

APPENDIX 1 - INITIAL SCREENING TOOL

Title of policy/service/function/procedure/programme/ or strategy being assessed:

Protected Learning Time and Study Leave Policy

(Please remember that even informal policies & procedures need to be equality analysed.)

Is it new ✓ **or revised**

(If revised, please attach a copy of the original Equality Analysis.)

Senior Manager Responsible Patrick Billups (on behalf of Gill Heuchan)

Department Education & Development

Section Clinical Training

EQUALITY ANALYSIS SCREENING TEAM (Please enter below the names of the project team members who carried out this initial screening with you and their role in the screening (e.g. team colleague or critical friend)).

Name	Department	Role
Janice Markey	Equality & Inclusion	Equality & Inclusion Mgr/Critical Friend
Peter Hannell	A&E Operations (West Area)	Paramedic/Staff Rep'/Critical Friend
Ian Bullamore	Education & Development	Practice Learning Manager (West Area)
Gary Ralph	Education & Development	Practice Learning Manager (East Area)
Patrick Billups	Education & Development	Education Governance Manager

Date of screening

11th July 2011

Please summarise below the aims and objectives of this policy/service/function etc. including any intended outcomes.

To confirm that fair, consistent and transparent processes are in place for the management of allocation and use of protected learning time and study leave.

To ensure that related procedures reflect the continuous learning approach promoted by the LAS, thereby supporting staff in achieving their potential through having access to timely and appropriate opportunities for education, learning and development.

To promote the concept of protected learning time and study leave, in that it supports staff to gain the knowledge and skills they need to do their jobs more effectively and thus improve the quality of service provision across the LAS.

To ensure that the process fully optimises the investment made by the LAS, and so supports staff in their personal and professional development to benefit patients, the public, the individual, the LAS, local partners and stakeholders and the wider NHS.

Please state below who is intended to benefit from this policy/service/function etc. and in what way.

Staff – the procedures contained in this Policy will assist staff to achieve their potential by gaining access to timely and appropriate learning and development opportunities.

Patients - service users will have the assurance that staff are supported in gaining the knowledge and skills they need to do their jobs more effectively, thus improving the quality of service provision and patient care across the LAS.

Organisation – The added facility of protected learning time and study leave for staff fully reflects the vision and values of the Trust, as well as its wide ranging commitments to internal and external stakeholders.

Please state in the table below whether the policy/service/function etc. could have any potential impact on anyone from a “protected characteristic” group, whether service users, staff or other stakeholders

“Protected Characteristic Group”	Is there likely to be a positive or neutral impact in regard to:	If the impact is adverse, can this be justified on the grounds of promoting equality of opportunity for a “protected characteristic” group or for another reason?
Age	No adverse impact identified	The Policy is intended to be flexible to take account of people’s diverse and differing circumstances.
Disability	No adverse impact identified	The Policy will have a positive impact on disabled staff e.g. dyslexia and those with physical disabilities where the provision of reasonable adjustments has been successfully applied.
Gender Reassignment	No adverse impact identified	
Marriage and Civil Partnership	No adverse impact identified	
Pregnancy and Maternity	No adverse impact identified	Reasonable adjustments will be provided wherever possible for women who become pregnant.
Race	No adverse impact identified	
Religion or Belief	No adverse impact identified	
Sex	No adverse impact identified	
Sexual Orientation	No adverse impact identified	

Can the policy/service/function etc. be used to advance equality and foster good relations, including for example, participation in public life? If so, how?

(Not applicable)

Please provide and summarise below any relevant evidence for your declaration above, including any engagement activities – this could include for example the results of specific consultations, complaints or compliments, customer satisfaction or other surveys, service monitoring and take-up, comments from stakeholders and demographic data.

This is a new policy. Monitoring is regularly undertaken and held under constant review by the Clinical Education Steering Group, and through consultation with the Trade Unions via the Education Sub Group. Both groups meet formally on a bi-monthly basis.

Are there any gaps in the evidence you have which make it difficult for you to determine whether there would be an adverse impact?

No Yes

If yes, please state below how you intend to acquire this evidence and your timescales for doing so.

Plans are being developed to introduce the LA310i 'Equalities Monitoring Tool' as an integral feature on all training courses and events delivered by the Department of Education & Development. We intend to utilise the Oracle Learning Management (OLM) system for all related data capture purposes, although this is not scheduled for LAS introduction until late 2011. However, the requirement will be added to the Project Plan, and managed in line with the broader development of OLM within the organisation.

You must complete a full Equality Analysis if you have identified a positive or negative potential impact for any “protected characteristic” group, which is not legal or justifiable or if you have identified any gaps in evidence which make it difficult for you to determine whether there would be adverse impact. Please insert below any issues you have identified/recommendations for the full Equality Analysis.

(Not applicable)

If you have only identified a neutral or positive impact on any “protected characteristic” group then no further action is required, other than having your Director sign off this form, a copy stored on the shared drive and sent to Communications for publication on the Trust’s website.

Name of Director: Caron Hitchen

Signature:



Date: 15 September 2011