



# DBTH Study Leave & Associated Funding Policy (All roles excluding medical staff)

This procedural document supersedes the section previously included in: CORP/EMP 61 v.1 – Leave Policy (including Annual, Study, Professional and Duty for all staff, including medical staff)



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Target audience:	Trust-wide

## Amendment Form

Please record brief details of the changes made alongside the next version number. If the procedural document has been reviewed **without change**, this information will still need to be recorded although the version number will remain the same.

Version	Date Issued	Brief Summary of Changes	Author
Version 1	June 2023	<ul style="list-style-type: none"> <li data-bbox="584 645 1206 869">New policy, please read throughout. This policy details the DBTH training framework, study leave principles and access to funding arrangements for all staff except for medical staff. There is a separate policy for medical staff.</li> </ul>	L Caygill

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## 1 INTRODUCTION

Our ambition is to improve the working lives and experiences of all our people at #TeamDBTH and to embed an inclusive and open organisational culture. As such ensuring we have a workforce with the right skills and tools to do their jobs is fundamental to us achieving our True North objectives and our strategic aim to be “the safest Trust in England, outstanding in all we do” (DBTH People Strategy 2023). As a Teaching Hospital, the education of our people is important. Our people are critical to the continuing and future success of DBTH. We need a fair, transparent and consistent approach to study leave allowing equal access to opportunities to support our people to reach their potential (DBTH People Strategy 2023).

## 2 PURPOSE

The purpose of this policy is to set out our approach to study leave including access to funding in a fair, transparent, and consistent manner. This policy describes resources available to our people subject to approval, both in terms of funding and time provision, and is linked to our appraisal process. This policy is for **all** our directly employed people except for medical staff who have an alternative study leave policy. Doctors in training should continue to follow the Health Education England (HEE) doctors study leave guidance ([view link here](#)). A learner on placement with us from a Higher Education Institute (HEI) or Further Education Institute (FEI) should continue to follow the appropriate HEI/FEI guidance. It should also be noted that any learner on a work experience placement with us should follow the work experience framework which can be viewed [here](#).

## 3 DUTIES AND RESPONSIBILITIES

Individual duties & responsibilities are detailed below.

### 3.1 Chief People Officer

As the executive lead, has the responsibility for ensuring that the organisation supports study leave and funding and that there is a fair, consistent and transparent funding application processes with clear procedures.

### 3.2 Director of Education and Research

Overall responsibility for the commissioning, monitoring, and reporting of the effective use and allocation of education resources to meet the organisational need, and in line local and regional policy detailed within the national education contract.

### 3.3 Deputy Director of Education

Responsible for the operational oversight and commissioning of funded courses, cross referenced to the Trust's Learning Needs Analysis (LNA) and individual/bespoke commissioning requirements. Key liaison with partner organisations e.g. NHSe, HEIs, FEIs for the identification and use of education funding.

### 3.4 Business Manager Education & Research

Responsible for the procurement, management and reporting of the financial resources and spend against an agreed education budget.

### 3.5 Vocational Education Manager

Responsible for approving requests for apprenticeships and any wider funding available for the unregistered workforce e.g. Staff Support Learning & Development Fund (SSLDF). This includes oversight and governance of study leave for apprenticeships to support compliance with the Education Standards Funding Agency (ESFA) Apprenticeship Funding Rules (2022) [view here](#).

### 3.7 Education Leads

Responsible for:

- liaising with divisions and directorates/departments senior team to identify and record all learning requirements in a Learning Needs Analysis (LNA)
- assisting in the prioritisation, support and allocation of time and funding to support study
- supporting and recording approved study leave so that it is open to scrutiny and can be monitored for compliance and equality purposes
- supporting learners on programmes of study and escalating to the division and directorates/ department senior team where there are areas of concern

### 3.8 Divisional/Department Senior Team

Responsible for:

- oversight of learning needs analysis to meet divisional, operational, and strategic objectives
- establishing fair, consistent & transparent ways of applying this policy to all our people
- Fair, consistent & transparent allocation of any divisional/departmental training budget
- supporting managers with the prioritisation and release of colleagues within their teams
- supporting individual people and their learning, whilst working in collaboration with Education Leads to agree action plans for individual people on learning programmes

### 3.9 Managers

Responsible for:

- ensuring that staff are 100% compliant with their individual SET requirements before applying for study leave/funding (there may be exceptional circumstances where this is not required - evidence of booking may be accepted)
- undertaking annual appraisals to identify and agree learning requirements (which may be ReST or role development) and work in collaboration with the named Education Lead and senior management team to agree the LNA to meet divisional, operational, and strategic objectives
- supporting the study leave requirement where appropriate including e-roster management and pre-agreement of any additional educational activity outside of normal process (see 4.2)
- completing the relevant sections of the application for study leave (Appendix 1)
- ensuring adequate service provision cover has been provided as necessary e.g. backfill
- monitoring and reporting learner non-attendance and progress and where appropriate escalate to the Education Lead
- following up on an individual's learning to ensure that learning is embedded in future practice and evaluating the value of the course/training being undertaken

### 3.10 Applicants/ Individuals on a learning programme

Responsible for:

- ensuring that they are 100% compliant with their individual SET requirements before applying for study leave/funding (there may be exceptional circumstances where this is not required - evidence of booking may be accepted)
- fully participating in the annual appraisal process to identify development needs including where study leave, and funding may be required which aligns with divisional, operational, and strategic objectives
- accurate completion of all study leave and funding applications (Appendix 1)
- payment to the course provider of any balance of fees where courses are part-funded
- notifying all relevant personnel of impending study leave absence at least 6 weeks before as per e-roster rules (where applicable)
- ensuring that they attend all study that they have committed to unless there are exceptional circumstances
- fully participating in the learning opportunity whilst demonstrating trust values and behaviours for both internal and external study
- notifying line manager and the course provider if they are unable to attend course/activity in advance of the study day wherever possible or as soon as reasonably practicable (including late attendance)
- notifying their manager and Education Lead of examination results and course evaluation
- notifying their manager and Education Lead if they require any additional support
- maintaining their learning record and that all evidence of learning is up to date
- providing feedback on the course and where appropriate share learning as an educator to develop as an individual and for the benefit of our patients & people

## 4 APPLICATION PROCESS

Through a fair, consistent and transparent application of this policy, equality of access to opportunities for the development of our people is applied irrespective of the number of hours worked e.g., part-time employees should receive the same entitlements on a pro-rata basis as full-time colleagues. Creating an inclusive culture where everyone can thrive, whatever their background is the responsibility of everyone in the Trust. All managers must ensure that fair, consistent, transparent and equitable treatment is applied to individual requests.



#### 4.1 Eligibility to access study leave & funding

All applications must have been identified through the appraisal process, or be employer led linking to service development or service redesign. This should be identified in the department/divisional Learning Needs Analysis.

#### 4.2 Time off for study

This must be agreed within the application process and be approved by the ward/department manager. All leave should be supported in a fair, consistent & transparent manner. Where an educational activity requires attendance, time will be discussed and agreed with the individual applying and their line manager. The amount of time supported will vary and will be recorded on the study leave & funding agreement form. It should be noted that for taught modules (specifically over an academic year), time will only be supported during semester times and will be stopped over annual leave and during academic holidays unless this is a requirement of the course (where it will need documenting on the study leave application). Guidance for when to complete a study leave application is outlined in Appendix 2.

##### **Guidance**

For all daily learning events including conferences study leave will be aligned to a 'normal' working day for the individual attending.

For any eLearning or distance learning educational activity this should be undertaken during contractual employment hours but can be flexible to meet service and individual need. This should be detailed in the application process and approved by the line manager.

It should also be noted that the time supported (for the duration of the educational programme) will be reflective of the staff members working pattern i.e., may be reduced according to whole time equivalence depending on the activity undertaken.

If the training requires the individual to commute, the time to do this will be discussed and agreed as part of the leave request. It should be noted that study leave will be aligned to a 'normal' working day for the individual attending.

Where courses are credit based e.g. level 6 and 7 higher education modules, required study hours equates to 10 hours per credit. Where study is deemed essential to service and is role development, all virtual/face to face taught sessions will be supported along with 20% remaining study hours pro rata. Here is an outline of different methods of delivery that are being used:

**Face to face learning** – learning that takes place in a classroom at a specified time and place

**Virtual learning** – learning that takes place virtually (Zoom/Microsoft Teams/other online platforms) at a specified time

**E-learning** – learning that takes place using an online platform but can be done at anytime

#### 4.3 Training Framework:

All training topics are determined at either a national, local, or organisation level therefore understanding the governance behind the topics we are expecting our people to complete and the order in which these should be classified is essential to avoid confusion. A training framework has been developed and agreed for use within DBTH and can be found in Appendix 3.

## 5 FUNDING PROCESS & AVAILABILITY

DBTH has identified funding for study leave. This is from a variety of routes including local and national funding along with bespoke funding opportunities aligned to workforce priorities. This next section describes the different funding streams. All applications, regardless of the funding source, should be considered using the guidance identified within the scope of this policy. All requested costs MUST be agreed and signed off before commencement of training. Any study that extends over one financial year (usually HEI academic programmes) will only be approved for one financial year at a time and funding cannot be guaranteed for subsequent years of study.

**A study leave & funding application form must be completed for role development study including internally delivered courses/study). It is essential that the time agreed to support the application is included in the study leave & funding application and signed by the appropriate manager prior to study commencing. Applicants will be required to apply each financial year.**

#### 5.1 National/ Regional Funding:

Each year DBTH receives national funding to support workforce transformation and professional development through education and training to meet our educational contract requirements. This is to enable our people to apply for a wide range of professional development education at our local (within Yorkshire and the Humber) Higher Education Institutes (HEI) e.g., University of Sheffield and Sheffield Hallam University. To access this

funding the training requirements should be identified at the individual's annual appraisal and be included in the divisional/departmental LNA to support prioritisation and funding allocation.

If a member of DBTH is supported to access education provision via this route the individual will also need to complete the appropriate HEI (University) application form (additional to the DBTH study leave application form) and can seek advice via their nominated Education Lead.

It should also be noted that for those colleagues who are supported to apply to undertake the Non-Medical Prescribing (NMP) course, the applications must be supported by the NMP divisional lead in addition. Please refer to the [\(PAT/MM 11\)](#) for further guidance .

## 5.2 Apprenticeship Levy:

DBTH has access to a digital financial account to support the funding of apprenticeship programmes. This is managed through the Vocational Education Team. Apprenticeships are suitable for both new members of team DBTH staff and to support our existing people with development. Any queries should be directed to the Vocational Education Team [dbth.apprentices@nhs.net](mailto:dbth.apprentices@nhs.net)

- Apprenticeship course fees delivered via an apprenticeship standard will be funded via the Apprenticeship Levy for new and existing colleagues. The apprenticeship levy cannot be used to fund salary of backfill costs. Levy funding can only be used for costs included in the funding cap, this may not include professional membership costs, academic qualifications, exam resists – all costs covered via the levy will be confirmed prior to the start of the apprenticeship by the Vocational Education Manager as per contractual and ESFA agreements (2022).
- Any colleagues completing an apprenticeship are required to have 6 hours as minimum of their working hours per week for off –the- job training (OTJT) -this may be higher for some apprenticeships. The 6 hours OTJT training is based on a minimum of 30 hours contracted employment per week pro rata – anything less would be subject to an individual calculation undertaken by the provider who will confirm in advance of the start date.
- An evidence log detailing this would be required as part of completion of the training course.
- Apprenticeships can be undertaken by anyone over the age of 16 years with the approval of their line manager. Additional approval from the Vocational Education Manager must also be obtained before applying for a study place.

A link to the Apprenticeship Framework can be found [here](#).

### 5.3 DBTH local training budgets:

Divisions and corporate directorates may have local training budgets for which they are responsible for managing. These budgets are available to support training and education and will be prioritised against role specific and role development provision. Funding attendance at a conference for example will be considered using these funds.

All requests for study leave/funding should be made by completing the DBTH study leave and funding application form alongside any specific conference, course specific application forms and/ or Academic partner application forms. Only study leave that is approved via the DBTH study application process will be supported. Most training which is to be funded in this way will need to be purchased through the Trust Procurement Department, following normal procedures.

There may be occasions where payment is made from local training budgets which can then be reimbursed from the funding lead later. This is on a case-by-case basis and will be pre agreed with the funding lead.

### 5.4 Charitable/ Trust funds:

Divisions and corporate directorates are responsible for managing their own charitable and local trust funds for study leave (including course fees, expenses and any subsistence). Divisions and corporate directorates are responsible for seeking alternative sources of funding to support education. Further guidance can be found in the Charitable Funds Policy which includes central charitable funding options for study application [CORP/FIN 8](#).

### 5.5 Reclaiming payment:

There may be occasions where staff pay for a course and then reclaim the cost from the agreed funding lead (see section 10). In this circumstance this must be pre agreed before payment is made and documented on the study leave application.

## 6 ALLOWANCES & EXPENSES

Travel expenses will only be considered for single/ time limited periods of study and will NOT be supported for annual academic courses available. Travel expense for the educational activity should be discussed and agreed locally (and reflected in the study leave application). Travel expenses of any kind can **only** be funded and authorised by local budget holders.

Other personal expenditure such as accommodation must be discussed and agreed with the individual applying and their line manager. The amount of support agreed will be recorded on the study leave form and will vary depending on the circumstances. Personal expenditure should be reclaimed via e-expenses using the appropriate 'training' category.

**Reimbursement of expenses will be subject to staff adhering to the requirements detailed within the trust Employee Expenses & Subsistence Policy [CORP/EMP 33](#).**

## 7 REPAYMENT OF COURSE FEES

All staff should be aware that under certain circumstances the trust may request part or full repayment of fees depending on the reasons for non-completion/leaving employment at DBTH.

Staff are reminded that failure to attend a course (without prior agreement) or submit the required study attributes without discussing this with their line manager is a disciplinary offence and may prompt an investigation for fraud see [CORP/FIN 1](#).

## 8 PAYMENT OF RESUBMISSION OR EXAMINATION

It is the individual's responsibility to discuss the payment of resubmission or examination with their immediate line manager to determine whether the individual or DBTH local training budgets can be used. DBTH funding for resits/resubmissions should be by exception. This can only be determined on an individual case by case basis, but it would be best practice that the individual had notified the training provider, Education Lead and line manager prior to the above requirement e.g., extension request.

## 9 FRAUD

All staff are reminded that any abuse of study leave i.e., deliberately not attending or completing courses and working elsewhere during authorised study time may be considered fraudulent activity. In addition, any claims for expenses or course funding associated with such activity may be recovered by the Trust from the applicant. Any concerns of this nature may result in disciplinary action and will be referred to the Local Counter Fraud Specialist (LCFS) in accordance with the Fraud, Bribery and Corruption Policy & Response Plan ([CORP/FIN 1 \(D\)](#)).

## 10 APPEAL PROCESS

Where an applicant feels they have been unfairly treated in any aspect covered by this policy in relation to their application for study leave/funding, they should in the first

instance raise this with their immediate line manager to try and resolve the matter informally. If this cannot be achieved, the matter may be escalated to the Director of Education and Research for further consideration. Individuals and line managers can seek guidance and advice from their Education Lead who will escalate accordingly to the appropriate senior leadership team within the Education & Research Directorate. It should be noted that apprentices must also refer to their training plan as part of the tripartite agreement that forms an addendum to their employment contract [click here to view](#) the escalation of concerns process for all vocational learners.

If an individual feels they have been unfairly treated, they can exercise the right of appeal through the Trust's Grievance Procedure [CORP/EMP 2](#), however, it is hoped that local agreement can be reached.

## 11 TRAINING/SUPPORT

For support in the use and application of this policy please contact your divisional or corporate education lead.

## 12 MONITORING COMPLIANCE WITH THE PROCEDURAL DOCUMENT

All supported study leave applications will be scrutinised for transparency, fairness, equity of access, consistency of approach, completion of study and wider return on investment e.g., dissemination of knowledge, learning outcomes. Reports will be regularly produced and reviewed with an annual report being presented to the People Committee (PC)

Additionally, Divisions will annually provide oversight of study leave spend from their local budgets.

## 13 EQUALITY IMPACT ASSESSMENT

The Trust aims to design and implement services, policies and measures that meet the diverse needs of our service, population, and workforce, ensuring that none are disadvantaged over others. Our objectives and responsibilities relating to equality and diversity are outlined within our equality schemes. When considering the needs and assessing the impact of a procedural document any discriminatory factors must be identified.

An Equality Impact Assessment (EIA) has been conducted on this procedural document in line with the principles of the Equality Analysis Policy (CORP/EMP 27) and the Fair Treatment For All Policy (CORP/EMP 4).

The purpose of the EIA is to minimise and if possible, remove any disproportionate impact on employees on the grounds of race, sex, disability, age, sexual orientation or religious belief. No detriment was identified. (See Appendix 4)

## 14 ASSOCIATED TRUST PROCEDURAL DOCUMENTS

Appraisal Policy [CORP/EMP 32](#)

Statutory and Essential Training (SET) Policy [CORP/EMP 29](#)

Fair Treatment for All [CORP/EMP 4](#)

Grievance and Dispute Procedure (including Staff Copy) [CORP/EMP 3](#)

Flexible Working Policy [CORP/EMP 48](#)

Employee Expenses and Subsistence Policy [CORP/EMP 33](#)

Fraud, Bribery and Corruption Policy & Response Plan [CORP/FIN 1\(D\)](#)

## 15 DATA PROTECTION

Any personal data processing associated with this policy will be carried out under 'Current data protection legislation' as in the Data Protection Act 2018 and the UK General Data Protection Regulation (GDPR) 2021. This responsibility lies with all colleagues involved in the application and approval process.

Training records pertaining to educational activity will be recorded on the Oracle Learning Management (OLM) system and link to the Electronic Staff Record (ESR) where functionality allows.

For further information on data processing carried out by the trust, please refer to our Privacy Notices and other information which you can find on the trust website:

<https://www.dbth.nhs.uk/about-us/our-publications/information-governance/>

## 16 REFERENCES

- Apprenticeship Funding Rules (2022) <https://www.gov.uk/guidance/apprenticeship-funding-rules> last accessed online 16.3.23
- Health Education England (HEE) Study Leave (2022) <https://www.hee.nhs.uk/sites/default/files/documents/Health%20Education%20Eng>

[land%20%28HEE%29%20Study%20Leave%20-%20An%20overview%20of%20the%20HEE-wide%20approach.pdf](#) last accessed 15.6.23

- <https://www.hee.nhs.uk/sites/default/files/documents/Health%20Education%20Eng%20land%20%28HEE%29%20Study%20Leave%20-%20An%20overview%20of%20the%20HEE-wide%20approach.pdf> last accessed online 16.3.23
- NHS People Promise (2022); <https://www.england.nhs.uk/ournhspeople/online-version/lfaop/our-nhs-people-promise/> last accessed online 16.3.23
- Skills for Health Core Skills Training Framework (2023) <https://www.skillsforhealth.org.uk/core-skills-training-framework/> last accessed online 16.3.23

## 17 DBTH STRATEGIES/Frameworks

[DBTH People Strategy](#)

[DBTH Apprenticeship Framework](#)

[DBTH Work Experience Framework](#)



## APPENDIX 1- APPLICATION FOR STUDY LEAVE- FUNDING AND LEARNING AGREEMENT



### Application for Study Leave- Funding and Learning Agreement

**Additional Notes- Please read the information below in association with the DBTH Access to Study Leave & Associated Funding Policy before completing your application CORP/EMP 61**

1. This form is to be completed for all learning and development activity that requires study leave and/or funding as per CORP/EMP 61 (see inclusion/exclusion section in policy).
2. It forms the basis of a learning agreement between you as the candidate and your line manager so everyone is clear of their responsibilities.
3. This form clarifies the reasons you wish to attend the activity and requires you & your manager to consider the benefits to the organisation and your commitment / ability to study.
4. This form confirms the amount of study time & funding requested by you, agreed by your manager, and authorised by the funding lead (see section 10 of policy)

5. This form confirms your understanding that the Trust in certain circumstances may request part or full payment of fees depending on the reasons for non- completion/leaving employment at DBTH. Please refer to section 7 of the policy CORP/EMP 61

6. By signing this form the manager is agreeing that they have considered any backfill requirements and additional support you may require.

### Section 1: Applicant Information- about you

Full Name:		
Job role:		
Assignment Number:		
Contracted hours:		
Band:		
Ward/Department:		
Division/Directorate (select):	<input type="checkbox"/> Clinical Specialties <input type="checkbox"/> Acute Medicine <input type="checkbox"/> General Medicine	<input type="checkbox"/> People and Organisational Development (P&OD) <input type="checkbox"/> Finance (which includes Estates &

	<input type="checkbox"/> Surgical & Cancer <input type="checkbox"/> Children & Families	Facilities <input type="checkbox"/> Restoration, Innovation & Transformation (which includes IT, Strategy and Transformation) <input type="checkbox"/> Education & Research (E&R)
Professional Registration (select):	<input type="checkbox"/> NMC <input type="checkbox"/> Other- please state <input type="checkbox"/> HCPC <input type="checkbox"/> Not applicable <input type="checkbox"/> GPhC	
Professional Registration Number:		
Staff Group (select- if unsure please check on ESR):	<input type="checkbox"/> Admin & Clerical <input type="checkbox"/> Nursing & Midwifery <input type="checkbox"/> Allied Health Professional <input type="checkbox"/> Healthcare Scientist	<input type="checkbox"/> Additional Clinical Services <input type="checkbox"/> Estates & Ancillary <input type="checkbox"/> Add Prof Scientific & Technic
Date of Birth (day/month/year):		
Home Address:		
NHS email:		
Contact phone number:		

Dietary requirements:	
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## Section 2: Role Development Activity- about your learning

Name of role development activity (such as course title, conference name etc.)		
Name of the provider: <i>(please include any additional information to support your application e.g. University/College, private organisation name etc including links to website/online application form)</i>		
Date(s) of course:	Start:	End:
Was the role development activity need identified through your appraisal?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, how has it been identified?	

Is your SET training up to date?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, what are the exceptional circumstances that support this application see policy ref section:
What level of study is this module/course? (if known/appropriate-such as level 6/7):	
How many credits is this module/course? (if known/appropriate-such as 15 /30 or 60):	
What is the total cost of funding that is being requested?	Including VAT (if applicable) £  Excluding VAT £
What will be the benefit for our patients?	
How will this activity help contribute to the Trust's objectives?	
How will you share learning from this opportunity?	

**Section 3: Confirmation of Agreement – Applicant to complete**

I confirm that I will undertake this role development opportunity in line with the DBTH Access to Study Leave & Associated Funding Policy CORP/EMP 61, and understand points 1-5 in the additional notes section of the form.

Applicant's confirmation	<input type="checkbox"/> Yes <input type="checkbox"/> No
Applicant's Name/ signature	
Date signed	

*Please email this form to your line manager for completion of the section below.*

**Section 4: Confirmation of Agreement - Line Manager to complete**

Please state reasons for supporting this application:	
Has this applicant had an appraisal in the last 12 months?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, why not? Please state:
Is this course essential for this post?	<input type="checkbox"/> Yes <input type="checkbox"/> No

Is this development need identified on the Division/Directorate Learning Needs Analysis (LNA)?	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, why not? Please state:
Is this individual's SET training up to date? (Please refer to ESR)	<input type="checkbox"/> Yes <input type="checkbox"/> No If no, what are the exceptional circumstances that support this application:
Agreed study time for learning activity: (please state number of days/hours).	
Any agreed additional study time: <i>(Please state number of days/hours- this may include additional time to meet individual learning needs)</i>	

I confirm I give my agreement and will support the applicant in their undertaking of the role development opportunity in line with the DBTH Access to Study Leave & Associated Funding Policy CORP/EMP 61 and understand point 6 in the additional notes section of the form.

Line Manager's confirmation:  <b><i>Please also state that the minimum off the job learning time will be supported as per section 5.2 of CORP/EMP 61 for apprentices</i></b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
Line Manager's Name/signature:	
Date signed:	

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*Please email to your Education Lead for completion of the section below.*

### Section 5: Approval of Agreement – Education Lead to complete

Is this development need identified on the Division/Directorate Learning Needs Analysis (LNA)?	<input type="checkbox"/> Yes  <i>*if no, this must be added to the LNA in retrospect to be considered</i>
Education Lead Name/Signature:	
Date approved:	
Submitted for approval to (please state to whom and date sent):	

*On completion: Please email to the appropriate funding lead for authorisation.*

### Section 6: Approval of Funding – Funding Lead to complete

Funding Lead Name/Signature:	
Date approved:	
Funding Stream-Education:	Alternative funding:



<input type="checkbox"/> Workforce Development Fund <input type="checkbox"/> CPD <input type="checkbox"/> Apprenticeship Levy ( <i>approved by AOG</i> ) <input type="checkbox"/> SSLDF <input type="checkbox"/> Other ( <i>such as NHSE bids</i> )	<input type="checkbox"/> Division/Directorate Funding <input type="checkbox"/> Charitable Funds) <input type="checkbox"/> Self-funding
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For use by the Business or Procurement team ONLY (if paying with Trust credit card)	Requisition number   PO number
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**APPENDIX 2 WHEN TO COMPLETE A STUDY LEAVE & FUNDING APPLICATION**

**Application required for:**

**Role Development**  
Conferences  
University modules  
DBTH development courses

**Apprenticeships**

**Application is not required for:**

**SET**

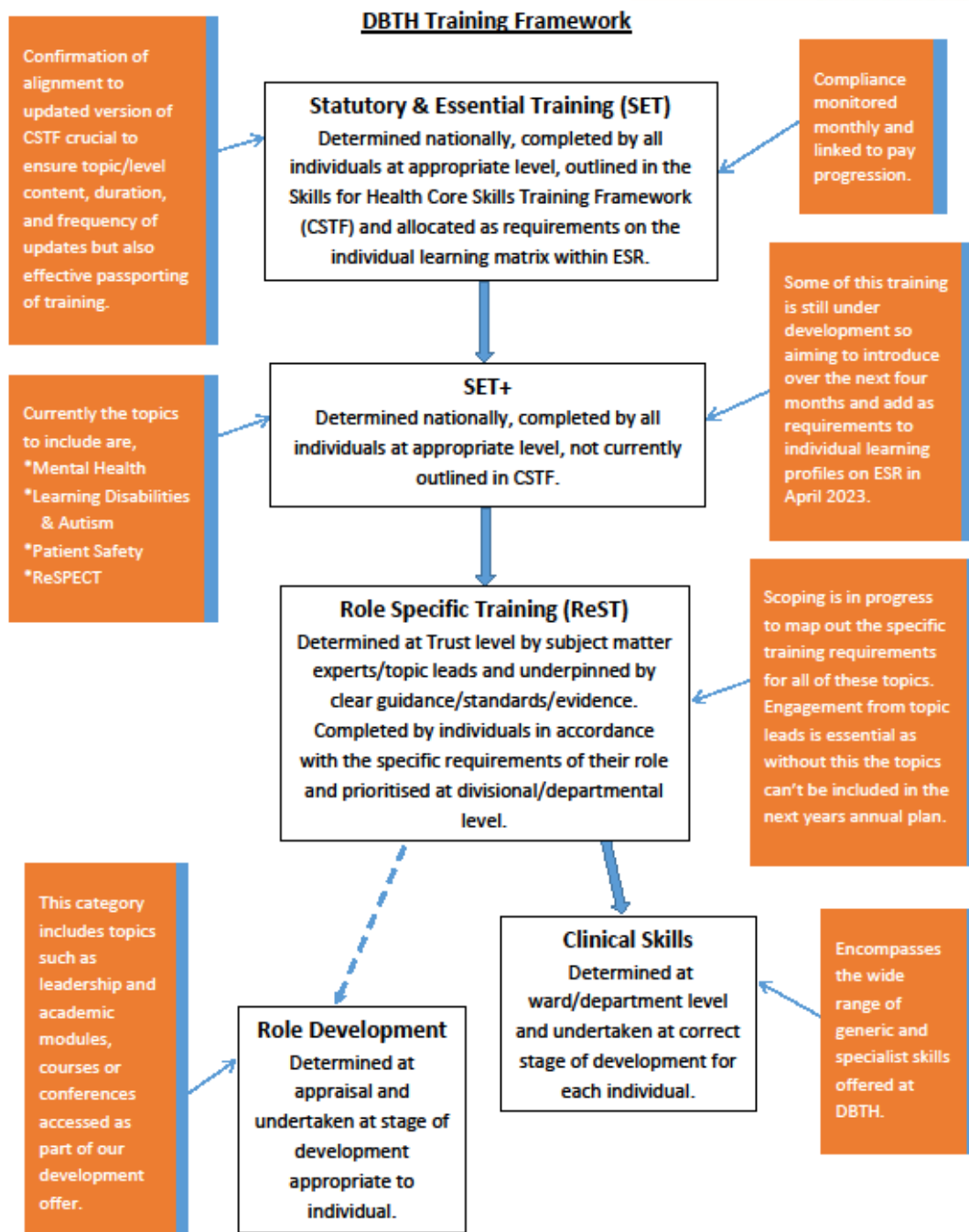
**SET+**

**ResT/Clinical Skills**

## APPENDIX 2 DBTH TRAINING FRAMEWORK & GUIDANCE



**Doncaster and Bassetlaw  
Teaching Hospitals**  
NHS Foundation Trust



Nicola Vickers - Clinical Education Manager Dec 2022

### Statutory and Essential Training (SET):

Determined nationally, this training must be completed by all staff at the appropriate level, outlined in the Skills for Health Core Skills Training Framework (CSTF) ([view here](#)) and allocated as requirements on the individual learning matrix within Electronic Staff Record (ESR).

To comply with legislation, all our people regardless of their role will be expected and supported to attend all their SET training. It is the trusts responsibility to provide the appropriate training and full release to complete this. An application for study leave is **NOT** required for this training.

### SET+:

Determined nationally, these topics must be completed by all staff at the appropriate level. The topics are not currently outlined in the CSTF but are influenced by national workstreams and priorities. These may change but as an example may include patient safety, mental health, learning disabilities & autism and ReSPECT. An application for study leave is **NOT** required for this training.

### Role Specific Training (ReST) Including Clinical Skills:

Determined at Trust level by subject matter experts/topic leads and underpinned by clear guidance/standards/evidence. ReST will be completed by staff in accordance with the specific requirements of their role and prioritised at divisional/departmental level and applies to certain groups of staff and enables them to practice safely and effectively in their role. Learning Need Analysis (LNAs) have been developed at directorate/divisional level to help guide you as to which topics are included within this area.

These courses should be supported by the line manager and time allocated to attend. A study leave & funding application form is **NOT** required for these courses.

### Role Development

This type of study will be determined at appraisal and undertaken at a stage of development appropriate to individual. This includes topics such as leadership, academic modules and other courses or conferences accessed as part of our role development offer (see appendix

1). Role development is often associated with (but not exclusive to) courses at Higher Education Institutes (HEIs) which carry an academic credit but may also be delivered by independent training providers. Funding for these courses may be from a variety of sources from self-funded to funding via Health Education England (HEE) allocations. Delivery methods of courses at HEIs/other providers have changed therefore study time allocation should be considered based on the module, mode of delivery and be allocated pro rata for hours worked.

**A study leave & funding application form must be completed for role development study including internally delivered courses/study). It is essential that the time agreed to support the application is included in the study leave & funding application and signed by the appropriate manager prior to study commencing.**

#### **Personal Development (not relevant to your role)**

DBTH will not support time, travel or subsistence for personal development. Anyone wanting to undertake courses for personal development and where this clashes with their current working schedule would need to negotiate locally for flexible working e.g. for attendance at an evening class, planning off duty to support this. The Flexible Working policy provides further information to guide such requests [CORP/EMP 84](#).

[Note: Please complete this and include it as the final appendix and insert the relevant appendix number in heading.]

## APPENDIX 4 - EQUALITY IMPACT ASSESSMENT PART 1 INITIAL SCREENING

Service/Function/Policy/Project/ Strategy	Division	Assessor (s)	New or Existing Service or Policy?	Date of Assessment
<b>1) Who is responsible for this policy?</b> Name of Division/Directorate: Education & Research				
<b>2) Describe the purpose of the service / function / policy / project / strategy?</b> Who is it intended to benefit? What are the intended outcomes? Fair 7 transparent policy to support applications for study leave & funding				
<b>3) Are there any associated objectives?</b> Legislation, targets national expectation, standards: Financial management, people development (People Plan & People Strategy)				
<b>4) What factors contribute or detract from achieving intended outcomes?</b> – fair treatment for all, clear inclusion and direction for allocation of resources. Individual needs may be met as per policy.				
<b>5) Does the policy have an impact in terms of age, race, disability, gender, gender reassignment, sexual orientation, marriage/civil partnership, maternity/pregnancy and religion/belief?</b> Details: [see Equality Impact Assessment Guidance] - No				
<ul style="list-style-type: none"> <li>• <b>If yes, please describe current or planned activities to address the impact</b> [e.g. Monitoring, consultation] –</li> </ul>				
<b>6) Is there any scope for new measures which would promote equality?</b> [any actions to be taken] Meets standards				
<b>7) Are any of the following groups adversely affected by the policy?</b>				
<b>Protected Characteristics</b>	<b>Affected?</b>	<b>Impact</b>		
a) Age	No			
b) Disability	No			
c) Gender	No			
d) Gender Reassignment	No			
e) Marriage/Civil Partnership	No			
f) Maternity/Pregnancy	No			
g) Race	No			
h) Religion/Belief	No			
i) Sexual Orientation	No			
<b>8) Provide the Equality Rating of the service / function / policy / project / strategy</b> – tick (✓) outcome box				
<b>Outcome 1 ✓</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>	
*If you have rated the policy as having an outcome of 2, 3 or 4, it is necessary to carry out a detailed assessment and complete a Detailed Equality Analysis form – see CORP/EMP 27.				
<b>Date for next review:</b>				

Checked by:

Date: