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Which Principles of the NHS Constitution Apply? 3		Which Staff Pledges of the NHS Constitution Apply? 3,4	
Does this document meet the requirements of the Equality Act 2010 in relation to Race, Religion and Belief, Age, Disability, Gender, Sexual Orientation, Gender Identity, Pregnancy & Maternity, Marriage and Civil Partnership, Carers, Human Rights and Social Economic Deprivation discrimination? Yes			
Document for Public Display: Yes			
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BEHAVIOURAL STANDARDS FRAMEWORK

To help create a great place to work and a great place to be cared for, it is essential that our Trust policies, procedures and processes support our values and behaviours. This document, when used effectively, can help promote a workplace culture that values the contribution of everyone, shows support for staff as well as patients, recognises and celebrates the diversity of our staff, shows respect for everyone and ensures all our actions contribute to safe care and a safe working environment - all of which are principles of our Behavioural Standards Framework.

Behavioural Standards Framework – Expectations ‘at a glance’

Introduce yourself with #hello my name is... 	Value the contribution of everyone	Share learning with others
Be friendly and welcoming	Team working across all areas	Recognise diversity and celebrate this
Respect shown to everyone	Seek out and act on feedback	Ensure all our actions contribute to safe care and a safe working environment
Put patients at the centre of all we do	Be open and honest	For those who supervise / manage teams: ensure consistency and fairness in your approach
Show support to both staff and patients	Communicate effectively: listen to others and seek clarity when needed	Be proud of the role you do and how this contributes to patient care

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1. SUMMARY

This policy sets out the arrangements for the identification, delivery, management and monitoring of all mandatory (NHS Core Skills) training for Trust staff.

The Trust has aligned its mandatory staff training requirements to those aspects of statutory and mandatory training outlined in NHS Core Skills Framework. The Trust is committed to the principles and spirit of the NHS Core Skills Framework and will ensure that the mandatory training provided by the Trust meets all the learning outcomes as described in the framework.

For the purposes of this policy, the term 'core skills' training is used, to mean 'mandatory' training.

The Trust is committed to ensuring that its entire staff have the time and support to complete all their necessary core skills training.

It is important that all staff know of what is required of them, in terms of core skills training, and this should be explained and monitored by the department manager.

2. PURPOSE

This policy stipulates the arrangements for core skills training for all Trust staff. Core skills training is designed to promote safe practice and/or reduce the risks to patients and staff which may arise from unsafe and/or out of date practices or procedures. Core skills training also facilitates the movement of NHS staff between different organisations through the reciprocal recognition of previously completed training and reducing the need to duplicate, unnecessarily, training.

3. SCOPE

Implementation of the policy will lead to:

1. The provision of safe and high quality care for patients
2. A reduction in the risk of harm to patients whilst in hospital
3. The provision of safe and supportive work environment for staff
4. A reduction in the risk of harm to staff whilst at work
5. A more efficient and effective process when staff move between departments and/or organisations

4. POLICY

4.1 Duties

4.1.1 Staff Member

It is the duty of all staff members to:

- Undertake and complete all their identified core skills training
- Inform their department manager if, for circumstances beyond their control, they are unable to undertake and/or complete all their core skills training

4.1.2 Department Managers

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It is the duty of all Department Managers to:

- Ensure their staff are fully aware of what their staff must undertake and complete in terms of core skills training
- Ensure that all the necessary core skills training topics (which are not automatically added) are added to the "To Do" list, within the Training Management System, for all their staff
- Ensure staff are given the necessary time, opportunity and support to undertake and complete their core skills training
- Monitor, on an on-going basis, the progress of their staff towards core skills training compliance
- Report, through the relevant line management arrangements, to the divisional management team any issues that may prevent staff from successfully completing all their core skills training
- Implement the Performance Improvement Policy with any member of staff who fails to complete their necessary core skills training despite being provided with all the appropriate time and support.

4.1.3 Learning & Organisational Development Team

It is the duty of the Learning & Organisational Development Team to:

- Ensure that the Trust is aware of, and responds appropriately, to any changes or additions to the NHS Core Skills Framework
- Ensure that the NHS Core Skills Framework is easily accessible and clearly explained via the Learning & Organisational Development section of the intranet
- Ensure that all aspects of the NHS Core Skills Framework are accurately and fully reflected in the Trust's Training Management System
- Ensure, where possible, that core skills training topics are automatically added to the "To Do" lists for the relevant staff groups
- Continually review and update (if required) the content of the Corporate Induction programme with a view to including, where appropriate, relevant aspects of core skills training.
- Continually review and update (if required) the content of the Local Workplace Induction Checklist with a view to including, where appropriate, relevant aspects of core skills training

4.1.4 Training Management System (TMS) Coordinators

It is the duty of TMS Coordinators to:

- Ensure that all the data within the Training Management System is accurate and up-to-date for their department
- Work with their department manager to ensure staff are fully aware of what they must undertake and complete in terms of core skills training
- Work with their department manager to ensure that all the necessary core skills training topics (if not automatically added) are added to the "To Do" list for the relevant staff
- Where necessary record, within the Training Management System, when a member of staff has completed aspects of core skills training

4.1.5 Specialist (Core Skills) Trainers

It is the duty of Specialist Trainers to:

- Record, within the Training Management System, when a member(s) of staff has completed aspects of core skills training

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4.1.6 Divisional Management Team(s)

It is the duty of the Divisional Management Team(s) to

- Monitor and review, on a month by month basis (typically via the Divisional Governance Assurance Group meetings), core skills training compliance within the division
- Instruct and support department managers to deal with any core skills training compliance issues at a local level
- Implement the Performance Improvement Policy with any manager who fails to ensure compliance or is unable to demonstrate the active management of their staff in relation to core skills training

4.1.7 Educational Governance Group (EGG)

It is the duty of the Educational Governance Group to:

- Monitor and review core skills training compliance throughout the Trust
- Instruct and support Divisional Managers to deal with any core skills training compliance issues at a divisional level
- Escalate where necessary, to the Workforce assurance Committee, any core skills training issue that cannot be resolved at a Divisional level

4.2 Core Skills Training Matrix

The Learning & Organisational Development Department will ensure that a **Core Skills Training Matrix** is accurate and accessible via the Trust intranet, see link below:

<http://uhmb/cd/hr/td/Pages/Mandatory-Training.aspx>

The Core Skills Training Matrix outlines, in broad terms:

1. The full list of core skills training topics
2. Which staff group(s) are required to undertake each of the core skills training topics
3. How each of the core skills training topics will be delivered, for example:
 - a. New staff (e.g. via Corporate or Local Induction)
 - b. Existing staff (e.g. via eLearning or workshops)
4. The time parameters for delivering each of the core skills training topics
5. Whether update training is required and, if so, the frequency of the update training

4.3 Action Plan for Delivering Core Skills Training

4.3.1 The Learning & Organisational Development Department will ensure all the identified/approved core skills training topics are included as items on the Trust's **Training Management System**. The Training Management System is the Trust's primary system for the management and monitoring of core skills training

4.3.2 Using the Core Skills Training Matrix, each ward or department manager must identify precisely which core skills training topics each member of staff and/or staff group(s) requires. These topics must then be added to the "To Do" list, within the TMS, for each member of staff

4.3.3 Core skills training topics that are a requirement for all Trust staff will automatically be added to the "To Do" lists for all staff

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4.3.4 The majority of core skills training for **new staff** will be delivered as part of Local Workplace Induction

- The content of the Local Workplace Induction Checklist will be continually reviewed and updated to ensure it reflects the necessary core skills training topics

4.3.5 The majority of core skills training for **existing staff** will be delivered by update/refresher training. Update training typically falls in to one of the following 2 categories:

1. Information or knowledge based training
2. Skills based training

4.3.6 Information or knowledge based training will typically be delivered in the form of an eLearning package accessible via the Training Management System.

4.3.7 Skills based training topics will typically be delivered through on-the-job, off-the-job or face to face training methods. Details of these training sessions/workshops can be found in the **Training Management System**

4.4 Recording Core Skills Training Completion using the Training Management System

4.4.1 The Trust has adopted and developed a computerised Training Management System (called 'My Learning and Development') as the primary mechanism by which all aspects of training, including core skills, are recorded and monitored

4.4.2 The Training Management System is a distributed system that is accessible to all Trust staff that have an active network logon account. The Training Management System comprises the following key features:

1. Individual staff members have their own individual record within the system
2. Individual Training Management System records allow the staff member to see and manage:
 - a. What is on their "To Do" list (i.e. things they are required to do)
 - b. What is on their "Done" list (i.e. things they have done/completed)
 - c. Their "Training Requirements" (i.e. those aspects of training that are required by their job role)
 - d. Their training "Archive" (i.e. things they have done/completed in the past)
 - e. Their personal profile (i.e. their personal details including job role, work area, etc.)
3. Staff within a particular ward, department or group can be identified and managed collectively
4. Training activities can be added, removed or updated (e.g. recorded as complete) by a recognised/approved TMS Coordinator. Each department will have at least 1 recognised/approved TMS Coordinator
5. Only Training Management System Administrators can remove aspects of core skills from a person's 'To Do' list and/or 'Training Requirements'
6. The data from the Training Management System can be easily extracted to form completion and non-completion (i.e. compliance) reports

The department manager is responsible for ensuring that all their staff have the necessary core skills training topics added to the "To Do" list for each member of their staff.

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4.4.3 The department manager may delegate this task to the recognised/approved TMS Coordinator. However, the department manager remains accountable for ensuring that all their staff have the necessary core skills training in their respective "To Do" lists

4.4.4 There are 3 ways in which completion of core skills training is recorded/updated within the Training Management System:

1. The Training Management System automatically records when a member of staff has successfully completed an aspect of core skills training
 - For example, when the staff member completes an eLearning activity
2. A specialist trainer updates the Training Management System to indicate that a member of staff has successfully completed an aspect of core skills training
 - For example, when the staff member has attended & completed an off-the-job training session such as Basic Life Support
3. The department manager (or the TMS Coordinator) updates the Training Management System to indicate that a member of staff has successfully completed an aspect of core skills training
 - For example, when the staff member has attended & completed an on-the-job training session such as Departmental Fire Training

4.4.5 As each aspect of core skills training is recorded as complete, within the Training Management System, it automatically moves from the individuals "To Do" list to their "Done" list

Core Skills training topics will remain in the individuals "To Do" list until such time as they are actively recorded as complete

4.4.6 Department managers can access the Training Management System 24/7 to view and monitor which of their staff have, or have not, completed the necessary core skills training

4.5 Following up those that do not Complete Core Skills Training

4.5.1 It is the duty of the department manager to monitor and review, on a month by month basis, core skills training compliance within their department.

To do this, the manager will need to review the core skills training data/reports available within the Training Management System

4.5.2 It is the duty of the department manager to report (e.g. via the Divisional Governance Assurance Group) to the divisional management team any issues that may prevent their staff from successfully completing all their core skills training

4.5.3 It is the duty of the divisional management team(s) to monitor and review, on a month by month basis, core skills training compliance within the division.

To do this, the divisional management team(s) will need to review the core skills training data/reports available within the Training Management System

4.5.4 In departments where core skills training compliance is low the divisional

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management team will instruct the department manager to follow this up at a local level, typically, this will require the manager to:

- Ensure a specific percentage of staff complete the necessary core skills training
- Ensure the training is complete within a given timescale
- Ensure that all complete core skills training is recorded as such within the Training Management System

The divisional management team(s) will then review progress/compliance at subsequent divisional management team meetings

4.5.5 It is the duty of the Educational Governance Group to monitor and review core skills training compliance throughout the Trust.

To do this, the Educational Governance Group will need to review the core skills training data/reports available within the Training Management System

4.5.6 In divisions/areas where core skills training compliance is low the Educational Governance Group will instruct the relevant Manager to follow this up at a local level, typically, this will require the manager to:

- Ensure a specific percentage of staff complete the necessary core skills training
- Ensure the training is complete within a given timescale
- Ensure that all complete core skills training is recorded as such within the Training Management System

The Educational Governance Group will then review progress/compliance at subsequent committee meetings

4.6 Persistent Failure to Complete Core Skills Training

4.6.1 In the event that an individual member of staff persistently fails to complete their necessary core skills training, despite being provided with all the appropriate time and support to complete it, that individual will be managed in accordance with the Trust's Performance Improvement Policy.

If, following implementation of the Performance Improvement Policy, it is demonstrable that the individual has wilfully failed to complete their core skills training they may be subject to a withholding of their normal pay progression.

4.6.2 In the event that a department manager fails to ensure and/or is unable to demonstrate the active management of their staff to complete all necessary core skills training, that manager will be managed in accordance with the Trust's Performance Improvement Policy.

If, following implementation of the Performance Improvement Policy, it is demonstrable that the manager has wilfully failed to actively manage completion of core skills training for their staff they may be subject to a withholding of their normal pay progression.

4.7 Monitoring Compliance

Please see the table at appendix 1.

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5. ATTACHMENTS	
Number	Title
1	Monitoring Compliance
2	Equality and Diversity Impact Assessment Tool

6. OTHER RELEVANT / ASSOCIATED DOCUMENTS	
Unique Identifier	Title and web links from the document library
HR27	Performance Improvement policy http://uhmb/cs/tpdl/Documents/HR27.docx

7. SUPPORTING REFERENCES / EVIDENCE BASED DOCUMENTS	
References in full	
Number	References
1	
2	
3	

8. DEFINITIONS / GLOSSARY OF TERMS	
Abbreviation or Term	Definition
TMS	Training Management System
EGG	Educational Governance Group

9. CONSULTATION WITH STAFF AND PATIENTS	
Enter the names and job titles of staff and stakeholders that have contributed to the document	
Name	Job Title
Carl Hunter	Learning & Development Specialist
Kate Casey	Head of Learning & Organisational Development
Lyn Hadwin	Head of Workforce Delivery

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10. DISTRIBUTION PLAN	
Dissemination lead:	Carl Hunter, Learning & Development Specialist
Previous document already being used?	Yes
If yes, in what format and where?	Document in the Procedural Document Library
Proposed action to retrieve out-of-date copies of the document:	Replace the version in the Procedural Document Library with the new version.
To be disseminated to:	
Procedural Document Library	
Proposed actions to communicate the document contents to staff:	New documents uploaded to the Procedural Document Library

11. TRAINING		
Is training required to be given due to the introduction of this procedural document? NO		
Action by	Action required	Implementation Date

12. AMENDMENT HISTORY				
Version No.	Date of Issue	Page/Selection Changed	Description of Change	Review Date
2	July 2009	Page 1 onwards	Update to reflect: 1. The recently formed Integrated Risk Sub-Committee 2. The policy approval function of the Trust Management Board (HMT) 3. Review of policy by JWG prior to forwarding to HMT for approval	May 2013
4	July 2011	Sections 3 & 4	Aligning the mandatory training cycle/year with the business planning year (section 3.5.2) Re-alignment of timescales for each aspect of mandatory training development within the business planning year (section 4) Development and publication of an on-line "mandatory training prospectus" – accessible via the Learning & Development intranet (section 4.7) The need for divisions to actively monitor, manage and report on all staff who have or	May 2013

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			have not completed their mandatory training (section 4.12) The planned integration of completing the multiple choice questionnaire with the Trust's computerised training management system & GURU dashboard (sections 4.15 & 4.16)	
5	August 2012		Complete revision to ensure compliance with the: <ul style="list-style-type: none"> Trust policy for the development and management of procedural documents 2012/13 NHSLA standards 	July 2014
5.1	January 2013	Page 10	Updating of the Monitoring arrangements following NHSLA Advisory visit	July 2014
6.0	October 2014	Page 1 onwards	Update to reflect: <ol style="list-style-type: none"> The adoption of the nationally agreed Core Skills Framework (CSF) The recently formed Workforce Assurance Committee 	July 2016
6.1		Page 1	Review date extended form 144/2016)	01/05/2017
7	June 2017	Page 1 onwards	Updated to reflect: <ol style="list-style-type: none"> Use of the term 'Core Skills' training rather than mandatory training. The role of Divisional Governance Assurance Group meetings in the monthly monitoring of core skills training compliance 	April 2019
7.1	04/10/2017	Page 3	BSF page added	01/04/2019

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Appendix 1: Monitoring Compliance

Requirement	Method	Frequency	Lead	Monitoring Group	Action plan lead	Committee/group overseeing Action Plan
Maintain alignment with the NHS Core Skills Framework	Acting upon the all new NHS Core Skills publications from 'Skills for Health' (the health and social care sector skills council)	Immediately following publication by 'Skills for Health'	L&OD Department	Educational Governance Group	Director with responsibility for Workforce	Workforce Assurance Committee
Core Skills Training topics (i.e. Core Skills Training Matrix) published on Trust Intranet	Publication of the Matrix	Immediately following publication by 'Skills for Health'	L&OD Department	Educational Governance Group	Director with responsibility for Workforce	Workforce Assurance Committee
Core Skills Training topics updated within TMS	TMS Updated	Immediately following publication by 'Skills for Health'	L&OD Department	Educational Governance Group	Director with responsibility for Workforce	Workforce Assurance Committee
<i>Recording completion</i> of Core Skills Training	Report to Divisional Management Team(s)	Monthly	Department Manager	Divisional Management Team	Divisional General Manager	Educational Governance Group
<i>Follow up of non-completion</i> of Core Skills Training	Report to Divisional Management Team(s)	Monthly	Department Manager	Divisional Management Team	Divisional General Manager	Educational Governance Group
Management of persistent non-completion of Core Skills training	Report to Divisional Management Team(s) of staff/managers on Performance Improvement	Monthly	Department Manager	Divisional Management Team	Divisional General Manager	Educational Governance Group

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Equality Impact Assessment Form

Department/Function	Learning & Organisational Development			
Lead Assessor	Carl Hunter			
What is being assessed?	Mandatory Training			
Date of assessment	12 th June 2017			
What groups have you consulted with? Include details of involvement in the Equality Impact Assessment process.	Equality of Access to Health Group	<input type="checkbox"/>	Staff Side Colleagues	<input checked="" type="checkbox"/>
	Service Users	<input type="checkbox"/>	Staff Inclusion Network/s	<input type="checkbox"/>
	Personal Fair Diverse Champions	<input checked="" type="checkbox"/>	Other (Inc. external orgs)	<input type="checkbox"/>
	Please give details: This policy has been considered and reviewed by PFD Champions and staff side colleagues at the Joint Working Group.			

1) What is the impact on the following equality groups?		
Positive:	Negative:	Neutral:
<ul style="list-style-type: none"> ➤ Advance Equality of opportunity ➤ Foster good relations between different groups ➤ Address explicit needs of Equality target groups 	<ul style="list-style-type: none"> ➤ Unlawful discrimination, harassment and victimisation ➤ Failure to address explicit needs of Equality target groups 	<ul style="list-style-type: none"> ➤ It is quite acceptable for the assessment to come out as Neutral Impact. ➤ Be sure you can justify this decision with clear reasons and evidence if you are challenged
Equality Groups	Impact (Positive / Negative / Neutral)	Comments
Race (All ethnic groups)	Neutral	<ul style="list-style-type: none"> ➤ Provide brief description of the positive / negative impact identified benefits to the equality group. ➤ Is any impact identified intended or legal?
Disability (Including physical and mental impairments)	Neutral	
Sex	Neutral	
Gender reassignment	Neutral	
Religion or Belief	Neutral	
Sexual orientation	Neutral	
Age	Neutral	
Marriage and Civil Partnership	Neutral	
Pregnancy and maternity	Neutral	
Other (e.g. caring, human rights)	Neutral	

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2) In what ways does any impact identified contribute to or hinder promoting equality and diversity across the organisation?	
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<p>3) If your assessment identifies a negative impact on Equality Groups you must develop an action plan to avoid discrimination and ensure opportunities for promoting equality diversity and inclusion are maximised.</p> <ul style="list-style-type: none"> ➤ This should include where it has been identified that further work will be undertaken to further explore the impact on equality groups ➤ This should be reviewed annually.
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Action Plan Summary

Action	Lead	Timescale

This form will be automatically submitted for review for Policies and Procedures once approved by Policy Group. For all other assessments, please return an electronic copy to EIA.forms@mbht.nhs.uk once completed.

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