Policy:

HR 007 Study and Study Leave

Executive Director Lead	Executive Director of People
Policy Owner	Head of Workforce Development and Training
Policy Author	Head of Workforce Development and Training

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Ratified By	PEOPLE COMMITTEE
Date of Issue	August 2022
Date for Review	31/07/2025

Summary of policy
This policy provides advice and guidance for considering requests for time off and/or financial support for learning and development activities and a process for managing these requests.

Target audience	This policy applies to all Trust staff **except medical staff**. Study leave procedures for medical staff are covered in the separate 'Study Leave Procedures for Medical Staff' document.

Keywords	Study, leave; learning; development

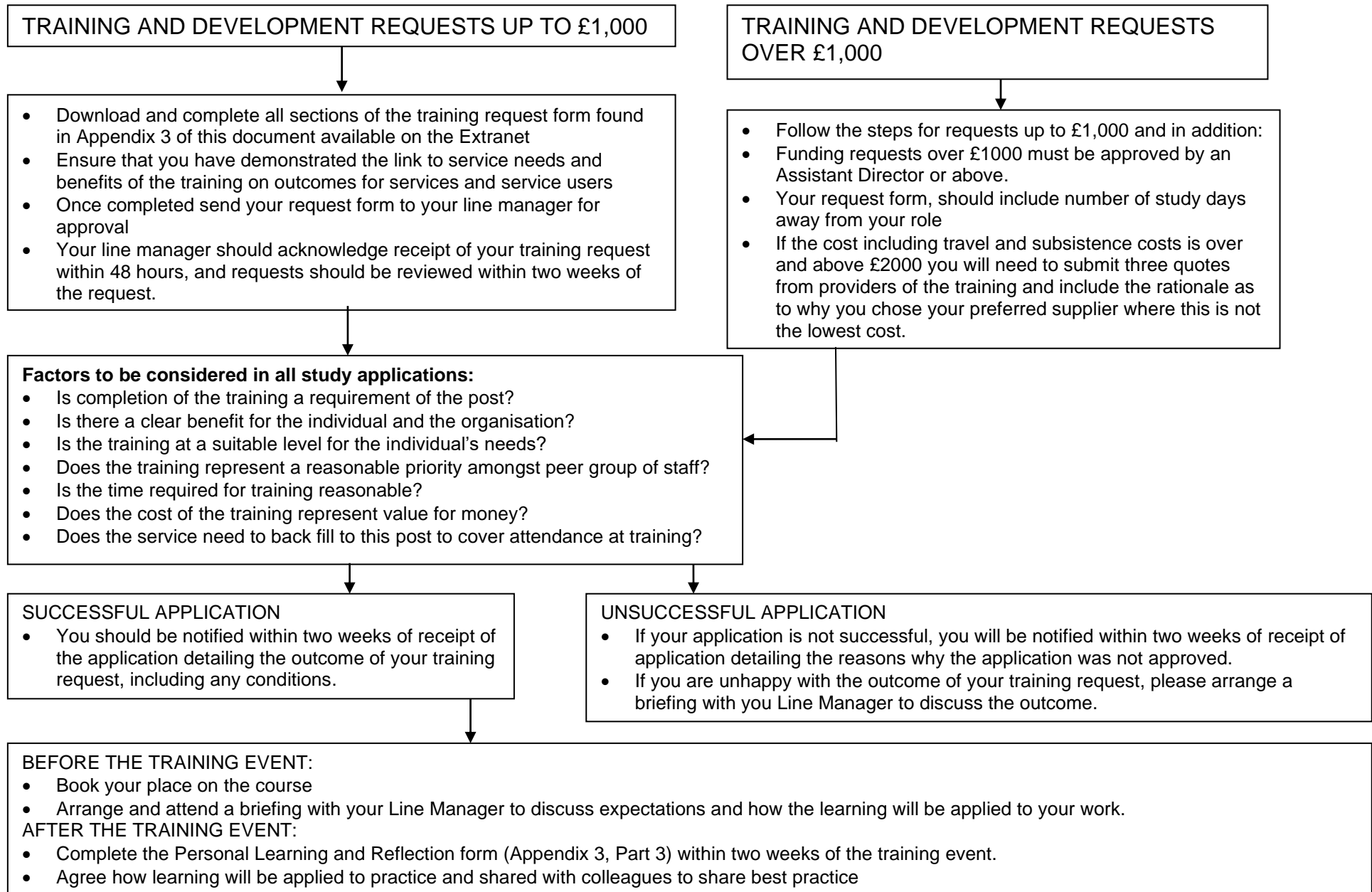| Storage & Version Control |
|---|
| Version 6 of this policy is stored and available through the SHSC extranet.. This version of the policy supersedes the previous version (October 2017). Any copies of the previous policy held separately should be destroyed and replaced with this version. |

Version Control and Amendment Log

Version No.	Type of Change	Date	Description of change(s)
0.1	Review	September 2016	Full review and amendments added. Repayment structure added
V2.0	Ratification, finalisation and issue.	November 2016	Ratification, finalisation and issue.
V3.0	Review	2017	An early review was requested for this policy
V4.0	Review	July 2017	Update following introduction of national apprenticeship levy and local education governance processes
V5.0	Review	September 2017	Update following consultation and feedback and introduction of a commitment statement and an electronic form for study leave approval.
V6.0	Review	July 2022	Update following consultation and feedback. Key changes include an update to funding streams, apprenticeship commitment statement, and education governance processes.

Contents

Section		Page

Flowchart – External training authorisation process

TRAINING AND DEVELOPMENT REQUESTS UP TO £1,000	TRAINING AND DEVELOPMENT REQUESTS OVER £1,000

- Download and complete all sections of the training request form found in Appendix 3 of this document available on the Extranet
- Ensure that you have demonstrated the link to service needs and benefits of the training on outcomes for services and service users
- Once completed send your request form to your line manager for approval
- Your line manager should acknowledge receipt of your training request within 48 hours, and requests should be reviewed within two weeks of the request.

- Follow the steps for requests up to £1,000 and in addition:
- Funding requests over £1000 must be approved by an Assistant Director or above.
- Your request form, should include number of study days away from your role
- If the cost including travel and subsistence costs is over and above £2000 you will need to submit three quotes from providers of the training and include the rationale as to why you chose your preferred supplier where this is not the lowest cost.

Factors to be considered in all study applications:
- Is completion of the training a requirement of the post?
- Is there a clear benefit for the individual and the organisation?
- Is the training at a suitable level for the individual's needs?
- Does the training represent a reasonable priority amongst peer group of staff?
- Is the time required for training reasonable?
- Does the cost of the training represent value for money?
- Does the service need to back fill to this post to cover attendance at training?

SUCCESSFUL APPLICATION
- You should be notified within two weeks of receipt of the application detailing the outcome of your training request, including any conditions.

UNSUCCESSFUL APPLICATION
- If your application is not successful, you will be notified within two weeks of receipt of application detailing the reasons why the application was not approved.
- If you are unhappy with the outcome of your training request, please arrange a briefing with you Line Manager to discuss the outcome.

BEFORE THE TRAINING EVENT:
- Book your place on the course
- Arrange and attend a briefing with your Line Manager to discuss expectations and how the learning will be applied to your work.
AFTER THE TRAINING EVENT:
- Complete the Personal Learning and Reflection form (Appendix 3, Part 3) within two weeks of the training event.
- Agree how learning will be applied to practice and shared with colleagues to share best practice

1 Introduction

All staff should have equal access and opportunity to learning and development to develop and maintain their knowledge and skills throughout their career. This policy provides a framework for the effective management of study and study leave and supports the development of an organisation-wide culture that values the training and learning required to meet service needs.

2 Scope

This policy applies to all Trust staff except medical staff. Study leave procedures for medical staff are covered in the separate 'Study Leave Procedures for Medical Staff' document. It is recognised that each profession has its own training and development requirements to maintain the required professional registration. The stipulated study leave for this will vary depending on the professional body.

Our aim is to provide ALL groups of staff engaged in the work of the Trust with equitable access to training and development opportunities in line with our Equal Opportunities and Dignity at Work Policy.

3 Purpose

This policy seeks to provide a fair, equitable and consistent framework for education, training and development that meets the business and service requirements of the Trust and:

- o Demonstrates a genuine commitment to education, training and continuous professional development
- o Places the Individual's Performance and Development Review process at the centre of development, identifying, and prioritising staff development
- o Encourages staff to take responsibility for their own learning and development including mandatory updates, as well as to ensure their continuous professional development
- o Ensures all available resources are planned and used in the most cost-effective way that adds value to service delivery
- o Funding for external courses is limited; therefore, strict criterion must be implemented focusing on work related training priorities – see section 7.1. Course fees to fund personal development unrelated to role will not be supported.
- o Promotes good practice throughout the Trust.

4 Definitions

The words 'training', 'learning', 'education' and 'development' are interchangeable and are all part of the process of increasing knowledge and capability, usually of individuals but also of teams and whole organisations.

Training	The term training in this policy refers to any learning activity that increases or refreshes skills and knowledge. They are usually short courses delivered in-house or externally, typically one day in length, occasionally two or three, and necessitate the individual being released from their normal work duties. It also covers statutory and mandatory training for all staff (which the Trust must comply with).

Study	The term study is used in this policy to refer to any learning activity that increases skills and knowledge and necessitates the individual being released from their normal work duties usually for multiple days
Study leave	Leave granted with or without salary or expenses to enable staff to take part in education, learning, and development. This may be a course, conference, examination, event, or activity.

5 Detail of the policy

This policy covers the areas of education and training which are supported by the Trust. It should be noted that personal development (study not relevant to work, but desired by the employee in their development) cannot usually be supported financially although there may be scope for time off to undertake some development activity where appropriate.

For the purpose of this policy, we will use two definitions:

1. Mandatory – training and development as defined by the SHSC Training and Education Group, guided by NHSLA Risk Management Standards, Care Quality Commission and the Standards for Better Health (Department of Health) and those required by statute.
2. Priority Training and Development - programmes that are required for service delivery, workforce transformation priorities; and those that relate to areas of specialist and professional development.

6 Duties
6.1 Manager's responsibilities:
- Help staff identify learning needs at their annual PDR and on-going supervision.

- Ensure a professional development plan is in place with a clear understanding of how it will impact on performance and the service (Appendix 3).

- Identify any restrictions that will impact on learning for example dyslexia, sensory impairment, physical restrictions, English as a second language and include a clear statement of how support will be met (please contact the Education Training and Development team if you need help with this).

- Consider staffing rotas, (including any backfill) and budgetary restraints when planning and agreeing time off to enable attendance.

- Support staff in prioritising training requests to meet professional registration purposes, workforce transformation, and service development.

- Consider applications for study leave in a timely manner (see the flow chart on page 1), balancing service requirements, impact on service users, and benefits to the service from the individual's development.

- Access to funding - if available - does not automatically infer agreement to study leave. Study leave must be negotiated between individual staff and their line manager in line with the agreed criteria and the Trust's priorities.

- Ensure feedback and learning is linked back into practice through supervision and reviewed at PDR. The completion of the Personal Learning and Reflection form (Appendix 3) will aid this process.

- Ensure part-time staff and staff who work outside normal hours are not disadvantaged.

- Plan so that all staff are given the appropriate time off to access the relevant statutory, mandatory and priority training.

- Ensure staff with extenuating circumstances or who require a break in learning (for example during maternity/paternity leave) understand how they can agree this, particularly the process to follow with external training providers.

- Dates and courses available are on the Training Extranet pages. Requests for internal training should be sent to training@shsc.nhs.uk

- Requests for funding support (Health Education England Workforce Transformation funding; Nursing and AHP CPD funding; and Support Staff funding) should be sent to learning.needs@shsc.nhs.uk

- Requests for apprenticeships should be sent to the SHSC apprenticeship team at apprenticeships@shsc.nhs.uk

- Once a member of staff begins a programme of learning it is important to monitor progress and to regularly review achievements

- Maintain local records of training and study leave of all staff that is open to scrutiny and can be monitored for equality purposes.

- Once study leave is approved it should be recorded on e-roster – Section 7.5 Rostering Policy SHSC e rostering policy

6. 2   Individual Responsibilities

- Identify development needs at annual PDR and request study leave if required.

- Highlight any additional support required for learning for example dyslexia, sensory impairment, physical restrictions, English as a second language and how these might be met.

- Once approved study leave must be taken and completed at the agreed time unless there are extenuating circumstances. Cancellation and attrition lead to unnecessary costs and reduced opportunities for other staff.

- Study leave can only be taken if the study leave process has been followed and appropriate authorisation has been given.

- Complete and submit the study leave form (Appendix 3) to the line manager for approval clearly identifying how it meets the agreed Personal Development Plan. Requests for internal training should be sent training@shsc.nhs.uk . Dates and courses available are on the Training Extranet pages.

- Provide feedback and evaluation of learning and how it will be applied to practice.

- Complete the Personal Learning and Reflection section of the study leave form (Appendix 3) for use at the Individual Performance and Development Review. Nurses are also encouraged to use the NMC system to record this evidence for their revalidation. Other staff groups and professions may have similar requirements..

- Where there is a travel cost, this should be included on the study leave form (Appendix 3) and be brought to the attention of the manager and ensure that the most cost-effective method of attending a course/conference is used.

7   Procedure

It is important for all staff to maintain and enhance their skills to ensure that they are using the most up to date methods in their daily work. It is the responsibility of staff to meet regularly with their supervisor or line manager and development needs should be discussed as part of the annual personal development review process (PDR), especially if updates are required to maintain their registration. As well as attendance on courses and conferences, consideration should be given to other methods of learning and development such as coaching, mentoring, or shadowing.

Mandatory training will always take priority and staff and managers should ensure that all their mandatory training requirements are met before requesting additional study.

There may be occasions when several staff wish to attend the same course. In this situation it will be necessary, due to the needs of the service, to restrict the number of attendees at any one time. Managers should keep an up-to-date list of training for their staff to ensure equity of access and that requirements for mandatory updates have been completed

Medical staff should refer to the appropriate policy for details of their eligibility for training and study leave.

7.1   Criteria for Prioritising Investment Decisions and Financial Support

Line managers and professional leads manage and fund the cost of paid or unpaid study leave out of their local training budgets. The Trust does not have a centrally held budget for study, other than a process for some external funding streams for example Health Education England Workforce Transformation Funding and CPD. Funding is not available for personal development unrelated to role. Due to limitations on resources and competing priorities investment decisions should be related to priority

areas which support SHSC clinical and strategic priorities and national workforce transformation objectives:

➢ Core Clinical Focus on Patient Safety and/or Patient Outcomes
➢ Essential Training for Work Role and Service Specifications
➢ Equality Issues
➢ Improving Outcomes
➢ Service Transformation
➢ Recruitment and Retention of critical roles

- When planning study leave, consideration should be given to the fact that time off work for study has financial as well as capacity implications for the organisation i.e., staff replacement costs often referred to as "back fill", extra work for colleagues to fill gaps, and/or course costs.

- All study leave must be costed and recorded by the Directorate. Trust wide expenditure on learning and development will be monitored and reported quarterly through the Workforce Planning and Transformation Group education governance process.

- Unpaid study leave should be agreed at the Individual Performance and Development Review/ supervision and a study leave form completed for the cost of that person's time away from work (Appendix 3).

- Both the manager and member of staff should have a clear understanding of what is included and excluded from the period of study leave, such as course fees, course materials etc. There should also be clear agreement whether expenses will be paid as part of this period of training; this may include travel costs, parking fees, accommodation, and subsistence allowance. These factors should be submitted along with the request for funding. Both parties should keep a clear record of the agreed study leave.

- Copies of the completed and approved study leave documents are to be kept in the staff member's personal file by the line manager for monitoring purposes.

7.2 Study record

- All training should be recorded once a period of training has occurred.

- All Mandatory training should be completed before additional time is made available for additional priority training.

- There are other development options available such as coaching, mentoring, or shadowing other staff and these will be logged as appropriate.

- All training where a significant investment has been made should be evaluated to demonstrate the impact of learning. It is the responsibility of the manager and the training provider to demonstrate impact and effectiveness.

7.3 Commitment statement

Training and development involve substantial investment in terms of time and money. It is important that this is recognised by all parties and a study commitment statement

should be completed before the training starts to outline and agree expectations (Appendix 4). Please note a different commitment statement will be provided for courses funded by the apprenticeship levy

Once a member of staff begins a programme of learning it is important to monitor progress and to regularly review achievement. This is the responsibility of the manager and the training provider in conjunction with the learner. If issues are identified which affect progress or threaten successful completion of the course these should be addressed quickly. If a member of staff leaves a programme of learning without extenuating circumstances the Trust may seek repayment of study fees, where appropriate.

There is an expectation that if the Trust supports a member of staff to complete a professional qualification, accredited, or post graduate course they will work for the Trust for at least 2 years following completion of the learning**.**

8   Development, Consultation and Approval

This policy was circulated to members of the Workforce Planning and Transformation Assurance Group and the People Directorate Senior Management Team for comment. The policy changes were shared with staff side at Joint Policy Group.

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9   Audit, Monitoring and Review

This section should describe how the implementation and impact of the policy will be monitored and audited. It should include timescales and frequency of audits.

If the policy is required to meet a particular standard, it must say how and when compliance with the standard will be audited.

Monitoring Compliance Template						
Minimum Requirement	Process for Monitoring	Responsible Individual/ group/committee	Frequency of Monitoring	Review of Results process (e.g. who does this?)	Responsible Individual/group/ committee for action plan development	Responsible Individual/group/ committee for action plan monitoring and implementation
The Workforce Planning and Transformation Assurance Group will monitor equality of access to training	Quarterly reports	Education & Training Steering Group reporting into the Workforce Planning and Transformation Group	Quarterly with annual reporting to People Committee	People Committee	Education & Training Steering Group	Workforce Planning and Transformation Assurance Group

The policy review date is July 2025   .

10   Implementation Plan

Action / Task	Responsible Person	Deadline	Progress update
Upload new policy onto intranet and remove old version	Policy governance	30/08/2022	
Agree report content and schedule to monitor equality of access to training	*Head of Workforce Development and Training*	*30/09/2022*	
Set up a new education and training steering group	*Head of Workforce Development and Training*	*31/08/2022*	

11   Dissemination, Storage and Archiving (Control)

The issue of this policy will be communicated to all staff via Jarvis. Local managers are responsible for implementing this policy within their own teams.

This policy will be available to all staff via the Sheffield Health & Social Care NHS Foundation Trust Intranet and on the Trust's website. The previous version will be removed from the Intranet and Trust website and archived. Word and pdf copies of the current and the previous version of this policy are available via the Director of Corporate Governance.

Any printed copies of the previous version should be destroyed and if a hard copy is required, it should be replaced with this version.

Managers are responsible for ensuring that hard copies of any policy/procedure manuals or files stored locally are kept up to date. It is the readers' responsibility to ensure that they are reading the most up to date version of this policy, which will always be the on-line version available on the policy section of the Intranet.

Version	Date added to intranet	Date added to internet	Date of inclusion in Connect	Any other promotion/ dissemination (include dates)
6.0	August 2022	August 2022	August 2022	

12 Training and Other Resource Implications

This policy brings together current policies and legislation already in operation, including time off for training etc. there are no specific training requirements although managers can contact the Education and Training department for advice on any aspect of implementing the policy.

13   Links to Other Policies, Standards (Associated Documents)

 Mandatory Training Policy, Apprenticeship Guidelines.

14   Contact Details

Title	Name	Phone	Email
Head of Workforce Development and Training	Karen Dickinson	22 63116	karen.dickinson@shsc.nhs.uk
Mandatory Training lead	Jennie Wilson	22 63110	jennie.wilson@shsc.nhs.uk
Apprenticeships lead	Stephanie Allen	22 63111	stephanie.allen@shsc.nhs.uk

Appendix 1

Equality Impact Assessment Process and Record for Written Policies

Stage 1 – **Relevance** - Is the policy potentially relevant to equality i.e. will this policy potentially impact on staff, patients or the public? This should be considered as part of the Case of Need for new policies.

NO – No further action is required – please sign and date the following statement. **I confirm that this policy does not impact on staff, patients or the public.**	*I confirm that this policy does not impact on staff, patients or the public.* Name/Date: Karen Dickinson 25/07/22	**YES,** Go to **Stage 2**

Stage 2 Policy Screening and Drafting Policy - Public authorities are legally required to have 'due regard' to eliminating discrimination, advancing equal opportunity and fostering good relations in relation to people who share certain 'protected characteristics' and those that do not. The following table should be used to consider this and inform changes to the policy (indicate yes/no/ don't know and note reasons). Please see the SHSC Guidance and Flow Chart.

Stage 3 – **Policy Revision** - Make amendments to the policy or identify any remedial action required and record any action planned in the policy implementation plan section

SCREENING RECORD	Does any aspect of this policy or potentially discriminate against this group?	Can equality of opportunity for this group be improved through this policy or changes to this policy?	Can this policy be amended so that it works to enhance relations between people in this group and people not in this group?
Age	**Yes**	Past educational experiences or being out of education for some time may be a barrier to learning, but age should not preclude anyone from training or study.	Support is provided through line managers and education department. Access to training will be monitored through the education and training group and action taken to address any gaps and remove barriers.
Disability	**Yes**	Learning materials and methods of delivery may be a barrier to learning. Reasonable adjustments for learning should be in place to remove disadvantage	Support is provided through line managers and education department. Access to training will be monitored through the education and training group and action taken to address any gaps and remove barriers.
Gender Reassignment	**No**		
Pregnancy and Maternity	**Yes**	Learners should be supported to agree a suitable break in learning with external training providers	See section 5.1 Manager responsibilities

Race	**Yes**	Workforce Race Equality standards (metric 4) relates to access non mandatory training	Support is provided through line managers and education department. Access to training will be monitored through the education and training group and action taken to address any gaps and remove barriers.
Religion or Belief	**No**		
Sex	**No**		
Sexual Orientation	**No**		
Marriage or Civil Partnership	**No**		

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Appendix 2

Review/New Policy Checklist

This checklist to be used as part of the development or review of a policy and presented to the Policy Governance Group (PGG) with the revised policy.

		Tick to confirm
	Engagement	
1.	Is the Executive Lead sighted on the development/review of the policy?	Yes
2.	Is the local Policy Champion member sighted on the development/review of the policy?	Yes
	Development and Consultation	
3.	If the policy is a new policy, has the development of the policy been approved through the Case for Need approval process?	No
4.	Is there evidence of consultation with all relevant services, partners and other relevant bodies?	Yes
5.	Has the policy been discussed and agreed by the local governance groups?	Yes
6.	Have any relevant recommendations from Internal Audit or other relevant bodies been taken into account in preparing the policy?	Yes
	Template Compliance	
7.	Has the version control/storage section been updated?	Yes
8.	Is the policy title clear and unambiguous?	Yes
9.	Is the policy in Arial font 12?	Yes
10.	Have page numbers been inserted?	Yes
11.	Has the policy been quality checked for spelling errors, links, accuracy?	Yes
	Policy Content	
12.	Is the purpose of the policy clear?	Yes
13.	Does the policy comply with requirements of the CQC or other relevant bodies? (where appropriate)	Yes
14.	Does the policy reflect changes as a result of lessons identified from incidents, complaints, near misses, etc.?	Yes where applicable
15.	Where appropriate, does the policy contain a list of definitions of terms used?	Yes
16.	Does the policy include any references to other associated policies and key documents?	Yes
17.	Has the EIA Form been completed (Appendix 1)	Yes
	Dissemination, Implementation, Review and Audit Compliance	
18.	Does the dissemination plan identify how the policy will be implemented?	Yes
19.	Does the dissemination plan include the necessary training/support to ensure compliance?	Yes
20.	Is there a plan to i. review ii. audit compliance with the document?	Yes
21.	Is the review date identified, and is it appropriate and justifiable?	Yes

Appendix 3 – Study Leave form

PART 1: APPLICATION

NAME OF APPLICANT (Print):_____

Job Title: _____ Team/Dept. _____

Course Details

Course Title _____ **No. of Days** _____

Venue _____
(Please attach course outline/details as provided by the course organisers)

Provider (*e.g. SHU*) _____

Start Date *if know*: _____**End Date *if known*:** _____
Start Time _____ **Finish Time** _____

Course Fee £ _____   **Does this include:**

> **Accommodation**   YES / NO*   *Delete as appropriate*
> **Travel costs**   YES / NO*
> **Parking fees**   YES / NO*
> **Lunch**   YES / NO*
> **Evening Meal**   YES / NO*

Method of travel (e.g. own car, lease car, train) _____

Approx. return mileage _____

Cost: Rail ticket   **£** _____

Cost of accommodation   **£** _____ (*if not included in course fee*)

Bus Fares   **£** _____

Taxi Fares   **£** _____

Subsistence required:

Lunch [   ] (please tick)   **Evening Meal** [   ]   (please tick)

Parking £ _____ **Tube Fares £** _____

1. Justification - Priority to Service/Organisational needs and benefits to the Organisation/Service Users and the employee.

2. Objectives - Priority Trust Objectives to be achieved through this study leave.

3. Evaluation Process:

Date of PDR: _____
Proposed date of PDR: _____

PART 2 – AUTHORISATION

Name of Applicant (print) _____

1. **Mandatory Training identified and booked: Yes/No**

- **Study Leave for face-to-face course attendance has been agreed by Line Manager to be taken in work time**: **Yes / No** – number of days during year_____ and/or
- **Own time: Yes/No**

2. **Authorisation of Line Manager** (Print):_____

   Signature: _____   Date: _____

3. **Directorate Authorisation (for funding requests above £1,000) :**
   identify which level
   (Print name) _____   Directorate: _____

   Signature: _____   Date: _____

Please keep a copy of this form in the individual's personal file.

PART 3 - Personal Learning and Reflection Form

What was the aim of the study leave?

[ ]

Conclusion – what do you think you have learned?   It may be confirmation of something you knew already. It may be a new way of looking at an old issue.   It may be that you have learned something you didn't know before.

[ ]

Plan – the next step – what will you do differently as a result of this learning?   Will you think or behave in a different way?   Who else could you share this learning plan with?

[ ]

Signed_____   **Date:** _____

Appendix 4 - Commitment Statement

Study Commitment Statement

This commitment statement constitutes a commitment to successful completion of an identified and agreed course of study. The commitment statement outlines information about the programme including learning and assessment requirements, the roles and responsibilities of those involved, and the process for resolving queries or complaints.

The document is adapted for each course or programme and is individual to the learner. It must be signed by:

- The learner
- The manager

A copy of the commitment statement should be kept by the learner and manager.

Components of the Commitment Statement:

Section 1 – Background information
Section 2 – Summary of the course or programme
Section 3 – What is expected of the employer and learner
Section 4 – Queries or complaints process
Section 5 – The planned content and schedule for the training
Section 6 – Signatures

Please note if the training costs are supported through apprenticeship levy funding a different version of the commitment statement will be provided

Section 1 – Background information

Learner	Name:	Job title
	Email address:	Telephone:
Manager	Name	Job title
	Email address:	Telephone:
Training Provider	Name	Job title:
	Email address:	Telephone:

Section 2 – Summary of the training course/programme

Name of training course/programme	
Occupation of learner:	
Level of training course/programme	
Entry requirements, where applicable:	
Location(s) of Training	
Duration and pattern of required attendance i.e. days, blocks, times	
Start date:	End date:

End Point Assessment or examination (if required)	
	Expected date (to be confirmed):

Summary of qualifications and achievements within the course or training programme			

Section 3 - What is expected of the learner and manager

Learner

- Make the training provider and manager aware of any additional support required for learning, such as dyslexia, disabilities and sensory impairment.
- Conduct self in an appropriate manner in both work and training environments
- Meet deadlines for completion of any work or planned assessments associated with achievement of the training course/programme
- Attend taught sessions in accordance with timetable, notifying the programme tutor and workplace manager if unable to attend
- Raise any concerns or queries with manager, training provider or programme tutors
- Inform the employer and programme tutors of any issues which affect learning
- Ask for help where needed
- Notify manager and training provider of changes of circumstances which may impact on learning
- Contribute to own learning and performance in the workplace to achieve required competencies
- Participate in any assessment or examination process associated with the agreed course of study
- Provide feedback and evaluation of learning and how it will be applied to practice
- Complete a Personal Reflection/Learning Record (Appendix I) for use at the Individual Performance and Development Review

Manager

- Identify any restrictions that will impact on learning e.g. dyslexia, sensory impairment, physical restrictions, English as a second language, and work with the learner and training provider to identify how support will be met.
- Provide the learner with workplace buddy support/assessor as appropriate to the course of study
- Provide appropriate supervision to support and monitor learner progression
- Communicate non-attendance in the workplace to the programme tutor
- Provide opportunities for the learner to demonstrate their competence in the work place
- Be open and honest with feedback on practice to the learner
- Raise any concerns regarding any aspect of the Training programme immediately with the training provider and the SHSC Education, Training, and Development Team
- Report any concerns related to safeguarding legislation and Trust policy
- Ensure study leave feedback and learning is linked back into practice through supervision and reviewed at PDR. The completion of the Personal Reflection /Learning Record will aid this process.

Section 4 – Queries / Complaints process

Complaints procedure

Ensure learner and manager are familiar with the Trust and Training provider policies for managing complaints and queries

Section 5 – Training course/programme content

Summary of programme content delivered by training provider
Please describe or attach a copy of the course/programme syllabus to be delivered off site

Summary of programme content delivered by the employer
Please include any requirements of the course/programme which have to be completed in the workplace

Section 6 – Signatures

Learner		
Name (please print):	Signature:	Date: _ _ / _ _ / _ _ _ _

Manager		
Name (please print):	Signature:	Date: _ _ / _ _ / _ _ _ _