

London Ambulance Service

Equality Impact Assessments Form: a record of the assessment

Function/ policy being assessed:

Training Plan

Directory/ service or corporate function:

Education & Development

Date of assessment:

22nd February 2008

Contact person for the assessment:

Bill O'Neill

Members of the assessment group:

**Assistant Director of Learning &
Development, Clinical Education
Manager, Learning & OD Manager,
Senior Training Officer, Education
Standards Manager**

1 Aims of the function/ policy

The aim of the Training Plan is to provide all staff with access to the appropriate elements of training and development to enable them to meet the requirements of their prospective or current role, and to develop their knowledge and skills to enable both personal development and career progression.

2 Current achievements and fact finding

Sources of information used, with references, location or links.

Anything you have learnt from previous consultation results with references or links. In particular any evidence you may have that impacts upon: **race, disability, gender, age, religion and belief, sexual orientation and human rights**

Clinical/Technical Education & Training

The content of clinical/technical training and development courses included in this plan is governed by the following requirements:

Joint Royal Colleges Ambulance Liaison Committee (JRCALC). The national JRCALC clinical guidelines for ambulance services is the reference for all clinical practice within ambulance services, and provides details of the clinical skills required within that practice.

Along with the JRCALC guidelines, the content of ambulance service clinical/technical education and development includes relevant regulations and requirements from the following:

- **Health & Safety Executive**
<http://www.hse.gov.uk>
- **Standards for Better Health**
http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4086665
- **Health Care Commission**
<http://www.healthcarecommission.org.uk>
- **National Institute for Clinical Excellence**
<http://www.nice.org.uk>
- **National Health Service Litigation Authority**
<http://www.nhs.uk/ATSSStandards>

In addition, a number of local policies have been used to develop the content of LAS courses to ensure that they will have equitable access for all members of staff

- **Race Equality Scheme.**
<http://www.londonambulance.nhs.uk/publications/race/race.html>
- **Gender Equality Scheme.**
<http://www.londonambulance.nhs.uk/publications/gender/gender.html>
- **Disability Equality Scheme.**
<http://www.londonambulance.nhs.uk/publications/disability/disability.html>
- **Specific Learning Disability Policy.**

<http://thepulse/managing/1076665488.html>

- **Flexible Hours Policy.**
<http://thepulse/managing/1048697601.html>
- **Single Equality Scheme** (draft form)
- **Sponsorship to Study.**
<http://thepulse/about/11873421141572.html>

Institute of Health & Care Development (IHCD). The IHCD (part of Edexcel) is currently the awarding body for all qualifications required for employment by the Trust in the following roles:

- Ambulance Care Assistant
- Emergency Medical Technician (EMT) 1
- EMT 2
- EMT 3/4
- Ambulance Instructor
- Control Services Instructor

<http://www.edexcel.org.uk/quals/sc/amb>

Health Professions Council (HPC). The HPC is the registering body for paramedics nationally. The educational standards, knowledge and skills required for registration is determined by the HPC.

The Trust requires paramedics to have one of the following:

- An IHCD Paramedic award
- A BSc or Foundation Degree in Paramedic Science validated by the HPC
- Other relevant qualification equivalent to and accredited by the HPC

<http://www.hpc-uk.org/aboutregistration/professions/index.asp?id=10#profDetails>

Higher Education (HE) providers. The Trust works in partnership with the following HE providers:

- St. Georges/Kingston University
- <http://www.kingston.ac.uk/paramedicsciences>
- University of Hertfordshire

<http://perseus.herts.ac.uk/uhinfo/extrel/subjectsearch.cfm?subject=Paramedic%20Science>

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- University of Greenwich
<http://www.gre.ac.uk/fd/subjects/hsc/b780>

All three provide Foundation Degrees that are validated by the HPC and include the IHCD paramedic award.

The University of Hertfordshire also provides a BSc programme validated by the HPC.

St. Georges/Kingston University provides an Emergency Care Practitioner (ECP) qualification validated through the national Quality Assurance Agency and internal quality assurance frameworks. The design of the ECP course has come about through a collaboration between the LAS and St. Georges/Kingston University as there is currently no national curriculum or educational standards set for the ECP role.

The National Academy of Emergency Medical Dispatch (NAEMD). The following roles are required to undergo training accredited by the NAEMD:

Emergency Medical Dispatcher (EMD) 1
EMD 2

EMD 3

EMD Allocator

<http://www.emergencydispatch.org>

The design of the Training Plan is based around the following aspects of the Trust's Service Improvement Programme (<http://thepulse/managing/11600523394772.html>):

The Workforce Plan. Part of the Organisation Development (OD) & People programme, the workforce plan determines the recruitment programme for the Trust both internally and externally. It includes timescales and sets out the proportion and nature of recruitment into clinical/technical roles.

The Operational Model Programme. This programme sets out the development and design of operational response and deployment. It is based on patterns of demand and anticipated future operational requirements to meet national performance targets.

http://thepulse/uploaded_files/Strategic%20plan%202006-13/las_sip2012_om_tor_1s2_final_ops_plan.pdf

New Ways of Working; Transforming Clinical Leadership. This programme of work is a specific application on named station complexes of the two programmes mentioned above, and includes other specific work from the OD & People programme such as Leadership Development and Performance Management. A specific programme of development for the staff on each complex in turn will be devised as an off-shoot of the wider Training Plan.

<http://thepulse/managing/12015160904504.html>

Non-Clinical Education & Training

Non-clinical education and training aspects of the Training Plan are designed to meet the following requirements:

- **LAS vision and 'CRITICAL' values**
<http://thepulse/managing/1048846687.html>
- **NHS Knowledge & Skills Framework.**
<http://www.nhsemployers.org/pay-conditions/pay-conditions-782.cfm>
- **Personal Development Plans**
- **NHS Skills Escalator**
http://www.dh.gov.uk/en/Managingyourorganisation/Humanresourcesandtraining/Modelcareer/DH_4055527
- **OD & People Programme**
- **NHS Leadership Quality Framework**
<http://www.nhsleadershipqualities.nhs.uk/>

3 Assessment and actions needed

Initial ideas for actions can go here. You will refine them further at stage 6. Please note the impact assessment will not be accepted unless group(s) affected is listed with a link to the action required. Primary areas to consider are: **race, disability, gender, age, religion and belief, sexual orientation and human rights**

All the action points identified in the assessment will be considered as part of the project development and planning process and therefore timescales will not have been developed yet. These actions will therefore be;

- reported during the project board meetings as a standing agenda item
- reported quarterly at the Programme Board
- have responsible leads assigned to each action plan
- responsibilities outlined within the job descriptions of the project roles for monitoring and delivering these action plans
- have the diversity manager as a member of the programme board to oversee the quality of the action plan reviews

Barrier	Group affected	Action needed	Responsibility	Timescale	Resources
Built environment	<p>Any development or training that occurs on LAS premises will be covered through the EIA on Estates.</p> <p>Any development or training that occurs off-site will affect staff members with disabilities, and therefore need to meet the criteria for access covered under the Disability Discrimination Act 2005 (DDA), allowing assessment and access to;</p> <ul style="list-style-type: none"> • Disabled access • Car parking facilities • Toilet facilities • Privacy room available • Induction loops etc... • Easy-read signs 	<p>NA</p> <p>All potential venues will need to be selected based upon their accessibility for staff with disabilities</p> <p>Contracts with education providers will need to cover aspects of access to buildings, with a minimum requirement / compatible with LAS DDA strategy</p>	Procurement / departmental lead	In line with plan	

<p>Location</p>	<p>Any development or training that occurs on LAS premises will be covered through the staff members' contract of employment.</p> <p>If part-time members of staff are required to travel to more frequently to their base of work this may impact upon those with childcare responsibilities, carer responsibilities or disabilities.</p> <p>Off-site venues for development or training may mean extended travel time for staff that will impact upon access via public transport, through congestion charge zones, and difficulty with childcare / carer responsibilities.</p>	<p>NA</p> <p>All potential venue will need to be within a 'reasonable' distance from staff members homes, defined and included within any contracts with educational providers</p>	<p>Procurement / departmental lead</p>	<p>In line with plan</p>	
<p>Information and communication</p>	<p>Communications by email may affect the ability of front-line staff to access their mail during periods of intense service pressures.</p>	<p>All communications will be in 'plain English'.</p> <p>Communications will be through normal work practices such as through email, letter, LAS routine information bulletin (RIB), Training Prospectus on intranet, HQ noticeboard.</p> <p>Any communications via PowerPoint will met the standards set out in LAS guidance.</p>	<p>Project lead/ education & development team/ Comms dept</p>	<p>With immediate effect and ongoing.</p>	

	<p>Written information eg: course materials and handouts may disadvantage delegates/ staff with specific learning needs.</p> <p>Staff working outside of normal office hours may have difficulty contacting education and development about courses.</p>	<p>Canvass any specific needs at time of booking delegate onto course. Where required materials produced in format that meets delegate's needs.</p> <p>Enable communication via email and SMS text</p>	<p>Project lead/ education & development team</p> <p>Education & development team</p>	<p>In place and ongoing.</p> <p>In place and ongoing</p>	
Customer care and staff training	<p>All groups may be susceptible to the personal judgements / stereotyping of project leads, through any selection process and through the on-going development of the programmes</p>	<p>All staff involved with selecting for the programmes will undertake robust discrimination and Human Rights training.</p> <p>Use of robust selection processes, in line with LAS policies.</p>	<p>Project Executive</p> <p>Project Lead</p>	<p>As staff are recruited to education & development dept</p> <p>In place and ongoing</p>	<p>Training day and backfill costs</p>
Timing	<p>Off-site working after hours may adversely affect those working on part-time basis or with childcare / carer responsibilities.</p> <p>9-5 training may prevent some frontline staff attending training if it is not compatible with shifts</p>	<p>All training courses / schedules will be consulted on with participants to ensure equitable access to all</p> <p>Training will not be scheduled during peak</p>	<p>Project Executive / senior supplier</p>	<p>Once participants are successful within the application process</p>	

	There will be the expectation of 'out-of-hours' training commitments from staff members	<p>performance pressures nor during holidays or cultural festivals</p> <p>All training will be agreed with the participant's line manager to ensure availability and support</p>			
Stereotypes and assumptions	<p>Any selection process could be influenced by the stereotyping and assumptions made by the selection panel upon, professional, racial, gender, age, sexual orientation or religious groups</p> <p>Assumptions formed by staff members not selected for programmes may be based on the view that they were unfairly treated within the process based upon their profession, race, gender, age, sexual orientation or religion</p>	<p>Mitigated by rigorous diversity training for staff members involved with education & development</p> <p>Ensure that select process and tools conform with all NHS standards, all national and local Equality legislation, and that it is consulted on and widely published</p> <p>Agreement at Strategic Steering Group that line managers will provide support for staff members to enable them to attend all training</p>	<p>Project Executive</p> <p>Project board / Diversity Manager</p>	<p>As per training action plan</p> <p>As per project plan</p> <p>As per consultation timetable</p>	
Costs of the service	No direct cost to individual for courses.	N/A			

Commenting, consultation	See section 4	See section 4			
Specific barriers	Provision of catering on day and residential courses may lead to clashes with delegates' specific dietary requirements.	Ensure venue provides adequate range of food and beverages. Canvas and advise of any specific dietary requirements, including provision of food late at night for those observing Ramadan on residential courses.	Project Manager	In place and ongoing.	
Human Rights	N/A				
Other	N/A				

4 Future consultation

Plans and aims for further consultation.

Who with, when, method of consultation.

1. Membership of the project board will include representation from the LAS diversity team (diversity manager) and the staff-side chair, who will provide their subject matter expertise to steer the development
2. Consultation with the general public at the SIP 2012 PPI Event in March 2008

5 Action plans, targets and priorities

Explain how the action plan will tie into service improvement plans, directorate action plans and local delivery plans

All the action points identified in the assessment will be considered as part of the project development and planning process. This will include;

- These plans will be incorporated into the OD & People Programme Governance Strategy document, outlining the process and responsibilities of the programme and project teams relating to the development and execution of the plans
- The results of the assessments will inform the project plans, and therefore the programme plan.
- The action plans will also impact upon Human Resources practices and policies and so will be fed via the project executives and programme board into the business as usual activities of the HR department, informing any service developments that will sit outside of the scope of the programme brief

6 Monitoring and feedback

Details of how you will review action plans and progress. **All impact assessment action plans must be reported back internally and to the equality and diversity facilitators 6 monthly as a minimum.**

All the action points identified in the assessment will be considered as part of the project development and planning process. These actions will therefore;

- be reported during the project board meetings as a standing agenda item
- reported quarterly at the Programme Board
- have responsible leads assigned to each action plan
- responsibilities outlined within the job descriptions of the project roles for monitoring and delivering these action plans
- have the diversity manager as a member of the programme board to oversee the

quality of the action plan reviews

7 Tell people what you are doing

Information on how you will publicise decisions, actions and service improvements. How will you make this available to the public?

The equality impact assessment will be made available on the LAS public website.

A PPI event dedicated to the SIP 2012 will provide an opportunity to examine those developments and decisions made at that stage, with further developments to be publicised at future PPI events.

The Diversity Manager for the LAS will be the contact for members of the public to approach for further information or details.