finance and procurement to ensure that all financial instructions are followed

9.5 MANAGERS

- a) Review the learning and development/educational needs of all colleagues through the Mersey Care Trust Personal Achievement Contribution and Evaluation review process to develop an individual learning plan for colleagues. Ensure this is recorded on the PACE system.
- b) Ensuring their colleagues complete all relevant mandatory and mandated role specific training.
- c) Commit to planning training effectively to enable colleagues to undertake training to ensure improvements in practice and to prevent loss of funds through none attendance of their colleagues. This will also avoid potential fees.
- d) Approve any application requests. Applications not approved within 1 week of receipt will be declined by the L&D Team.
- e) The Manager may decline/defer the application where for any reason including reasons relating to performance, should inform the applicant directly and provide feedback on the application form.
- f) It will be the responsibility of the manager to monitor that the learner is acting in accordance with the requirement of any course (i.e. attendance at courses and completion of assessments). If any member of_colleagues is found to be acting

in a manner which could be determined as a disciplinary matter then policy HR01 Disciplinary procedure should be used to determine that any appropriate outcomes are reached.

- g) Using PACE & supervision as the mechanism to give and seek on evidence of colleague's knowledge and skill transfer in practice and to encourage colleagues to reflect on their learning experience and its positive impact on their patients.
- h) Ensure supervision is recorded on My Supervision and annual PACE within the PACE system.
- i) Any individuals who persistently do not meet their contractual obligation in Mandatory training this will be escalated in line with Trust disciplinary procedure. Where permanent medical colleagues do not attend mandatory training, the Medical director will be advised of non-attendance.
- j) Ensuring that any accessibility issues that a colleague's member will require to access training which should be identified through HR27 supporting colleagues with mental and/or physical disabilities.

9.6 Colleagues:

Individuals have a responsibility to;

- a) Be proactive in identifying and meeting their own learning needs
- b) Participate and seek out regular supervision and in seeking their right to an annual PACE with their Line Manager.
- c) Keep appropriate evidence through records of their learning and development activities, reflections on learning, certificates including academic achievements
- d) Ensure they complete all relevant mandatory and mandated role specific training ensuring they do not breach their refresher period expiry date.
- e) Bring to the attention of their line manager any perceived development needs.
- f) Gain agreement with their line manager to attend any training.
- g) Commit to attend any learning and development activity arranged to meet their needs.
- h) Complete continuing professional development as required by professional bodies and regulators to ensure continued registration /revalidation. Realise as professionals working within the NHS, CPD can often be undertaken personal time.
- i) Ensure any applications are completed fully and accurately and in line with producing any certificates or other information as required within the defined criteria at the time of application.
- j) Inform manager, learning and development and course tutors (if appropriate) of any non attendance and commit to rebooking on to the next available date.
- k) Consider the requirements of any academic courses. To ensure they are able to meet the requirements of further reading and the obligation to complete academic assessments as well as attend tutorials.
- l) Health Education England North requires Universities to share with employers the details of proven cases of using unfair means to enhance performance, since using unfair means is a professional issue which learners' employers need to be made aware of. MCFT regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Unfair means includes all forms of cheating, plagiarism, collusion and re-presentation as defined in all University handbooks.
- m) Students are required to sign a declaration indicating that individual work submitted for assessment is their own.
- n) Failure to abide by individual academic requirements is a disciplinary matter and colleagues should be referred to policy HR01 Disciplinary procedure

- o) Be proactive in seeking to use learning and development opportunities to progress within a chosen career and discipline.
- p) Be prepared to share knowledge/skills gained from training with their peers, students or other colleagues.
- q) 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.
- r) Identify any reasonable adjustment/disability issues are shared with their manager/learning facilitator.
- s) Be familiar with the training & education costs that can be incurred (point 8.7)

9.7 SENIOR MANAGERS (Executive Nurse Leads/ Divisional Heads of Service, COO's)

- a) Final sign off to authorise multiple applications for graduate apprenticeships aligned to workforce plans submitted by divisions/individual learners once colleagues have line management agreement
- b) Consideration of ring fenced education/ upskilling funds for priority areas in each division
- c) Consideration of workforce plans and contributes to advice and guidance to facilitate curriculum development within certain apprenticeships. Encourage an employer led approach to influence courses aligned to local patient population
- d) Support clinical and non clinical apprenticeships and entry level programs
- e) Review reports provided for their division and monitor equality of access and decision making processes with the relevant L&D Lead.

Support the L&D team in all placement activity for the registered and non registered programs. This will include volunteering, work experience and those people on Sector Based Work Academy and pre employment programs

10 DIVISIONAL EDUCATION GROUPS

- 10.1 All Divisions should have in place an individual or group with responsibility for the oversight of divisional educational programs . These individuals or groups are responsible for:
- a) Aligning educational activity to workforce plans and transforming care priorities ensuring it is also aligned to workforce supply and vacancies.
 - b) Sharing and aggregating operational information to support recruitment and retention and associated educational initiatives with the education/vocational team and contribute to any action plans.
 - c) Ensuring that appropriate Learning and Development activities are communicated, provided and resourced. (Backfill costs realised in any program where appropriate).
 - d) Bringing to the attention of the Apprenticeship and Education Governance Groups via the Strategic Workforce Group and Trust Learning & Development Team gaps in the provision of learning and development activity.
 - e) Ensuring that any education commissioning information or requirements from any NHS or related commissioning authority is passed to the Learning & Development Manager.

- 10.2 These groups within the clinical divisions have representation from learning and development team and include; (tabs below start at a)
- a) Operational managers Group (Local Division)
 - b) Safety sub Group (Local Division)
 - c) Safeguarding Group (Corporate)
 - d) Operational and Performance Committee (SPLDD)
 - e) Quality Group (Local Division)
 - f) Workforce and Educational Governance Group (Secure Division)

11 STRATEGIC WORKFORCE GROUP (SWG)

- 11.1 SWG reports to Trust Executive Committee.
- 11.2 This policy and its contents is overseen and monitored by SWG. Any changes to the outcomes within this policy will be reported to the SWG for agreement and sign off
- 11.3 The Strategic Workforce Group will deliver the duties associated with its authority by:
- g) Providing leadership and direction on all matters relating to education and learning
 - h) Ensuring an appropriate multi-professional education and learning plan is in place and aligned with the Trust's strategy, values and workforce priorities
 - i) Systematically monitor and evaluate the progress of the Trust's Organisational effectiveness and learning strategy
 - j) Define the Trust's key performance indicators and put in place the structures and processes to evaluate progress
 - k) Maintain on going monitoring of the quality and value for money of both internal and external education and learning provided to the Trust
 - l) 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 (N)
 - m) Monitor and facilitate compliance against HEE education quality standards framework good practice and guidance
 - n) Identify, monitor and control risks relating to the delivery of high quality education and learning activities and their transfer to practice
 - o) Recommend to the Board of Directors the allocation of resources against education and learning priorities
 - p) Provide oversight and governance on allocation of Levy funds
 - q) Receive regular reports from the Apprenticeship and Education Governance Groups

12 SUBJECT MATTER EXPERT (SME) GROUP

- 12.1 The Learning & Development Subject Matter Expert (SME) group will lead on any specialist training required within the Trust.
- 12.2 Other SME groups can be aligned to this policy such as the Physical Health Group and the Senior Nurse Leadership Team who contribute to the design and development of CPD
- 12.3 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;

- a) Designing course content and delivering courses within their specialism.
- b) Ensuring registers and evaluations are returned to the workforce systems team for data input into ESR/OLM use of peers to quality assure and evaluate their course content
- c) That equality and human rights standards are met
- d) Examining and analysing new educational guidance or standards that require incorporating or changes to their course subject.
- e) Ensure their ongoing CPD as SME professionals.

13 TRAINING SUPPORT & EDUCATION COSTS (Including apprenticeship programs)

- a) The Learning & Development Team will offer support to all learners on programs. This may involve one to one coaching or mentoring. Information, advice and guidance, study skills training, and support with action planning or referral/signposting to other professionals or agencies

14 LEARNING & DEVELOPMENT PROSPECTUS

- 14.1 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.
- 14.2 Additionally, regular Learning and Development updates and opportunities including one off events or expressions of interest for academic opportunities are communicated via the weekly Communications / Joe's blog.
- 14.3 Colleagues also receive communication via email to update them on course or program opportunities and vacancies to ensure we reach a viable capacity of learners for an individual cohort.

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

Colleagues currently are able to email any issues or concerns raised to

QueriesLearningandDevelopment@merseycare.nhs.uk

- 14.4 All courses can be booked electronically through the on line booking process within the prospectus tile on share point.
- 14.5 Colleagues have to obtain agreement to attend from their line manager.
- 14.6 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 mandatory, and mandated role specific training as well as CPD courses, a section on physical health skills, personal and people development including our leadership offers, courses for colleagues working within specialist services, vocational courses and library information.
- 14.7 Its main objectives are to demonstrate educational access, attainment and progression to develop a productive workforce that is flexible and adaptable and is

- 14.8 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.
- 14.9 Any definitions of all mandated 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 colleagues are placed on the correct mandatory and appropriate mandated role specific training each year. System alignment and interdependencies are critical to ensuring the reliability and validity of our training data. (policy HR28)
- 14.10 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 to advertise courses to achieve maximum numbers and make each course viable.

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

- a) Time to undertake activities for example: shadowing, coaching, mentoring, working with a peer
- b) Self directed study time, time for reflective practice, participation in practice supervision
- c) Attendance on in-house programs
- d) Time off to attend courses and conferences
- e) Reading journals or other text/evidence on the internet.
- f) Joining Trust library services and reviewing their local and inter library loan services
- g) 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.
- h) Venues are accessible for colleagues with disabilities
- i) To ensure training resources and provision is accessible
- j) For further information, advice and guidance please talk to your Head of Service, Learning and Development department, local Union Learning Representative, HR Business Partner/adviser, and Deputy Director of Nursing or Professional Leads.

15 LINKS TO RELATED DOCUMENTS:

- l) HR27: Supporting colleagues with mental or physical disabilities
- m) HR10: Equality and Human Rights
- n) HR01: Disciplinary procedure
- o) HR02: Grievance procedures
- p) HR28: Induction, Mandatory Training and PACE
- q) HR 07: Management of Attendance Policy
- r) OE&L Strategy
- s) Learning and Development Plan
- t) Guidance documents PACE
- u) FAQ and e learning guides
- v) Prospectus

This policy was consulted on with the following groups and individuals:

- w) Strategic Workforce Group
- x) Apprenticeship Governance Group
- y) Education Governance Group
- z) Subject Matter Expert Group
- aa) Equality & Human Rights Lead
- bb) OE&L Service
- aa) Policy Group (including colleague's side)

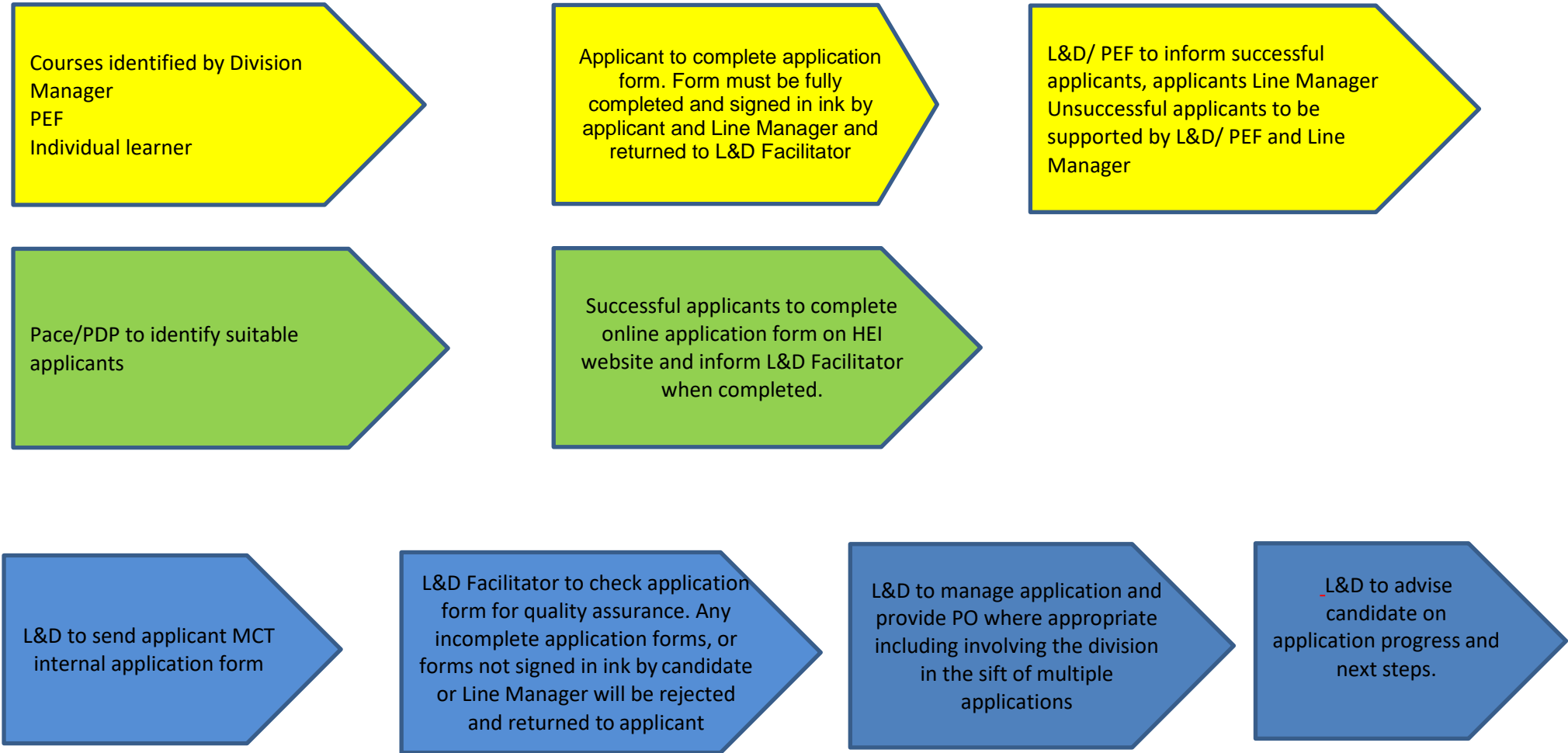
16 DEFINITIONS

Term	Acronym used in this policy	Definition
Continuing Professional Development	CPD	The skills, knowledge and experience that you gain both formally and informally
Care Quality Commission	CQC	The independent regulator of health and adult social care services in England.
Electronic Staff Record	ESR	The NHS Electronic Staff Record provides an integrated HR and payroll system to NHS organization and Mersey Care NHS Trust
Health Education England	HEE	An executive non-departmental public body of the Department of Health
Key performance indication	KPI	Agreed Trust targets for achievement
Oracle Learning Management	OLM	The Oracle Learning Management (OLM) is part of your Electronic Staff Record (ESR) and enables you to control your learning and development activities
Strategic Workforce Group	SWG	Is to provide strategic leadership and act as a vehicle to maintain an effective system of governance that aligns all elements of the Workforce services and functions and activity to Trust strategy
Subject Matter Expert	SME	An individual with a deep understanding of a particular process, function, technology, machine, material or type of equipment.
Training Needs Analysis	TNA	The process which identifies the training needs required for our employees

PEF/Line Manager/Applicant
Systems
L&D

APPENDIX A

ALL EXTERNAL CPD Application Process (SOP 01)



CPD/NMP L&D Process SOP 02 (POLICY HR05 APPENDIX A)

L&D

Inform OE&L administrator to raise a Purchase Order Number (PO).
OE&L administrator to inform L&D manager to authorise PO

L&D Facilitator to inform HEI of Purchase Order Number and ask HEI to produce invoice & copy L&D Facilitator into any invoice correspondence.

Escalations
CPD Lead to investigate

System

16
17
Electronically record candidate and application details onto CPD tracker

L&D Facilitator to update electronic record on CPD tracker to show payment record/invoice sent to Creditors for payment

Division Leads/
Line Manager
HEI

HEI receives Purchase Order number form MCT L&D Facilitator

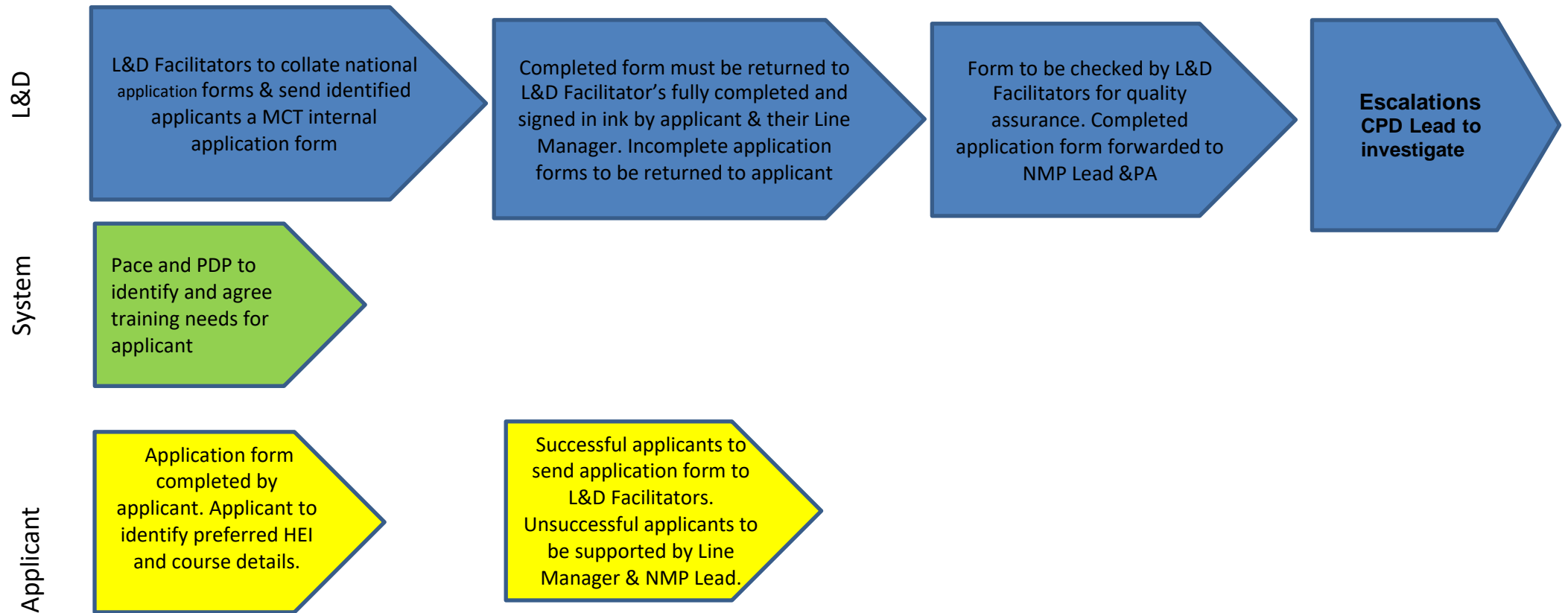
HEI to generate invoice and send to L&D Facilitator and Creditors

Funding places identified by:
South Sefton – Clinical Lead Nursing
Local – Senior Clinical Nurse
Secure – Head of Nursing
SPLD – Head of Nursing
Corporate – Head of Nursing

Divisional leads to identify service needs via TNA

NMP Lead to send national application form and policy to applicant

NMP Lead to check DBS, numeracy test & GP Mentor. NMP lead & PA to process & sign off.



Application Form



Community and Mental Health Services



APPLICATION/ LEARNER AGREEMENT FOR MERSEY CARE ACADEMIC FUNDED MODULES & PROGRAMMES (NON-LEVY)

CANDIDATE NAME:

JOB ROLE:

TEAM:

Module /Course/Qualification descriptor and Title:

.....

Module Code:

Level of Study (e.g. BSc level 6, MSc level 7)

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

Cost of course

1. PERSONAL DETAILS

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

2. QUALIFICATIONS

Professional Regulator and Registration number	Academic Qualifications : Institution and Date (Original copies of all certificates will need to be submitted during any application process) Please note: To apply for undergraduate (level 4-6) or post graduate (level 7) programs you will need to have achieved; Math's and English level 2 (GCSE A* to C or equivalent i.e. functional skills level 2) NB List all other academic qualifications here:
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3. Team details

Name & Address of current work base	Current Role: Current band:
Team Address & contact details (include telephone) and signature (not electronic) 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)
below:

If Yes, please give brief details

Managers Approval

I am willing to support this application and facilitate practical assessment and any interview/observation of practice element to the course.

Name of Manager

Signature of Manager (application will be rejected without this)

Email address

Telephone number

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

Please ensure all your original certificates are available as required BEFORE applying.

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 endeavor to make any reasonable adjustment to enable you to have an ~~excellent~~ learning experience.

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 program without deferral. Any deferrals need to be agreed with the Learning & Development Manager and the Training Provider.

I have completed my PACE and I am compliant in all Mandatory training

I confirm my agreement that copies of the results of my module/course or any issues that arise can be shared with the Learning & Development Manager and final results to be shared as soon as I get my confirmation letter /certificate.

Signature of Applicant

:Date.....

PLEASE RETURN THIS FORM TO : -

cpd.applications@merseycare.nhs.uk

There are separate funding application forms for all Apprenticeships -City and Guilds, Union learning Apprenticeships or CPD modules please email:

Lesley.cradduck@merseycare.nhs.uk Or
Apprenticeships@merseycare.nhs.uk

For Learning & development Team only:

Application approved: Date: Signature of Authorising Manager

Certificates seen: Yes/No Date:

Application not approved at this time: Date: Signature of Authorising
Manager

Delete as appropriate.

EQUAL OPPORTUNITIES MONITORING FORM

The Learning & Development Team is committed to equality of opportunity for all applicants regardless of gender, marital status, disability, age, religious affiliation, ethnic origin or dependents. The Learning & Development Team must monitor its activities to ensure that its equal opportunities policy is effectively implemented.

Due to changes in the law we are now asking further questions in relation to equality. The information will be confidential and will not be available for any purpose other than present / future equal opportunities monitoring.

Equality Act 2006

* Date of Birth	
* Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> I do not wish to disclose this

Race relations (Amendment) Act 2000

* I would describe my ethnic origin as:		
<p>Asian or Asian British</p> <input type="checkbox"/> Bangladeshi <input type="checkbox"/> Indian <input type="checkbox"/> Pakistani <input type="checkbox"/> Any other Asian background <p>Black or Black British</p> <input type="checkbox"/> African <input type="checkbox"/> Caribbean <input type="checkbox"/> Any other Black background	<p>Mixed</p> <input type="checkbox"/> White & Asian <input type="checkbox"/> White & Black African <input type="checkbox"/> White & Black Caribbean <input type="checkbox"/> Any other mixed background <p>White</p> <input type="checkbox"/> British <input type="checkbox"/> Irish <input type="checkbox"/> Any other White background	<p>Other Ethnic Group</p> <input type="checkbox"/> Chinese <input type="checkbox"/> Any other ethnic group <p style="text-align: center;"><input type="checkbox"/> I do not wish to disclose this</p>

Employment Equality Regulations (sexual Orientation) 2003

* Please select the option which best describes your sexuality	
<input type="checkbox"/> Lesbian <input type="checkbox"/> Gay <input type="checkbox"/> Bisexual	<input type="checkbox"/> Heterosexual <input type="checkbox"/> I do not wish to disclose this

Employment Equality Regulations (religion or belief) 2003

* Please indicate your religion or belief		
<input type="checkbox"/> Atheism <input type="checkbox"/> Buddhism <input type="checkbox"/> Christianity <input type="checkbox"/> Islam	<input type="checkbox"/> Jainism <input type="checkbox"/> Sikhism <input type="checkbox"/> Other	<input type="checkbox"/> Judaism <input type="checkbox"/> Hinduism <input type="checkbox"/> I do not wish to disclose this

Disability Discrimination Act 1995

The Disability Discrimination Act protects disabled people. This includes people with long-term health conditions. If you tell us that you have a disability we can make reasonable adjustments to where you work and your work arrangements which include fire safety procedures.

* Do you consider yourself to have a disability?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I do not wish to disclose this information
Please state the type of impairment which applies to you. People may experience more than one type of impairment, in which case you may indicate more than one. If none of the categories apply, please mark 'other'.	

<input type="checkbox"/> Physical Impairment <input type="checkbox"/> Mental Health Condition <input type="checkbox"/> Dyslexia <input type="checkbox"/> Learning Disability/Difficulty <input type="checkbox"/> Sensory Impairment
Other Please describe
Signed : _____ Date _____
Thank You for completing this information.
Please tick the box below if you would be interested in being contacted with information about Mersey Care Staff Networks For:-
Disability <input type="checkbox"/> BRM/BME <input type="checkbox"/> LGBT <input type="checkbox"/>