

# Apprenticeship Policy

NHS West Essex Clinical Commissioning Group Policy Reference Number:  
WECCG97

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## DOCUMENT CONTROL SHEET

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### Change History:

Version	Date	Reviewer(s)	Revision Description
v1.0	January 2017	Mercy Okougha	Draft

### Implementation Plan:

<b>Development and Consultation</b>	This policy has been developed in response to the need arising from apprenticeship reforms and will support an increase in the quality and quantity of apprenticeships within the CCG.
<b>Dissemination</b>	This policy will communicate to staff representatives. It will be communicated electronically to all staff and managers and will be published on the CCG's intranet.
<b>Training</b>	There are no specific training requirements in order to implement this policy. However, managers will be able to access advice from the HR Department on the implementation and interpretation of this policy.
<b>Monitoring</b>	Periodic quality audits of apprenticeship to ensure compliance with this policy
<b>Review</b>	The CCG proactively monitors and reports on the number of apprenticeships. The data identified from monitoring will be used to update the policy and ensure best practice as necessary.

<b>Equality, Diversity and Privacy</b>	17/05/2017 - Equality Impact Assessment
<b>Associated Documents</b>	<ul style="list-style-type: none"><li>▪ Recruitment, Selection &amp; Retention Policy</li><li>▪ Education, Training and Development Policy</li><li>▪ Equality and Diversity Policy</li></ul>
<b>References</b>	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li></ul>

### Document Status:

This is a controlled document. Whilst this document may be printed, the electronic version posted on the intranet is the controlled copy. Any printed copies of this document are not controlled.

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## 1.0 Introduction

- 1.1 NHS Bedfordshire, NHS East and North Hertfordshire, NHS Herts Valleys, NHS West Essex and NHS Luton Clinical Commissioning Groups (respectively referred to as 'the CCG') recognise that apprentices are essential to growing the workforce for the future and apprentices add immense value to the services provided.
- 1.2 Changing demographics, social and economic patterns will see the need for the CCG to effectively attract and retain key talent needed for growing demand.
- 1.3 Apprenticeships offer an opportunity for an individual to work within an organisation, gaining invaluable experience, whilst studying for a qualification. The CCG will work in partnership with local education and training providers in an aim to embed an apprentice management scheme ensuring that our apprenticeship placements are standardised and compliant with legislation and best practice.

The Government in 2013 published '*The Future of Apprenticeships in England: Implementation Plan*', which puts the employer in the driving seat.

## 1.4 From April 2017:

- All employers with an annual wage bill of over £3 million will have to pay a monthly levy towards the cost of apprenticeships. The levy amounts to 0.5% of the employer's pay bill. This is non-negotiable and payable through PAYE.
- The levy will provide funds into a digital training account that each organisation can use to offset the cost of employing an apprentice (i.e. against the cost of training and assessment for the apprentice, not salary).
- The financial implications which the introduction of the new government apprenticeship has; means that apprenticeship in the CCG can no longer be ad hoc.

This policy sets out how the CCG will place and support apprentices.

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## **2.0 Scope**

- 2.1** This policy applies to all CCG staff members, including Governing Body Members and Practice Representatives, whether permanent, temporary or contracted-in (either as an individual or through a third party supplier).

## **3.0 Definitions**

### **3.1 Apprenticeships**

Apprenticeships are government funded work-based training programmes for people aged 16 and over. They combine on the job training with nationally recognised qualifications and are great ways to build a skilled and motivated workforce.

For full details of the various types of apprenticeship, please see Appendix 2.

- 3.2 An Apprentice** is the learner who is taking part in an Apprenticeship, during which an individual carries out a particular task or duty, or range of tasks or duties, but with an emphasis on the learning.

Almost anyone (who does not hold a formal tertiary qualification) can undertake an Apprenticeship providing they are aged 16 and over and are employed. They can be starting in a new job or taking on new responsibilities within their existing role.

There is no upper age limit to becoming an apprentice.

- 3.3 Young Person** is defined for the purposes of apprenticeships, as anyone under the age of 18.

## **4.0 Policy Statement**

- 4.1** This policy has been developed in response to the need arising from apprenticeship reforms and will support an increase in the quality and quantity of apprenticeships within the CCG.

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**4.2** An Apprenticeship can be utilised to train and develop both existing and new employees. There are two ways in which Apprenticeships can be provided:

- Through the conversion of suitable band 2, 3, 4 and 5 vacancies to apprenticeships for a fixed term period which can vary from 12 months to 18 months depending on the type of apprentice programme.

and/or

- Where it has been highlighted that an apprenticeship would provide an existing member of staff with a comprehensive range of skills with and qualifications.

## **5.0 Roles and Responsibilities**

### **5.1 HR and ODL Shared Service are responsible for:**

- 5.1.1 Assisting managers in the identification of posts suitable for conversions to an apprenticeship programme and also identify any existing staff who would like to undertake apprenticeship;
- 5.1.2 Working with both the manager and the training provider to identify apprenticeship standards and to provide support in designing course programmes (where appropriate);
- 5.1.3 Supporting managers with the recruitment of candidates and providing advice and guidance;
- 5.1.4 Identifying suitable training providers to deliver the academic qualification for the apprentice and developing service level agreements (where appropriate);
- 5.1.5 Liaising with the skills funding agency and the training providers to keep up to date with any key changes and updates to apprenticeships and providing managers with advice on the learning elements of apprenticeships (where appropriate);
- 5.1.6 The HR and ODL team and the training provider are equally responsible as well as the manager to track, report and manage compliance with the academic programmes of the apprentices. This

includes support and guidance to managers when an apprentice may not be able to complete part of their academic or work-based components due to exceptional circumstances e.g. sickness absence, bereavement; and

- 5.1.7 Supporting managers in the performance management of apprentices; this includes formal meetings where an apprentice consistently fails to meet requirements set out in the competence criteria for the relevant apprenticeship framework.

## **5.2 Line Managers are responsible for:**

- 5.2.1 The overall apprenticeship role and ensuring that they are adequately supported within the workplace. This responsibility will include induction, key contact for the educational provider, regular 1:1s, assigning work, objective setting, and appraisal and developing the apprentice's skills and experience as required;
- 5.2.2 Ensuring legislation around apprentice rates of pay is adhered to. Apprentice rates of pay are subject to review on 1st October each year. The apprenticeship rate of pay can be found at the following link: <https://www.gov.uk/national-minimum-wage-rates> . This rate of pay is only a guide and reflect the minimum pay for apprentices because depending on the roles, apprenticeship pay can be AFC bands 2 and above;
- 5.2.3 Ensuring the appropriate paperwork is completed to process any variations to pay, in line with lawful changes. In some circumstances, apprentice rates of pay are only applicable for the first 12 months of the fixed term contract. If the contract exceeds 12 months it is the line manager's responsibility to liaise with a HR representative to determine whether an increase in wage is required;
- 5.2.4 Seeking advice from the CCG Workforce Information Team at least 6 weeks prior to the end of the apprentice's fixed term contract to allow the Workforce Team to advise accordingly.

## **5.3 Mentors are responsible for:**

- 5.3.1 Meeting regularly with the apprentice and discussing any concerns or queries they may have. If this individual is different to the line

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manager and is not able to resolve any issues directly, it is important that the line manager is aware of any such issues.

**5.4 Apprentices are responsible for:**

- 5.4.1 Following the instructions or guidance given to them by the line manager, asking for clarity if required, follow the policies and procedures of the CCG;
- 5.4.2 Complying with their job description and consider the health and safety of themselves and others whilst undertaking their role;
- 5.4.3 Delivering the highest quality work they are able to and work hard to fulfil the requirements to pass their assessments, assignments and qualification;
- 5.4.4 To maintain confidentiality and protect the interests of the CCG.

**5.5 The training providers are responsible for:**

- 5.5.1. The academic element of the Apprenticeship; this may be an Independent training provider or a local college/university.
- 5.5.2. The end point assessment on the Apprentice;
- 5.5.3. Providing all information and support related to the compilation of apprenticeship programmes for which they have been contracted;
- 5.5.4. Giving regular formal feedback to the CCG on an apprentice's performance and conduct;
- 5.5.5. Providing the necessary compliance information for monitoring by the CCG;
- 5.5.6. Participating in the recruitment and selection of suitable apprentices based on the criteria set by the recruiting manager and the CCG's recruitment department;
- 5.5.7. Complying with contractual agreements entered into with the CCG;
- 5.5.8. Liaising with and supporting managers when creating or reviewing apprenticeship profiles.

## **6.0 PROCEDURES**

### **6.1 Training Requirements**

A copy of the policy will be available on the CCG intranet. Training needs will be identified via the appraisal process and training needs analysis.

### **6.2 Recruiting to an apprentice position and identifying apprenticeship framework options**

6.2.1 Apprentices will be recruited with the support of the HR Recruitment team at the CCG. Apprentice positions will be offered as fixed term contracts for the length of the educational qualification. There can be no guarantee, however, of substantive employment at the end of an apprenticeship term with the CCG.

6.2.2 Apprentices are employees of the CCG and will be paid at the standard apprentice rate of pay as determined by the government. All other Agenda for Change terms and conditions (excluding pay) will apply.

6.2.3 Existing staff who meet the apprenticeship criteria can undertake the apprenticeship programme to pursue further development and obtain a nationally recognised qualification. For these staff their terms and conditions remain unchanged (see Appendix 2 on Apprenticeship routes for existing staff).

6.2.3 The minimum hours of employment should be at least 30 hours per week. By exception, where the Apprentice's circumstances or the nature of employment in a given sector makes this impossible, then an absolute minimum of 16 hours must be met. In such cases the duration of the Apprenticeship should be extended.

6.2.4 All Apprenticeship Frameworks are linked to specific job roles or occupations. Education and training providers will work closely with employers to ensure that the Apprenticeship offered is the most appropriate for the individual's job role with their employer, whilst reflecting individual employer and learner needs. (See CCG

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Apprenticeship Frequently Asked Questions on the CCG intranet for details of available apprenticeship programmes).

- 6.2.5 The duration of the Apprenticeship should reflect that set out by employers in the relevant Apprenticeship framework document. It must meet the minimum duration requirements: Apprenticeships for those aged 16 – 18 must last at least 12 months. For those aged 19 or over the Apprenticeship should last at least 12 months, unless relevant prior learning is recorded.
- 6.2.6 The delivery model for Intermediate and Advanced Apprenticeships must be designed so that all Apprentices who do not have Level 2 in English and Maths are given the opportunity to progress towards this.
- 6.2.7 Apprenticeship funding received from the Government cannot be used to pay Apprentice wages, as its primary function is to fund learning.
- 6.2.7 Apprentices must be paid at least the minimum wage they are entitled to by law. For Apprentices under the age of 19, or in the first year of their Apprenticeship, the minimum is the Apprentice minimum wage rate. For those over the age of 19 or after the first year it is the minimum wage rate that applies to their age.

### 6.3 Monitoring

- 6.3.1 The implementation of this policy will be audited on an annual basis by the CCG and reported to CCG Governing Body;
- 6.3.2 The policy and procedure will be reviewed after 3 years for the CCG Governing Body in conjunction with Trade Union representatives. Where review is necessary due to legislative change, this will happen immediately.

### 6.4 References

***Employers Guide to Apprenticeships:***

<https://www.gov.uk/take-on-an-apprentice/overview>

***Apprenticeships in the NHS:***

<http://www.nhs.uk/working-in-the-nhs/joining-the-nhs/apprenticeships-in-england/>

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***National Apprenticeship Vacancy Matching Service:***

<https://apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/forms/candidate/apprenticeships.aspx>

**Guidance Apprenticeship funding: how it will work**

<https://www.gov.uk/government/publications/apprenticeship-levy-how-it-will-work/apprenticeship-levy-how-it-will-work>

**The CIPD one-stop-shop for employers looking to offer apprenticeships,**

<http://www.cipd.co.uk/publicpolicy/policy-reports/apprenticeships-work.aspx>

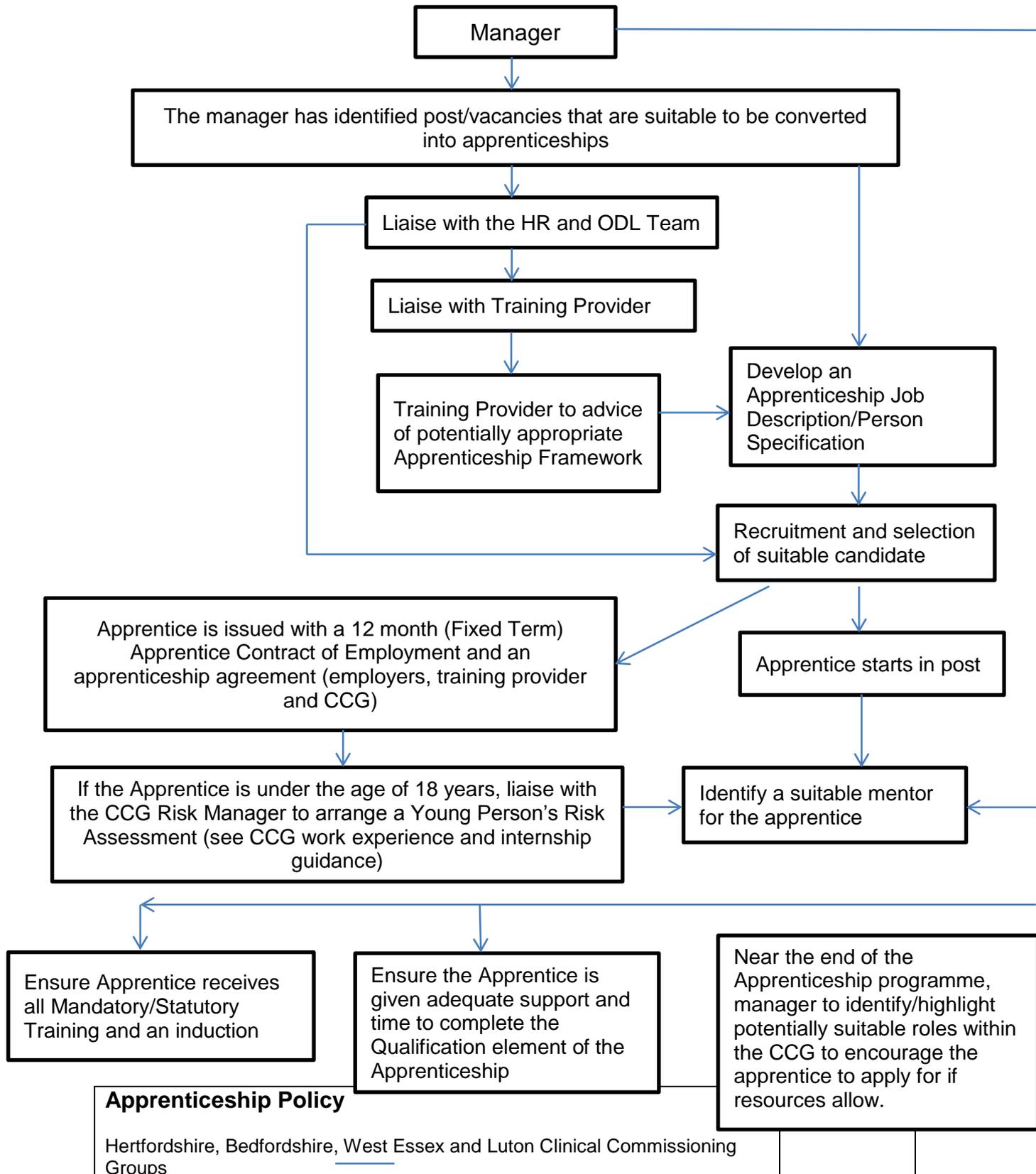
The Right Start. Work experience for young people:

<http://www.hse.gov.uk/pubns/indg364.pdf>

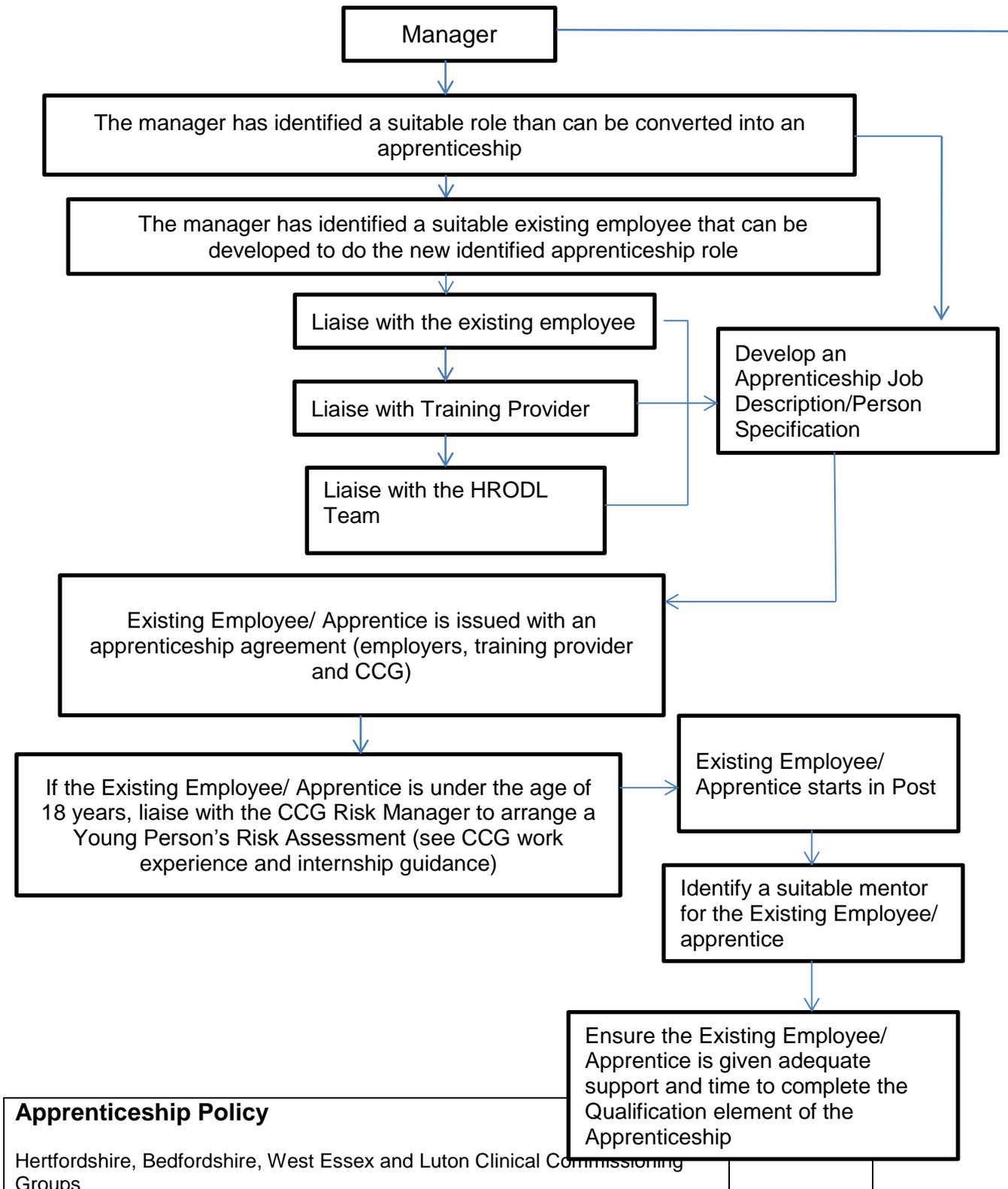
Five steps to risk assessment: <http://www.hse.gov.uk/pubns/indg163.pdf>

An introduction to health and safety: <http://www.hse.gov.uk/pubns/indg259.pdf>

## Appendix 1: Process for recruiting new Apprentice



## Appendix 2: Apprenticeship Routes for Existing Staff





## Appendix 3 - Types of Apprenticeship

Apprenticeships are nationally recognised training programmes available to those aged 16 years or over. They include:

- **Team Leading**
- **Pharmacy Assistant & Technician**
- **Leadership & Management**
- **Human Resource Management**
- **Finance**
- **IT Support & Systems**
- **Business Administration**
- **Facilities Management**
- **Libraries, Archives, Records and Information Management Services**
- **And many more...**

*Note* - The job role and tasks which an apprentice is appointed to undertake will inform the level and type of qualification that they will be required to undertake during their apprenticeship (e.g. Level 2/Level 3 Diploma in Business Administration).

At the end of the apprenticeship period, it will not normally be possible to extend the contract of employment (unless there are exceptional circumstances), however the individual can be supported to apply for a suitable role. An apprentice can only undertake one programme one at a time i.e. if an apprentice started on a level 2 pathway for a 12 month period, they cannot start a level 3 until they have completed the level 2.

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## **Appendix 4 - Child protection guidelines**

You are required by law to protect children from harm and each employee is required under the Criminal Justice and Court Services Act (2000) to declare if they are disqualified from working with children.

For adults working with young people, particularly those still of compulsory school age, it is very important to be aware of potentially difficult situations.

The following guidelines will help ensure that the placement is a secure and productive environment for all concerned.

### **Touch**

There may be occasions when you need to touch a young person. However any physical contact should be kept to a minimum.

### **Environment**

Although you may need to reassure a young person on work experience, you should avoid being over familiar. You should not permit any 'horse play' which may cause embarrassment or fear.

### **Supervision**

Those chosen to supervise students on placement should be competent in their role and mature in their attitudes, yet at the same time be at ease with the student.

### **Travel**

Where a pupil is required to travel alone with an adult, ensure the known destination and check-in time is left with a third party. It may be a good idea to make a mobile phone available in such situations.

### **Disclosure**

If a young person does disclose confidential information that raises concern for their physical or emotional safety, you should share your concern with the Human Resources Department.

**Appendix 5 - Equality Impact Assessment Stage 1 Screening**

**Title of policy, service, proposal etc being assessed:**

Apprenticeship Policy

**What are the intended outcomes of this work?** Include outline of objectives and function aims

This policy has been developed in response to the need arising from apprenticeship reforms and will support an increase in the quality and quantity of apprenticeships within the CCG.

**How will these outcomes be achieved?** What is it that will actually be done?

Changing demographics, social and economic patterns will see the need for the CCG to effectively attract and retain key talent needed for growing demand.

Apprenticeships offer an opportunity for an individual to work within an organisation, gaining invaluable experience, whilst studying for a qualification. The CCG will work in partnership with local education and training providers in an aim to embed an apprentice management scheme ensuring that our apprenticeship placements are standardised and compliant with legislation and best practice.

**Who will be affected by this work?** e.g. staff, patients, service users, partner organisations etc. If you believe that there is no likely impact on people explain how reached that decision and send the form to the equality and diversity manager for agreement and sign off

Staff. Potential and Appointed Apprentices.

**Evidence**

**What evidence have you considered?** Against each of the protected characteristics categories below list the main sources of data, research and other sources of evidence (including full references) reviewed to determine impact on each equality group (protected characteristic).

This can include national research, surveys, reports, research interviews, focus groups, pilot activity evaluations or other Equality Analyses. If there are gaps in evidence, state what you will do to mitigate them in the Evidence based decision making section on page 9 of this template.

If you are submitting no evidence against a protected characteristic, please explain why.

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**Age** Consider and detail age related evidence. This can include safeguarding, consent and welfare issues.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**Disability** Detail and consider disability related evidence. This can include attitudinal, physical and social barriers as well as mental health/ learning disabilities.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**Gender reassignment (including transgender)** Detail and consider evidence on transgender people. This can include issues such as privacy of data and harassment.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**Marriage and civil partnership** Detail and consider evidence on marriage and civil partnership. This can include working arrangements, part-time working, caring responsibilities.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**Pregnancy and maternity** Detail and consider evidence on pregnancy and maternity. This can include working arrangements, part-time working, caring responsibilities.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**Race** Detail and consider race related evidence. This can include information on difference ethnic groups, Roma gypsies, Irish travellers, nationalities, cultures, and language barriers.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**Religion or belief** Detail and consider evidence on people with different religions, beliefs or no belief. This can include consent and end of life issues.

No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy

<p>requirements and Safeguarding guidance</p> <p><b>Sex</b> Detail and consider evidence on men and women. This could include access to services and employment. No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance</p>
<p><b>Sexual orientation</b> Detail and consider evidence on heterosexual people as well as lesbian, gay and bisexual people. This could include access to services and employment, attitudinal and social barriers. No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance</p>
<p><b>Carers</b> Detail and consider evidence on part-time working, shift-patterns, general caring responsibilities. No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance</p>
<p><b>Other identified groups</b> Detail and consider evidence on groups experiencing disadvantage and barriers to access and outcomes. This can include different socio-economic groups, geographical area inequality, income, resident status (migrants, asylum seekers). No local assessment. Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance</p>

<p><b>Engagement and involvement</b></p>
<p>How have you engaged stakeholders with an interest in protected characteristics in gathering evidence or testing the evidence available? Policy Forum established. Members include representatives of CCGs and Trade Unions</p>
<p>How have you engaged stakeholders in testing the policy or programme proposals? Policy Forum established. Members include representatives of CCGs and Trade Unions</p>
<p>For each engagement activity, please state who was involved, how and when they were engaged, and the key outputs: Policy Forum established. Members include representatives of CCGs and Trade</p>

Unions

## Summary of Analysis

Considering the evidence and engagement activity you listed above, please summarise the impact of your work. Consider whether the evidence shows potential for differential impacts, if so state whether adverse or positive and for which groups and/or individuals. How you will mitigate any negative impacts? How you will include certain protected groups in services or expand their participation in public life?

Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

Now consider and detail below how the proposals could support the elimination of discrimination, harassment and victimisation, advance the equality of opportunity and promote good relations between groups (the General Duty of the Public Sector Equality Duty).

## Eliminate discrimination, harassment and victimisation

Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

## Advance equality of opportunity

Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

## Promote good relations between groups

Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

## Next Steps

Please give an outline of what you are going to do, based on the gaps, challenges and opportunities you have identified in the summary of analysis section. This might include action(s) to eliminate discrimination issues, partnership working with stakeholders and data gaps that need to be addressed through further consultation or research. This is your action plan and should be SMART.

New HR monitoring system being developed

How will you share the findings of the Equality analysis? This can include sharing

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through corporate governance or sharing with, for example, other directorates, partner organisations or the public.

Publication alongside the policy

## Health Inequalities Analysis

### Evidence

**1. What evidence have you considered to determine what health inequalities exist in relation to your work?** List the main sources of data, research and other sources of evidence (including full references) reviewed to determine impact on each equality group (protected characteristic). This can include national research, surveys, reports, research interviews, focus groups, pilot activity evaluations or other Equality Analyses. If there are gaps in evidence, state what you will do to mitigate them in the Evidence based decision making section on the last page of this template.

Policy based on other organisation's policies and best practice.

### Impact

**2. What is the potential impact of your work on health inequalities?** Can you demonstrate through evidenced based consideration how the health outcomes, experience and access to health care services differ across the population group and in different geographical locations that your work applies to?

Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

**3. How can you make sure that your work has the best chance of reducing health inequalities?**

Policy based on other organisation's policies and best practice. Also considered was the current legislation, Apprenticeship Levy requirements and Safeguarding guidance

### Monitor and Evaluation

**4. How will you monitor and evaluate the effect of your work on health inequalities?**

New HR monitoring system being developed

## Quality Impact Initial Assessment.

Quality can be defined as embracing three key components:

- Patient Safety – there will be no avoidable harm to patients from the healthcare they receive. This means ensuring that the environment is clean and safe at all times and that harmful events never happen.
- Effectiveness of care – the most appropriate treatments, interventions, support and services will be provided at the right time to those patients who will benefit.
- Patient Experience – the patient’s experience will be at the centre of the organisation’s approach to quality.

What is the impact on:

<b>Patient Safety?</b>	Positive <input type="checkbox"/>	Negative <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>
<b>Patient Experience?</b>	Positive <input type="checkbox"/>	Negative <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>
<b>Clinical Effectiveness?</b>	Positive <input type="checkbox"/>	Negative <input type="checkbox"/>	Neutral <input checked="" type="checkbox"/>

If any there is any negative impact please complete seek advice from the Nursing and Quality Team and a full Quality impact assessment will need to be completed.

<b>Name of person(s) who carried out these analyses: Paul Curry</b>
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<b>Date analyses were completed: 17 May 2017</b>
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