

Education, Training & Development Policy

**NHS West Essex Clinical Commissioning Group Policy Reference:
WECCG105**

DOCUMENT CONTROL SHEET

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Change History:

Version	Date	Reviewer(s)	Revision Description
V1.0	March 2017	Mercy Okougha	Adapted for use as the Shared Service Policy.

Implementation Plan:

Development and Consultation	Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs.
Dissemination	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.
Training	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.
Monitoring	Periodic quality audits of training activities to ensure compliance with this policy. The data identified from monitoring will be used to update the policy and ensure best practice as necessary.
Equality and Diversity	17/05/2017 - Equality Impact Assessment
Associated Documents	<ul style="list-style-type: none"> ▪ ▪ ▪

References	▪
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Document Status:

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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') recognises the benefits to the employee and the organisation of encouraging and supporting staff to undertake learning and development which are relevant to their current role and future development. The CCG also recognises the need to support activities that ensure staff meets the requirements of continuing their professional development where it is mandatory or optional.
- 1.2 The purpose of this Policy is to ensure that the CCG is resourced, at all times, with people who have the appropriate competence and experience to enable the CCG to achieve its purpose and meet future needs.
- 1.3 The CCG encourages the training and development of all employees in the knowledge and skills required to competently perform in their role, particularly when they take up a new post.

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).
- 2.2 Whilst the policy applies to the Governing Body, clinical leads and committee members who may not be full time employees of the CCG, its scope only extends to meeting the training, education and development needs as CCG leads, rather than other aspects of their professional life. For example, the policy would enable a GP to apply for a master class in commissioning or in corporate governance, but an application for a GP to attend a course in primary care consulting skills would fall outside the scope of this policy.

3.0 Definitions

Mandatory and Statutory Training

- 3.1 Upon appointment, all statutory/mandatory training should be completed within three months of the start date. Priority should be given to completing Information Governance.
- 3.1.2 For non-directly employed staff (i.e. agency/contractors) the line manager should decide if it is appropriate for the individual to complete any modules depending on the nature and length of the role. This does not apply to consultants, who are expected to be fully competent prior to joining the organisation.

- 3.1.3 Governing Body members will be expected to transfer their statutory and mandatory training compliance from their employer, or access the organisations packages where appropriate. Evidence of completion should be provided to the Learning and Development Team for compliance to be recorded.
- 3.1.4 A monthly report will be produced in relation to statutory/mandatory training for the organisation to review and action as necessary.
- 3.1.5 The mandatory training matrix and access to training can be found on the intranet.

3.2 Continuous professional development (CPD)

- 3.2.1 Please also refer to **Appendix 2** regarding prioritising CPD funding
- 3.2.3 Where the CPD is directly related to the role (and identified as either essential or desirable in the person specification for the post) some contribution of funding and/or time may be made by the CCG.
- 3.2.4 Where CPD is indirect and not identified as either essential or desirable in the person specification for the post but will allow for career progression, funding and/or time will be considered by the CCG, but may not necessarily be given.
- 3.2.5 Staff may need to contribute all or a proportion of the cost of this development, as agreed by the individual and their line manager (see **Appendix 2**).
- 3.2.6 Staff who are allocated funding via the CCG and fail to attend the course/programme will be liable for the portion of the fee paid by the organisation.
- 3.2.7 Staff who are allocated funding and leave voluntarily before the end date of the course/programme will be liable for the portion of the fee paid by the CCG (**see point 14 below** for criteria for repayment of course fee).
- 3.2.8 **Funding of Degree courses:** These may be non-funded, part funded or fully funded depending on the relevance to the role and to the banding. Please also refer to **Appendix 2** regarding prioritising CPD funding.

4.0 Policy statement

- 4.1 This policy sets out the approach to establishing the infrastructure required to fulfil the CCG's commitment to ensure that the organisation is resourced at all times with people who have the appropriate competence and experience to enable the CCG to achieve its strategy.

- 4.2 Training and development needs may be identified through structured discussion between individuals and groups and their managers, taking into account the needs of specific roles, other identified competencies, personal goals as well as the CCG strategic goals.
- 4.3 The policy must be applied in the context of the individual's role and the level of funding allocation will depend upon the nature, duration of the employment contract and the capability requirements of the post.
- 4.4 The organisation will apply criteria as set out in this policy (**Appendix 2**) in making decisions regarding the funding and time off to pursue development activities. The criteria seek to provide a common framework that will apply to all employees to achieve consistency and equity, whilst also allowing flexibility to accommodate specific circumstances and requirements.

5.0 Responsibilities

5.1 Employees are responsible for:

- Participating actively in training to enable them to carry out their work effectively and efficiently. This involves: looking for and identifying their own training needs and discussing the development and implementation of an agreed development plan as part of the annual appraisal; participating in development activities; monitoring and evaluation of the plan and development activities, spending time on their own self development.
- Reporting non-attendance for training and the reason to their manager
- Recording development activity undertaken and the resources/time invested in it.
- Complying with the requirements of the induction process, statutory/mandatory training and appraisal process, which include completion of the relevant application forms and providing any supporting evidence.
- Ensuring the training request form (**Appendix 3**) is fully completed and signed by the line manager, budget holder and applicant. An incomplete application form may lead to a delay or refusal of application.
- Booking any external course once funding has been agreed.
- Arranging their own travel to and from the place of study.

- Ensuring that if training needs are identified at different intervals throughout the year, the training course /event / conference aligns to their original PDP documentation and that this is signed off by their line manager and the budget holder.
- Printing off copies of certificates for any e-learning that is undertaken which should be held within individual directorates as a record of the training completed.
- Maintaining professional development, registration and revalidation requirements, as appropriate.

5.2 Managers are responsible for:

- Having a key role in the training and development of their staff. They should ensure their staff are competent to carry out their present job effectively and receive training to develop them for future opportunities. This involves:
 - a) Appointing staff who meet the competencies outlined in the person specifications for the role.
 - b) Conducting appraisals to identify the training, development and support needs of their staff ensuring plans are developed to help meet these needs.
 - c) Providing on the job training where possible and prioritise the learning needs of the team.
- Reviewing, monitoring, evaluating and reporting development activities and their effectiveness.
- Not making any provisional commitment to staff for approval of application that has a cost without prior agreement from the training budget holder.
- Ensuring staff are compliant with mandatory and statutory training prior to other course requests.
- Ensuring the business is not adversely affected by study leave by organising appropriate cover within the team. Where this is not possible staff may not be released.
- Cancel the relevant course if a member of staff cannot attend and inform the Learning and Development team of the cancellation.
- Be aware of all external costs for failure to attend external courses.

- Ensure any materials purchased (i.e. books) to support the course remains the property of BCCG.

5.3 Directors are responsible for:

- Reviewing training requests, where necessary, and ensure these are agreed and in line with organisational strategies e.g. QIPP.
- Ensuring that managers within their directorate fulfil their responsibilities for ensuring all staff are up to date with mandatory and other necessary training.

5.4 The Learning & Development Team is responsible for:

- Organising all mandatory and statutory and other in-house training;
- Informing the relevant line manager if staff members do not attend any in-house or external courses and charge non-attendance fees if applicable. This could include the full cost of the course/conference if it is external;
- Receiving copies of training approval forms in order to complete/monitor and maintain a central database of education, including logging all paid training applications;
- Developing the training prospectus and undertaking the Training Needs Analysis on behalf of the organisation;
- Providing support and advice to managers and staff on the implementation of the policy, identification and meeting of training needs and, where possible, information about courses and training resources;
- Developing and delivering in-house bespoke development programmes as appropriate to meet identified needs;
- Sourcing external providers to address identified needs where internal approaches are not appropriate.

5.5 Conditions

- Generally an employee will be expected to remain in CCG employment for a period of at least two years from the date on which a qualification was obtained or the course study ended.
- An undertaking will be required from the employee to this effect and where the employee fails to honour the undertaking the CCG will require the repayment of all or

part of the expenses paid. **(See point 14 below; repayments of course fees)**. The CCG will have the right to wave this in exceptional circumstances.

- The continuation of any such assistance granted will be dependent on satisfactory progress during the course of study. This may be evidenced by regular attendance, the passing of examinations and by the receipt of favourable reports from the educational institution involved.
- Employees are responsible for providing evidence of their yearly, modular or exam results to their line manager. These will be retained with copies of training request applications and placed on the individual's personnel files.
- Prior to undertaking a course of study, employees must be made aware, that if they do not complete the course, or voluntarily leave the CCG, they may be required to repay costs in full if the reasons given are not deemed to be satisfactory as stated below.

6.0 Procedure

6.1 All development activity must be founded on needs, evident in organisational, workforce and individual development plans and endorsed by a manager authorised to do so by the CCG. Resources invested in development activity will be prioritised.

6.1.1 Access to Information – where it becomes necessary for employees to request organisational information, such requests should be agreed to with reasonableness and conformity to organisational protocols on the release of such information should be adhered to.

6.1.2 Access to information technology – reasonable access should be given to employees to access material and complete work electronically. Note however, that software outside of the standard packages that are included on the organisations computers will not be installed.

6.2 Monitoring Compliance & Review

6.2.1 The policy will be reviewed/updated every three years or sooner if there is significant local or national legislative change.

6.2.2 The Learning & Development Team will keep a record of money spent and will produce reports.

6.2.3 Training and support will be provided to all line managers in the implementation and application of this policy.

6.2.4 The CCG training budget is devolved to directorates and approval for training requests should be authorised by the budget holder and line manager, if different.

6.3 Application to access training and development

6.3.1 To access training and funding, the training request form in **Appendix 3** should be completed by all staff members and their line managers and budget holder.

6.3.2 All applicants accessing senior leadership training courses (for example The Kings Fund, Leadership Academy programmes, Hays Leadership programmes etc.) must complete the Approval Form for attendance on Senior Leadership Programmes, **Appendix 4** in addition to the training request form.

6.3.3 All applicants who are non-compliant in mandatory and statutory training and appraisal will be redirected to complete that training before the application is considered.

6.3.4 **Please refer to Appendix 1** for a flow chart which illustrates the application process and **Appendix 2** regarding prioritising study day allocation and level of support.

6.4 Resources allocation for training and development activities

6.4.1 Where funding is available and the request supports an individual's PDP (agreed at appraisal), see **Appendix 2 for levels of funding allocation and prioritisation** subject to available budget. The training budget holder must approve all training applications.

6.4.2 Where it is necessary for the applicant to belong to a professional body, the membership /subscription fee cost will be met by the applicant. However applicants should be aware they may be entitled to a tax deduction in respect of any professional fees paid (<http://www.hmrc.gov.uk/incometax/relief-subs.htm>).

6.4.3 Funding may not be granted if less expensive options can be identified.

6.5 Expenses

6.5.1 Expenses including travel, subsistence and accommodation incurred whilst attending training should be claimed through the monthly travel claims in the normal way, as set out in the Travel and Expenses Policy (**See Appendix 2 Prioritising study day allocation and level of support**).

6.6 Repayment of course fees and associated travel expenses

6.6.1 If the employee voluntarily leaves the CCG within a certain prescribed time period after course completion, they will be required to refund a proportion of the financial

assistance received. This will be deducted from their final salary payment. It is the responsibility of the individual's line manager to ensure that the costs are retrieved. In discussion with HR, the line manager will ensure the re- payment of course fees is requested from the individual. Reclaimed course fees will be paid into the CCG's training budget. The following table sets out the amount to refunded according the the time elapsed between completing the course and leaving the CCG.

Timescale Between Leaving CCG and Course Completion	Amount To Be Refunded
2 years or more	0%
1-2 years	25%
9 months-1 year	50%
6-9 months	75%
Less than 6 months	100%

6.7 Cascading of knowledge

- 6.7.1 Sharing knowledge from a training event in the form of a written paper, presentation, briefing workshop, etc. should be encouraged as appropriate to maximising resources invested.
- 6.7.2 Staff who take extended study leave will be expected to undertake projects, dissertations, research, etc. that will be beneficial to the CCG. They will be expected to share the results of such work with colleagues, for example, as formal presentations open to all interested staff to attend.

6.8 Application procedure

As this funding mechanism is often over-subscribed it may be necessary to prioritise applications. Not all applications can be supported.

Temporary staff and honorary staff positions are not normally covered via this central staff development fund.

Employees who wish to seek support from the CCG to undertake a course of study should be employed on a permanent basis for at least one year.

All applications should be made on the appropriate application form (**Appendix3**).

Please see **Appendix 1** for details about how to book a course.

Funding decisions will be based upon suitability of course or programme and the availability of funds.

Copies of applications that are rejected at local level, together with the reason for rejection, should be sent to the Learning and Development Team to enable monitoring for equality purposes.

6.9 Dealing with a dispute

Employees who feel they have been treated unfairly by refusal of study leave or funding should initially raise their concern with their line manager. Where resolution cannot be achieved through informal discussion, an employee may put forward a grievance in line with the guidelines set down in the organisation's Grievance Policy.

6.10 Special educational needs support

The CCG will make every effort to provide reasonable additional educational support as appropriate within available resources, for example specialist IT software may be required to help individuals on their learning programmes.

Appendix 1

How To Book A Course (External)

Development need discussed at appraisal with line manager and recorded on staff member

PDP



Course provider identified



Complete course booking form



Send form to line manager and budget holder for approval



Form sent to Learning & Development for recording (ccg.training@nhs.net)



Training Approved?

Yes



Staff member books agreed course

No



Staff member is informed of outcome and alternative options are discussed with Learning & Development team

Appendix 2

Funding Allocation/Prioritisation

The following rag rating is a guide for managers to ascertain funding allocation /prioritisation (**MUST, SHOULD, PROFESSIONAL & CAREER DEVELOPMENT, COULD**)

Development, learning, training or educational activity

Personal development can go beyond attending a course, study day or conference, academic programme or training event. Using the appraisal review an employee and their line manager can maximise their effectiveness by looking at the variety of ways that valuable and cost effective learning can take place. This is also the case for teams, including the Governing Body as part of its Board Development programme.

Development, learning, training or educational activity can take many forms including:-

- On the job teaching or coaching
- Interactive training sessions, e-learning
- Conferences, seminars, lectures, workshops, and exhibitions,
- Adult Further/Higher Education
- Mentoring/Coaching
- Secondments
- Action Learning Sets
- Shadowing/ job rotation
- Clinical supervision
- Critical Incident Analysis
- Reflection/ reflective practice
- Project work
- Research

Funding allocation description

Priority	Description	Level of support
MUST Statutory and Mandatory Training	This is training activity where an employee is required to attend by law or in support of organisation policies, which is usually related to Health and Safety or some other duty of care towards employees or service users.	<ul style="list-style-type: none"> 100% course fees 100% study leave and exam time 100% mileage rates at the organisation agreed travel and subsistence Fees and registration for professional bodies not funded
SHOULD-Essential Professional Capacity/cap ability to undertake role	<ul style="list-style-type: none"> Training required for the post holder to be competent in a specific area of work. Training will support the post holder to meet their full post objectives. Training should be identified through the appraisal or Board Development programme in order to achieve the requirements of the role. Training is related to objectives and core business requirements or training that supports organisational change including changes to methods, systems, working environment, policy or technology. e.g. Clinical changes due to NICE guidelines 	<ul style="list-style-type: none"> 100% course fees (subject to funds being available) 100% mileage rates at organisational agreed travel and subsistence Re-sit at own expense Fees and registration for professional bodies not funded Study leave, travel and subsistence negotiated between line manager and employee
Professional and career development training	<ul style="list-style-type: none"> This may include courses and activities which offer professional knowledge, skills or professional qualifications which is beneficial (but not a requirement) of the employee's post. Training is desirable for the post holder in order to enhance performance and/ or preparation for a new role/ promotion, or for career development within healthcare but not necessarily within the current area of work. This is training to allow the post holder to develop beyond their full objectives. Developmental training is important in developing the CCG as a learning organisation and as a means of motivating and retaining staff. Career development that is agreed in the Personal Development Plan, which will move forward a career aspiration but is not a requirement in the current role. CPD activities including conferences, post graduate study and seminars. 	<ul style="list-style-type: none"> 50% (subject to funds being available) Travel and subsistence negotiated between line manager and employee, it is not expected that these would be funded for long term study Exams and re-sits at own expense Fees and registration for professional bodies not funded Study leave, travel and subsistence negotiated between line manager and employee
COULD Individual Value	<ul style="list-style-type: none"> This is training that allows individuals to develop new skills or acquire knowledge that may be transferable but is not vital to their role. This training is often concerned with individual aspiration rather than CCG need. The CCG may benefit, but the main benefits are accrued by the individual 	<ul style="list-style-type: none"> No funding agreed Study leave, travel and subsistence negotiated between line manager and employee Re-sit at own expense

	<ul style="list-style-type: none">• Courses and activities which are primarily in the interest of the individual rather than the organisation• This could include studies outside the individual's professional field	<ul style="list-style-type: none">• Fees and registration for professional bodies not funded
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Appendix 3; Training Request Form

SECTION 1 – PERSONAL DETAILS

Name	Job Title
Directorate/Dept.	Email/Telephone Number

SECTION 2 – APPLICATION REQUEST

What are you applying for? _____ Title _____

Short course Conference
 Leadership Programme Further education/qualification

Start Date / End Date	Duration
Cost estimate including course/tuition/books/travel	Suggested Provider
Study leave required (dates and duration)	Date of last appraisal

Are you fully compliant with mandatory training? Yes No

SECTION 3 – How does this add values to the team/organisation?

Is this request:

Essential to needs of your role/service Mandatory requirement
 Desirable to needs of your role/service (clinical/mandatory training)

How does this request fit in with your appraisal or personal development plan/needs of your role/service?

HR and ODL Shared Service

Herfordshire, West Essex,
Bedfordshire & Luton
CCGs

I have read the Education, Training and Development Policy and I understand that if I voluntarily leave the CCG within the prescribed time period I will be required to refund a proportion of the financial assistance received. (see table below). This will be deducted from the final salary payment. It is the responsibility of the individual's line manager to ensure that the costs are retrieved.

Timescale After Course Completion	Amount To Be Refunded
2 years or more	0%
1-2 years	25%
9 months-1 year	50%
6-9 months	75%
Less than 6 months	100%

Applicant's signature _____ Date _____

I am prepared to present learning at a learning lunch

I support the application for training / I do not support the application for training because

Line manager's name _____ Signature _____ Date _____

**Please return completed form to ccg.training@nhs.net or post to:
Learning & Development Dept.,
Herts Valleys CCG
Hemel One
Boundary Way**

Hemel Hempstead, HP2 7YU to apply for approval

SECTION 4 – Approval Process (office use only)

Short course or Conference

	Decision	Comments	Signature	Date
Name: Head of Learning & Development				
Name: Budget holder				

Further action(s)

Date applicant notified of outcome: _____

Administrator: _____

Date sent to finance (if approved): _____

Leadership Programme or Further Education / Qualification

	Decision	Comments	Signature	Date
Name: Head of Learning & Development				
Name: Budget holder				

Further action(s)

Date applicant notified of outcome: _____

Administrator: _____
Date sent to finance (if approved): _____

Appendix 4

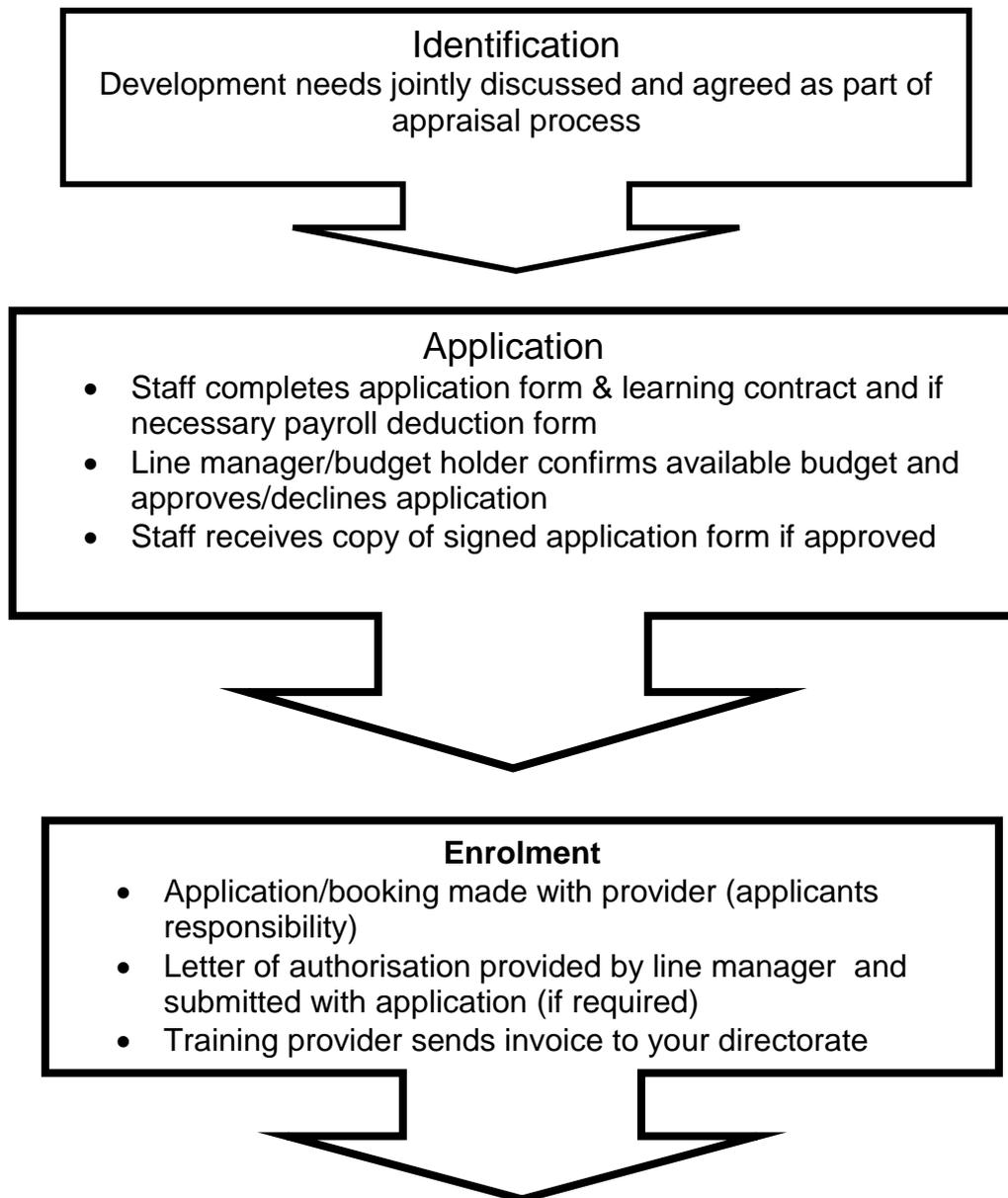
Approval form for Attendance on Senior Leadership Programmes

**Employee's NameCourse
Name.....**

Criteria	Please indicate
Does the application clearly demonstrate that this development will provide tangible benefits to: <u>the individual</u> , <u>their team</u> , <u>the service</u> , <u>the CCG</u>	
Has the applicant had a recent appraisal	Yes / No
Is there evidence that the applicant completed the appraisals for their direct report(s) and submitted them for recording within prescribed timescales	Yes / No
Is there clear evidence of a Personal Development Plan (PDP) and how this application supports it	Yes / No
Is the applicant currently compliant with all required Mandatory training	Yes / No
Are there any existing capability/attendance and or disciplinary issues	Yes/No
Can the training need be addressed in another way without the need to attend this programme	Yes/No
Is there evidence of continuous professional development within the application	Yes / No
By agreeing to fund this application, would the panel be supporting some specific current NHS/CCG objectives and priorities	Yes / No
Is there an opportunity available within the CCG for the applicant to use skills and knowledge gained from the programme	Yes / No
Is there a cost to this training? If yes, please indicate the amount	Yes / No (£.....)
Will the CCG partly or fully fund the programme	
Are there any reasons for which this funding should not be supported?	

I agree/do not agree (delete as appropriate) to support this application. State reasons for decision.	
Manager's Name	Signature
Employee's Name	Signature
Budget Holder/Director's Name	Signature

Procedure for application



- Objectives jointly agreed between line manager and applicant capturing application of learning to the workplace on completion
- Applicant attend training

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

Title of policy, service, proposal etc being assessed:

Education, Training & Development Policy

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

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') recognises the benefits to the employee and the organisation of encouraging and supporting staff to undertake learning and development which are relevant to their current role and future development. The CCG also recognises the need to support activities that ensure staff meet the requirements of continuing their professional development where it is mandatory or optional.

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

The purpose of this Policy is to ensure that the CCG is resourced, at all times, with people who have the appropriate competence and experience to enable the CCG to achieve its purpose and meet future needs.

The CCG encourages the training and development of all employees in the knowledge and skills required to competently perform in their role, particularly when they take up a new post.

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 you've reached that decision and send the form to the equality and diversity manager for agreement and sign off

Staff

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.

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

No local assessment. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance. Also considered were the Health and Safety Executive statutory regulations 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Sex Detail and consider evidence on men and women. This could include access to services and employment.

No local assessment. Developed in conjunction with, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Sexual orientation 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Carers Detail and consider evidence on part-time working, shift-patterns, general caring responsibilities.

No local assessment. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Other identified groups 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. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Engagement and involvement

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

How have you engaged stakeholders in testing the policy or programme proposals?

Policy Forum established. Members include representatives of CCGs and Trade Unions

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 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?

Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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

Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Advance equality of opportunity

Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

Promote good relations between groups

Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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 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.

No local assessment. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

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?

No local assessment. Developed in conjunction with the joint forum, and ratified by,

the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations guidance

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

No local assessment. Developed in conjunction with the joint forum, and ratified by, the relevant committees of the Hertfordshire, Bedfordshire, West Essex and Luton CCGs. Also considered were the Health and Safety Executive statutory regulations 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:

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

HR and ODL Shared Service

Herfordshire, West Essex,
Bedfordshire & Luton
CCGs

Name of person(s) who carried out these analyses: Paul Curry

Date analyses were completed: 17 May 2017
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