

Guidance on Work experience and Internships

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Change History:

Version	Date	Reviewer(s)	Revision Description
V1.0	April 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	The HR and ODL Shared Service proactively reports to managers all agency and interim use and compliance with the policy.
Review	Every 2 years
Equality and Diversity	17/05/2017 - Equality Impact Assessment

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Associated Documents	<ul style="list-style-type: none">▪▪▪
References	<ul style="list-style-type: none">▪▪▪

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Document Status:

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1.0 Introduction

1.1 This guidance sets out NHS Bedfordshire, Herts Valleys, Luton, NHS west Essex and East and North Herts Clinical Commissioning Group's (CCG) approach to work experience, volunteering and internships to ensure placements are a useful experience for both the individual and the CCG.

The guidance should be followed for all work experience, and internship placements.

1.2 This guidance aims to ensure that all individuals who undertake a placement gain a positive image and experience of the CCG as a good employer, that all individuals receive a structured induction and placement and therefore benefit from the placement, and that all placements are appropriately managed with regard to risk management, confidentiality, protection and duty of care.

2.0 Scope

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

3.0 Definitions

3.1 The guidance outlines the arrangements for the CCG's Internship, Work Experience and Work Shadowing process, including designing the role, sourcing and managing the Learner. For the purpose of this guidance, these people will be referred to as 'Learners'.

The CCG is committed to supporting individuals in gaining the requisite experience and skills to secure appropriate employment. Learners have worked well in a number of sectors for many years and can offer significant benefits to the CCG. Learners can:

- Fill a skills gap or vacancy
- Inject fresh ideas, knowledge and up-to-date theoretical concepts
- Develop the mentoring or supervisory skills of current staff
- Provide access to a talented and diverse workforce
- Promote the CCG as an employer of choice
- Demonstrate commitment to our corporate social responsibility

3.2 Work experience

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Work experience is defined as a placement mainly at the CCGs premises in which a student or individual carries out a particular task or duty, or a range of tasks or duties with an emphasis on the learning aspect of the experience. The student will receive no remuneration for this activity. The Department of Education recommends that two weeks of work experience is good practice for 14 to 16 year olds.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299597/Not_just_making_tea.pdf

3.3 Work shadowing

Work shadowing is defined as a placement at the CCGs premises in which a student or individual shadows an employee or range of employees going about their normal activities, unless the complexity or for safety or security reasons the activities cannot be done by the individual with supervision from a Manager/CCG employee. The individual will receive no financial remuneration for the activity. Work shadowing should not normally last longer than one day. Any requests for work shadowing lasting longer than one day should be treated in line with work experience.

3.4 Internships

Internships are defined as a placement at the CCG during which a university or college student undertakes a role or piece of work over a set period of time which they are remunerated for. All internships in CCG will be advertised via NHS jobs and local universities and colleges. All individuals applying for an internship will be required to follow the normal CCG recruitment and selection process and will be treated as an employee during their placement.

4.0 Roles and Responsibilities

4.1 Director

Overall responsibility for the co-ordination and deployment of Interns will lie with the Director to whom the line manager works. Where necessary, the Director will ensure support is available to staff working alongside Learners.

4.2 Line Manager

The CCG accepts responsibility for the health and safety of individuals whilst on CCG premises and that the insurance cover is available through the CCGs Public Liability insurance.

The responsibility of the manager is to:

- Follow the policy with regards to applications received for Learners
- Sharing this policy with the applicant for information prior to them commencing their placement.
- Ensure the individual receives a structured induction, including elements on health and safety, fire procedures and confidentiality awareness.
- Conduct a risk assessment for young people under 18 on their first day (see appendix for more information and the risk assessment)
- Ensure that appropriate action is taken in the event of an incident/accident and that an incident report form is completed.

- Allocate an appropriate mentor who should be available through the placement and ensure that adequate supervision is provided **at all times**.
- Ensure that confidentiality is adhered to at all times.
- Ensure that all mentors/supervisors of children and young people have had a recent Disclosure and Barring Service check.
- Arrange and undertake regular reviews to ensure that the individual has benefited from the placement.
- Ensure that a supervisor's evaluation report is completed

4.3 Individual

The responsibilities of the individual are:

- To return all relevant pre placement check documentation in a timely manner.
- The individual needs to inform their mentor/supervisor as soon as possible of any concerns they may have regarding any element of their placement.
- The work experience individual will be asked to sign an honorary contract and the volunteer will be asked to sign the volunteer agreement.

- Individuals will be required to wear suitable clothing and footwear for the work situation and be neat and tidy at all times.
- It is the responsibility of the individual to contact the department if they are unable to attend the work place for any reason.
- Individuals have a responsibility to ensure that they are professional and polite when representing and undertaking placements within the CCG.
- The individual is responsible for completing the evaluation report (appendix 3).

5.0 ALL PROCESSES / PROCEDURES

5.1 Protection Issues

The CCG is 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 children, particularly those who are still of compulsory school age, it is important to be aware of potentially difficult situations.

The risk guidelines contained in appendix 6 should help staff ensure that the placement is a secure and productive environment for all concerned.

Any concerns regarding protection issues should be discussed with HR prior to the placement.

5.2 Insurance

The principle risks which may arise as a result of a placement are;

- injury to students themselves
- injury to others on the premises (employees, visitors, patients etc)
- damage to, or loss of employers property, and
- damage to, or loss of other property (e.g. the students, an employee's or a patients property)
- The CCG has employer's liability insurance which covers all work experience placements, providing that individuals work within the guidelines.

5.3 Pre Work Experience checks

Prior to commencement, all Learners must go through pre-placement checks. These will be carried out by the Recruitment team and will include:

- Reference checks covering 3 years (this may include references from education institutions)
- ID checks
- Health declaration
- DBS checks (where required)

These checks must be completed and deemed satisfactory by the CCG prior to a commencement date for the placement being arranged. Where the education institution that the student is coming from has already conducted such checks, these may be deemed acceptable by the CCG and new checks may not need to be undertaken. In this instance, advice should be sought from Recruitment to determine whether the checks undertaken by the education institution are satisfactory.

5.4 The application process for work experience and work shadowing

- On receipt of an enquiry from a school, college or individual applicant, the Recruiting Manager will respond with a letter and application form.
- All applications must be made in writing using the application form together with Curriculum Vitae (if available). If the applicant requires support to complete an application form and Curriculum Vitae due to a disability they should contact the Recruiting Manager to discuss any reasonable support required and make the CCG aware of their individual needs.
- All applications are to be approved by the Recruiting Manager before a placement is confirmed.
- Upon receipt of an application, the Recruiting Manager will check that the application is acceptable, that the experience requested is suitable for the applicant and if work experience opportunity is deemed appropriate.
- The Recruiting Manager confirming the placement and asking them to complete the necessary pre placement clearance forms. The applicant will also be informed in writing if the CCG is not able to offer a placement.

- Please note that a start date cannot be agreed until all the pre placement forms have been returned and assessed.
- Once these checks have been processed and received, and a start date has been agreed, the Recruiting Manager will notify the Recruitment team who will then raise an Honorary Contract for the Learner. A copy of the Honorary Contract will be sent to the Recruiting Manager for their records.
- Any Learner following a work experience programme must, before they start, sign and return the Honorary Contract to the manager. If they are under 18, the Contract must also be signed by a parent or guardian.

5.5 The application process for Interns

The recruitment process for Interns will be in accordance to the CCG's Recruitment and Selection Policy, and will be processed by the Recruitment team.

5.6 Induction and Training

- The Learner's line manager will be responsible for local induction training and procedures relevant to the Learner's role. The Learner will have to complete their Information Governance before they are issued with a log in.
- The suitability of the Learner and the role they are undertaking will be reviewed on a monthly basis. The meeting will cover the following:
 - Review of performance i.e training, coaching, mentoring
 - Any problem areas including corrective action
 - Performances objectives set
- At the commencement of the internship, candidates will be provided with a structured training plan (see Appendix 5).
- The line manager will be responsible for ensuring mandatory training is carried out and that Interns are made aware of relevant policies and procedures and their responsibility to comply with them. Interns will also be made aware of relevant procedures in the area they are planning to work. All mandatory training must be completed on day one of their commencement at the CCG.

- Interns will be required to sign a confidentiality agreement and will be expected to treat any information relating to staff and CCG matters in the strictest confidence.
- ID badges will be provided to Interns undertaking duties on CCG premises.

5.7 Supervision

- Learners should be supported adequately during their placement to ensure the placement is valuable to them, and that the work they undertake for the CCG is of a high standard.

5.8 COMPLETION OF PLACEMENT

FINAL REVIEW

At the end of a placement, a final review should take place between the manager and the Learner (see Appendix 3). In the final review the following should be considered (where applicable):

- evaluate whether internship objectives have been met
- provide constructive professional feedback and advice
- offer to help them update their CV
- provide them with a reference

The review stage is important for both the CCG and the Learner. It allows the manager to reflect on the outcome of the placement and the impact on future placements of Learners. It also provides the Learner with a record of their successes during the placement, and feedback on future skills development.

An end of placement evaluation form should be completed by the Learner and returned to HR (see Appendix 3)

Appendix 1

Application form for work experience placements

Please complete the following application form and send back to

Name:
Current education level:
List qualifications:
E-mail:
Address:
Contact telephone number:
Do you consider yourself to have a disability? (Please circle) Yes/No
If yes, please provide details and if you have any special requirements?
Which department/area in the CCG would you prefer to work in (list in order of preference)?:
1.
2.
3.

Why do you want to do a work experience placement with the CCG?

What are your hobbies and interests?

What are your career ambitions?

Do you know anyone that works at Bedfordshire Clinical Commissioning Group? If so who?

Please provide details of 2 references covering the previous 3 years. These can include professional references from an employer, or references from teachers, tutors or lecturers in your education institution. The CCG will contact your references prior to offering a placement.

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Reference one

Surname		First Name	
Title			
Job Title			
Address			
Post Code		Country	
Telephone		Fax	
Email			
Relationship		How long has the referee known you?	

Reference two

Surname		First Name	
Title			
Job Title			
Address			
Post Code		Country	
Telephone		Fax	

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Email			
Relationship		How long has the referee known you?	

The information in this application is true and complete. I agree that any deliberate omission, falsification or misrepresentation in the application form will be grounds for rejecting this application or subsequent termination of the work experience placement.

Signed	
Print Name	
Date	

Appendix 2 Student's Work Experience Evaluation form

Student's Name:	School/College/University:
Manager during placement:	Areas of Organisation:

To enable us to assess how useful you found your work experience it would be very helpful if you would answer the following questions. This information may be used to develop programmes for future students

<p>What did you hope to learn from the placement?</p> <p>Has this been achieved? If no, please give details:</p>

<p>Overall, how satisfied were you with the placement?</p> <p><input type="checkbox"/> Very satisfied</p> <p><input type="checkbox"/> Satisfied</p> <p><input type="checkbox"/> Dissatisfied</p> <p><input type="checkbox"/> Very dissatisfied</p> <p>Please give details:</p>
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<p>Any other comments you would like to add:</p>

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Signed	
Print Name	
Date	

ONCE COMPLETED PLEASE RETURN TO HR

Appendix 3 - Line Manager's Work Experience Evaluation form

Student's Name:	School/College/University:
Manager during placement:	Areas of Organisation:

	Excellent	Good	Acceptable	Less than Acceptable
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work under supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to work on own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicative ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relations with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relations with client group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Line Manager:

Signed	
Print Name	
Date	

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Student:

Signed	
Print Name	
Date	

ONCE COMPLETED PLEASE RETURN TO HR

Appendix 4

Young Person Risk Assessment

This document is a young person risk assessment template; and is used to assess health and safety hazards associated with a young person on a work placement.

This document is used to discover the hazards associated with a particular job role and the young person (things that have the potential to harm someone), the potential severity of those hazards, and work out what the risk is. The risk assessment then looks at how we can eliminate the risk or if this is not possible, reduce it and control it. Risk assessments should ideally be carried out in conjunction with those exposed to the risk(s) or as a minimum discussed with such persons.

In order to complete this assessment successfully, you should refer first to the following HSE guidance. This can be obtained by following these web links:

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>

STEP 1: Outline the background information and confirm it is correct

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Young person's name:			
Job role:			
Location of job role:			
Signature (person carrying out risk assessment)		Date	
Signature: (Person subject to risk assessment)		Date	

YOUNG PERSONS AT WORK – RISK ASSESSMENT FORM

HAZARD	DESCRIPTION	RISK OF INJURY OR EXPOSURE	ACTION / COMMENTS
Psychological capacity	<p>Are there critical tasks, which rely on skill, experience and an understanding of the task requirements?</p> <p>You should provide young people with training and effective supervision, particularly where they might be:</p>		

	<ul style="list-style-type: none"> – Using machinery with exposed dangerous parts e.g. food slicing machinery; – Potentially exposed to violent or aggressive behaviour. 		
Physical capacity	<p>Injuries can occur in jobs that require repetitive or forceful movements, particularly when combined with awkward posture or insufficient recovery time.</p> <p>You should :</p> <ul style="list-style-type: none"> – Take account of the physique and general health, age and experience of the young person in your risk assessment; – Provide training and supervision 		

Moving & Handling	Manual handling includes not only lifting but pulling, pushing and twisting. Consider both the handling of inanimate objects and people. Can the handling task be avoided?		
Display Screen Equipment	Correct posture is very important to prevent undue strain being placed on the neck, shoulders, back, arms and wrists. Ensure that a VDU workstation assessment is carried out.		
Noise	Exposure to prolonged loud noise may lead to increased blood pressure and tiredness. If you are 2 metres from a person and need to shout to be heard the noise is too loud.		
HAZARD	DESCRIPTION	RISK OF INJURY OR EXPOSURE	ACTION / COMMENTS
Hazardous	All chemicals used in the workplace		

substances e.g. cleaning fluids, pesticides, etc	should have a COSHH assessment. These should give an indication of any potential hazards and precautions that should be taken.		
Biological Agents e.g. Hepatitis B, HIV, herpes, TB, syphilis, chickenpox, typhoid and rubella.	Consider: <ul style="list-style-type: none"> - the nature of the biological agent - how the infection is spread - how likely contact is - what control measures there are, e.g. physical containment, hygiene measures, use of vaccines 		
Any other concerns			

INTOLERABLE RISK (High Risk) – Remove hazard immediately

SUBSTANTIAL RISK (Medium Risk) – Adapt working practices & introduce control measures

MODERATE RISK (Low Risk) – Advise & supervise Young Person

Appendix 5

INTERNSHIP TRAINING PLAN

INTERN'S NAME:

MANAGER:

DATE:

Creation Date	Target Completion Date	Learning Aim	Purpose	Activity to support learning (ie. Training, coaching, shadowing)	Priority	Review measures & Period	Reviewer	Staff

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Signature of Intern:

Signature of Line Manager:

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Appendix 6 **Equality Analysis – Full Equality Impact Assessment**

Title of policy, service, proposal etc being assessed:

WORK EXPERIENCE GUIDANCE

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

Due to an increase in the number of schools and colleges wishing to broaden their students understanding of the ‘world of work’ and the CCG’s desire to be an employer of choice, the CCG has committed itself to support schools, colleges and universities in show casing the choice of careers within the NHS in Hertfordshire and Bedfordshire.

This work experience guidance has been drafted to guide schools, colleges, and universities in how to access work experience within the CCG as well as to assist managers in introducing a structured programme for those on work experience. The scheme is open to all aged 14 and over, although they must be at least 16 years of age to undertake a placement involving patient contact.

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

The programme will provide an introduction to the world of work, typical working habits (such as attendance requirements, etc,) and general understanding of working conditions. This will be done through structured programmes, shadowing staff at work and engaging in tasks that the work experience candidate is competent to do.

It is important that work experience programmes are planned and structured to be engaging, informative and worthwhile for those who take the placements.

The purpose of the programme is not to use those on work experience to replace permanent staff, but to provide a structured programme of training and experience, which will assist them in obtaining future permanent paid employment preferably within the NHS. The programme should provide those who take the placements with an insight to the varied occupations available within the NHS and assist them with their career choices, whilst also adding value to the work of the CCG.

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

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manager for agreement and sign off

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

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.

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.

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.

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.

practice.

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.

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.

Sex 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.

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

Carers 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.

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

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?

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

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.

Advance equality of opportunity

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

Promote good relations between groups

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

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.

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.

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.

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"/>

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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.

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

Date analyses were completed: 17 May 2017
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