# Learning, Education and Development Policy

## July 2022 - July 2023

| CONTROL RECORD | | | |
|---|---|---|---|
| **Reference Number**<br>HR-017 | **Version**<br>1.1 | **Status**<br>Final | **Author**<br>Head of Human Resources and Organisational Development |
| | | | **Sponsor**<br>Director of Nursing |
| | | | **Team**<br>Human Resources and Organisational Development |
| **Title** | Learning, Education and Development Policy | | |
| **Amendments** | Review Date amended to July 2023 | | |
| **Purpose** | This policy outlines the ICB Appraisal, LED application, Levy (apprenticeship) funding and reimbursement process and core MAST expected of ICB employees including the links to related ICB policies | | |
| **Superseded Documents** | Learning, Education and Development Policy v1.0 | | |
| **Audience** | All staff in Nottingham and Nottinghamshire Integrated Care Board | | |
| **Consulted with** | Integrated Care Board Senior Leadership Team and Staff Engagement Group | | |
| **Equality Impact Assessment** | See Appendix C | | |
| **Approving Body** | ICB Board | **Date approved** | 1 July 2022 |
| **Date of Issue** | July 2022 | | |
| **Review Date** | July 2023 | | |
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# Contents

# 1. Introduction

1.1 This policy applies to the NHS Nottingham and Nottinghamshire Integrated Care Board, hereafter referred to as 'the ICB'.

1.2 The ICB recognises its workforce is integral to the success of the organisation and is committed to supporting the ongoing learning, education and development (LED) of employees and the development of entry level apprentices (ELAs). It is acknowledged that a highly skilled and well-developed workforce will be better placed to deliver the high quality of services expected by the organisation, its population, and the Health Service as a whole.

1.3 This policy outlines the organisation's approach to learning, education and development and Mandatory and Statutory Training (MAST) to provide a fair, equitable and consistent process that enables staff to access opportunities for further development. This policy includes the ICB's criteria for receiving organisational support, the process for applying for LED funding and associated study leave, and the reimbursement process.

# 2. Purpose and Scope

2.1 The purpose of this policy is to:

- Explain the ICB's criteria for receiving organisational support via the LED funding application process

- Ensure that a consistent and fair LED funding application and study leave process is in place

- Ensure that a consistent and fair reimbursement process for LED and bursary funded activities is in place

- Ensure that a consistent and fair entry level apprenticeship (ELA) funding application process is in place

- Explain the ELA funding application process

- Define ICB roles and responsibilities in relation to LED and ELA funding, and compliance with appraisal/MAST

- Outline all core mandatory and statutory training courses

- Outline the ICB's annual appraisal/performance development review requirements.

2.2 This policy covers all ICB employees.

2.3 Clinical leadership and those employed on a temporary basis are excluded.

## 3. Roles and Responsibilities

| Roles | Responsibilities |
|---|---|
| **Employees** | • Ensures that the LED funding application form is complete and sent to the OD Lead.<br>• Provides further information or clarity, if required, to support the LED funding application.<br>• Maintains compliance with all ICB core mandatory and statutory training requirements.<br>• Ensures that LED approval has been given before any LED activity is booked.<br>• Ensures that they have considered the potential impact of the LED activity, both positive and negative, on their role within the ICB, also giving consideration for their work/life balance.<br>• Ensures that their line manager is aware of all work absences due to course attendance, and that their work is prioritised in a way to support attendance.<br>• Reports course/exam non-attendances and reasons to line manager in-line with the Absence Policy.<br>• Provides evidence of their yearly, modular or exam results to their line manager.<br>• Applies their learning to their ICB work/role and shares knowledge/skills with others where appropriate.<br>• Produces and maintains a work/study plan if undertaking an apprenticeship. |
| **Line Managers** | • Ensures that a fair, objective, and consistent approach in relation to LED and study leave is applied across all employees being managed.<br>• Ensures the most cost-effective LED provider/institution has been identified and that LED costs are not excessive in relation to organisation and employee benefits.<br>• Does not make any provisional LED commitment to employees without following the application process.<br>• Assesses the benefits the employee's LED may have on strategic and team objectives, in addition to individual performance or development objectives - including self or career development, as part of their appraisal/1-2-1. |

| Roles | Responsibilities |
|---|---|
| | • Ensures an appraisal has been undertaken in the preceding 12 months before an LED funding application is submitted |
| | • Ensures employees are compliant with all mandatory and statutory training requirements including before an LED application is submitted. |
| | • Ensures line managers are compliant with employee appraisals within their team/s before an LED application is made for them personally. |
| | • Forward completed ELA funding application form to the OD Lead. |
| | • Provides further information or clarity, if required, to support the LED or ELA funding application. |
| | • Balances the needs of individual employees with that of team objectives. |
| | • Where LED or ELA applications are approved, implements actions to mitigate problems, including organising appropriate cover for study leave and effective communication with other team members. |
| | • Discusses unsuccessful LED funding/study leave applications with employees. |
| | • Continually monitors the entry level apprentice (ELA) or employee undertaking the LED activity, including their personal wellbeing. |
| | • Ensures that employees share their learning with colleagues and other teams where appropriate. |
| | • Approves ICB information access for employee research and consults with the Governance Team where required. |
| **Human Resources and Organisational Development** | • Checks and forwards completed LED and ELA funding application forms to SLT. |
| | • Retains completed copies/records of all LED and ELA funding application forms and decisions and feedback. |
| | • Collates equality of access information. |
| | • Informs LED applicants and managers seeking ELA funding of decisions and provides written feedback, within 10 working days of the decision. |
| | • Discusses LED funding applications with applicants that are not supported by their line manager. |

| Roles | Responsibilities |
|-------|------------------|
|  | • Provides line managers/employees with information on apprenticeships and the levy fund <br>• Provide the ICS Board with levy fund updates <br>• Monitors and regularly reports on the ICBs levy fund and LED activity. <br>• Upon request, provides the ICB's 'levy fund auditor' with detailed levy fund information. |

## 4.    Training and Development Options

4.1    Training and development can be delivered via a variety of options and these should all be considered when training needs are identified. These may include:-

- Formal training/qualifications – This type of training is usually delivered via external bodies such as further and higher education institutions which include local colleges and universities. The range of qualifications includes NVQ's, Post graduate modules and degrees.

- On-line training – This type of training often provides staff with access to mandatory training like Data Security Awareness training, Fire Safety etc. In addition, external bodies may also provide online training to support a more formal qualification.

- Mentoring/Professional Supervision/Coaching – This provides staff with opportunity to reflect on their current experience and practice and can be delivered on a 1:1 or group basis via methods such as action learning.

- Shadowing/visits – This provides staff to develop an understanding of another role or working environment which will enhance their current role.

- Lectures/seminars/conferences – This provides opportunity for staff to develop skills and knowledge in specific areas of work. This usually would not provide staff with a formal qualification.

- Personal Development via books and journals – This enables staff to develop knowledge and skills to support other forms of training opportunities.

## 5.    Equal Opportunities

5.1    Access to Learning and Development will be on an equal opportunities basis for all staff, regardless of age, disability, gender identity (trans, non-binary), marriage or civil partnership status, pregnancy or maternity, race, religion or belief, gender or

sexual orientation, part time workers, fixed term employees and other flexible working practices.

5.2    It is recognised that certain development opportunities may be very popular.  In these circumstances it is very important that each individual service is able to prioritise such developmental opportunities based on service need and the individuals PDR review.  In relation to personal/professional development, it needs to be recognised that training resources are finite and services need to identify how many people could be supported to undertake training in line with their resources. The service may need to consider backfill issues.

5.3    In some circumstances a member of staff could be refused support until the next financial year. It would then be a matter of the individual to decide if they want to continue with the course. The ICB is committed to ensuring that reasonable adjustments are made to support individuals requiring additional support to meet their mandatory, education and training needs.

# 6.    Annual Personal Development Review (PDR)

6.1    In each financial year, all staff are required to undertake an annual PDR with their line manager in April/May to confirm achievement of previous years objectives, set new objectives for the coming year and identify any specific training requirements.

6.2    Line Managers are to retain PDR paperwork on individuals' personnel files.  Line Managers must inform the HR Team of the date the appraisals have been completed and advise the OD team of any training needs.

6.3    In October/November each year, all staff should undertake a 6-month review of their PDR and objectives for that particular year to ensure that sufficient progress is being made.

6.4    In order for employees to meet the requirements for their next pay progression award in accordance with Agenda for Change terms and conditions of employment, staff will need to demonstrate that they have undertaken an appraisal in the last 12 months.  Employees who are Line Managers will also need to demonstrate that they have completed the appraisals of all of their direct reports.

6.5    Where factors beyond the individual's control, such as organisational or operational issues, have prevented compliance with any of the pay progression requirements, these should not prevent the employee from progressing. Managers should ensure that they take full account of such factors and staff should bring these to the attention of their line manager as soon as possible (not waiting until the pay step review) so that these can be addressed and remedied.

## 7.  Maintaining Registration with Professional Awarding Bodies

7.1 The ICB is committed towards supporting employees in accessing opportunities to maintain professional registration requirements (as specified through their appropriate professional bodies).

7.2 Requests for funding will be processed through the organisations training budget. The organisation is committed towards ensuring that our people working in commissioning roles will be supported in maintaining registration requirements as specified by their professional bodies. This must be planned for in advance, and not interfere with service delivery or organisational priorities.

## 8.  Decision Process for Accessing Non-Levy Training

8.1 Any training or development that incurs a cost of £400 or more will require authorisation at the next available Associate Director Senior Leadership Team.

8.2 LED (including bursary support) funding applications should be made on the LED funding application form and signed by both the applicant and their line manager.

8.3 All applications for LED funding and study leave will be assessed using the following criteria:
- All requests must have been discussed and agreed with the line manager in the first instance.

- The applicant has had their appraisal completed within the last 12 months and LED has been identified within that process.

- The applicant is compliant with the ICB's statutory and mandatory training requirements.

- The applicant's Associate Director/Executive is supportive of the LED application.

- The most cost-effective provider/institute has been identified.

- The application demonstrates how the LED will have a positive impact on ICB strategic or team objectives and/or directly supports the delivery of the employee's own performance or development objectives.

- The cost of the LED activity is not considered by the SLT to be excessive in relation to its perceived benefits to the organisation or employee.

- A copy of the completed application form should be returned to the OD Manager for submission to SLT.

- If the application is successful the applicant, with the support of the OD manager can approach the preferred provider to initiate the course.

- If the application has been unsuccessful the outcome of the decision will be shared with the line manager with key points highlighting why the application has not been successful at this time.

8.4   Applications cannot be made retrospectively for LED that has already commenced or been completed.

## 9.   Applications for Apprenticeship Funding

9.1   Entry level apprenticeship funding applications should be requested using the LEA funding application form and signed by the manager requesting the funding.

9.2   Approved funding for entry level apprenticeships will be agreed for the duration of the apprenticeship.  The Apprenticeship Levy Fund does not cover apprentice salary costs, these will need to be paid for out of a departmental payroll budget.

## 10.   Funding

10.1   All funding will be categorised and then prioritised in the following way:

- (1) **Statutory**, (2) **Essential**, (3) **Mandatory** and then (4) **Desirable.**
- Development undertaken to maintain professional registration will be categorised as **Statutory.**
- Employees managed under the Capability Policy will have the associated development categorised as **Essential.**
- Employees whose LED has been categorised as **Desirable** and who have previously received funding over a year and wish to apply for funding to continue their development (e.g. 2nd year of a post-graduate course) will be considered before new applicants (also categorised as **Desirable**) who have not previously benefitted under this policy.
- SLT will prioritise the needs of the organisation over the needs of the individual.
- Funding decisions will ultimately be based upon the availability of funds including the assessed suitability of the LED activity requested.
- Outside of an apprenticeship, funding for up to 80% of an academic qualification/professional course fee will be considered for professional development.
- Funding for up to 50% will be considered for personal development.
- No funding assistance shall be provided for *personal* professional memberships.
- No funding assistance shall be provided for administration costs (e.g. photocopying), textbooks or other learning materials.

## 11. Study Leave

11.1 Study leave will need to be considered in line with the LED activity being undertaken; however the following should be used as a guide and will be supported by the SLT where services allow:

- Time off for required attendance at college/university/other training provider (e.g. for lectures).

- Time off for exams (usually half a day for the exam and half a day preparation/revision).

- For a dissertation (10,000+ words) a maximum of 5 days in total.

- For a PhD a maximum of 5 days per annum but no more than 15 days in total over the duration of the award (equivalent of 3 years of full time study).

11.2 In all cases, line managers are expected to be fair, equitable and consistent in authorising study leave within their teams and can approve up to 10 working days per employee over the financial year, although additional study leave can be approved by SLT in specific circumstances.  Line managers should consider how this absence may affect team objectives and other members of the team.

11.3 For apprentices ESFA rules state that employees must spend 20% of their contracted work time completing the apprenticeship.  A work/study plan must then be produced (and maintained) by the employee to evidence that all individual and team objectives can be achieved over the duration of the apprenticeship.

11.4 Any non-attendance and the reasons for this should be reported to the line manager in accordance with the ICB's Sickness Policy.

11.5 Any non-attendance that has not been reported accordingly will be considered as unauthorised leave and may be subject to further action in accordance with the ICB's Sickness Policy.


## 12. Access to ICB Information and Organisational Research

12.1 For some studies, it may be necessary for employees to request ICB information. Such requests should be approved by the line manager, following consultation with the Governance Team if necessary.  This will usually be agreed to provided that they are reasonable and conform to the relevant ICB Information Governance Policies.

12.2 For research involving staff members at the ICB or other ICB stakeholders, this must be approved by the SLT; regardless of whether an ethics application has been approved by the relevant institution.

## 13.  Reimbursement

13.1   If employees choose to leave the ICB, either before or *shortly* after completing their LED activity, the ICB reserves the right to recover cost.  The recovery of costs will not apply if the employee:

- Is continuing their employment within the NHS (*although all outstanding LED activities must be completed as expected*).

- Is being made redundant.

- Is retiring, including on health grounds.

13.2   Reimbursement will be calculated as follows:

| 1 to 6 months following completion of the studies | 50% of the funding provided |
|---|---|
| 6 to 12 months following completion of the studies | 25% of the funding provided |

13.3   Completion of the studies is considered to be the last day of course attendance, submission of the last assignment or at the final exam – whichever is the latter.

13.4   For bursary funded LED, all costs incurred by the ICB (having acted as the guarantor) will be reclaimed from the employee if they fail to attend or complete the development activity.

13.5   In-line with ESFA rules, employees funded through the ICB Apprenticeship Levy Fund will not need to reimburse the ICB if they leave the organisation or fail to attend/complete the apprenticeship.

## 14.  Appeals Procedure

14.1   Anyone who wishes to challenge a decision made under this policy should discuss this with their line manager in the first instance.

14.2   The reasons for challenge should be put in writing to the SLT who will reconsider their application.

14.3   The SLT will endeavour to ensure that all employees are treated equitably under this policy; however, if employees remain dissatisfied they are able to request that the Executive Team consider their application before finally addressing this via the ICB's Grievance Policy and Procedure.

## 15. Equality and Diversity Statement

15.1 Nottingham and Nottinghamshire ICB pays due regard to the requirements of the Public Sector Equality Duty (PSED) of the Equality Act 2010 in policy development and implementation as a commissioner and provider of services as well as an employer.

15.2 The ICB is committed to ensuring that the way we provide services to the public and the experiences of our staff does not discriminate against any individuals or groups on the basis of their age, disability, gender identity (trans, non-binary), marriage or civil partnership status, pregnancy or maternity, race, religion or belief, gender or sexual orientation.

15.3 We are committed to ensuring that our activities also consider the disadvantages that some people in our diverse population experience when accessing health services.  Such disadvantaged groups include people experiencing economic and social deprivation, carers, refugees and asylum seekers, people who are homeless, workers in stigmatised occupations, people who are geographically isolated, gypsies, roma and travellers.

15.4 As an employer, we are committed to promoting equality of opportunity in recruitment, training and career progression and to valuing and increasing diversity within our workforce.

15.5 To help ensure that these commitments are embedded in our day-to-day working practices, an Equality Impact Assessment has been completed for, and is attached to, this policy.


## 16. Communication, Monitoring and Review

16.1 To enable effective management and evaluation of all learning, education and development that ICB employees undertake and ensure fair and equitable access to opportunities, it is important that the organisation is able to monitor all training activity that takes place.

16.2 Equality of access will be continuously monitored by the Deputy Accountable Officer to ensure employees are being fairly and objectively supported to undertake LED activities.

16.3 This policy will be reviewed by the Senior Leadership Team on an annual basis at an SLT meeting, and by the Remuneration Committee every three years.

16.4 The effectiveness of the policy will also be measured through the Annual Staff Survey.

16.5 Any individual who has queries regarding the content of this policy, or has difficulty understanding how this policy relates to their role, should contact the OD Lead.

16.6 This policy will be highlighted to new employees at staff induction and is stored on the ICB's HR/OD Intranet pages and by the ICB's HR&OD Team.

## 17. Mandatory and Statutory Training

17.1 Mandatory training is essential for all employees at the ICB which will enable them to carry out their duties safely, effectively and efficiently. This will vary for particular groups of staff according to their profession and areas of work. It is essential therefore, that managers clearly identify the mandatory training requirements for staff within their remit. See Appendix B for details of mandatory training.

17.2 All staff are required to complete mandatory training via the Electronic Staff Record (ESR) System. Face-to-face or alternative methods of completing mandatory training should be discussed with the line manager if a member of staff is unable to complete the training via ESR.

17.3 Funding from the Apprenticeship Levy and LED for current employees will not be considered or approved where there is outstanding mandatory and statutory training.

## 18. Interaction with other ICB Policies

18.1 This policy should be read in conjunction with the following ICB policies and procedures:

- Sickness Policy

- Capability Policy

- Grievance Policy

- Travel and Expenses Policy

- Information Governance Policies.

## 19. References

19.1 The following guidance was used in the development of this policy:

- Chartered Institute of Personnel and Development (2010). *Leading, Managing and Developing People*

**Appendix A:**

## Learning, Education and Development (LED) Funding Application Form

To apply for LED funding you will need to evidence that you have an up-to-date **appraisal** complete with **personal development plan** and are compliant with all **mandatory and statutory training**. When applying for LED funding for themselves.

You will need to **discuss your application with your line manager and obtain their approval** in the first instance.

The cost of the LED activity must not be excessive in relation to the benefits to the organisation or employee, and the most cost-effective provider/institution must be used. Funding applications cannot be made retrospectively.

*Ensure that all sections of this form are filled out in full as partially completed forms will mean that you don't comply with the LED policy and funding criteria, and that your application cannot be processed.*

| (1) Applicant Details | | |
|---|---|---|
| Name: | Email address: | |
| Job title: | | |
| Directorate/department: | | Band: |
| Are you a permanent or temporary employee? Permanent / Temporary (delete as appropriate) | ICB employment start date: | If you are temporary what is the end date of your contract? |
| How many hours are you contracted to work? | Are you compliant with all mandatory and statutory training? Yes/No (delete as appropriate) | |
| Date of last appraisal: | Line manager's name: | |
| **(2) LED Details** | | |
| The LED is **Statutory / Essential / Mandatory / Desirable** (delete as appropriate): <br> **Statutory** = there is a **legal requirement** for you to complete this <br> **Essential** = this is **critical** to your role and to the organisation <br> **Mandatory** = the organisation are **mandating or directing** you to undertake this <br> **Desirable** = it is **advantageous** to the organisation that you undertake this (this could also be for self-development or career development) | | |
| Is the LED needed to maintain **professional registration**? Yes/No (delete as appropriate) | | |
| Type of LED (e.g. apprenticeship, course, programme etc.): | | |
| Title of LED activity: | | |
| Training provider/educational institution: | | |
| Start date: | Anticipated end date: | |
| Full cost of LED: | Cost per year (if applicable): | |
| Additional costs (e.g. accommodation/travel): | | |
| *NB. Funding will only be agreed for one financial year. A separate application will be needed for subsequent years. This rule does not apply to apprenticeships.* | | |

| |
|---|
| Do you have the support of your line manager to apply for the LED detailed in section (2)? Yes/No (delete as appropriate) |

| Is the LED being funded by your Directorate?  Yes/No (delete as appropriate) |
| --- |
| Please state the amount of study time **needed and agreed** with your line manager (e.g. time off for classroom attendance, apprenticeship studies, additional time to support studies etc.):<br><br><br>*NB. When completing an apprenticeship you must allocate **20%** of your contracted worktime to your apprenticeship studies.  It is then a requirement that a **work/training plan** is created (and maintained) so that you can evidence to your line manager that all work objectives can still be achieved over the duration of the apprenticeship.* |

| **(3)  Evidencing Suitability of Your Application** |
| --- |
| Explain how this LED activity will benefit you in your current role.  Also, include how this will help support your future career aspirations (if appropriate): |
| Explain how your development objective links with your performance objectives, team objectives, ICB organisational priorities or ICS strategic objectives (or even the ICB Competency Framework): |

| **(4)  Signatures** | |
| --- | --- |
| Signature of applicant: | Date: |
| Signature of line manager: | Date: |
| Signature of Directorate Lead: | Date: |

*NB. By signing this form you are agreeing to pay back to the ICB the full funding for your learning, education and development if you do not attend and/or complete your e.g. course/programme.  This includes bursaries where the ICB is required to reimburse the funding organisation e.g. the NHS Leadership Academy.  You are also agreeing that if you leave the NHS within a 12 month period of your e.g. course/programme being funded you will pay back a percentage of the costs on a sliding scale (see LED Policy (2020) for further details including reimbursement exemptions).  These rules do not apply to apprenticeships.*

| **(5)  Monitoring Information** |
| --- |
| Please include the **Equality Monitoring Form** with your funding application **but as a separate document** *(see page 4).* |

**Important next steps …**

Please email your completed **LED Funding Application Form** and **Equality Monitoring Form** (as **two** separate documents) to julie.fellows2@nhs.net  Ensure your email is sent as **high importance** with a subject heading of **LED Funding Application Form**.

Funding decisions being made by the **ICB's Associate Director Senior Leadership Team** will be made available to you via your line manager within **10 working days** of a decision being made. Applicants will be notified if there is a delay.

If you have any queries regarding this process, please contact Julie Fellows, OD Lead, at julie.fellows2@nhs.net

| **(6) To be completed by the Senior Leadership Team** |
| --- |
| Date of SLT meeting: <br><br> Funding approved?    Yes / No (delete as appropriate) <br><br> Rationale of decision for approval / non-approval: <br><br> ***All decisions will be made in-line with the ICB's Learning, Education and Development Policy*** |

**PLEASE EMAIL THIS FORM TO THE OD LEAD BUT AS A SEPARATE DOCUMENT TO THE LED FUNDING APPLICATION FORM**
**Equality Monitoring Form**

To note, you do not have to answer the following questions, however, providing this information will help us with equality monitoring.

**What is your sex?**

| | |
|---|---|
| Male | |
| Female | |
| Prefer to self-identify | |
| Prefer not to say | |

**When were you born?**
*(For example, 29th September 1960)*

| |
|---|
| |

**What is your sexual orientation?**

| | |
|---|---|
| Bisexual | |
| Heterosexual / Straight | |
| Lesbian Woman | |
| Gay Man | |
| Prefer to self-identify | |
| Prefer not to say | |

**Do you consider yourself to have any religion?**

| | |
|---|---|
| Buddhism | |
| Christianity | |
| Hinduism | |
| Islam | |
| Judaism | |
| Sikhism | |
| Other religion | |
| Atheism / Non-religious | |
| Prefer not to say | |

**What is your ethnic background?**

| | | | |
|---|---|---|---|
| Bangladeshi | | Black Caribbean & white | |
| Chinese | | Arab | |
| Indian | | Welsh / English / Scottish / Northern Irish / British | |
| Pakistani | | Gypsy or Irish Traveller | |
| African | | Prefer not to say | |
| Caribbean | | Other ethnic group (please provide details below) | |
| Asian & white | | | |
| Black Asian & white | | | |

**Do you consider yourself to have a disability?**

| | |
|---|---|
| Yes | |
| No | |
| Prefer not to say | |

| **Please tell us the type of disability you have:** |
| --- |
| **Please tell us about any additional support needs:** |

*Thank you for completing this information*

**Appendix 'B': Mandatory and Statutory Training Guidance**

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## Appendix C:  Equality Impact Assessment

| Date of assessment: | June 2022 | | | |
|---|---|---|---|---|
| **For the policy, and its implementation, please answer the questions against each of the protected characteristic and inclusion health groups:** | Has the risk of any potential adverse impact on people in this protected characteristic group been identified, such as barriers to access or inequality of opportunity? | If yes, are there any mechanisms already in place to mitigate the adverse impacts identified? | Are there any remaining adverse impacts that need to be addressed? If so, please state any mitigating actions planned. | Are there any positive impacts identified for people within this protected characteristic group? If yes, please briefly describe. |
| **Age**[1] | Potential impact for older employees access to training, education and development in their later career. | Management and employee training on policy application. Ongoing employee EDI training. Support from HR. | No | No |
| **Disability**[2] | None identified | N/A | No | No |
| **Gender identity (trans, non-binary)**[3] | None identified | N/A | No | No |

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[1] A person belonging to a particular age (for example 32 year olds) or range of ages (for example 18 to 30 year olds).

[2] A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

[3] The process of transitioning from one gender to another.

| Date of assessment: | June 2022 | | | |
|---|---|---|---|---|
| **For the policy, and its implementation, please answer the questions against each of the protected characteristic and inclusion health groups:** | Has the risk of any potential adverse impact on people in this protected characteristic group been identified, such as barriers to access or inequality of opportunity? | If yes, are there any mechanisms already in place to mitigate the adverse impacts identified? | Are there any remaining adverse impacts that need to be addressed? If so, please state any mitigating actions planned. | Are there any positive impacts identified for people within this protected characteristic group? If yes, please briefly describe. |
| **Marriage or civil partnership status**[4] | None identified | N/A | | |
| **Pregnancy or maternity**[5] | Potential impact for individuals both pregnant and on maternity leave with access to training, education and development. | Management and employee training on policy application. Ongoing employee EDI training. Support from HR. | No | No |
| **Race**[6] | Potential impact for individuals of Black and Minority Ethnic employees as statistically this group of staff are less likely to | Management and employee training on policy application. Ongoing employee EDI training. Support from HR. | No | No |

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[4] Marriage is a union between a man and a woman or between a same-sex couple.

Same-sex couples can also have their relationships legally recognised as 'civil partnerships'.

[5] Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.

[6] Refers to the protected characteristic of race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins.

| Date of assessment: | June 2022 | | | |
|---|---|---|---|---|
| **For the policy, and its implementation, please answer the questions against each of the protected characteristic and inclusion health groups:** | Has the risk of any potential adverse impact on people in this protected characteristic group been identified, such as barriers to access or inequality of opportunity? | If yes, are there any mechanisms already in place to mitigate the adverse impacts identified? | Are there any remaining adverse impacts that need to be addressed? If so, please state any mitigating actions planned. | Are there any positive impacts identified for people within this protected characteristic group? If yes, please briefly describe. |
| | access training, education and development. | | | |
| **Religion or belief**[7] | None identified | N/A | No | No |
| **Gender**[8] | None identified | N/A | No | No |
| **Sexual orientation**[9] | None identified | N/A | No | No |
| **Carers**[10] | Potential impact for employees who are carers accessing training, education and development due to their ongoing caring commitments. | Management and employee training on policy application.<br><br>Ongoing employee EDI training.<br><br>Support from HR. | No | No |

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[7] Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition.

[8] A man or a woman.

[9] Whether a person's sexual attraction is towards their own sex, the opposite sex, to both sexes or none. https://www.equalityhumanrights.com/en/equality-act/protected-characteristics

[10] Individuals within the ICB which may have carer responsibilities.