Learning and Development Policy

Policy reference – LCCGHR21

SUMMARY	To provide a process and framework for support to managers and employees to access Induction, Learning and Development & Appraisals.
AUTHOR	Cath Jackson/Alan Cale
VERSION	V2.0 Final
EFFECTIVE DATE	17 October 2018
APPLIES TO	Employees, Governing Body, Clinical Leads, Agency Staff, Contractors, Secondees and Volunteers
APPROVAL BODY	Social Partnership Forum will be consulted prior to final approval by the Remuneration and Nomination Committee
RELATED DOCUMENTS	Organisational Development Strategy, Managing Work Performance Policy; Health and Safety Policy; Pay Progression Policy, Grievance Policy
REVIEW DATE	September 2022

VERSION CONTROL SHEET

Version	Date	Author	Status	Comment
1.1	26/03/2014	Wendy Kelvin	Draft	
1.2	07/04/2014	Hannah Morris	Draft	Updated following management comments
1.3	12/05/2014	Liz Orton	Draft	Updated following Social Partnership Forum
1.4	15/7/2015	Angela Rust	Final	Scheduled review
1.5	12/10/2015	Tazeem Hanif	Final	Ratified at the Leeds Social Partnership Forum
1.6	15/02/2017	Cath Jackson	Draft	Addition of GDPR update paragraph (4)
2.0	11/05/2018	Cath Jackson/Alan Cale	Draft	Full review of policy with transition to a single CCG
	17/08/2018		Draft	Updated following Social Partnership Forum
	27/09/2018		Draft	Approved by Social Partnership Forum

CONTENTS

1.   PURPOSE

1.1   This policy sets out the organisation's approach to learning and development. The organisation is committed to its workforce and supporting learning and development opportunities as part of its commitment to lifelong learning and supporting the workforce in adapting to new ways of working.

1.2   The organisation wants its employees to be clear how the organisation demonstrates this commitment, in order that they can play their own part, given that learning and development is mutually beneficial to both themselves and the organisation.

1.3   This policy covers the broad categories within learning and development and will apply to the various activities that employees undertake in relation to their employment including: Induction, Statutory and Mandatory training, other learning and development activities and Appraisal.

1.4   The policy aims to:
- Provide employees and managers with clear guidance on the principles and processes with regard to learning and development.
- Provide managers with a clear framework by which they can manage and support the development of employees including making decisions regarding funding and time off.
- Provide employees with clear guidance on the parameters, criteria etc. that will apply to learning and development activities, including the `time off` and funding that they may be offered.
- Confirm and specify the organisation's commitment to equipping employees with the necessary skills required to undertake their roles competently and confidently as the key to delivering the NHS vision of patient centred care. In turn, employees are expected to take responsibility for developing these skills.

2.   SCOPE

2.1   This policy has been developed in line with the organisation's overall vision and strategy and reflects a belief in the need to develop all permanent and temporary employees (those on a fixed term and agency contracts) as defined by the ERA 1996, whether employed on a full time or part time basis.

2.2   This policy relates to staff with an employed status. The principles of the policy also apply to Governing Body Members and, where appropriate, Clinical Leads, agency staff, contractors, those with honorary contracts, seconded staff and volunteer staff. The level of support will depend upon the nature and duration of the contract and the capability requirements of the post.

3.   EQUALITY STATEMENT

3.1   In applying this policy, the organisation will have due regard for the need to eliminate unlawful discrimination**,** promote equality of opportunity**,** and provide for good relations between people of diverse groups, in particular on the grounds of the following characteristics protected by the Equality Act (2010); age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation. In addition, the CCG will ensure that

employees and job applicants are not unreasonably discriminated against on the basis of other characteristics including socio-economic status, offending background, political affiliation and trade union membership. An Equality Impact Assessment is used for all policies and procedures. See Appendix 3

4. DATA PROTECTION REGULATION (GDPR)

4.1 The CCG is committed to ensuring that all personal information is managed in accordance with current data protection legislation, professional codes of practice and records management and confidentiality guidance. More detailed information can be found in the CCGs Data Protection and Confidentiality and related policies and procedures.

5. ACCOUNTABILITY

5.1 The Chief Executive is accountable for this policy.

6. IMPLEMENTATION AND MONITORING

6.1 The Remuneration and Nomination Committee are responsible for the formal approval and monitoring compliance with this policy. Following ratification, the policy will be shared with staff in the e-bulletin and will be available on the website.

6.2 The policy and procedure will be reviewed periodically by Human Resources in conjunction with managers and Trade Union representatives where applicable. Where a Learning and Development review is necessary due to legislative change, this will happen immediately.

7. RESPONSIBILITIES

7.1 Good working relations are vital for the organisation to operate successfully and provide services. There is a joint responsibility for management, trade unions and employees to accept the responsibility of working together on issues in good faith and with the shared intention of facilitating good working relations.

7.2 Employees
It is the responsibility of employees to ensure that they:
- Regard statutory and mandatory training as a priority.
- Report their non-attendance at training and provide the reason for their absence.
- Record development activity undertaken and the resources/time invested in it.
- Comply with the requirements of the induction process, statutory/mandatory training, appraisal process and protected learning time, which includes completion of the relevant application forms and providing any supporting evidence.
- Feedback, share or present work and learning undertaken within the limits of any confidentiality provisions, including capturing learning within Appraisal documentation.

7.3 Line Managers
It is the responsibility of line managers to ensure that they:

- Identify protected time within their diaries to provide a quality and informative induction which covers familiarisation with the working environment, policies, procedures and guidelines specific to their role.
- Identify protected time within their diaries for appraisals and book appraisals with their team.
- Provide employees with protected time to meet the requirements of the induction process, appraisal process and statutory and mandatory training as a priority.
- Enable employees to transfer learning to the workplace.
- Clarify the minimum skill set requirement for their service prior to agreeing any application for protected learning time.
- Record development activity undertaken and the resources/time invested in it.
- Follow the process/criteria as set out in this policy before decisions about protected learning time are made.
- Conduct an additional induction for employees returning to the organisation after an absence of 6 months or more due to maternity, paternity and adoption leave, a career break, secondment or long-term sickness.

7.4   Learning and Development Service
        It is the responsibility of the Learning and Development service to ensure that:
- Training programmes are commissioned to meet the quality standards agreed with the commissioning organisation.
- Records of attendance are maintained and reasons for non-attendance captured at induction and statutory and mandatory training, ensuring personal records are updated.
- Report on attendance and compliance at individual and organisational level in the agreed format.
- Maintain records of appraisals undertaken and reports on uptake in the agreed format.
- Evaluate training to ensure consistent quality.
- Meet delegates' access, dietary or specific requirements as a reasonable adjustment.
- Conduct training needs analysis or reports as agreed within the Service Level Agreement.
- Employees newly recruited to the organisation are supported to meet induction requirements.
- Advice, assistance and guidance are provided to employees and managers on the application of this policy and failures to comply with the expectations of this policy.

8.   PRINCIPLES

8.1   The policy must be applied in the context of the individual job role and engagement arrangements to ensure support requested is appropriate, justified and proportionate. The level of support will depend upon the nature and duration of the contract and the capability requirements of the post.

8.2   The organisation will apply criteria as set out in this policy 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, at the discretion of senior managers.

8.3   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 organisation. Resources invested in development activity will be prioritised. Every effort should be made to ensure that the effects of development activity being undertaken does not unduly disadvantage individuals, their colleagues, groups of staff, or the service. Managers need to ensure there is clarity with regards to support, which should be fair and proportionate to role, role requirement and individual need.

9.   INDUCTION

9.1   Induction is the start of a "contractual" relationship between the organisation and its employees and is fundamental in setting standards and influencing patterns of behaviour for the future. It is recognised that an effective induction process is an invaluable way of ensuring that new employees know and understand the values of the organisation and the part they play in upholding these in the work they do. It is also an important way of helping new employees understand the services provided and the relationships between different teams in delivering these.

9.2   Line managers are responsible for ensuring all employees receive a local induction via completion of the Induction Checklist, which must be commenced on the first day of employment. Induction activity as identified within the induction checklist should be fully completed and recorded as complete within two months of starting in the organisation. This includes submitting a copy of the checklist to the Learning and Development team for recording compliance and for a copy to be placed on the personal file. The checklist is available on the CCG extranet.

9.3   Line managers are also responsible for completing the induction checklist for all non-directly employed staff e.g. agency workers and contractors. Health and safety matters and information governance must be covered, in addition to any role specific areas as identified by the line manager. The completed checklist should be sent to the Learning and Development team within 2 months.

9.4   All new starters should attend a corporate welcome session. In addition, organisational wide team briefs are held by senior managers as an opportunity to hear key messages and allow staff to feedback. Employees are expected to attend team briefs wherever possible and keep up to date with other methods of communication such as the e-bulletin. Further information to support induction is available on the CCG extranet.

10.   STATUTORY AND MANDATORY TRAINING

10.1   Statutory training is laid down by law, primarily in section 2 of the Health and Safety at Work Act (1974). Mandatory training is training recognised by the organisation as essential for someone to safely undertake a task or role, or to comply with other organisational policies and strategies, for example, for the development of the organisation.

10.2   Training defined as statutory or mandatory is not an option and must be kept up to date as a priority in line with the matrix in appendix 1. All employees will be supported to complete statutory and mandatory training in working time. The Statutory and Mandatory Training Matrix outlines the required topic, level, frequency, duration and delivery method of all required courses for:
- All employed staff.
- Governing Body Members.
- Employees with higher level requirements.
- Agency workers, Honorary Contract holders and Independent Contractors.

10.3   This also covers specific "contractual" or similar mandatory requirements as required by the employed role, which require employees to dedicate time to continuing professional development and evidence of keeping up to date with their professional practice.

10.4   Statutory/Mandatory training requirements will be the first priority for personal development, and are governed by this policy in that respect. Managers and employees have a responsibility to ensure:

- Statutory/Mandatory training requirements are identified at induction and reviewed during the appraisal process.
- The opportunity to attend training is provided and taken.
- Appropriate training records are maintained by both the employee and the organisation.
- Statutory/Mandatory training compliance declared as part of request for pay progression, where applicable.

10.5   Upon appointment, all statutory/mandatory training should be completed within two months of the starting date. Priority should be given to complete Data Security Awareness, Fire Safety and Health and Safety in the first instance as soon as reasonably practicable. For non-directly employed staff (i.e. agency/contractors) the line manager should decide if they are required to complete any modules depending on the nature and length of the role.

10.6   Governing Body members will be expected to transfer their statutory and mandatory training compliance from their employer, or access the organisation's packages where appropriate. A copy of certificates should be provided to the Learning and Development team for compliance to be recorded.

10.7   Monthly dashboard activity will be produced in relation to Statutory/Mandatory training for the organisation's review and action. This will form the basis of a regular "conversation" with line managers in order to ensure agreed performance indicators are being met.

11.   APPRAISAL

11.1   The organisation recognises appraisal as an important process for employees and managers. appraisal gives employees the opportunity to engage in a dialogue about performance and development to ensure:

- Employees are clear about what they have to achieve and objectives are agreed.
- Achievements and strengths are recognised and contributions are valued.
- Positive and constructive feedback is given.
- Development needs and opportunities are identified and action plans created.

11.2   The appraisal documentation sets out the framework for assessment and records ongoing conversations, which will be used as evidence towards incremental Pay Progression, where applicable. The documentation should be used in conjunction with regular one to ones. Appraisal is a joint ongoing activity where both employees and managers have responsibility for making performance development reviews successful. Every employee is entitled to and required to participate in the process. Line managers should ensure appraisals are booked with the employees they manage to take place between April and June each year.

11.3   A formal annual assessment will take place on the achievement of objectives and demonstration of the organisation's values/behavioural framework, which sets out to

describe behaviours, which support the organisation's vision and values. Objectives will be agreed with the employee as part of the induction process and must be specific measurable, attainable, realistic and time bound (SMART).

Managers and employees must sign and date the review and monitoring section on the documentation at the required intervals. A copy of the documentation must be sent to Learning and Development when the objectives and Personal Development Plan is agreed (to enable development needs to be captured) and at the annual review stage (to enable appraisal compliance to be logged on the dashboard). Appraisal guidance and documentation can be found on the extranet pages.

11.4   Personal Development Plan

11.4.1 The Personal Development Plan (PDP) forms part of the Appraisal documentation. It is a set of learning activities designed to address specific identified needs for an employee's professional or personal development. Consideration must be given to any development gaps and support the employee to achieve their objectives. These must form part of the PDP to ensure achievement of objectives is realistic. Priority should be given to development that is essential to achieving objectives and performance in the job.

11.4.2 In addition to the essential, job-specific, development needs, consideration should also be given to the employee's future career ambitions so appropriate support can be given around "stretch" opportunities to develop future potential. There may also be some development needs agreed which are desirable to the organisation but not essential to the job which are agreed.

12.   RESOURCE ALLOCATION FOR LEARNING AND DEVELOPMENT ACTIVITIES

12.1   The Employee Study and Training (Procedural Requirements) Regulations 2010 gives employees the right to request time off to train or study. Under the regulation there is no absolute right to take time off for training, and no requirement for employers to pay employees during the time off or to pay for the training itself. The organisation does however recognise the importance of investing in training and development for employees. On that basis the organisation will consider requests and may allocate support in terms of time and funding in line with procedures.

12.2   Employees may apply for various learning and development activities in relation to their employment. These may be delivered by internal provision or commissioned via external providers. In order to apply for organisational support with development activities, the employee must ensure their statutory and mandatory training is up to date and the development need must be identified as part of their personal development plan.

12.3   Employees who wish to engage in learning activities during working time that are outside the remit of the above may be able to do so in consultation with their line manager, for example, informal work shadowing. Line Managers are expected to consider requests within the spirit of the policy. Any decision will take into consideration the ability to continue normal service; fair practice and budget implications.

13.   APPLYING FOR DEVELOMENT ACTIVITIES

13.1   The application form is available on the organisation's extranet pages. Although some learning and development activities do not incur direct costs, it is the

responsibility of all staff to obtain line manager's approval and signature for activities as there may be indirect costs associated with the learning and development activity.

13.2 Learning and development activities may include e-learning packages, coaching, mentoring, shadowing, action learning sets, conferences or any other training package or course over and above statutory and mandatory training and mandatory continued professional development (CPD).

13.3 In making a decision, line managers should consider the relevance and benefit of the development to the role, individual, team and organisation.

13.4 Applications for development activities which are 5 working days or more and/or over £500 require additional organisational approval by the relevant Director. Any financial approval does not include subsidiary expenses such as travel, accommodation or course materials associated with a course of study. Employees may request support with these costs via their line manager and team budget.

13.5 Employees should be aware that they are responsible for any costs not agreed by the organisation or associated partners. Employees must arrange separate invoices where the cost of the learning or development activity is split between themselves and the organisation. The organisation will not pay the full cost and recover the balance from employee's salaries. Criteria for approval are shown in Appendix 2.

13.6 In the interest of public money, it is important that significant investment made in employees' development be retained in the NHS for a period of time in which the benefits can be realised. Where an employee voluntarily resigns from the organisation part way through or within 18 months of completing a development activity and does not undertake alternative NHS employment, support for funding under this category (i.e. £500 or more) may be subject to repayment on a sliding scale basis. This is only applicable to funding given for non-essential job requirements. For example, an employee who undertakes a course where £1800 is supported by the organisation who leaves 12 months after completing the course, they will be asked to repay 6/18 x £1800 =£600 (i.e. for the 6 months remaining from the total 18 months they were required to stay in the organisation to fulfil the full 18 month criteria). Employment with another NHS employer will only be accepted where documentary evidence of the alternative employment is provided by the employee. Employees may also be required to repay any financial support where they remain in employment but do not complete the development activity, unless there are exceptional circumstances.

13.7 Employees and their line manager will be informed of the organisation's decision via email either approving support and setting out the specific conditions or declining support with an explanation. Where support is given in work time to undertake part of a dissertation/assignment, the final document must be made available to the organisation.

13.8 Reasons for not approving requests may include the training not improving the employee's effectiveness, time off having a detrimental effect on the organisation performance, additional costs, unable to reassign work for the period of time out of the organisation or if there is not enough work to undertake when the employee proposes to work to cover the missed time.

14. DEALING WITH A DISPUTE

14.1   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.

Table 1 Guide for Line Managers to use to determine basic Statutory and Mandatory Training requirements

Topic	Level	Frequency	Directly Employed Staff	Governing Body– Lay Members/Secondary Care Consultant/Member Representatives	Agency Staff/Contractors
Fire Safety	Level One	Annually	Complete on e-learning platform or at Face to Face session	Cover in depth when completing Local Induction Checklist, provide a copy of local Fire Evacuation procedures and confirm understanding by email to L&D Team for recording	Complete on e-learning platform or at Face to Face session
Data Security Awareness	Level One - Basic Awareness	Annually	Complete on e-learning platform	Can be completed online or transferred from another organisation as long as evidence is provided and in date	Complete on e-learning platform. Can be transferred from another organisation as long as evidence is provided
Equality & Diversity	Equality & Diversity	Every 3 years	Complete on e-learning platform	Complete online or face to face at Governing Body Development Session	Complete on e-learning platform Can be transferred from another organisation as long as evidence is provided
Health & Safety	Basic Awareness	Every 3 years	Complete on e-learning platform	Not required to complete	Complete on e-learning platform
Fraud Awareness	Basic Awareness	Every 3 years	Complete on e-learning platform or at Face to Face session	Complete online or face to face at Governing Body Development Session	Complete on e-learning platform
Safeguarding Adults	Level One – Basic Awareness	Every 3 years	Complete booklet (will be sent out with alerts)	Complete booklet and return to Safeguarding Team for marking and L&D Team for recording. Regular updates will also be given at GB Board Development Sessions	Complete booklet (will be sent out with alerts)
Safeguarding Children	Level One – Basic Awareness	Every 3 years	Complete booklet (be sent out with alerts)	Complete booklet and return to Safeguarding Team for marking and L&D Team for recording. Regular updates will also be given at GB Board Development Sessions	Complete booklet (will be sent out with alerts)
Moving & Handling	Basic Awareness	Every 2 years	All staff to complete on e-learning platform	Not required to complete	If required as part of role, to be completed in under 12 weeks. If role doesn't include routine moving and handling, to be completed after 12 weeks
Infection Prevention & Control	Level One – Basic Awareness	Every 3 years	All staff to complete on e-learning platform	Not required to complete	Complete e-learning platform if in post for more than 12 weeks

Conflict of Interest	Level One – Conflict of Interest Awareness	Annually	All staff to complete on e-learning platform	Complete online	Complete e-learning platform if in post for more than 12 weeks

Table 2 - Guide for Line Managers to use to determine Statutory and Mandatory Training for staff with higher level role requirements

Topic	Level	Frequency	Mandatory for	Duration and delivery method	Delivered by:
Information Governance- Caldicott Guardian	Accountability for organisational Information	Once followed by refreshers as required to update competence and annual IG refreshers	Identified role within organisations for Information Governance	Variable E-Learning and/or classroom	Externally sourced
Conflict Resolution	One level	3 yearly	All frontline staff who come into contact with patients and the public or identified at risk.	1 day with a half day update Classroom	Conflict Resolution
Safeguarding Children	Level 1 Advanced Level 2Level 3 (also need to attend WRAP Training)	3 yearly 3 yearly 3 yearly	Any staff with incidental patient contact All clinical staff who have regular contact with children/young people All clinical staff who potentially contribute to assess, plan and intervene care needs of a child	Half Day Classroom Half Day Classroom Half day Classroom	Safeguarding Team Safeguarding Team
Safeguarding Adults	Level 2	Annually	All clinical staff who have regular contact with vulnerable adults	10 hours Classroom	Safeguarding Team
Mental Capacity Act	One level	3 yearly	All staff who are required to undertake Safeguarding Vulnerable Adults Level 2 training	1.5 hours E-learning	Mental Capacity Act

Basic life Support (CPR) (including Anaphylaxis and defibrillation)	One level	Annually	All Clinical and Clinical Support Workers.	Half day Classroom	Externally sourced

LONG TERM DEVELOPMENT ACTIVITY CRITERIA

Class	Description and Criteria	Examples	Support Provided	Commitment Expected From the Individual
A	Job Requirement - *deemed by the organisation / manager to be required of the individual to fulfil their role or the requirements of their professional registration, by reference to the employee job description/person spec and competency expectation* - *the first priority for use of organisational resources*	Programmes explicitly provided, commissioned, or approved by the organisation to comply with the NHS Plan, legal / statutory / mandatory requirements, national or organisational policies, employment or performance requirements Examples of support would include those areas of training which are expected within the **Essential** criteria of Job Descriptions and full outline competency expectations or where there is a new service development and roles have been identified to enhance their skill to meet the essential elements of the service and will be an expectation of the applicant to meet this criteria.	**Direct Costs** - the organisation funds **100%** of course, exam, and other materials required by the programme, to enable the individual to fulfil the requirements of the development programme / activity **Indirect Costs** – the organisation funds **100%** of travel, accommodation, and similar reasonable costs required to enable the individual to attend the programme. The Manager will determine what reasonable costs are, and arrange funding via their own budget (outside of the panel). Standard travel will be expected. **Time Off** – the organisation provides the individual **all time off**, which includes time off in lieu, or in exceptional circumstances, pays them such time to enable them to attend required events, exams etc.	To attend all training in a timely manner to meet statutory / mandatory and competency Requirements of the Appraisal Be committed to sharing their learning within t

| B | Mutually Beneficial

- deemed by the organisation's manager to be desirable or offer substantial benefits to the organisation, but also offer specific personal / professional / career benefits to the individual, such that warrant some financial contribution from them

- supportable assuming corporate priorities have been fulfilled | Programmes which are approved by the organisation or the relevant Director as directly relevant to the individual's role or profession but which also offer them ***recognisable benefit e.g. a qualification, or other definable competence, which may be transferable, or which may facilitate the advancement of their career.***

Examples of such support would be "desirable" features within the person specification or support to individuals post second gateway to enhance skills over and above those required for their employed role or additional service skills. This may include increasing similar skills, which already exist and held by other members of the team and are not essential for the continuance of service but could enhance individual CV's. | **Direct and Indirect Costs** – The individual and their manager agree an apportionment of the responsibility for costs such that the **individual contributes an amount equal to 25% of the total** costs, in recognition of the benefits that accrue to them.

Time Off – The individual and their manager agree an allowance for time off such that the **individual contributes their own time equivalent to at least 25% of that required** to fulfil the programme, in recognition of the benefits that accrue to them. This will be pro rata for part time staff. | Individuals will be asked to commit themselves to remaining in the organisation's employment (or NHS employment), for an 18 month period, or otherwise repaying, pro rata, costs directly incurred by the organisation.

Should an employee only part complete a programme without exceptional circumstances they may also be required to repay the costs directly incurred by the organisation.

To attend all training in a timely manner to meet statutory / mandatory and competency Requirements of the Appraisal

Be committed to sharing the learning within the workplace |

| C | Individual Interest

- deemed by the manager to be of more benefit to the individual than the organisation, for which some time off and some financial support may be appropriate in recognition of the individual`s desire to learn and develop, but which can only be supported assuming corporate priorities have been fulfilled. It should be noted this learning might be a low priority in light of the limited budgets and capacity available. | Programmes specific to the individual's role or profession which offer them a qualification, CPD recognition, other externally recognised accreditation beyond role expectation or equivalent level of competence.

Also, conferences and other development programmes initiated and sourced by individuals which cannot be justified as a role requirement (Category A) or of substantial benefit to the organisation (Category B)

Example of such support is where an employee wishes to develop skills towards a future career opportunity which does not relate to their current role. | Where the organisational budget allows:

Direct and Indirect Costs – The individual and their manager agree an apportionment of the responsibility for costs such that the **individual contributes an amount equal to at least (75%)** of the total costs, in recognition of the benefits that accrue to them.

Time Off – The individual and their manager agree an allowance for time off such that the **greater commitment is from the individual (at least 75%)** in recognition of the benefits that accrue to them. This will be pro rata for part time staff. | This development is anticipated to be undertaken largely in the individual`s own time.

Individuals will be asked to commit themselves to remaining in the organisation's employment (or NHS employment), for an 18 month period, or otherwise repaying, pro rata, costs directly incurred by the organisation.

Should an employee only part complete a programme without exceptional circumstances they may also be required to repay the costs directly incurred by the organisation.

To attend all training in a timely manner to meet statutory / mandatory and competency requirements of the Appraisal.

Be committed to sharing the learning within the workplace. |

Equality Impact Assessment

Title of policy	Learning and Development Policy	
Names and roles of people completing the assessment	Cath Jackson, Snr L&D Lead	
Date assessment started/completed	Started: 10/05/18	Completed: 17/08/18
Reviewed by Neil Robson	15/05/18	17/08/18

1. Outline	
Give a brief summary of the policy	To provide a process and framework for support to managers and employees to access Induction, Learning and Development & Appraisals.
What outcomes do you want to achieve	Equitable access to learning and development support to demonstrate competence within role employed.

2. Evidence, data or research	
Give details of evidence, data or research used to inform the analysis of impact	The impact assessment is informed and supported by ESR equality and diversity impact data sets.

3. Analysis of impact

This is the core of the assessment, using the information above detail the actual or likely impact on protected groups, with consideration of the general duty to;
eliminate unlawful discrimination; advance equality of opportunity; foster good relations

	Are there any likely impacts? Are any groups going to be affected differently? Please describe.	Are these negative or positive?	What action will be taken to address any negative impacts or enhance positive ones?
Age	No		
Carers	No		
Disability	No		.
Sex	No		
Race	No		
Religion or belief	No		
Sexual orientation	No		
Gender reassignment	No		
Pregnancy and maternity	No		

Marriage and civil partnership	No			
Other relevant group	No			
If any negative/positive impacts were identified are they valid, legal and/or justifiable? Please detail.	No anticipated detrimental impact on any equality group. The policy is applicable to all employees and adheres to the NHS Litigation Authority Standards, statutory requirements and best practice. Makes all reasonable provision to ensure equity of access to all employees. There are no statements, conditions or requirements that disadvantage any particular group of people with a protected characteristic.			

4. Monitoring, Review and Publication			
How will you review/monitor the impact and effectiveness of your actions	The % of people from equality protected characteristic groups that have been supported to undertake relevant training and development opportunities to carry out their respective role effectively. Via annual WRES reporting. Ensure that training and development opportunities either make concession or are arranged at a time that will enable attendees to practice their religion or belief. Ensure reasonable adjustments are made so that materials used for training and development purposes fully consider the diversity of the workforce and are reasonably adjusted taking on board the needs for people with visual impairments, hearing and their respective participation requirements. Ensure that all training programmes are fully evaluated and consider each protected characteristic individually to increase learning.		
Lead Officer	John Scott, Head of People, OD and Office Services	**Review date:**	September 2022

5.Sign off			
Lead Officer			
Director	Sabrina Armstrong, Executive Director of Corporate Services	**Date approved:**	17/10/2018