

Study Leave Policy

Introduction and Benefits

1. The annual business planning cycle results in the development of business plans and service objectives for each Trust's services areas. Identifying training and development requirements to enable staff to deliver the business plan is integral to the business planning process.
 - 1.1. Support for education, training and development activity will be guided by the principles and framework of the Trusts Learning and Development Strategy 2007. Support will also be provided within the context of a number of learning priorities, for example meeting the objectives of the business plan, implementation of the Knowledge and Skills Framework (KSF), mandatory training requirement, and learning and developments requirements identified in Personal Development Plans (PDPs.)
 - 1.2. As a centre of excellence for education and learning the Trust works in partnership with the University of Oxford, Oxford Brookes University, Colleges of further Education and other NHS Trusts.
2. The benefit to the Trust is fair and equitable access to study leave which will enable the Trust to enable staff to deliver the business plan and strategy.
 - 2.1. The policy will be delivered within current resources

Application

3. This policy supports the aim and objectives of the Learning and Development Strategy, (2007) and the Trust Appraisal Policy, (2007) and is applicable to all Trust staff.

Purpose

4. The purpose of this policy, supported by the Learning and Development Strategy, which is linked to the ORH Business Plan (2007), is to ensure that all Trust staff are fit to practise in order to provide safe, effective, high quality patient care.

Policy Statement

5. The learning and development priorities in the Trust are those that 'Must' happen, 'Should' happen and 'Could' happen.

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Sponsor: Mark Gammage, Interim Director of HR

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- 5.1. MUST = Statutory and Mandatory training to comply with legal requirements and professional continuous professional development.
- 5.2. SHOULD = Skills for Practice/Knowledge and Skills Framework to improve ability to undertake role and elements of the job description and personal specification.
- 5.3. COULD = Personal Development to develop the individual and their career.
- 5.4. All Statutory and Mandatory training must have been completed before any other training and development is authorised.
- 5.5. All staff must have a personal development plan (PDP) as part of their annual appraisal process. Outcomes will be agreed, after the needs of the individual and department have been considered, to reflect the personal objectives and areas for development in meeting their KSF Outline. (See the policy 45 appraisal 2007) Most development will primarily focus on:
 - 5.5.1. Achieving and maintaining the skills and knowledge of a current role
 - 5.5.2. Developing skills and knowledge contained within the KSF Outline of a potential future post to aid career development.
- 5.6. The Trust may not support personal development/career development which does not directly benefit the organisation.
- 5.7. Training needs are prioritised and resources agreed on completion of the PDP.
- 5.8. Where is it a requirement of the job workplace mentors and assessors should be allocated sufficient time to enable them to properly undertake this activity. All mentors/assessors must be allowed time to train for this part of their role. e.g. NVQ assessors and ward mentors.
- 5.9. Workplace supervisors/assessors' activities must be written within the job description, person specification and KSF outline for their post.
- 5.10. Staff may need to contribute towards the cost of their development and the proportion of this cost needs to be agreed in writing by the individual and their manager. E.g. 50/50, 75/25 and 100%.
- 5.11. Where training has been funded by the Trust and the individual leaves within 6 months 50%, or within 12 months 25%, of the Trust's contribution must be reimbursed to the Trust.

Responsibilities

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6. To ensure there is clarity in planning, delivering and supporting education and learning in the Trust the following responsibilities are described below:

6.1. *Workforce Development Network Steering Group*

6.1.1. Provide strategic direction on education and learning within the Trust as to meet organisational need, as part of the HR and L & D strategies and act on health and health and safety recommendation.

6.1.2. Prioritise, monitor and report to the Board on the use of education and learning resources available within the Trust including areas of risk and non compliance of policies where learning and development is a significant aspect of the activity.

6.2. *The Head of Learning and Development*

6.2.1. Hold the current list of education and training available within the Trust and to publicise the list.

6.2.2. Produce an annual report to the WDNSG detailing a robust evaluation including performance measurements and discussions with the stakeholders

6.2.3. Identify the resources required to facilitate the provision of Education and Learning

6.2.4. Develop robust mechanisms, co-ordinated centrally and consistently, to monitor and report to the board on corporate and departmental learning and development activities.

6.2.5. Provide quarterly reports to the Trust H & S Committee on statutory and mandatory training.

6.3. *Directorate Education and Training Leads*

6.3.1. Be responsible for identifying and co-ordinating learning and development needs of all staff within a Directorate.

6.3.2. Be a central point of information and advice on learning and development opportunities available for each staff group in the Directorate.

6.3.3. Maintain record of attendance for Directorate and local practice specific education and training.

6.3.4. Collate directorate training needs annually and as a division and inform the learning and development team.

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- 6.3.5. Organise and deliver learning and development activities within the Directorate.
- 6.3.6. Identify, collate and record evidence for their Directorate to demonstrate compliance to the core learning and development standards from the Standards for Better Health.

Training and Development

- 7. The Standards for Better Health (DoH 2004) require organisations to meet the requirements for the Core Standards and have an action plan for achieving them. Each Directorate has a responsibility to achieve these standards and must develop robust plans to show how education and learning will assist with standards compliance. Evidence to support the achievement of this plan must be kept up-to-date within the department be available to external review. This will be undertaken by a training and education lead.
 - 7.1. Each Directorate must complete a training needs analysis and a training plan on an annual basis. This plan must be completed and returned to the learning and development department annually to enable Trust wide planning of resources.
- 8. Evaluating, Monitoring and Reporting the Effectiveness of Education and Learning
 - 8.1. All education and training activity must be evaluated within the Directorates to establish if it has been satisfactorily delivered and has meet the need it was expected to achieve.
- 9. Courses and training sessions must be evaluated to ascertain the effectiveness of the training e.g. what was learned and what has changed as a result of the training/development. The following measures will be used as ways of evaluating the effectiveness of learning and development activity provided in the Trust particularly for skills for practice/KSF and personal development:
 - 9.1. Meeting Trust Key Performance Indicators
 - 9.2. Meeting the Core Standards for Better Health
 - 9.3. Delivering the action plan for the Annual National Staff Opinion Survey
 - 9.4. Reduction in serious incidents
 - 9.5. All staff achieving the KSF Gateways
 - 9.6. Reduction in patient complaints, where learning and development was identified as a solution.
 - 9.7. Reduction in work related accidents, injuries and ill-health.

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- 9.8. The Workforce Development Network Steering Group (WDNSG) will monitor and report on the effectiveness of education and learning activity that occurs in across the Trust. Data will be held on the central training database.
- 9.8.1. Provide timely and effective learning opportunities for all staff that require it.
 - 9.8.2. Undertake and act on robust evaluation of the learning, wherever possible linking this to performance measures through the appraisal and personal development review.
 - 9.8.3. Continually seek to deliver the learning in a cost- and time-effective way without compromising the quality of the learning outcomes.
 - 9.8.4. Ensure the Workforce Development Network Strategy Group are made aware of any changes nationally or internationally that require a change in the content of learning and development programmes.
 - 9.8.5. Provide managers, WDNSG and education and training leads with information of non-attendance by staff and work with individual managers to overcome barriers to attendance.

Associated documents

Appraisal policy 45

Induction policy 46

Example of Departmental TNA form

Study Leave Application Form

Equality Impact Assessment

Appendices

Appendix 1 - Study Leave process and guidelines

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