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**HNY ICB LEARNING AND DEVELOPMENT POLICY**

**7th September 2023**

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| --- | --- |
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**The on-line version is the only version that is maintained. Any printed copies should, therefore, be viewed as ‘uncontrolled’ and as such may not necessarily contain the latest updates and amendments.**

**AMENDMENTS**

Amendments to the policy may be issued from time to time. A new amendment history will be issued with each change.

|  |  |  |  |  |  |
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# Introduction

This policy explains how NHS Humber and North Yorkshire Integrated Care Board (the ICB) will support all employees to learn and develop to their full potential.

The ICB aims to provide the highest possible standard of service within the resources available and recognises that the quality of the service it provides reflects the quality of the knowledge, skills, attitudes, commitment, motivation, and ability of the staff it employs. The ICB will, therefore, encourage all staff to develop to their full potential, enabling them to meet their own and their organisation’s objectives. The ICB will also support a wide and flexible range of qualification and continuing professional development opportunities to facilitate the recruitment, motivation, and retention of staff.

No employee will be excluded from receiving learning and development under the Equality Act 2010 on the grounds of their protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Support will be provided where necessary for any individual with any disability which may affect their ability to participate in learning and development including employees who may have special educational needs support. Some of these needs may require external assessment or support, which may incur cost. Advice on this should be sought from the Human Resource (HR) Team ( [hr.hnyy@nhs.net](mailto:hr.hnyy@nhs.net) ).

The ICB aims to encourage staff flexibility and a positive attitude towards change and lifelong learning. Learning and development should be via a formal system of personal review and development against the post / role and indicated within their Personal Development Plan (PDP). This will be assessed by the line manager in discussion with the individual for example, following assessment of needs during induction and probation periods if the review cycle has not been started. Development will therefore be linked to the post / role but also to the service/ ICB’s objectives and to consider available resources and budgetary constraints.

Learning and Development within Humber and North Yorkshire ICB is designed to:

• Identify the Knowledge and Skills that individuals need to apply in their post / role

• Help guide the development of individuals through a structured approach to supervision, appraisal review, objectives and personal development including career planning

• Provide a fair and objective framework on which to base review and development for all employees

• Provide a link to relevant occupational standards where applicable

# Purpose

The ICB is committed to the development of all employees regardless of profession, job title, band, or work pattern. All employees are required to have a Personal Development Plan (PDP) agreed with their line manager as part of their annual appraisal / personal development review and as amended by subsequent reviews of progress on the appraisal / personal development review or via regular one-to-ones.

Whilst considering study leave, learning and development and apprenticeship programme requests on an individual basis, line managers must also be aware of their responsibility to ensure a level of consistency and equity within their own team and in relation to practice elsewhere in the ICB.

Factors that can be used to determine study leave requests will include the previous time off and funding the individual has received to participate in other courses of study and their existing qualifications. Applicants will therefore be asked to state the learning and development they have undertaken during the previous twelve months.

The number of employees attending external training will necessarily be limited by available funding and time constraints. As direct support for good practice, employees undertaking external study must share key learning points from their development. For guidance, the following options are usually beneficial:

1. Brief colleagues on key learning points in team meetings
2. Provide copies of useful material, (subject to permissions), for interested colleagues
3. Provide feedback on the overall value of the study for the directorate unit, as this helps guide future participants towards appropriate opportunities
4. In accepting study support, employees undertake to complete the course of study and any associated assessments in full.

# Scope of the Policy

The policy applies to all Humber and North Yorkshire ICB employees.

This policy does not cover statutory and mandatory training.

# Duties and Responsibilities

# Learning and development is a joint responsibility of line managers and individual employees. All learning and development requests need to be sent to [hnyicb.learning@nhs.net](mailto:voyccg.ftsu@nhs.net) for the approval from the Learning and Development Panel (see 4.4 below) prior to any bookings being made as they are responsible for any available funding.

## Employees

All employees must:

* Should ensure that their mandatory training remains up to date and fully compliant. It is the individual’s responsibility to complete mandatory and statutory training provided by or on behalf of the ICB as a corporate requirement for their area of work
* Participate in the Personal Development Review / Appraisal Process
* Have a copy of their Personal Development Plan with any requests for funded development clearly indicated at the time of the review
* Comply with reasonable requests to update skills and knowledge in light of their current work demands, future changes or identified aspirations
* Take active part in investigating development options and discussing, agreeing, and keeping up to date their own personal development plan
* Notifying their line manager if reasonable adjustments are required when accessing learning and development activities or if there are additional learning needs (ALN) that need to be considered when accessing learning activities
* Notify their line manager, the HR team and external training / conference provider if they are unable to take up a previously arranged training place or are experiencing difficulties with current studies.

## Line Managers

All line managers are responsible for providing the following for their staff:

* Localised Induction
* Personal Development Review / Appraisal – incorporating reasonable adjustments for staff members
* On-the-job (workplace) training, mentoring, and coaching where required (identified in the employees PDP or through Induction and Probation reviews)
* Sign-posting employees to potential sources of development, facilitating access (i.e. through study leave and funding requests)
* Evaluating previous development activities with the individual and deciding whether the development identified or requested is relevant to the ICB objectives and in keeping with the PDP and is not a repeated development activity.

## Executive Committee

The ICB's Executive Committee is responsible for ensuring funding is available to support ICB employees access to learning and development activities and to meet the ICB's objectives and priorities.

## Learning and Development Panel

The Learning and Development Panel (the Panel) will comprise the ICBs head of transformational HR, the ICB's organisational development & learning and development lead, and an ICB senior finance leader. The 'Panel' will review requests on a bi-monthly basis including funds required from the ICB's Digital Apprenticeship Account (Levy). Any prior arrangements between the line manager and the employee and external providers for learning and development activities requiring funding and that have not been to the Panel prior will not be approved retrospectively unless from that Directorate's own budget. (See [section 7](#_Funding) also)

# Personal Development Plans

A Personal Development Plan (PDP) is as relevant for experienced employees who want to stay in their present role as for those who aim to further progress or change their career path. Together identify, discuss, and agree areas for development which will enable the employee to:

* Deliver their job targets
* Develop their teamwork, leadership and/or managerial qualities as appropriate
* Develop their experience and skills to meet longer-term job requirements or career aspirations, where these are compatible with business goals
* Achieve support objectives agreed through a Performance Management Action Plan (if in place)

These must be categorised as below:

|  |  |
| --- | --- |
| **Learning and Development Activity** | **Category status** |
| 1. **Statutory and Mandatory training** - to meet legislative and risk reduction requirements. (Compliance against all required training is a pre-requisite for any study leave and / or funding requests for other development activities). | Essential |
| 1. **Minimum essential professional requirements for the role / post** – to address a gap in the skills/knowledge necessary for an individual to perform their role effectively. | Essential |
| 1. **Role \*essential requirements to meet the ICBs strategic aims and operational targets** – development to address any annual organisation development needs that relate to an individual’s role. | Essential |
| 1. **Continuing professional development** - development to provide new skills/knowledge that improve the individuals performance in their role, and career aspirations | Desirable |
| 1. **Individual and personal aspirations for development** - development to support the individual’s future career aspirations. | Personal |

**\*** Employees who have been identified as requiring essential training will be prioritised, to enable them to maintain their professional registration, eg Nursing or finance.

The provision of a learning and development prospectus will be made available for line managers and employees to consider. This prospectus will provide information on current learning interventions and is available to aid discussions regarding development; other forms of development should also be a consideration e.g., coaching, on-the-job development, projects, cross-functional / teams work, secondments etc.

When completing a study leave request (refer to [6.0](#_Study_Leave)), employees and their line managers must have discussed the ‘priorities’ of need above and make this clear in the request form.

On completion of an appraisal / performance development review (PDR) where no development has been identified, the line manager and employee must still declare a 'Nil Return' of Section 4 (PDP) of the PDR to [hnyicb.learning@nhs.net](mailto:hnyicb.learning@nhs.net) .

# Study Leave

The term 'study leave' applies to a period of time when an employee is absent from their normal workplace to attend a course, conference, seminar, workshop, open learning, or any other development activity for the purpose of obtaining knowledge or skill which will help them at work.

This policy recommends the parameters and guidelines that should apply when considering applications for studying; however, it cannot account for every individual situation. A checklist of questions is provided below to help the manager and employee negotiate a satisfactory result, balancing the employee’s needs with that of the service.

* What are the benefits to **a**] the ICB (e.g., service provision) and **b**] the employee (e.g., knowledge and skills) from the proposed course of study?
* How does the course of study relate to the individual’s work objectives and/or Personal Development Plan (PDP)?
* What will be the impact on service provision whilst the employee is absent on study leave?
* What is the total studying time per week recommended by the course provider?
* What specific actions will the line manager undertake to support the employee and facilitate transfer of learning to the workplace?
* Are there any work-based projects to improve services that can be completed as a course assignment? (see [6.3 Assignment Leave](#_Assignment_Leave))
* What alternative learning approaches have been considered? Why are they deemed inappropriate?
* If the original study proposal is not possible, what alternatives do both the manager and employee have?

Where the study leave application is for more than 3 days away from the workplace, the application must be considered by the Line Manager with a copy of the request provided to the appropriate Executive / Place Director to the employee.

Time off, paid or unpaid, in respect of day release, will be the subject of discussion with the employee at the time that the request for study leave is processed.

Given that attendance on a course or programme of study forms part of an employee’s agreed personal development, it is not expected that there will be any adjustment to reflect differences between duration of the course, and the normal working day, e.g., where day release extends into the evening, any time outside normal working hours will not attract time off in lieu.

Employees who have agile working arrangements may only claim their contracted hours for that day.

Weekend attendance on approved courses of study may be compensated by time off in lieu though not incur any payment for overtime. For optional elements the degree of support will be at the employee’s line manager discretion.

Employees may wish to undertake a course of study of some relevance to their current position or profession, but which is primarily for the benefit of their own personal advancement. In this instance the ICB may allow a proportion of the time required for attending the structured elements of the course as study leave. The remainder of the leave must be taken out of holiday entitlement, or unpaid leave. Managers have the discretion to increase the proportion taken as study leave e.g., if a project being done as part of the course will lead to a service improvement, however they must consider how equitable their decision will be viewed by their team and the ICB at large.

Where a course of study is not related to an employee's current occupation or preparation for a future role within the ICB, there is no obligation on behalf of the ICB to provide any study leave. However, in deciding whether a course of study offers valuable and relevant experience to the potential employee, managers must look at all aspects before reaching their conclusion. Examples would be, the method of learning, composition of other participants and not just the subject matter.

Employees are required to complete the Application for Study Leave and Funding Form – [Appendix 2](#_Appendices) for all learning including for Apprenticeship Development Programmes.

All and any funded learning and development (including apprenticeship development routes) must be clearly indicated within the employees PDP before a request is made and considered (refer to [5.0](#_Personal_Development_Plans) and [8.0](#_Apprenticeship_Funding_(Apprentices)).

## Continued Professional Development, Re-Validation and Registration

In addition, study leave time will be allowed for ICB staff who are undertaking re-validation and registration. This is deemed as critical development and pertinent to roles that require this and must be clearly recorded within ESR and within Section 4 (the PDP section) of the appraisal / development review document.

Where required for the role, employees are expected to maintain their continued professional development record as required by registered bodies. Employees have a responsibility to keep their skills and knowledge up to date.

## Examination Leave

Paid leave will be granted to sit examinations associated with an approved course of study. The employee will be required to provide evidence of such to their line manager prior to approval of leave.

Leave may be granted for re-takes of examinations or end-point assessments failed, at the discretion of the employee’s line manager. This discretion also extends to whether or not the leave is paid or unpaid. Managers need to ensure that fairness has been applied to other members of the team. The line manager should consider such factors as:

* Number of previous attempts
* Level of improvements made
* Available funding
* Impact on the delivery of service

## Assignment Leave

Some courses depend on assignments rather than examinations. Where this is the case, the employee’s line manager has discretion to grant paid study leave to complete assignments, up to the level granted for examination leave.

# Funding

There is a limited budget set aside to support ICB employees who undertake external qualification courses, external short courses, and conferences. All funding requests will be reviewed by the Learning and Development Panel and funding approval determined by priorities for the ICB (refer to [11.0](#_Applying_for_funding)).

Where the course fees are up to £5,000 for the full qualification / course, the funding may be supported from the central learning and development budget held in the People Team on final approval from the Learning and Development Panel (see [4.4](#_Learning_and_Development)).

Where the cost is more than £5,000 for an individual, the completed form will be escalated for consideration to the Executive Team for a decision to ensure fairness and equity. Most 'higher' level qualifications i.e., those at levels 4,5,6 and 7 of the national curriculum (diplomas and degrees) are commonly more than £5,000; consideration should be given in this instance to following an apprenticeship pathway where alternative funding may be available via the apprenticeship levy for similar qualification outcomes (see [8.0](#_Apprenticeship_Funding_(Apprentices)).

Retrospective funding requests not approved via the Learning and Development Panel will be the responsibility of the employee's Directorate for support through the Directorate's budget holder.

## Coaching

Employees who require coaching services should use the free and available service from the [Humber, North Yorkshire and West Yorkshire Coaching Network](https://mycoachingnetwork.co.uk/) . Specific coaching requests outside of the 'Network' will be expected to come from Directorate's budgets (refer also to Supervision below).

Coaches require regular 'Supervision' support; as with individual coaching requests (as a coachee), coaching supervision for coaches should be sourced from either the [Coaching Network](https://mycoachingnetwork.co.uk/) or via the [NHS Leadership Academy](https://www.leadershipacademy.nhs.uk/programmes/coaching-and-mentoring/).

# Apprenticeship Funding (Apprenticeship Levy)

Some qualifications and courses (including diplomas and degrees) can be funded via the apprenticeship levy (Digital Apprenticeship Service account) and the ICB supports existing employees to utilise this by undertaking an apprenticeship development programme or pathway alongside their existing, substantive role.

The [NHS leadership Academy](https://www.leadershipacademy.nhs.uk/programmes/apprenticeships/) provides an increasing variety of apprenticeships with leadership development programmes or pathways (including diploma and degree level qualifications). Employees interested in undertaking an apprenticeship pathway alongside their existing role should first discuss this with their line manager and then contact the HR team to express an interest in the programme.

All requests to fund learning and development via the apprenticeship levy will be subject to a similar approval process by the Learning and Development Panel (see sections [4.4](#_Learning_and_Development), [7.0](#_Funding) and [Appendix 3](#_Appendices)).

# Claims and reimbursements

## Claims may not be made against this budget for travel expenses, subsistence or accommodation, although staff may claim for these from local budgets in the usual way. Where food and refreshments are provided as part of the course (and no overnight stay is involved) then there will be no subsistence claim.

No funding assistance will be given for administration costs (e.g., photocopying), textbooks or other learning materials, though photocopying may be used within work provided it does not breach copyright licensing.

Where employees are undertaking qualifications or training that is a statutory or professional requirement (e.g., registration) if they are to carry out their current or expected duties for the ICB, they will receive 100% support for course fees.

If employees are undertaking training for their own personal benefit, the ICB has no obligation to provide any funding assistance, even if paid or unpaid leave has been granted.

However, a course of study that has been agreed within the Personal Development Review / Appraisal that is not directly relevant to the employee’s current occupation or role (will provide a personal learning benefit for the employee) but consequentially will provide additional organisational or business benefit or value to the ICB may be funded up to a maximum 75% of the value of the funding (the remaining value funded by the employee); though this will not be guaranteed and will entail a formal discussion and agreement and approval by the Executive Team.

If financial support is allocated for year one of a programme / course or qualification for each subsequent year a separate application for funding will be required. Although consideration will be given to those who are part way through an accredited programme there is no guarantee that funding will be available in future budget years.

Professional training courses are expensive to the ICB, both financially and in respect of time commitment. When employees leave NHS employment before, or shortly after, completing a course of study, the anticipated benefits to the ICB or other NHS organisations are not realised. Therefore, the ICB reserves the right to make a deduction from the remaining salaries of the individual concerned as compensation, calculated as follows:

If leaving:

|  |  |
| --- | --- |
| **Notice given** | **% repayment** |
| Within first 11 months from completing training / exam | 100% |
| Between 12 – 17 months from completing training / exam | 50% |
| Between 18 – 24 months from completing training / exam | 25% |

These deductions are not applicable in the case of individuals being made redundant or retiring, including on health grounds or where the course was funded via the apprenticeship levy.

It is recognised that in some instances individuals may have to leave the ICB's employment due to other events outside of their control e.g. relocation of family or additional caring responsibilities. Line managers should take account of these and other extenuating circumstances and seek advice from HR to waive the requirement to repay costs.

For courses £500 or less, the organisation has the discretion to waive the above repayment fees.

The repayment of funding support must be initiated by the individual’s line manager as soon as the letter of resignation is received or when a problem has been identified.

They will also not apply to employees on fixed term contracts, save where those contracts are subsequently made substantive. Where these circumstances arise, the time they have served on a fixed term contract since completing their studies will also be included in determining whether any deduction from salary is applicable.

Employees will have deemed to have completed their studies on submitting their last assignment or period of course attendance, whichever is the latter. The last attendance on a course or qualification can include a final examination or end-point assessment (re-sits or re-takes are not fundable).

Special leave of any sort (e.g., maternity), career breaks or long-term sickness undertaken after completion of studies will be included in the calculations outlined herein as being continuous employment.

Where employees have failed to attend, or complete, a course of study/exam they will be subject to the conditions described herein. However, the same extenuating circumstances must apply as outlined above and includes long-term sickness.

# Distance, Open or E-Learning

Employees who are studying using these methodologies are subject to the terms and conditions already outlined in sections [7.0](#_Funding), [8.0](#_Apprenticeship_Funding_(Apprentices) and [9.0](#_Claims_and_reimbursements) of this policy and shall be neither advantaged nor disadvantaged in comparison with students following other forms of development or courses of study.

Managers may exercise some flexibility in implementing the study leave policy e.g., employees undertaking distance learning may receive more funding support if there is less need for study leave, providing the total ‘package’ is equitable with that of employees undertaking a conventional course of study.

# Applying for funding

All requests for funding must be made on the Application for Study Leave and Funding Form [Appendix 2](#_Appendices). This must follow agreement between the employee and their line manager on the relevance of the course (refer to section [6.0](#_Study_Leave), [7.0](#_Funding) and [8.0](#_Apprenticeship_Funding_(Apprentices)) study and leave requirements.

Once a training request has been received and approved it will be passed to the employee’s Director for final consideration and authorisation. Applicants will need to ensure that they leave adequate time for processing the application, including the Learning and Development Panel bi-monthly reviews of requests. Applicants are responsible for ensuring their application is completed correctly and follows the agreed processes; the Learning and Development Panel will not be responsible for any delays or missed opportunities/start dates if applicants have not followed the guidance and policy herein.

A copy of all relevant course details and information must be attached to any application forms to allow the panel to evaluate in entirety the applicability of the request for current funds.

In supporting an application decision, the line manager will have cited a discussion and agreement made with the employee on the expected time frame within which they are expected to complete their studies. This is intended to demonstrate that the ICB expects to see a return for their investment within a reasonable time scale but will also form the basis for performance management through the employee’s annual appraisal / performance development review (PDR) process.

Since the annual appraisal / performance development review (PDR) process is an ongoing process, line managers and employees will be expected to regularly review studies / education / development progress through 1:1 or supervision meetings and document the progression and attainment.

The Learning and Development Panel's decision will be based on the application, the current level of demand and priorities for the ICB. Where the application is denied, the applicant will as of right receive a full explanation of the reasons behind the decision.

A decision not to approve does not mean the employee is unable to apply again for the following budget year and additionally, if the request meets the criteria but there are insufficient funds available for the current financial year, their application will be retained for the next financial year where it will be reviewed again by the Learning and Development Panel in the current context of the role and ICB priorities and objectives.

The organisation recognises that on occasions an individual may feel disappointed by a decision which has been made in relation to a learning and development request or the amount of financial and/or non-financial support they have received. If an individual is aggrieved and wants to revisit such a decision, they should speak with their line manager in the first instance. Where the individual feels that the matter has not been resolved they may appeal in writing to their line manager and refer to the ICB's Grievance policy. It should be acknowledged that not all learning and development opportunities can be met, and lack of resources is sufficient reason to refuse applications for funding or access to study leave.

Where a line manager is made aware that a member of their staff has withdrawn or is not progressing on a course of study, they should interview the individual concerned to establish the reasons. Where there are no extenuating circumstances for the employee to have withdrawn from the course of study without consent of agreement, the line manager may at their discretion and after seeking HR advice and guidance, withdraw provision for the study support. This may entail the repayment of the fees incurred by the ICB from the individual. An employee's failure to attend external courses without explanation will also be subject to review and possible removal of support for development.

# Monitoring Compliance

The implementation of this policy will be monitored on an annual basis by the ICB and

reported to the Senior Leadership Team.

# Arrangements for Review

The ICB Board will ensure that this policy document is reviewed in accordance with the timescale specified at the time of approval. The policy will remain operational for a period not exceeding four years without a review taking place.

Staff who become aware of any change which may affect a policy should advise their line manager as soon as possible. The Executive Director of People or their nominated deputy will then consider the need to review the policy or procedure outside of the agreed timescale for revision.

Where review is necessary due to legislative change, or changes to the NHS national terms and conditions of employment, this will happen immediately.

For ease of reference for reviewers or approval bodies, changes should be noted in the ‘document history’ table on the front page of this document.

**NB:** If the review consists of a change to an appendix or procedure document, approval may be given by the Executive Director of People and a revised document may be issued. Review of the main body of the policy must always follow the original approval process.

# Dissemination

This policy will be communicated to staff via email and will be available on the [ICB’s employee web pages](https://humberandnorthyorkshire.icb.nhs.uk/documents-and-publications/) within Documents and Publications and listed under 'Staff Policies'.

# Associated Documentation

## Legislation and statutory requirements

To ensure that this policy is viewed in context, it must be read in conjunction with:

* the Performance and Development Appraisal Framework and Procedure
* the Induction and Probation Policy and Procedures
* the Statutory and Mandatory Training Policy
* the Management of Performance Policy
* the Grievance Policy and Procedure.

# Appendices

Appendix 1 - Anti-Fraud, Bribery and Corruption statement

Appendix 2 - Application for Study Leave and Funding Form

Appendix 3 - Apprenticeship Agreements (Employee / Line Manager)

Appendix 4 - Equality Impact Assessment

# Impact Assessments

## Equality

NHS Humber and North Yorkshire ICB is committed to creating an environment where everyone is treated equitably and the potential for discrimination is identified and mitigated. It aims to design and implement services, policies and measures that meet the diverse needs of our service, population, and workforce, ensuring that none are placed at a disadvantage over others.

It is required that an Impact Assessment is carried out on a new policy that is likely to impact on patients, carers, communities, or staff. As a result of this assessment no adverse impact was identified.

## Bribery Act 2010

Due consideration has been given to the Bribery Act 2010 in the development (or review, as appropriate) of this policy document, further details can be found in appendix 1.

## General Data Protection Regulations (GDPR)

The UK General Data Protection Regulation (GDPR)/ Data Protection Act 2018 includes the requirement to complete a Data Protection Impact Assessment for any processing that is likely to result in a high risk to individuals. Consideration should be given to any impact the policy may have on individual privacy; please consult NHS Humber and North Yorkshire ICB Data Protection Impact Assessment Policy. If you are commissioning a project or undertaking work that requires the processing of personal data, you must complete a Data Protection Impact Assessment.

The ICB 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 Data Protection & Confidentiality Policy and related policies and procedures.

* **Appendix 1 - Anti-Fraud, Bribery and Corruption**

**BRIBERY ACT 2010**

The ICB follows good NHS business practice as outlined in the Business Conduct Policy and the Conflicts of Interest Policy and has robust controls in place to prevent fraud, bribery and corruption. Under the Bribery Act 2010 there are four criminal offences:

• Bribing or offering to bribe another person (Section 1)

• Requesting, agreeing to receive or accepting a bribe (Section 2);

• Bribing, or offering to bribe, a foreign public official (Section 6);

• Failing to prevent bribery (Section 7).

* **Appendix 2 - Application for Study Leave and Funding Form**

**Application for Study Leave and Funding Form**

**Applicant Details**

|  |  |
| --- | --- |
| Name |  |
| Job Title |  |
| Directorate |  |
| Email address |  |
| Phone number |  |
| Date of request |  |

**About the training course/event/conference/apprenticeship**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name of course / training /  event / qualification / apprenticeship |  | | | | | |
| Training / course / apprenticeship 'ST' ([Here](https://www.instituteforapprenticeships.org/apprenticeship-standards/?)) reference where applicable |  | | | | | |
| Start date |  | | | | | |
| Duration |  | | | | | |
| Location (includes virtual) |  | | | | | |
| Description |  | | | | | |
| Amount of study time leave requested (No of days in total) |  | | | | | |
| Development identified in PDP - Y/N [**check box**] | [**Yes**] | | | [**No**] | | |
| Prioritised Learning Need (refer to PDR Section 4 and Section [5.0](#_Personal_Development_Plans) of the L&D Policy) | **A** | **B** | **C** | | **D** | **E** |
| Amount requested | **£** | | | | | |
| Total Course cost or Maximum Education & Skills Funding Agency (ESFA) Amount | **£** | | | | | |
| Amount agreed to self-fund (where applicable) | **£** | | | | | |
| **You must obtain funding agreement prior to confirming your place. Funding is not guaranteed** | | | | | | |
| Describe how this training or event will help you in your job and/or career development/project. Please be specific as to anticipated skills, knowledge and/or professional development. Refer to your role objectives and your directorates objectives. Please use a separate sheet if necessary |  | | | | | |
| Describe any learning and  development undertaken in the last twelve months and what impact this had within your work. |  | | | | | |

**The following agreements apply to this application [check boxes to confirm understanding]:**

I have attached the course / apprenticeship outline / details of the course confirming the date and cost

I agree to report to my manager about the value / content of the learning attained from the development and share the knowledge gained with colleagues.

I confirm non-completion of the course or leaving the ICB within the timescales outlined in the Learning and Development Policy, will require me to reimburse the ICB for funding unless otherwise agreed where this is applicable (reference Section 10).

Should I owe any sum under this agreement upon the termination of my employment, I authorise Humber and North Yorkshire ICB to deduct the sum from my final salary and/or any other monies payable on termination of my employment. Should the sum be owed to Humber and North Yorkshire ICB exceed the monies payable by the ICB, I undertake to repay the balance by a method acceptable to the Humber and North Yorkshire ICB.

|  |  |
| --- | --- |
| Signature |  |

**To be completed by line manager**

I have reviewed this request with my member of staff and approve it for [check box]:

Study Leave (with appropriate cover arrangements)

Funding (Learning and Development or Apprenticeship)

|  |  |
| --- | --- |
| Name |  |
| Job Title |  |
| Signature |  |

Completed forms must be emailed toHR for monitoring.

To be completed on behalf of the ICB bya Learning and Development Panel member.

***NB:*** *for funds above £5,000, final approval is at the discretion of the Executive Team* ***in consultation with*** *the Learning and Development Panel.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study Leave Approved – Y/N  [**check box**] | [**Yes**] | | [**No**] | |
| Funding approved: Y/N **% or £ amount** [**check box**] | [**Yes**] | [**No**] | **£** | **%** |
| If no for either, state reason (s) and inform line manager of decision. |  | | | |
| Panel Signatures: | (Email signatures acceptable) | | | |
| Executive Director signature if above £5,000 | (Email signature acceptable) | | | |

**Signed form to be filed on employee's personal file**

Completed forms must be emailed to the Human Resource Team: [hr.hnyy@nhs.net](mailto:hr.hnyy@nhs.net)

Yes No (check box) - HR confirmed with Finance Lead that there is sufficient Apprenticeship Levy funding in place.

* **Appendix 3 -** **Apprenticeship Agreements (Employee / Line Manager)**

**Apprentice / Employee and Manager Agreements**

Outlines the expectations of both the learner and the manager in regard to the apprenticeship training. Once approved, complete each section and return to HR.

|  |  |
| --- | --- |
| **Apprentice** | |
| I confirm that I have read and understood the contents of this letter and agree to be bound by these arrangements for the duration of the apprenticeship.  I agree to:   * Complete any initial assessments as appropriate prior to the induction day. * Draw up an Individual learning plan with my mentor and cooperate with its implementation to ensure I maximise on achieving the apprenticeship * Produce evidence as required e.g., reflections / assignments supported by the 20% off the job training (refer to HR for guidance). * Attend all study and support days as required. * Complete timely reviews every 8 / 12 weeks with the training provider. * Complete within the specified timeframe of the apprenticeship. * Inform the HR should a change in circumstances occur. * Liaise with HR and the line manager if any problems arise. | |
| **Name:** | **Date:** |
| **Signature:** | |

|  |  |
| --- | --- |
| **Manager** | |
| I confirm that I have read and understood the contents of this letter and agree to be bound by these arrangements for the duration of the apprenticeship.  I agree to:   * Ensure the apprentice completes any initial assessments as appropriate prior to the induction day. * Support and release the learner as required for the duration of the apprenticeship adhering to 20% off the job training. * Take an active role in the review process every 8 / 12 weeks with the learner and provider. * Ensure the learner completes the apprenticeship within the specified timeframe. * Inform HR should a change in circumstances occur including sickness absences. * Liaise with the HR promptly should any problems arise. | |
| **Name:** | **Date:** |
| **Signature:** | |

* **Appendix 4 - Equality Impact Assessment**

# Equality impact assessment (EqIA)

This impact assessment should be completed for all human resources (HR) and corporate policies, projects or functions that apply to colleagues at NHS Humber and North Yorkshire Integrated Care Board (ICB).

There are five sections of this assessment, and all should be completed:

1. [HR / corporate impact analysis](#_HR_/_corporate)
2. [Equality data](#_Equality_data)
3. [Impact assessment](#_Impact_assessment)
4. [Action planning](#_Action_planning)
5. [Sign-off](#_Sign-off)

* **HR / corporate policy impact analysis**

| **Key questions** | **Information provided** |
| --- | --- |
| Policy / project / function: | Learning and Development Policy |
| Date of analysis: | 22 August 2023 |
| Completed by: (name, department, place) | Neil Robson, Senior Manager: Organisational Development & Learning and Development Lead; Human Resources |
| Aims and intended effects of this policy, project or function: | The overall aim is to provide a consistent, fair and equitable approach to learning and development for all Humber and North Yorkshire ICB employees whilst supporting the organisation in achieving its goals. |
| Details of any significant changes to previous policy likely to have an impact on colleagues / other groups: | The amendments reflect the changes to the ICB structure, systems and processes. It also reinforces fairness and transparency in decision making for financial support / funding of learning and development opportunities within a limited resource. |
| List of any other policies that are related to or referred to as part of this analysis: | * Performance and Development Appraisal Framework and Procedure * Induction and Probation Policy and Procedures * Statutory and Mandatory Training Policy * Management of Performance Policy * Grievance Policy and Procedure |
| Who the policy, project or function will affect: | The policy applies to NHS Humber and North Yorkshire ICB and those identified as employees on the payroll of the organisation. |
| Engagement / consultation that has been done or is planned for this policy and this EqIA: | Engagement with the ICB Inclusion Network, the ICB Wellbeing and Engagement Group, Social Partnership Forum and feedback from ICB Board. |

* **Equality data**

Equality data is internal or external information that may indicate how the activity being analysed can affect different groups of people who share one or more of the nine protected characteristics as detailed in the [Equality Act (2010)](https://www.gov.uk/guidance/equality-act-2010-guidance).

Examples of equality date could include:

* recruitment data (e.g., number of applications compared to our population profile, number of appointments)
* complaints made by groups who share / represent one or more protected characteristic
* grievances, decisions upheld or dismissals by protected group
* findings of the NHS Staff Survey
* data from the Workforce Race Equality Standard (WRES) and Workforce Disability Equality Standard (WDES) reports

This list is not exhaustive.

| **Key questions** | **Information provided** |
| --- | --- |
| Is any equality data available relating to the use of this policy / project / function: | No |
| **If yes**  List the equality used to assess the impact of this policy / project / function: |  |
| **If no**  List the data you will use to assess the impact of this policy / project / function: | Equality data |

* **Impact assessment**

Details of any potential impact of this policy / project or function on people from different protected characteristic groups should be included below.

This should be based on analysis of:

* the [equality data](#_Equality_data) listed
* insights gathered through engagement
* your knowledge of the substance of this policy

| **Protected characteristic** | **No  impact?** | **Positive impact?** | **Negative impact?** | **Evidence of impact and, if applicable, justification where are ‘genuine determining reason’ exists (see footnote)** |
| --- | --- | --- | --- | --- |
| **Age**  This refers to people of all ages. |  |  |  |  |
| **Disability**  People who have physical disabilities and / or impairments, learning disabilities, learning differences (for example, someone who is neurodiverse), people with mental health conditions, sensory loss and long-term chronic conditions (such as diabetes, HIV) or hidden, invisible or variable conditions |  |  |  | The policy does not have any impact on this protected characteristic however, the document is not automatically published in an alternative, accessible format, in alternative formats e.g., braille or in languages other than English.  The document has been accessibility checked and amendments made to make it more compatible for use with screen readers and other assistive technology. |
| **Gender reassignment**  Refers to someone who is proposing to, is going through or has gone through a process to live in a gender that is different to the one assigned at birth.  For example, Trans (transgender) people, non-binary people or gender fluid / gender queer people. |  |  |  |  |
| **Marriage or civil partnership** Refers to legally recognised partnerships (applies to employment only). |  |  |  |  |
| **Pregnancy and maternity**  Refers to the pregnancy period and the first year after birth. |  |  |  |  |
| **Race**  Refers to people of different races which can include colour, nationality, ethnic or national origins and different ethnic backgrounds, for example, Gypsy Romany and Traveller peoples. |  |  |  | The policy does not have any impact on this protected characteristic however, the policy document is not automatically published in languages other than English. |
| **Religion or belief**  Includes all religious and philosophical beliefs including having no religious belief, |  |  |  |  |
| **Sex**  This refers to biological sex eg male / female / intersex. |  |  |  |  |
| **Sexual orientation**  Refers to who a person is attracted to, for example gay, lesbian, bisexual, asexual and heterosexual (straight). |  |  |  |  |
| **Socio-economic deprivation** Refers to the different financial situations people may be experiencing, for example, working poverty and cost of living impacts for people from different backgrounds (not Band exclusive) |  |  |  | Since some funding criteria may require the employee to financial support their own development with a contribution, the line manager should sensitively discuss this with the individual, HR and Finance to explore alternative payment options so as not to disadvantage the employee. |
| **Working carers** Refers to anyone who cares, unpaid, for a friend or family member who due to their illness, disability, mental health condition or an addiction cannot cope without their support.  Working carers can be considered protected under the Equality Act (2010) by association. |  |  |  |  |

‘Genuine determining reason’ means an action is proportionate to the legitimate aims of the organisation (please seek further advice).

* **Action planning**

As a result of the analysis of the impact of this policy / project or function on people from different protected characteristic groups, this section should detail the mitigating actions to be taken to reduce any identified impacts and those responsible for ensuring these actions are taken.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Identified risk** | **Recommended actions** | **Responsible lead** | **Completion date** | **Review  date** |
| Inaccessibility for disabled colleagues | 1. Provide a clear and easy way for people to request printed copies through the post if required. 2. Provide a clear and easy way for people to request copies of the policy in alternative formats e.g., braille, large print. | Organisational and Learning and Development Lead | August 2023 | August 2027 |
| Policy only available in English | 1. Line managers to provide support if a team member’s first language is not English and this is requested. | Line managers | Ongoing | Ongoing |
| Socio-economically deprived colleagues | 1. Line managers to provide support in identifying alternative funding provision and or contributions with HR and Finance colleagues. | Line managers | Ongoing | Ongoing |

* **Sign-off**

All EqIAs for HR and corporate policies, projects or functions that apply to ICB colleagues must be signed-off by the corporate affairs team - send a copy of the relevant policy and EqIA to: [hnyicb-hull.hnypolicyenquiries@nhs.net](mailto:hnyicb-hull.hnypolicyenquiries@nhs.net)

|  |  |
| --- | --- |
| **Key questions** | **Sign-off responses** |
| I agree / disagree with this assessment and action plan | Yes |
| **If no (you disagree)**  Reasons for not approving and actions that should be taken (including timelines and those responsible): |  |
| Signed: | Electronically Signed |
| Date: | 22/08/2023 |

ENDS