

Learning, Education and Development Policy

July 2024 – July 2027

CONTROL RECORD	
Title	Learning, Education and Development Policy
Reference Number	HR-017
Version	v2.0
Status	Final
Author	Head of Human Resources and Organisational Development
Sponsor	Director of Nursing
Team	Human Resources and Organisational Development
Amendments	Updates to Introduction, Purpose and Scope, Role and Responsibilities, LED Options, Decision Process for Accessing Non-Levy Training, Applications for Apprenticeship Funding, Funding, Study Leave, Reimbursement, Staff Training, sections. Update of Appendix A and inclusion of Guidance Notes. Inclusion of Appendix B. Updated Equality Impact Assessment.
Purpose	This policy outlines the ICB's Learning, Education and Development application, Levy (apprenticeship) funding and reimbursement process.
Superseded Documents	Learning, Education and Development Policy v1.2
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	Completed - see Appendix C
Approving Body	HR Steering Group
Date approved	8 July 2024
Date of Issue	July 2024
Review Date	July 2027
<p>This is a controlled document and whilst this policy may be printed, the electronic version available on the ICB's document management system is the only true copy. As a controlled document, this document should not be saved onto local or network drives.</p>	

NHS Nottingham and Nottinghamshire ICB's policies can be made available on request in a range of languages, large print, Braille, audio, electronic and other accessible formats from the Engagement and Communications Team at nnicb-nn.comms@nhs.net.

Contents

1	Introduction	Page 3
2	Purpose and Scope	Page 3
3	Roles and Responsibilities	Page 4
4	Learning, Education and Development Options	Page 6
5	Equal Opportunities	Page 6
6	Annual Personal Development Review (PDR)	Page 7
7	Maintaining Registration with Professional Awarding Bodies	Page 7
8	Decision Process for Accessing Non-Levy Training	Page 8
9	Applications for Apprenticeship Funding	Page 9
10	Funding	Page 9
11	Study Leave	Page 10
12	Access to ICB Information and Organisational Research	Page 10
13	Reimbursement	Page 11
14	Appeals Procedure	Page 11
15	Equality and Diversity Statement	Page 12
16	Communication, Monitoring and Review	Page 12
17	Staff Training	Page 13
18	Interaction with other Policies	Page 13
19	References	Page 13
	Appendix A: Learning, Education and Development (LED) Funding Application Form and Guidance Notes	Page 14
	Appendix B: Entry Level Apprenticeship (ELA) Funding Application Form	Page 19
	Appendix C: Equality Impact Assessment	Page 21

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 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
 - Outline the ICB's annual appraisal/performance development review requirements.
- 2.2 This policy covers all ICB employees.
- 2.3 Clinical Design Authority and Clinical Advisors (POD) are excluded whilst those employed on a temporary contract will be decided case by case.

3. Roles and Responsibilities

Roles	Responsibilities
Employees	<ul style="list-style-type: none"> • Ensures that the LED funding application form is complete and sent to the OD Lead. • Provides further information or clarity, if required, to support the LED funding application. • Maintains compliance with all ICB core statutory and mandatory training requirements. • Ensures that LED approval has been given before any LED activity is booked. • 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. • 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. • Reports course/exam non-attendances and reasons to line manager in-line with the Sickness Absence/Leave Policy. • Provides evidence of their yearly, modular or exam results to their line manager. • Applies their learning to their ICB work/role and shares knowledge/skills with others where appropriate. • Produces and maintains a work/study plan if undertaking an apprenticeship. • Informs their line manager and the OD Lead in a timely manner where there are provider quality issues or a break in learning request.
Line Managers	<ul style="list-style-type: none"> • Ensures that a fair, objective, and consistent approach in relation to LED and study leave is applied across all employees being managed. • 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. • Does not make any provisional LED commitment to employees without following the application process. • Assesses the benefits the employee's LED may have on strategic and team objectives, in addition to individual performance or development objectives • Ensures an appraisal has been undertaken in the preceding 12 months before an LED funding application is submitted.

Roles	Responsibilities
	<ul style="list-style-type: none"> • Ensures employees are compliant with all statutory and mandatory training requirements including before an LED application is submitted. • Ensures compliance with employee appraisals within their team/s before an LED application is made for them personally. • Forwards 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	<ul style="list-style-type: none"> • Retains completed copies/records of all LED and ELA funding application forms. • Discusses LED funding applications with applicants that are not supported by their line manager or Directorate Lead. • Provides line managers/employees with information on apprenticeships and the levy fund. • Provide the ICS Board with levy fund updates. • Monitors and regularly reports on the ICBs levy fund and LED activity. • Upon request, provides the ICB's 'levy fund auditor' with detailed levy fund information. • Collates equality of access information.

4. Learning, Education and Development Options

4.1 Learning, education 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 can provide staff with access to mandatory training like Data Security Awareness training, Fire Safety etc. or even a broad range of work-related knowledge and skills such as leadership or management development. 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.
- Projects or stretch assignments – This enables staff to develop knowledge, skills and behaviours at a more advanced level or in other areas of work.
- 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, Education 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 Personal Development Review (PDR). 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 the first quarter i.e. April to June) to confirm achievement of the previous year's 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 (via ESR) of the date the appraisals have been completed and advise the OD team of any training needs.
- 6.3 All staff should have a quarterly review of their objectives/standards for that particular year to ensure 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. They will further need to be compliant with all mandatory training and not be subject to any disciplinary or capability proceeding. 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 learning, education or development that incurs a cost will require authorisation at directorate level.
- 8.2 LED (including bursary support) funding applications should be made on the LED funding application form and signed by the applicant, their line manager and the Directorate Lead (or their approved representative).
- 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 Directorate Lead to be excessive in relation to its perceived benefits to the organisation or employee.
 - If the application is approved at directorate level the applicant can approach the preferred provider to initiate the course.
 - If the application is 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.
 - A copy of the completed LED application form should be returned to the OD Team (via the OD inbox) for central recording.
- 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 ELA funding application form and signed by the manager requesting the funding. ELA forms will need to be countersigned by the Directorate Lead to release 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.
 - Directorate Leads 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.
 - Funding will be considered for up to 100% for health or social care professional development from the ICB's CPD fund.
 - No funding assistance shall be provided for memberships that relate to a professional or statutory body. It is the employee's responsibility to pay for membership fees that allow them to practise in their profession.
 - 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 Directorate Lead where services allow:
- 11.2 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 year but no more than 15 days in total over the duration of the award.
- 11.3 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 the Directorate Lead in specific circumstances. Line managers should consider how this absence may affect team objectives and other members of the team.
- 11.4 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.
- 11.5 Any non-attendance and the reasons for this should be reported to the line manager in accordance with the ICB's Sickness Policy.
- 11.6 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 Senior Leadership Team; 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.
- Has recently been or is currently pregnant.
- Fails to complete their studies.

13.2 Reimbursement will be calculated as follows:

One to six months following completion of the studies	50% of the funding provided
Six to twelve 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 Senior Leadership Team (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 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 and approved at HR Steering Group 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. Staff 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.
- 17.2 Funding from the Apprenticeship Levy and LED for current employees will not be considered or approved where there is outstanding statutory and mandatory training.

18. Interaction with other ICB Policies

- 18.1 This policy should be read in conjunction with the following ICB policies and procedures:
- Sickness Absence Policy
 - Capability Policy
 - Disciplinary Policy
 - Grievance Policy
 - Travel and Expenses Policy
 - Information Governance Policies
 - Statutory and Mandatory Training Policy

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 and Guidance Notes

To apply for LED funding you will need to evidence that you have an up-to-date appraisal (undertaken within the last 12 months) complete with career and development plan (linked to the e.g. apprenticeship, course, programme etc. you are requesting funding for) and are compliant with all statutory and mandatory training. If LED is identified outside of an appraisal record this on the 1-2-1 paperwork.

Line managers must ensure all employees they are responsible for appraising have an up-to-date appraisal (or have scheduled these) when applying for LED funding for themselves.

You will need to discuss your application with your line manager to obtain their support. You will also need the support of the Directorate Lead.

The cost of the LED activity must not be excessive in relation to the benefits to the organisation or system, and the most cost-effective provider 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. Please also read the LED application form guidance notes.

1. Applicant Details
Name:
Email address:
Job title:
Department:
Directorate:
Band:
ICB employment start date:
If you are on a fixed-term contract what is the end date of your ICB contract?
If you are on a secondment what is the end date of your ICB contract?
Number of hours per week contracted to work for the ICB?

If you are a line manager requesting funding for yourself are all your direct report appraisals up-to-date? Yes/No
Are you compliant with all statutory and mandatory training? Yes/No
Date of last appraisal (must be in the last 12 months):
Line manager's name:
Do you have GCSE English to C grade (or equivalent)?
Do you have GCSE Mathematics to C grade (or equivalent)?
2. LED Details
The LED is Statutory / Essential / Mandatory / Desirable (delete as appropriate): Statutory = there is a legal requirement for you to complete this Essential = this is critical to your role and to the organisation Mandatory = the organisation are mandating or directing you to undertake this 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
Type of LED (e.g. apprenticeship, course, programme etc.):
Title of LED activity:
Name of training provider or 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 above?
Is the LED being funded by your Directorate?
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.):

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

How was this LED activity identified? Delete any of the following that don't apply.

Through appraisal (and recorded on my career and development plan)

1-2-1 with Line Manager (and recorded on my 1-2-1 document)

Own research

Other (please state):

Explain how this LED activity will benefit you in your current role. If appropriate, include how this will help support your future career aspirations:

(See Guidance Notes as to what to include. 650 words max.)

Explain how this development links with your own objectives, team objectives and ICB priorities?

(See Guidance Notes as to what to include. 650 words max.)

4. Signatures

Signature of applicant:

Date signed by applicant:

Signature of line manager:

Date signed by line manager:

Signature of Directorate Lead:

Date signed by Directorate Lead:

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. 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) 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 nnicb-nn.od@nhs.net

Ensure your email is sent as high importance with a subject heading of LED Funding Application Form.

If you have any queries regarding this process, please contact Julie Fellows, OD Manager, at nnicb-nn.od@nhs.net

Guidance Notes for LED Funding Applications

When completing the following parts of your LED application, ensure these are succinct (max. 650 words per section) and cover the bullet points listed below:

Explain how this LED activity will benefit you in your current role. If appropriate, include how this will help support your future career aspirations.

- Say why you want to complete the course/programme of study or development
- Explain how the apprenticeship/development fits with your current role and/or how it will help support your future career
- Where possible, link the content of the apprenticeship/development to your current role or anticipated future role

Explain how this development links with your own objectives, team objectives or ICB priorities.

- As a minimum, state the objective that was agreed during your appraisal/quarterly review/1-2-1 with your line manager that aligns to the apprenticeship/development. For example, over the next 24 months develop systems leadership knowledge and skills to be able to think and work strategically across the ICS
- Next, explain how your objective links to team objectives or ICB priorities

Appendix B:

Entry Level Apprenticeship (ELA) Funding Application Form

For information: each month the ICB pay into a Levy Fund based on the PAYE bill. The Levy Fund can then be used to cover the costs paid to a training provider for an apprenticeship. To note, levy funding does not cover the apprentice salary, therefore, this will need to be funded out of the Directorate's budget.

If you want to apply for apprenticeship funding please provide the information requested on this form.

To note: all apprentices must allocate 20% of their contracted worktime to the apprenticeship to secure the funding. There is also a legal requirement for the ICB to give the apprentice this time off for their off the job learning.

Please ensure that all sections of this form are filled out in full as partially completed forms will mean that your application cannot be processed.

1. Manager's Details <i>(i.e. the manager requesting the funding)</i>
Manager's Name:
Job Title:
Team:
Directorate:
Email Address:
2. Apprenticeship and Salary Details
Title of Apprenticeship e.g. Assistant Accountant:
Level of Apprenticeship e.g. level 3:
Training Provider (if known):
Start Date:
End Date:
Duration of Apprenticeship e.g. 18 months:
Cost of Apprenticeship:
Has the funding for the apprentice's salary been approved?

**NB. Funding to cover training provider costs will be agreed for the full
Apprenticeship**

3. Signatures

Manager's signature:
(i.e. the manager requesting the funding)

Date of line manager's signature:

Directorate Lead's signature:

Date of Directorate Lead's signature:

Next steps ...

Please email your completed form to nnicb-nn.od@nhs.net

If you have any queries regarding this process, please contact Julie Fellows, OD
Manager.

Appendix C: Equality Impact Assessment

Overall Impact on: Equality, Inclusion and Human Rights	<p style="text-align: center;">Neutral</p>
--	--

Name of Policy, Process, Strategy or Service Change	<p>Learning, Education and Development Policy</p>
Date of Completion	<p>June 2024</p>
EIA Responsible Person/Author Include name, job role and contact details.	<p>Name: Julie Fellows, Organisational Development Manager Email: julie.fellows2@nhs.net</p>
Engagement Outcomes and Feedback: Which groups or individuals have had the opportunity to input and feedback?	<p>ICB Staff Engagement Group</p>
Summary of Evidence Provide an overview of any evidence (both internal and external) that you utilised to formulate the EIA. E.g., other policies, Acts, patient feedback, etc.	<p>EIA Authors should consider the following as a minimum when completing the EIA:</p> <ul style="list-style-type: none"> • Equality Act 2010 (inc. the PSED) • Human Rights Act 1998 • Mental Health Act 1983 • Gender Recognition Act 2004 • Mental Capacity Act 2005 (inc. DOLS) • Down Syndrome Act 2022 • Children’s Act 1989 and 2004 (where applicable) <p>Other Specific Evidence Considered (e.g., patient feedback, NICE guidance, etc.)</p>

	What are the actual, expected or potential positive impacts of the policy, process, strategy or service change?	What are the actual, expected or potential negative impacts of the policy, process, strategy or service change?	What actions have been taken to address the actual or potential impacts of the policy, process, strategy or service change?	Impact Score
Age	There are no actual or expected positive impacts on the characteristic of Age.	Employees of all ages could have negative experiences in relation to accessing learning, education and development at any point in their career.	Management and employee training on policy application. Ongoing employee EDI training. Support from HR and OD.	3 - Neutral
Disability¹ (Including: mental, physical, learning, intellectual and neurodivergent)	There are no actual or expected positive impacts on the characteristic of Disability.	Disabled and/or neurodivergent employees might potentially face barriers to completing LED including formal qualifications due to unfair and discriminatory assessment methodology and/or standard educational provision.	A supportive and inclusive provider would be sourced by the ICB. Management and employee training on policy application. Ongoing employee EDI training. Support from HR and OD. Mechanisms are in place via the Communications and Engagement Team to receive the policy in a range of languages, large print, Braille, audio, electronic and other accessible formats.	2 - Undetermined

Gender² (Including: trans, non-binary and gender reassignment)	There are no actual or expected positive impacts on the characteristic of Gender.	There are no actual or expected negative impacts on the characteristic of Gender.	None.	3 - Neutral
Marriage and Civil Partnership	There are no actual or expected positive impacts on the characteristic of Marriage and Civil Partnership.	There are no actual or expected negative impacts on the characteristic of Marriage and Civil Partnership.	None.	3 - Neutral
Pregnancy and Maternity Status	There are no actual or expected positive impacts on the characteristic of Pregnancy and Maternity Status.	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 and OD. Breaks in learning can be requested. Internal programmes/courses can be recorded and all materials provided. On-line LED is continuously available.	3 - Neutral
Race³	There are no actual or expected positive impacts on the characteristic of Race.	Potential impact for black, Asian and people of colour (POC) 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 and OD.	3 - Neutral

		access training, education and development.	Mechanisms are in place via the Communications and Engagement Team to receive the policy in a range of languages, large print, Braille, audio, electronic and other accessible formats.	
Religion and Belief⁴	There are no actual or expected positive impacts on the characteristic of Religion or Belief.	There are no actual or expected negative impacts on the characteristic of Religion or Belief.	None.	3 - Neutral
Sex⁵	There are no actual or expected positive impacts on the characteristic of Sex.	There are no actual or expected negative impacts on the characteristic of Sex.	None.	3 - Neutral
Sexual Orientation⁶	There are no actual or expected positive impacts on the characteristic of Sexual Orientation.	There are no actual or expected negative impacts on the characteristic of Sexual Orientation.	None.	3 - Neutral
Human Rights⁷	There are no actual or expected positive impacts on the characteristic of Human Rights.	There are no actual or expected negative impacts on the characteristic of Human Rights.	None.	3 - Neutral

Community Cohesion and Social Inclusion⁸	There are no actual or expected positive impacts on the characteristic of Community Cohesion and Social Inclusion.	There are no actual or expected negative impacts on the characteristic of Community Cohesion and Social Inclusion.	None.	3 - Neutral
Safeguarding⁹ (Including: adults, children, Looked After Children and adults at risk or who lack capacity)	There are no actual or expected positive impacts on the characteristic of Safeguarding.	There are no actual or expected negative impacts on the characteristic of Safeguarding.	None.	3 - Neutral
Other Groups at Risk¹⁰ of Stigmatisation, Discrimination or Disadvantage	There are no actual or expected positive impacts on the characteristic of Other Groups at Risk.	Potential impact for employees who are carers accessing training, education and development due to their ongoing caring commitments. The full impact of the Policy is unlikely to be known for the following reasons: <ul style="list-style-type: none"> • There is no monitoring of those that have been 'approved' for funding or study time. 	Management and employee training on policy application. Ongoing employee EDI training. Support from HR and OD.	2 - Undetermined

		<ul style="list-style-type: none">• There is no monitoring of protected characteristics amongst those who apply for and are subsequently approved or otherwise for funding/ study time.• There is no specific support for those with specific learning needs (for example, neurodivergent conditions or autism).• There is no specific provision to support those from backgrounds more likely to experience discrimination. <p>There is no specific provision for people who become pregnant or give birth whilst undertaking a training course.</p>		
--	--	---	--	--

Impact Score Outcome

Negative Impact	13 to 19
Undetermined Impact	20 to 32
Neutral Impact	33 to 45
Positive Impact	46 to 52
Equality Impact Score Total	37

Additional Equality Impact Assessment Supporting Information

1. **Disability** refers to anyone who has: "...a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities..." (Equality Act 2010 definition). This includes, but is not limited to: mental health conditions, learning disabilities, intellectual disabilities, neurodivergent conditions (such as dyslexia, dyspraxia and dyscalculia), autism, many physical conditions (including HIV, AIDS and cancer), and communication difficulties (including d/Deaf and blind people).

2. **Gender**, in terms of a Protected Characteristic within the Equality Act 2010, refers to: "A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex."

3. **Race**, in terms of a Protected Characteristic within the Equality Act 2010, refers to: A person's colour, nationality, or ethnic or national origins. This also includes people whose first spoken language is not English, and/or those who have a limited understanding of written and spoken English due to English not being their first language.
4. **Religion and Belief**, in terms of a Protected Characteristic within the Equality Act 2010, refers to: Religion means any religion and a reference to religion includes a reference to a lack of religion. Belief means any religious or philosophical belief and a reference to belief includes a reference to a lack of belief.
5. **Sex**, in terms of a Protected Characteristic within the Equality Act 2010, refers to: A reference to a person who has a particular protected characteristic and is a reference to a man or to a woman.
6. **Sexual Orientation**, in terms of a Protected Characteristic within the Equality Act 2010, refers to: Sexual orientation means a person's sexual orientation towards persons of the same sex, persons of the opposite sex or persons of either sex.
7. The **Human Rights Act 1998** sets out the fundamental areas that everyone and every organisation must adhere to. In relation to health and care, the most commonly applicable of the Articles within the Human Rights Act 1998 include: Article 2 Right to Life, Article 5 Right to Liberty and Security, Article 8 Right to Respect of Private and Family Life, and Article 9 Freedom of Thought, Conscience and Religion.
8. **Community Cohesion** is having a shared sense of belonging for all groups in society. It relies on criteria such as: the presence of a shared vision, inclusion of those with diverse backgrounds, equal opportunity, and supportive relationships between individuals. **Social Inclusion** is defined as the process of improving the terms of participation in society, particularly for people who are disadvantaged, through enhancing opportunities, access to resources, voice and respect for rights (United Nations definition). For the EQIA process, we should note any positive or negative impacts on certain groups being excluded or not included within a community or societal area. For example, people who are homeless, those from different socioeconomic groups, people of colour or those from certain age groups.
9. **Safeguarding** means: "...protecting a citizen's health, wellbeing and human rights; enabling them to live free from harm, abuse and neglect. It is an integral part of providing high-quality health care. Safeguarding children, young people and adults is a collective responsibility" (NHS England definition). Those most in need of protection are children, looked after children, and adults at risk (such as those receiving care, those under a DoLS or LPS Order, and those with a mental, intellectual or physical disability). In addition to the ten types of abuse set out in the Health and Care Act 2022, this section of the EQIA should also consider PREVENT, radicalisation and counterterrorism.
10. **Other Groups** refers to anyone else that could be positively or negatively impacted by the policy, process, strategy or service change. This could include, but is not limited to: carers, refugees and asylum seekers, people who are homeless, gypsy, Roma and traveller communities, people living with an addiction (e.g., alcohol, drugs or gambling), people experiencing social or economic deprivation, and people in stigmatised occupations (e.g., sex workers).