

Education, Training & Development Policy

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Lincolnshire Community Health Services NHS Trust

Version Control Sheet

Education, Training & Development Policy

Version	Section/Para/Appendix	Version/Description of Amendments	Date	Author/Amended by
1	To be archived	Approved October 2007	August 2007	Author - WC
2	To be archived	November 2008		LC
3 3.1	Section 7 Section 8 Whole Document	Training Needs Assessment process added Time to train section added Policy realigned following implementation of the Transforming Community Services agenda & new legal entity	September 2010 22 March 2011	HN Rachael Ellis- Ingamells
4	Whole Document	Lincolnshire Learning Academy altered to LCHS NHS Trust HR & OD Education and Training Team	1st March 2012	Rita Trewartha
5	Whole Document	Policy revised following NHSLA level 1 recommendations to separate mandatory training into a separate policy	April 2013	Mandy Harsley
5.1	Whole Document	Extension agreed at EPG to allow for imminent changes Extension Agreed	April 2015	EPG
5.2		Extension agreed to allow consolidation with other policies Review and update	November 15	
5.3			December 15	
6	Whole Document	Full review and update	December 15	EPG
6.1	Minor Amendments	Incorporated training agreement policy	January 18	Sophie Coutts EPG

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Lincolnshire Community Health Services NHS Trust

Policy Statement

Education, Training & Development Policy

Background	<p>Lincolnshire Community Health Services NHS Trust is committed to enabling individuals to develop their knowledge and skills to ensure the provision of quality patient care, and the success of the organisation.</p> <p>The organisation recognises the value of learning and development in maintaining an efficient and effective service. Therefore, learning interventions should have a clear link to achievement of personal, departmental and organisational business objectives.</p>
Statement	<p>The Education, Training & Development Policy aims to promote Education, Training & Development within the organisation, recognising the importance of learning and development to both the organisation and the individual.</p> <p>The policy seeks to provide a framework to guide individuals and managers when accessing learning and development.</p>
Responsibilities	<p>Compliance with the policy will be the responsibility of all staff. Managers are responsible for monitoring the application of the policy.</p>
Training	<p>The Training Needs Assessment (TNA) process is an annual recurring event between the months of November –January, following the sign-off of the Clinical Commissioning Group CQUINS together with the Care, Quality Commission (CQC) standards for practice and Health Education England (HEE) Mandate priorities</p> <p>Policy training workshops take place on a regular basis which cover a number of employment policies and are available via the LCHS NHS Trust - Workforce Services, Education and Education and Training Team website</p> <p>www.lincolnshirecommunityhealthservices.nhs.uk</p>
Dissemination	<p>Website</p>
Resource implication	<p>Adequate budgets are required to enable employees to access external training courses as relevant to their job role and development needs.</p>

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Education, Training & Development Policy

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Lincolnshire Community Health Services NHS Trust

Education, Training & Development Policy

1. Introduction and Principles

This organisation recognises that its most important resource is its employees and that it can only meet its aims and objectives through a well trained, appropriately qualified and supported workforce. Lincolnshire Community Health Services NHS Trust, are committed to training and development of the whole workforce, supporting them to gain the necessary skills to reach their full potential. The Education, Training & Development Policy aims to promote Education, Training & Development within the organisation, recognising the importance of learning and development to both the organisation and the individual.

The policy is guided by the legislative and policy requirements set out in key national policy drivers:

- Commissioning and developing a patient led NHS
- Independence, well being and choice
- Improving health and community services
- Choosing Health
- Valuing People
- Leitch Review of Skills
- High Quality Care for all: NHS Next Stage Final Report, Darzi
- Health Education England Mandate
- Five Year Forward View (5YFV)

The policy seeks to provide a framework to guide individuals and managers when accessing learning and development.

Inherent within all of its practices, the organisation is committed to the principles of diversity, equality of treatment and equality of opportunity and believes that direct or indirect discrimination against any person is unacceptable. This policy aims to ensure that no employee receives less favourable treatment on the grounds of gender, sexual orientation, civil partnership/marital status, colour, race, nationality, ethnic or national origins, creed, religion/belief, disability, age or trade union membership, or is disadvantaged by conditions or requirements which are not justified by the job.

The organisation recognises the value of learning and development in maintaining an efficient and effective service. Therefore, learning interventions should have a clear link to achievement of personal, departmental and organisational business objectives.

A pre-requisite for access to learning and development will be a current Personal Development Plan (PDP) agreed through an annual appraisal process. The organisation works within finite resources, therefore it is essential that value for money learning interventions are approved. The organisation will continue to provide mandatory training for all employees in line with professional requirements. However, the organisation expects individuals to contribute towards their personal development in terms of commitment, time and finance.

The policy seeks to ensure that the organisation complies with the NHS Litigation Authority Risk

Management Standards, Care Quality Commission Essential Standards and the Health and Safety Executive requirements.

1.1 Statutory Training

Training that the organisation is legally required to provide as defined in law (and consequently a legal paper can be referenced) or where a statutory body has instructed organisations to provide training on the basis of legislation. For example: • Fire safety training is required by statute: Management of Health & Safety at Work Regulations 1997 amended (1999); • Training on race issues is required because the Equality and Human Rights Commission has interpreted the Race Relations Amendment Act (2000) as stating that training should be provided to meet the legislation.

1.2 Mandatory Training (See Mandatory Training Policy)

A training requirement determined by the organisation and stipulated as a minimum requirement and is, therefore, compulsory. Mandatory training is concerned with minimising risk, providing assurance against policies and ensuring the organisation meets external standards (for example those laid down by Care Quality Commission and the NHS Litigation Authority).

1.3 Essential Training

A training requirement determined by the organisation to;

- support policy implementation
- support service delivery
- qualifications required by the employer
- support work related vocational qualifications
- support for individuals to meet their KSF post outline

1.4 Professional Development

Programmes that may be relevant to an individual's work but is not essential to the delivery of the service.

1.4 Personal Development

Study not essential to work but desired by the employee.

2.0 Roles and Responsibilities

2.1. The Role of the Trust Board/Management Board

The organisation has a responsibility to monitor that mandatory training is available to and accessed by the workforce. Quarterly Workforce reports will be made available to the Boards and to key stakeholders of the LCHS NHS Trust Workforce Services and Education and Training Team, to ensure compliance. To ensure a suitable framework of statutory and mandatory requirements is identified for all staff and appropriate learning approaches are put in place to support the framework and demonstrate staff competence, the organisation is committed to ensuring that adequate provision is made for associated training and assessment and for staff to be released to comply. As evidence of this commitment, the cost of mandatory training will be funded in full by the organisation.

All Trust Board members will attend the Corporate Induction and annual programme of mandatory training (accessed via the Board Development Programme) to include risk management training to meet NHS Litigation Authority Standards.

The Role of LCHS NHS Trust Workforce Services & Education and Training Team

Workforce Services and Education and Training Team will:

- Work with the Senior HR Business Partners to devise, agree and implement a Education, Training & Development training needs analysis and assessment plan which will support the organisation in achieving their organisational development strategy aims and the organisation's strategic plan.
- Provide/arrange mandatory training for all staff to meet the organisation's specified mandatory training requirements and monitor attendance monthly, providing risk management reports on non-attendance monthly to the Senior HR Business Partners.
- Ensure that accurate training records are maintained and there is a clear process for booking and cancelling training. A process is in place for following up non-attendance by informing the individual's manager of their non-attendance and the need to re-book and support to clinical education and specialists registers to workforce services
- Give expert advice and support to managers and staff regarding organisational and individual development opportunities.
- Provide/arrange courses to meet the existing and evolving training needs of the organisation and publicise these to all staff with equality and diversity.
- Manage the training budget and monitor expenditure of external funding contracts
- Develop and monitor contracts with training providers and customers and ensure compliance with equality and diversity.
- Identify and access external funding to support learning and development
- Work in partnership with agencies to support and promote learning and development, e.g. Further/Higher Education Institutions, the local healthcare community, HEE, Local education and Training Council (LETC) staff-side organisations, voluntary sector.
- Fully utilise e-technology to support learning and development and assist staff with access to education, management of CPD, evidence towards KSF and flexibility of study.
- Explore and develop both formal and informal learning options e.g. e-learning, coaching & mentoring, action learning etc.
- Manage the learning cycle effectively to ensure that all staff receive support to fully participate and succeed in learning and development interventions, paying particular attention to supporting staff with specific learning/access requirements in accordance with individual learning styles.

2.2. The Role of Managers

The direct responsibility for training and developing individual members of staff or groups of staff members rests with their line manager. In the case of Board members, responsibility for ensuring training compliance will be overseen by the Trust Board Secretary. All managers must, therefore, ensure that their staff have an individual plan in place to access and attend mandatory training according to their job role, before considering further development opportunities and:

- Consider all applications for learning and development in a uniform and equitable manner ensuring decisions are free from bias and discrimination.
- Manage staff development in line with the organisation's Induction Policy, ensuring both a corporate and local induction is attended, the induction checklist completed and staff are supported to gather evidence towards their annual appraisal and / revalidation (see Induction Policy for recommended timescales).
- Make a regular and careful appraisal of the performance and potential of every employee through an annual appraisal. The Review should result in an updated Personal Development Plan for each member of staff.
- Identify and authorise all training with new and existing members of staff to establish learning needs and suitable learning interventions. All training **must** be authorised by the line manager who has responsibility to ensure that staff attend.
- Ensure that all mandatory training has been completed before authorising any further training and development.
- Support staff to attend/participate in identified and authorised learning activities. This may involve both formal and informal opportunities ensuring the following are in place: mentorship arrangements, learning agreements, internal assessment and verification, work shadowing etc. This will enable the employee to progress with their chosen learning and development.
- During the period of learning and development the manager should ensure that they act in an advisory capacity to the employee to ensure that barriers in the workplace do not hinder the employee's progress. This is especially important where employees are taking vocational and work based learning options.
- Support staff to evaluate the effectiveness of learning interventions and to implement and apply knowledge and skills gained through learning activities, cascading knowledge gained to the wider workforce where appropriate.

2.3. The Role of Employees

The employee must ensure that they are aware of their training requirements identified within the LCHS Mandatory Training Matrix and at appraisal for their individual job role and ensure that they have an individual annual plan for ensuring that all training is attended.

- The employee is responsible for researching appropriate learning and development

interventions as included in their personal development plan. This will enable managers to have all the relevant information on content, cost and learning outcomes before authorising the appropriate level of support.

- Employees are expected to attend all identified training and learning opportunities unless there are exceptional circumstances which must be discussed with their line manager prior to any cancellation of attendance.
- Where support is granted to the employee, they will be expected to actively 'use' their new found knowledge and skills within the organisation, within the parameters of their current role. This may take the form of introducing a new working practice, chairing a project team or implementing a new policy. As a minimum, they will be expected to disseminate the information within their own service area - this could be via a briefing session, writing a report or via e-learning.
- Employees will also be expected to take an active part in evaluation of learning and development activities, both internally and with the training provider. This will ensure that the organisation addresses any quality issues and ensures value for money.
- Employees will be invited to disclose any access, dietary and or other specific requirements they may have in order that the organisation can ensure that they receive support to help them benefit fully from learning and development interventions. This may take the form of preferential seating, information in Braille, change of venue etc.
- Employees will be expected to familiarise themselves with the Delegate Code of Practice which is available from the trainer at all training events.
- There is an expectation that staff who, through agreement with their manager and completion of T1 form, attend a "Train the Trainer" or "cascade training" deliver the training interventions as agreed with their line manager.

3. Recording of training

Accurate recording of training records is essential as it provides the evidence of compliance required by internal and external assessing bodies. Trainers are required to return all sign in sheets to workforce services where attendance is recorded on the Trust's Learning Management System.

4. Management of non-attendance

Staff have a duty to inform their manager as soon as they become aware of being unable to attend a course. Managers are required to authorise this and inform workforce services of the non-attendance in order to offer the place out.

Attendance at all internal and external courses and learning interventions whether short or long is monitored by workforce and or inability to attend / non-attendance must be reported to the line manager and Senior HR Business Partner as soon as unauthorised non-attendance is known.

Where non-attendance is unauthorised the line manager may consider action via the Disciplinary Policy.

5. Training Needs Analysis

The Training Needs Analysis (TNA) process is an annual recurring event between the months of

November - January, following the submission and sign-off of the Local Operating Plans (LOPs) with the SHA, together with the Care, Quality Commission (CQC) standards for practice, HEE Mandate

The other considerations that the RAG rated TNA priorities are based on are the Professional and Regulatory bodies' requirements for re-validation (e.g. the Nursing and Midwifery Council – NMC and or Health Care Professionals Council - HCPC) which sets out clear standards for maintaining professional registration and 'Fitness to Practice'.

It is imperative that the organisation supports every individual member of staff to maintain high standards of practice, to be able to deliver high quality care; this is affected and supported via the annual appraisal process, whereby an individual's learning and development needs are assessed according to their role and a personal development plan is created for the coming year.

The learning and development requirements from each appraisal are fed into the TNA scoping process to form the organisation's operational RAG rated training plan.

The operational training plan forms the basic minimum learning and development requirements to keep an individual practitioner safe in practice for a year and assists the organisation to minimise risk. Examples of this type of training would be the clinical and non-clinical annual mandatory update programmes; flu vaccine training and SystmOne refresher training.

Training requirements over and above the TNA scoping exercise are iterative in nature and arise during the course of the year, based on the in-year changes within the organisation; examples of this type of training may include leadership and coaching programmes; HR Toolkit training needs, Information Governance Training and Prince 2 Project Training.

A third form of learning and development requirements is often sought through the strategic requirements of the organisation, whereby large programmes are commissioned to address strategic changes and subsequent new skills. An example of this type of training and development may be executive coaching or strategic leadership programmes.

The three levels of Training Needs are:

- Strategic
- Tactical
- Operational

Training requirements can be sourced from a number of areas, including in-house and external suppliers, via a number of ways. Current provision is mainly sourced through the LCHS NHS Trust Workforce Services and Education and Training Team. External suppliers provide services through 'contracts' with the organisation.

6. Equality of Access

The organisation is committed to ensuring that staff are not subjected to discrimination in recruitment, promotion, access to training and career advancement, and as such invites requests from all staff attending training to identify any support they may require.

Line managers need to identify any support required in order that individuals can fully participate in the induction and not feel discriminated against in any way. If line managers do identify specific needs for an individual, then a member of the LCHS NHS Trust - Workforce Services and Education and Training Team will contact the individual to discuss confidential support for that individual. Skills for Life issues will be addressed at this time and additional support mechanisms put into place.

All staff new to the organisation, irrespective of working patterns, should benefit from both a corporate and local induction.

'Reasonable adjustments' to the post and/or the workplace may be necessary to support individual

requirements for some staff and this should be planned well in advance of the post holder commencing work.

Managers are encouraged to consult the LCHS NHS Trust Workforce Services and Education and Training Team for additional guidance with the above staff groups, should this be necessary.

7. Measuring the impact of educational courses and interventions

Evaluation should be included in all learning and development interventions. Some training providers will expect a more comprehensive evaluation than others and advice on levels of evaluation can be obtained from the LCHS NHS Trust Workforce Services and Education and Training Team

The Education and Training Team will:

- Ensure that all training courses have a clear set of learning outcomes and, as a minimum; evaluation will measure the perceived achievement by the learners of these learning outcomes.
- Develop systems for information on training quantity, quality and effectiveness to make sure it is collected stored, managed, stored and available to inform performance management process and external reporting requirements.
- Develop systems for collecting and analysing training information to measure changes in knowledge, skills and behaviours and ensure staff have the skills and knowledge to undertake their jobs safely and to a consistently high standard.
- Consider using a recognised model of Return on Investment to demonstrate the cost effectiveness of training in terms of its impact on the organisation, supporting business planning processes and making sure education and training is aligned to service needs.

8. Associated Procedures and Guidance

- Recruitment and Selection Policy and Toolkit
- Equality and Diversity Policy
- Induction Policy
- Mandatory Training Policy
- Appraisal Policy
- Grievance Policy
- Performance and Capability Policy

9. Authorisation of Study Leave

Internal Courses

All applications for training for courses provided or administered by the LCHS NHS Trust - Workforce Services and Education and Training Team must be made using the organisation's e-booking system. Managers must approve applications before a member of staff has their place confirmed. Staff not receiving an email confirmation must query this to ensure that there is not a technical issue and they actually have a place confirmed. Staff will be required to supply a printed copy of their confirmation at registration for formal training.

External Courses

Where staff attend training on external courses and the e-booking system is not used, a T1 form must be completed and authorised and a copy returned to the LCHS NHS Trust – Education and

Training team for final sign off and collation. The vision is that all learning and development interventions will form an historical record within the electronic staff record to enable managers and staff to access information easily and evidence their KSF outline, CPD and/or occupational competency.

In determining whether or not support should be granted, the manager should take account of the particular circumstances of the application and be guided by the following categories of tiered funding:

Category	Description	Allowances
A	Courses totally relevant to the organisation, including mandatory courses and contractual training.	Normally 100%
B	Largely relevant and appropriate to the organisation and personally advantageous to the individual.	Normally 75%
C	Equal relevance to the individual and organisation	Normally 50%
D	Some relevance to the organisation, mostly for the personal advancement of the individual.	Normally 25%
E	Not essential to work but desired by the individual	Normally 0%

Before approving any training managers must ensure that the individual has completed their mandatory training programme.

The total cost of the course should be taken into consideration before funding arrangements are finalised. Subject to negotiation these may include the following:

- Course fees
- Examination fees
- Registration fees
- Accommodation
- Travelling and subsistence
- Text books and sundries

Other factors which, should be taken into account before authorising learning and development include:

- Length of course.
- Effect of the employee's absence.
- The benefits to both the individual's PDP and organisational development.
- How it contributes to the individuals KSF outline or CPD.
- The amount of time requested.
- Professional mentorship or vocational assessment required.
- Access to information, internal/external networks and exposure to current issues and work streams.
- How the knowledge gained can be disseminated in the organisation.

Requests for learning and development will not be unreasonably refused. Agreement should be

reached with an individual's line manager where attendance at training falls outside rostered working time. Line managers are encouraged to identify this training time within the normal working shift pattern.

Each Business Unit will be responsible for working out a more detailed approach to the specific requirements of their own expectations in regard to professional qualifications. These levels of support are for first attempts at gaining qualifications. It will be good practice to allow one re-sit to take place however it will be the responsibility of the line manager/budget holder to decide whether more than one re-sit will be funded.

Non-medical Prescribing courses will be accessed following an interview with the Non-Medical Prescribing Lead and successful completion of a numeracy skills test. Any re-sit and subsequent funding of the examinations will be agreed with the Manager, Non-Medical Prescribing Lead and Senior HR Business Partner.

Employees who require guidance and support with applications are strongly advised to speak to the LCHS NHS Trust - Workforce Services and Education and Training Team in the first instance. Employees who feel they have been unreasonably refused access and/or support for learning and development may wish to pursue the matter further under the organisation's Grievance Policy.

Staff-side/Professional Organisation representative training for associated duties and activities is covered under the TU/PO Agreement.

10. Travel

When travel time and mileage to and from a training event exceeds 25 miles and/or 30 minutes this additional time should be reimbursed as time in lieu with travel expenses incurred by staff attending approved training courses/learning events (mandatory or development training approved by line manager) away from the individual's designated work base reimbursed at the public transport rate. The public transport rate is not applicable to lease car users. Where public services are not a feasible option this should be agreed in advance with the line manager/budget holder and mileage will be paid at public transport rate. Taxi fares will only be paid subject to prior agreement and valid receipts. Car-parking fees will be reimbursed subject to valid receipts. Lease car owners should claim on the appropriate electronic travel claim system.

11. Subsistence

Subsistence will be paid in accordance with the NHS Terms and Conditions Handbooks.

12. Textbooks

If a participant requires the organisation to purchase textbooks to support their learning, then this may be arranged on the understanding that the textbooks are the property of the organisation and will be returned at the end of the study period. In this way the organisation is able to provide participants with the relevant textbooks whilst in the long term building a resource for the benefit of all staff in the organisation.

13. Preparation for Retirement

It is important that staff approaching retirement are prepared for what can be a major change in their lives and are able to make the most of the opportunities open to them. To help the transition the LCHS NHS Trust Workforce Services and Education and Training Team will provide/commission pre-retirement courses for all staff to enable anyone to access these within 2 years of their proposed or intended retirement date. These courses will be published and authorised via the normal e-booking

system.

14. Measuring impact of education, training and development (ETD)

- Systems are in place to gather information on training quantity, quality, and effectiveness to ensuring data is collected, stored, managed and available to inform performance management processes and external reporting requirements.
- Systems are being developed to collect and analyse information to measure changes in knowledge, skills and behaviours and ensure staff have the skills and knowledge to undertake their job roles safely and to a consistently high standard.
- Impact assessments are managed by the Professional Development Lead for collecting and analysing ETD data to maximise funding opportunities through evidence based plans and ensure equity of access to leaning opportunities
- A Return on Investment model is being developed to demonstrate the cost effectiveness of training in terms of its impact on the organisation, supporting business planning processes and making sure ETD is aligned to service needs.

15. Monitoring, audit and review

Line managers and HR need to continuously emphasise the requirement for all staff to attend mandatory training as identified in their personal development plan and in the training needs analysis process each year. Failure to do so carries an unacceptable risk to the organisation of there being inadequate levels of skill and knowledge to effectively and safely deliver services. Failure of staff to meet their training obligation will produce an inability to meet the required level of competency and therefore jeopardise professional registration and fitness to practice. The organisation’s Performance and Capability policy will be invoked for any member of staff failing to undertake mandatory training and may lead ultimately to disciplinary action.

Minimum requirement for policy to be monitored	Process for monitoring	Responsible Individuals	Frequency of monitoring	Responsible for review of results	Responsible for development	Responsible for monitoring of HR Policies
Every two years	Employer Policy Group (EPG) JCNC Trust Board	workforce services and education and training	Monthly Board Reporting Monthly EPG monitoring	EPG Trust Board HR Policy Lead	Workforce services Policy lead	Professional Standards Committee

Name of Policy/Procedure/Function*

Equality Analysis Carried out by: Khonzie

Ndlovu-Gachengo

Date: December 2015

Equality & Human rights Lead:

Director\General Manager:

***In this template the term policy\service is used as shorthand for what needs to be analysed. Policy\Service needs to be understood broadly to embrace the full range of policies, practices, activities and decisions: essentially everything we do, whether it is formally written down or whether it is informal custom and practice. This includes existing policies and any new policies under development.**

Section 1 – to be completed for all policies

A.	Briefly give an outline of the key objectives of the policy; what it's intended outcome is and who the intended beneficiaries are expected to be	This policy defines the arrangements for the management of examinations linked to training programmes delivered by the professional development team. The purpose of this policy is to set out the arrangements put in place by the professional development team to ensure examinations are conducted effectively, fairly and in the best interest of candidates. The document sets out guidelines for the operation of a secure and efficient examinations process. It also identifies the roles and responsibilities of all those involved in the examination processes.		
B.	Does the policy have an impact on patients, carers or staff, or the wider community that we have links with? Please give details	Staff only		
C.	Is there is any evidence that the policy\service relates to an area with known inequalities? Please give details	No		
D.	Will/Does the implementation of the policy\service result in different impacts for protected characteristics?	No		
		Yes	No	
	Disability		No	
	Sexual Orientation		No	
	Sex		No	
	Gender Reassignment		No	
	Race		No	
	Marriage/Civil Partnership		No	
	Maternity/Pregnancy		No	
	Age		No	
	Religion or Belief		No	
	Carers		No	
If you have answered 'Yes' to any of the questions then you are required to carry out a full Equality Analysis which should be approved by the Equality and Human Rights Lead – please go to section 2				
The above named policy has been considered and does not require a full equality analysis				
Equality Analysis Carried out by:		Khonzie Ndlovu-Gachengo		
Date:		December 2015		