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<b>AUTHOR:</b> Kerry Hemsworth	<b>JOB TITLE:</b> Head of Education	<b>DIVISION:</b> Workforce and Education	<b>DEPARTMENT:</b> Education
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<b>VALIDATED BY:</b> Education Leads Meeting		<b>DATE:</b> 11 September 2018	
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<b>(NOTE: Review dates may alter if any significant changes are made).</b>		<b>REVIEW DATE:</b> 31 January 2022	

<b>AMENDMENT HISTORY</b>				
<b>Version No.</b>	<b>Date of Issue</b>	<b>Page/Selection Changed</b>	<b>Description of Change</b>	<b>Review Date</b>

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: No
Evidence reviewed by Library Services N/a

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## 1. SUMMARY

Every single member of the Trust staff has a role to play in safeguarding and supporting learners. Learners should never feel they have nowhere to go to discuss their concerns and worries and the Trust upholds the philosophy that learners should be effectively supported whilst working or learning within the organisation.

A Learner is defined as ‘an individual who is undertaking a formal learning programme’. A formal learning programme may be accredited or unaccredited but must be a managed and on-going development opportunity leading to a defined outcome.

Learners may need support in relation to a variety of issues and how this support is provided is likely to depend on the differing needs and preferences of the individual learner.

Learner support is not a “counselling” service. A learner who needs or requests counselling will be referred to an appropriate service. It is also important to understand that learner support provided by the Trust should never impinge upon the correct use of the learning provider or educational institution procedures and processes.

The Trust also recognises that its first duty of care is to patients and in upholding this responsibility; it must balance the needs of learners with the need to maintain the highest quality and safe clinical practice.

## 2. PURPOSE

This policy outlines our commitment to providing safeguarding and support for all learners, no matter which educational programme they are undertaking, through a Learner Charter (Appendix 1) which explains the standards of behaviour and conduct that we, in return, would expect from learners in the organisation.

The policy provides guidance to learners and their supervisors on how they can access help and support in relation to issues that may impact on an individuals’ studies, placements, progression etc.

It also outlines the process for dealing with learners in difficulty.

## 3. SCOPE

All Trust staff

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## 4. POLICY

### 4.1 REASONS FOR SEEKING SUPPORT

There are a number of reasons why learners may need to seek support whilst on placement. These include issues related to:

- Performance
- Conduct
- Professionalism
- Attendance
- Academic achievement
- Health – physical and mental
- Learning difficulties
- Disability
- Communication difficulties
- Bullying and harassment
- Financial hardship
- Exit strategies
- Personal circumstances/safeguarding needs
- Addictions
- Conduct outside work

This list is not intended to be exclusive or exhaustive.

#### Manifestation of Problems

Problems may manifest themselves in a number of ways:

#### Attitude / Behaviour / Performance / Health

Attitudinal, behavioural, performance or health issues may be most important factors that affect learner performance yet may be the most difficult to describe or quantify.

Sometimes the objective facts may appear trivial but if they are part of a pattern of low enthusiasm, low drive, negative approaches, lack of attention, low motivation, poor self-management, they can be very important pointers to either major distracters interfering with someone's ability to progress through the learning programme OR a fundamental unsuitability to their chosen vocation.

Examples may include:

- Poor attendance/time keeping
- Vague explanations for absence; "had to be somewhere else"? honesty
- Lack of interest
- Unwillingness to perform tasks
- Poor response/resistance to feedback
- Lack of consideration for others

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- Extreme shyness/nervousness/reluctance to communicate/speak
- Rudeness to others
- Failure to comply with the dress code
- Poor personal hygiene
- Lack of interest in helping others learn
- Lack of interest in quality/safety issues
- Lack of cultural awareness

## Skills

- Poor communication skills with no evidence of improvement
- Poor clinical examination skills with no evidence of improvement
- Poor procedural skills with no evidence of improvement
- Lack of attention to Aseptic Non Touch Technique (ANTT)/prevention of infection
- Ongoing mistakes
- Inability to develop right level of skill

## Knowledge

- Inability to apply knowledge
- Inability to identify and meet learning needs
- Poor basic knowledge

Learners can appear to have poor basic knowledge but this may be an artefact of the situation or the way we ask them to demonstrate their knowledge; their ability to learn and apply knowledge is more important than their retention of obscure facts or facts of largely specialist interest.

## 4.2 RAISING CONCERNS

Learners may raise concerns personally or may have the concerns of others drawn to their attention during their time with the Trust. Additionally all Educational Tutors, Supervisors or a member of staff can also raise concerns.

Any concerns can be reported by contacting the Learner Support Team on 01772 52 (8444), calling into the Learner Support Office, email: [Learner.support@lthtr.nhs.uk](mailto:Learner.support@lthtr.nhs.uk)

The Learners Support Team are based in the Health and Wellbeing Centre in F block on Preston site, there is an open door policy, staff and learners are welcome to call in to discuss concerns in person with a member of the team.

**Referral Definition** – *‘An issue which is raised concerning a student’s academic performance, professional conduct pastoral welfare, which can be communicated formally or informally via, verbal, written, or email correspondence’*

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### 4.3 RECORDING THE FACTS

Whether it is a learner or member of Trust staff who is raising concerns, it is very important that any significant concerns and the objective basis for them should be recorded. Where issues of a behavioural nature are the cause for concern, it is important that a description of the behaviour and how it made you/others feel is included - e.g., it is not sufficient to say someone was “unprofessional”.

Details of learners concerns will be collated centrally in order that patterns and trends can be identified and action taken where necessary to resolve recurring problems.

A summary report of learner concerns dealt with under this policy will be presented to the Trust Education, Training and Research Committee annually.

### 4.4 LEARNER HEALTH AND CONDUCT LEVELS OF CONCERN

Concerns could be on a number of levels as described below. Depending on the level of concern will also depend on the actions to be taken.

#### **LEVEL ONE (Least Severe)**

These type of issues should be resolved locally between the learner and their 'supervisor'. This may require involvement from the education team responsible for the learner's placement, e.g., Undergraduate Medical Education, Practice Education Facilitators.

Level 1 concerns are likely to involve such things as:

- Attendance
- Sickness
- Dress/attitude (in line with organisational policy)
- Finance

Recording forms must be copied to the Education team responsible for the student.

#### **LEVEL TWO (Medium Severity)**

Level 2 concerns may include such issues as:

- Knowledge base
- Data protection
- Interpersonal skills
- Communication skills
- Clinical skills
- Ill health
- Probity

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- Trauma/stress

Level 2 concerns may need investigation and may ultimately be reportable depending on the investigation outcome.

Concerns at Level 2 will be dealt with by the responsible education team with a report sent to the learners Higher Education Institute.

### **LEVEL THREE (Most Severe)**

Level 3 concerns will include:

- Patient harm (intended or unintended)
- Substance abuse
- Theft
- Fraud
- Plagiarism
- Physical or verbal aggression
- Mental health risk – self harm or to others
- Conduct unbecoming of the profession or bringing the profession into disrepute

Level three concerns may be of such a serious nature that the Trust automatically halts the learner's progress, gathers evidence and refers the matter on to the University from which the individual is placed. In such cases it is unlikely that concerns will be dealt with at Level 1 or 2 initially.

Level three concerns may result in termination of the placement or course.

## **4.5 INVESTIGATION**

Where an investigation into a concern is identified as being necessary, relevant information will be gathered. Members of the education team will support this process and the learner involved.

Part of the investigation process will be the triangulation of all available data. This means that the investigating officer may find it necessary to interview witnesses who could provide evidence to support the investigation process.

The learner may be supported by a third party (fellow learner, union rep, personal tutor or Practice Education Facilitator) during interviews if they so wish.

Interviews will be conducted as quickly as is possible depending upon the nature of the issue under investigation. Investigations should routinely be conducted within **six** weeks from a concern being raised.

Trust and University Policies will be applied to learner where this is appropriate.

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## 4.6 MAINTENANCE OF CONFIDENTIALITY

The confidentiality of any issue dealt with under this policy shall be upheld with only those individuals who need to have access to information doing so.

## 4.7 SUPPORT AGENCIES

A number of support agencies are also available to provide learners with support in relation to concerns. Details of some of these are included in Appendix 2. This is not an exhaustive list.

Universities may have other support services available to students.

## 4.8 APPEALS PROCEDURE

The appeals procedure will allow learners to challenge the outcomes of an investigation, if they consider it has not been carried out properly or fairly. Any appeal must be lodged within 21 days of the outcome being notified to the learner. Appeals should be submitted through the Educational Lead responsible for the Learner.

## 4.9 DOCTORS IN DIFFICULTY

Any trainee doctors who are experiencing difficulty should contact their supervisor or the Learner Support Team. Additionally all Educational Tutors, Supervisors or a member of staff can also raise concerns about a trainee and should contact the Learner Support Team informing of the difficulty being experienced by the trainee. Contact details in Section 3.

## 5. AUDIT AND MONITORING

<b>Aspect of compliance or effectiveness being monitored</b>	<b>Monitoring method</b>	<b>Individual responsible for the monitoring</b>	<b>Frequency of the monitoring activity</b>	<b>Group / committee which will receive the findings / monitoring report and act on findings.</b>	<b>Group / committee / individual responsible for ensuring that the actions are completed</b>
Effectiveness of policy	Bi-annual quality outcome reports	Head of Education	Bi-annual	Educational Leads Meeting	Education Strategy Group and Education, Research and Training Committee

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## 6. TRAINING

<b>TRAINING</b>		
Is training required to be given due to the introduction of this policy? No		
Action by	Action required	Implementation Date

## 7. DOCUMENT INFORMATION

<b>ATTACHMENTS</b>	
Appendix Number	Title
Appendix 1	Lancashire Teaching Hospitals NHS Foundation Trust Learner Charter
Appendix 2	Details of Support Services
Appendix 3	Equality, Diversity & Inclusion Impact Assessment Tool

<b>OTHER RELEVANT / ASSOCIATED DOCUMENTS*</b>	
Unique Identifier	Title and web links from the document library
HRP-06	Performance Management Policy <a href="http://lthtr-documents/current/P211.pdf">http://lthtr-documents/current/P211.pdf</a>
HRP-21	Attendance Management Policy <a href="http://lthtr-documents/current/P290.pdf">http://lthtr-documents/current/P290.pdf</a>
HRP-14	Staff Development Policy <a href="http://lthtr-documents/current/P292.pdf">http://lthtr-documents/current/P292.pdf</a>
HRP-13	Disciplinary Policy and Procedure <a href="http://lthtr-documents/current/P234.pdf">http://lthtr-documents/current/P234.pdf</a>
RMP C 48	Safeguarding Adults Policy <a href="http://lthtr-documents/current/P287.pdf">http://lthtr-documents/current/P287.pdf</a>

**\*Learners who are not employees of the Trust will also be subject to the policies and procedures of their University or Awarding Body and/or educational programme (e.g. Apprenticeships Policy).**

<b>SUPPORTING REFERENCES / EVIDENCE BASED DOCUMENTS</b>	
<b>References in full</b>	
Number	References
1	
2	
3	
<b>Bibliography</b>	

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**DEFINITIONS / GLOSSARY OF TERMS**

Abbreviation or Term	Definition

**CONSULTATION WITH STAFF AND PATIENTS**

Enter the names and job titles of staff and stakeholders that have contributed to the document

Name	Job Title	Date Consulted
Education Leads Meeting	Education Leads	11 September 2018

**DISTRIBUTION PLAN**

Dissemination lead:	Kerry Hemsworth, Head of Education
Previous document already being used?	Yes
If yes, in what format and where?	Heritage electronic library system
Proposed action to retrieve out-of-date copies of the document:	Version 3 to be removed and replaced with Version 4
<b>To be disseminated to:</b>	Trust Wide
Document Library	
Proposed actions to communicate the document contents to staff:	Include in the LTHTR weekly Procedural documents communication– New documents uploaded to the Document Library

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## LEARNER CHARTER

### Purpose

The purpose of the Learners Charter is to outline your rights and responsibilities as a learner on placement with Lancashire Teaching Hospitals NHS Foundation Trust.

It also outlines our duty of care to both learners and patients.

### Our commitments to you

We aim to provide:

- A Quality assured learning experience and environment
- A Positive Learning experience
- Mentorship and supervision by appropriately trained individuals
- A complaints channel for concerns you may have
- Support for Learners in difficulty
- An explicit link between your learner experience and that of high quality patient experience and quality of care
- Appropriate and effective learning resources
- Access to team and multi-professional learning
- A learner centred learning experience
- Equality and Diversity for all
- Support to help you celebrate achievements
- Opportunities to give us feedback
- Self-directed learning within an educational framework which ensure you are involved in your learning
- Careers support
- An acceptance when you challenge unsafe practice

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## And in return we ask that you

- Respect the environment and the professionals within it
- Attend and inform of non-attendance in a timely manner
- Uphold the professional standards of the Trust
- Declare any issues which may impact on your performance or patient safety
- Put the patient at the centre of everything you do
- Maintain confidentiality at all times, particularly in the use of social networking
- Follow Trust policies where these apply to you
- Maintain professional conduct both inside and outside of work
- Be proactive in managing your own learning
- Seek feedback on your performance
- Provide feedback on our performance
- Be safe – knowing your own limitations and perform within agreed levels of competence
- Contribute to the safety and quality agenda in the Trust by challenging unsafe practice
- Maintain a professional appearance
- Seek support if you feel you need it
- Look after your own health and well being
- Reflect on your own practice
- Help and support others to learn
- Take graded professional responsibility

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## SUPPORT SERVICES

Alcohol	
<ul style="list-style-type: none"> <li><b>Drinkline</b> Advice, information and support for anyone Concerned about their own or someone else's drinking</li> </ul>	Free phone 0300 123 1110
<ul style="list-style-type: none"> <li>Alcoholics Anonymous</li> </ul>	0800 9177 650
Bereavement	
<ul style="list-style-type: none"> <li><b>Child Death Helpline</b> Telephone helpline for anyone affected by the death of a child.</li> </ul>	Free phone 0800 282 986
<ul style="list-style-type: none"> <li>Cruse Bereavement Care Helpline for the bereaved and those caring for the bereaved people.</li> </ul>	0844 477 9400
Carers	
<ul style="list-style-type: none"> <li><b>Carers line</b> Wednesday, Thursday only 10am – 12 noon and 2pm – 4pm Advice and information for all carers.</li> </ul>	Free phone 020 7378 4999
Children and Young People	
<ul style="list-style-type: none"> <li><b>Childline</b> Helpline for children and young people up to the age of 18 in danger, distress or with any other problem.</li> </ul>	Free phone 0800 1111
<ul style="list-style-type: none"> <li><b>NSPCC</b> Free text 18001 0800 056 0566 24 hours a day. Helpline for children and young people or anyone concerned about a child or young person at risk of abuse.</li> </ul>	Free phone 0808 800 5000
Consumer Advice	
<ul style="list-style-type: none"> <li><b>Consumer Direct</b> <a href="https://www.gov.uk/consumer-protection-rights">https://www.gov.uk/consumer-protection-rights</a> Monday – Friday 8am – 6.30pm Saturday 9am -1pm. Offering help and clear, practical advice for consumers in the UK.</li> </ul>	03454 04 05 06
Disability	
<ul style="list-style-type: none"> <li><b>Dial UK</b> Call for details of your local DIAL group</li> </ul>	01302 327800

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<b>Drugs</b>	
<ul style="list-style-type: none"> <li><b>Frank</b> 24 hours a day Information about drugs and solvents for those who use them, their families, friends and colleagues.</li> </ul>	Free phone 0300 123 1099
<b>Emotional Support</b>	
<ul style="list-style-type: none"> <li><b>Samaritans</b> 24 hours a day. <a href="http://www.samaritans.org.uk">www.samaritans.org.uk</a></li> </ul> <p>Confidential, emotional support. Helpline for anyone in a crisis.</p>	116 123
<ul style="list-style-type: none"> <li><b>Careline</b> A telephone counselling service for the general public.</li> </ul>	0151 233 3000
<b>Family</b>	
<ul style="list-style-type: none"> <li><b>Parentline Plus</b> Support and information for parents or anyone in a parenting role.</li> </ul>	Free phone 0808 800 2222
<b>Housing</b>	
<ul style="list-style-type: none"> <li><b>Shelter line</b> 8am – 12 midnight 7 days a week Legal and housing advice line offering independent information and advice in confidence to anyone with a housing problem.</li> </ul>	Free phone 0808 163 5773
<b>Legal</b>	
<ul style="list-style-type: none"> <li><b>Community Legal Service Direct</b> Monday – Friday 9am – 5pm. <a href="http://www.clsdirect.uk/">http://www.clsdirect.uk/</a></li> </ul> <p>Providing free information, help and advice on a range of common legal issues.</p>	0845 345 4345
<b>Immigration Advisory Service</b>	
24 hour answering service for people who have been refused asylum or have immigration problems.	0844 887 0111
<b>Missing people</b>	
<ul style="list-style-type: none"> <li><b>Missing People</b> 24 hours a day. Advice, practical help and support for anyone whose relatives or immediate family members are missing.</li> </ul>	Free phone 116 000
<ul style="list-style-type: none"> <li><b>Message Home</b> 24 hours a day. Helpline for people who have left home or run away, enabling callers to send messages to their families or carers.</li> </ul>	Free phone 0800 700 740

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<b>Money and debt</b>	
<ul style="list-style-type: none"> <li>• <b>National Debt line</b> Help for anyone in debt or concerned they may fall into debt.</li> </ul>	Free phone 0300 456 2726
<ul style="list-style-type: none"> <li>• <b>Gamcare</b> Confidential counselling, advice and information for anyone affected by a gambling dependency.</li> </ul>	020 7801 7000
<b>Older People</b>	
<ul style="list-style-type: none"> <li>• <b>AGE UK</b> Welfare benefits advice for older people Free information on issues affecting older people</li> </ul>	Free phone 0800 169 2801
<b>LGBT Foundation</b>	
<ul style="list-style-type: none"> <li>• <b>Lesbian and Gay switchboard</b> Support and information for lesbians and gay men.</li> </ul>	0345 3 303030
<b>Violence and Crime</b>	
<ul style="list-style-type: none"> <li>• <b>National Domestic Violence Helpline</b> Run in partnership by refuge and women's Aid, providing safe accommodation for women experiencing domestic violence.</li> </ul>	Free phone 0800 2000 247
<ul style="list-style-type: none"> <li>• <b>Victim Support line</b> <a href="http://www.victimsupport.com">www.victimsupport.com</a> Offering emotional support and practical advice for anyone affected by crime.</li> </ul>	0808 168 9111
<ul style="list-style-type: none"> <li>• <b>Crime stoppers – UK Wide</b> <a href="#">Crimestoppers</a> Crime Stoppers is a community service which helps prevent and solve crime across the UK. Anyone who has details about criminal activity may pass them on anonymously and without fear of exposure or retribution.</li> </ul>	Free phone 0800 555 111

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## APPENDIX 3

### Equality, Diversity & Inclusion Impact Assessment Form

<b>Department/Function</b>	Workforce and Education			
<b>Lead Assessor</b>	Kerry Hemmings, Head of Education			
<b>What is being assessed?</b>	Learner Support Policy			
<b>Date of assessment</b>	12/12/2018			
<b>What groups have you consulted with? Include details of involvement in the Equality Impact Assessment process.</b>	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 type="checkbox"/>	Other (Inc. external orgs)	<input type="checkbox"/>
	Please give details:			

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

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<b>Partnership</b>		
<b>Pregnancy and maternity</b>	<b>Neutral</b>	
<b>Other</b> (e.g. caring, human rights, social)	<b>Neutral</b>	

2) In what ways does any impact identified contribute to or hinder promoting equality and diversity across the organisation?	
--	--

3) If your assessment identifies a negative impact on Equality Groups you must develop an action plan <b>to avoid discrimination and ensure opportunities for promoting equality diversity and inclusion are maximised.</b>
➤ 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.

<b>ACTION PLAN SUMMARY</b>
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Action	Lead	Timescale

Lancashire Teaching Hospitals NHS Foundation Trust	ID No. HRP-39
Version No: Version 4	Next Review Date: 31 Jan 2022
Title: Learner Support Policy	
<a href="#">Do you have the up to date version? See the intranet for the latest version</a>	

## HOW THE NHS CONSTITUTION APPLIES TO THIS DOCUMENT

<b>WHICH PRINCIPLES OF THE NHS CONSTITUTION APPLY?</b> <a href="#">Click here for guidance on Principles</a>	<a href="#">Tick those which apply</a>	<b>WHICH STAFF PLEDGES OF THE NHS CONSTITUTION APPLY?</b> <a href="#">Click here for guidance on Pledges</a>	<a href="#">Tick those which apply</a>
<ol style="list-style-type: none"> <li>1. The NHS provides a comprehensive service, available to all.</li> <li>2. Access to NHS services is based on clinical need, not an individual's ability to pay.</li> <li>3. The NHS aspires to the highest standards of excellence and professionalism.</li> <li>4. The patient will be at the heart of everything the NHS does.</li> <li>5. The NHS works across organisational boundaries.</li> <li>6. The NHS is committed to providing best value for taxpayers' money.</li> <li>7. The NHS is accountable to the public, communities and patients that it serves.</li> </ol>	<ol style="list-style-type: none"> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> </ol>	<ol style="list-style-type: none"> <li>1. Provide a positive working environment for staff and to promote supportive, open cultures that help staff do their job to the best of their ability.</li> <li>2. Provide all staff with clear roles and responsibilities and rewarding jobs for teams and individuals that make a difference to patients, their families and carers and communities.</li> <li>3. Provide all staff with personal development, access to appropriate education and training for their jobs, and line management support to enable them to fulfil their potential.</li> <li>4. Provide support and opportunities for staff to maintain their health, wellbeing and safety.</li> <li>5. Engage staff in decisions that affect them and the services they provide, individually, through representative organisations and through local partnership working arrangements. All staff will be empowered to put forward ways to deliver better and safer services for patients and their families.</li> <li>6. To have a process for staff to raise an internal grievance.</li> <li>7. Encourage and support all staff in raising concerns at the earliest reasonable opportunity about safety, malpractice or wrongdoing at work, responding to and, where necessary, investigating the concerns raised and acting consistently with the Employment Rights Act 1996.</li> </ol>	<ol style="list-style-type: none"> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> </ol>
<b>WHICH AIMS OF THE TRUST APPLY?</b> <a href="#">Click here for Aims</a>	<a href="#">Tick those which apply</a>	<b>WHICH AMBITIONS OF THE TRUST APPLY?</b> <a href="#">Click here for Ambitions</a>	<a href="#">Tick those which apply</a>
<ol style="list-style-type: none"> <li>1. To offer excellent health care and treatment to our local communities.</li> <li>2. To provide a range of the highest standard of specialised services to patients in Lancashire and South Cumbria.</li> <li>3. To drive innovation through world-class education, teaching and research.</li> </ol>	<ol style="list-style-type: none"> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> </ol>	<ol style="list-style-type: none"> <li>1. Consistently deliver excellent care.</li> <li>2. Great place to work.</li> <li>3. Deliver value for money.</li> <li>4. Fit for the future.</li> </ol>	<ol style="list-style-type: none"> <li><input checked="" type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> <li><input type="checkbox"/></li> <li><input checked="" type="checkbox"/></li> </ol>

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