NHS Scarborough and Ryedale
Clinical Commissioning Group

LEARNING AND DEVELOPMENT POLICY
May 2014

Authorship:	Learning and Development Lead, eMBED			
Committee Approved:	SMT			
Approved date:	March 2018			
Review Date:	May 2018			
	Relevant	Screening	Full / Completed	Outcome
Equality Impact Assessment	Yes	Yes	No	No issues identified
Sustainability Impact Assessment	Yes		Yes	No issues identified
Privacy Impact Assessment	No	No	No	Not Relevant
Bribery Checklist	No		No	Not Relevant
Target Audience:	All CCG Staff			
Policy Reference No:	P643			
Version Number:	V.1.1			
Publication/Distribution	Website		Email Staff	Others (i.e. SBC)
	Yes		Yes	No

The on-line version is the only version that is maintained. Any printed copies should, therefore, be viewed as 'uncontrolled' and as such may not necessarily contain the latest updates and amendments.

POLICY AMENDMENTS

Amendments to the Policy will be issued from time to time. A new amendment history will be issued with each change.

New Version Number	Issued by	Nature of Amendment	Approved By	Date Approved	Date on Intranet
1	SRCCG	New Policy adopted by CCG	JTUPF	28/05/2014	
1.1	SRCCG	GDPR update	SPF	10/01/2018	

Approval Record

Applicable Y/N	Committee / Group	Consultation / Ratification	Date taken to group	Date last Approved
	Governing Body	Ratification		
	Council of Clinical Representatives	Ratification		
Y	SMT	Ratification	12/03/18	12/03/18
	Remuneration Committee	Ratification		
	Audit and Governance Committee	Ratification		
	Finance and Contracting Committee	Ratification		
	Business Committee	Ratification		
	Communications and Engagement Committee	Ratification		
	Quality and Performance Committee	Ratification		
	Primary Care Co-Commissioning Committee	Ratification		
	Other	Ratification		
Y	All Employees	Consultation		
	Public	Consultation		
Y	Yorkshire and Humber Social Partnership Forum	Consultation	10/01/18	10/01/18

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1 INTRODUCTION

NHS Scarborough and Ryedale CCG aims to provide the highest possible standard of service within the resources available and recognises that the quality of the service it provides is a reflection of the quality of the knowledge, skills, attitudes, commitment, motivation and ability of the staff it employs. The CCG will, therefore, encourage all staff to develop to their full potential, enabling them to meet the organisation's objectives. The CCG will also support a wide and flexible range of qualification and continuing professional development opportunities to facilitate the recruitment, motivation, and retention of staff.

The term 'study leave' applies to a period of time when an employee is absent from his/her normal workplace to attend a course, conference, seminar, workshop, open learning, or any other development activity for the purpose of obtaining knowledge or skill which will help him/her at work.

This guidance recommends the parameters and guidelines that should apply when considering applications for studying; it cannot account for every individual situation. A checklist of questions is provided below to help the manager and employee negotiate a satisfactory result, balancing the employee's needs with that of the service.

- What are the benefits to a) NHS Scarborough and Ryedale CCG (e.g. service provision) and b) the employee (e.g. knowledge and skills) from the proposed course of study?
- How does the course of study relate to the individual's work objectives and/or PDP?
- What alternative learning approaches have been considered? Why are they deemed inappropriate?
- What will be the impact on service provision whilst the employee is absent on study leave?
- What is the total studying time per week recommended by the course provider?
- What specific actions will the manager undertake to support the employee and facilitate transfer of learning to the workplace?
- Are there any work-based projects to improve services that can be completed as a course assignment?
- If the original study proposal is not possible, what alternatives do both the manager and employee have?

1.1 General Data Protection Regulations (GDPR)

The CCG is committed to ensuring that all personal information is managed in accordance with current data protection legislation, professional codes of practice and records management and confidentiality guidance. More detailed information can be found in the CCGs Data Protection and Confidentiality and related policies and procedures.

2   ENGAGEMENT

Consultation has taken place with the employees of the CCG, and with the North Yorkshire and Humber Joint Trade Union Partnership Forum,

This policy will be agreed by the CCG Governing Body.

3   IMPACT ANALYSES

3.1   Equality

In applying this policy, the CCG will have due regard to the need to eliminate

unlawful discrimination, promote equality of opportunity, and provide for good relations between people of diverse groups, in particular on the grounds of the following characteristics protected by the Equality Act (2010); age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sexual orientation, in addition to offending background, trade union membership, or any other personal characteristic.

In developing this policy, an Equality Impact Analysis has been undertaken. As a result of performing the analysis, it is evident that a risk of discrimination exists and this risk may be removed or reduced by implementing the actions detailed within the *Action Planning* section of this document. No further actions are required at this stage. We would expect employees to consider their own personal needs and plan so accordingly. However, if an employee is able to demonstrate a particular need, this will always be considered by their line manager and met with discretion. The Equality Impact Analysis is attached at Appendix 3.

3.2   Sustainability

This policy has been sustainability impact assessed, and there are no anticipated detrimental effects on the CCG's sustainability themes.

The Sustainability Impact Analysis attached at Appendix 4.

3.3   Bribery Act 2010

The Bribery Act is particularly relevant to this policy. Under the Bribery Act it is a criminal offence to:

- Bribe another person by offering, promising or giving a financial or other advantage to induce them to perform improperly a relevant function or activity, or as a reward for already having done so; and
- Be bribed by another person by requesting, agreeing to receive or accepting a financial or other advantage with the intention that a relevant function or activity would then be performed improperly, or as a reward for having already done so.

These offences can be committed directly or by and through a third person and other related policies and documentation (as detailed on the CCG intranet) when considering whether to offer or accept gifts and hospitality and/or other incentives.

Anyone with concerns or reasonably held suspicions about potentially fraudulent activity or practice should refer to the Local Anti-Fraud and Corruption Policy and contact the Local Counter Fraud Specialist

4   SCOPE

This policy applies to all employees of NHS Scarborough and Ryedale Clinical Commissioning Group (the CCG).

This policy does not cover statutory and mandatory training. For details of this, see the Statutory and Mandatory Training Policy.

5   POLICY PURPOSE & AIMS

The CCG is committed to the development of all employees regardless of profession, job title, band or work pattern. All employees are required to have a Personal Development Plan (PDP) agreed with their manager as part of their annual appraisal and as amended by reviews.

Whilst considering study leave requests on an individual basis, managers must also be aware of their responsibility to ensure a level of consistency and equity within their own team and in relation to practice elsewhere in the CCG.

Factors that may be used to determine study leave requests will include the previous time off and funding the individual has received to participate in other courses of study and their existing qualifications. Applicants will therefore be asked to state the learning and development they have undertaken during the previous twelve months.

The number of employees attending external training will necessarily be limited by available funding and time constraints. Individuals attending such events will therefore be responsible for disseminating the learning points to other members of the team, to the benefit of colleagues.

After the learning event, the line manager is required to discuss with the employee how learning needs were met, and the value of the learning event and look at ways to implement learning in the workplace.

6   Roles / Responsibilities / DUTIES

6.1   The Employee

All employees must:

- Participate in the Personal Development Review Process
- Have a copy of their Personal Development Plan
- Undertake learning and development identified as statutory, mandatory or as a corporate requirement for their area of work
- Comply with reasonable requests to update skills and knowledge
- Take active part in investigating development options and discussing, agreeing and keeping up to date their own training and development plan.

6.2 LINE MANAGERS

All line managers are responsible for providing the following for their staff:

- Induction
- Personal Development Review
- On-the-job training and coaching where required

6.3 CCG TRAINING PANEL

The Panel will consist of:

- Lay Member of the CCG Governing Body,
- SMT Member (CCG Senior Officer)
- Workforce Representative

Where the request for study leave is from the Partnership Commissioning Unit, the CCG Senior Officer should be from the PCU.

The role of the Panel is to consider and approve requests for study leave, and course funding. Further details are given in Sections 10 and 11 of the Policy.

7 LEAVE PROVISION FOR STUDYING

Where the study leave application is for more than 3 days away from the workplace, the application should be considered by the CCG Training Panel.

Time off, paid or unpaid, in respect of day release, will the subject of discussion with the employee at the time that the request for study leave is processed.

Given that, in the main, attendance on a course or programme of study forms part of an employee's agreed personal development, it is not expected that there will be any adjustment to reflect differences between duration of the course, and the normal working day, e.g. where day release extends into the evening, any time outside normal working hours will not attract time off in lieu.

Employees who work flexi-time may only claim the standard working day as defined by the rules of the scheme.

Weekend attendance on approved courses of study may be compensated by time off in lieu, though not incur any payment for overtime. For optional elements the degree of support will be at the manager's discretion.

Employees may wish to undertake a course of study of some relevance to their current position or profession but which is primarily for the benefit of their own personal advancement. In this instance the CCG may allow a proportion of the time required for attending the structured elements of the course as study leave. The remainder of the leave should be taken out of holiday entitlement, or unpaid leave. Managers have the discretion to increase the proportion taken as study leave e.g. if a project being done as part of the course will lead to a service improvement, however they must consider how equitable their decision will be viewed by their team and the CCG at large.

Where a course of study is not related to an employee's current occupation or preparation for a future role within the CCG, there is no obligation on behalf of the CCG to provide any study leave. However in deciding whether a course of study offers a valuable and relevant experience to the potential student, managers are encouraged to look at all aspects before reaching their conclusion (i.e. the method of learning, composition of other participants etc. not just the subject matter).

Employees are required to complete the Study Leave Request form for all learning. Where the time off requested is more than three working days, or the cost is more than £500, the completed form should be sent to the Training Panel for a decision.

7.1 Examination Leave

Paid leave will be granted to sit examinations associated with an approved course of study.

Leave may be granted for a first re-take of an examination failed, at the discretion of the manager. This discretion also extends to whether or not the leave is paid or unpaid.

7.2 Assignment Leave

Many courses now depend on assignments rather than examinations. Where this is the case, the manager has discretion to grant paid study leave to complete assignments, up to the level granted for examination leave.

8 FUNDING

There is a budget set aside to support CCG employees who undertake external qualification courses, external short courses and conferences. Where the course fees are in excess of £500, staff may apply through the Training Panel for assistance, separate examination fees may also be claimed. Funding decisions on courses £500 and under will be taken by the applicant's line manager in conjunction with the applicants PDP and managed within the line manager's available budget.

Claims may not be made against this budget for travel expenses, subsistence or accommodation, although staff may claim for these from local budgets in the usual way. It is anticipated that where food and refreshments are provided as part of the course (and no overnight stay is involved) then there will be no subsistence claim.

No funding assistance will be given for administration costs (e.g. photocopying), textbooks or other learning materials.

Where staff are undertaking qualifications or training that is a statutory or professional requirement if they are to carry out their current or expected duties the CCG, they will receive 100% support for course fees.

If staff are undertaking training for their own personal benefit, the CCG has no obligation to provide any funding assistance, even if paid or unpaid leave has been granted.

When employees leave NHS employment before, or shortly after, completing a course of study, the anticipated benefits to the CCG or other NHS organisations are not realised. Therefore the CCG reserves the right to make a deduction from the remaining salaries of the individual concerned as compensation, calculated as follows:

If leaving:

1-6 months after completing studies	50% funding support provided
6-12 months after completing studies	25% funding support provided
12 months after completing studies	No deduction

These deductions are not applicable in the case of individuals being made redundant or retiring, including on health grounds.

They will also not apply to employees on fixed term contracts, save where those contracts are subsequently made substantive. Where these circumstances arise, the time they have served on a fixed term contract since completing their studies will also be included in determining whether any deduction from salary is applicable.

Students will have deemed to have completed their studies on submitting their last assignment or period of course attendance, whichever is the latter. The last attendance on a course can include a final examination or re-sit.

Special leave of any sort (e.g. maternity) or career breaks undertaken after completion of studies will be included in the calculations outlined in 4.6 as being continuous employment.

Where students have failed to attend, or complete, a course of study they will be subject to the conditions described in 8.6. However the same extenuating circumstances should apply as outlined above and includes long-term sickness.

9   DISTANCE, OPEN OR E-LEARNING

Employees who are studying using these methodologies are subject to the terms and conditions already outlined in sections 7-8 of this policy and shall be neither advantaged nor disadvantaged in comparison with students following more conventional courses of study.

Managers may exercise some flexibility in implementing the study leave policy e.g. employees undertaking distance learning may receive more funding support if there is less need for study leave, providing the total 'package' is equitable with that of employees undertaking a conventional course of study.

10   APPLYING FOR STUDY LEAVE

Study leave should be directly agreed between the employee and their line manager. The agreed study leave should be recorded using the form in Appendix 1; the form should be kept on the employee's personal file and a copy should be sent to the Training Panel for monitoring purposes.

Where the study leave application is for more than 3 days away from the workplace, the application should be considered by the CCG Training Panel.

11   APPLYING FOR FUNDING

All requests for funding of over £500 must be made on the application form at Appendix 3. This should follow agreement between the employee and their line manager on the relevance of the course study and leave requirements.

Once a training request has been received it will be passed to the CCG Training Panel for consideration and authorisation by the CCG. Applicants will need to ensure that they leave adequate time for processing the application.

The Training Panel will consist of a Lay Member of the CCG Governing Body, an SMT Member and a Workforce Representative. Where the request for study leave is from the Partnership Commissioning Unit, the CCG Senior Officer should be from the PCU.

The Training Panel will meet as required, and will aim to consider all requests within 28 days of receipt.

12 IMPLEMENTATION

This policy will be published on the CCG intranet, and all employees will be made aware of its publication through team meetings and regular information bulletins.

13 TRAINING & AWARENESS

A copy of the policy will be available on the CCG intranet. Training needs will be identified via the appraisal process and training needs analysis.

14 MONITORING & AUDIT

The implementation of this policy will be audited on an annual basis by the CCG and reported to CCG Governing Body.

An on line version of the policy will be maintained as the current version.

15 POLICY REVIEW

The policy and procedure will be reviewed after 3 years for the CCG Governing Body in conjunction with Trade Union representatives. Where review is necessary due to legislative change, this will happen immediately.

16 ASSOCIATED DOCUMENTATION

To ensure that this policy is viewed in context, it should be read in conjunction with the Statutory and Mandatory training Policy, the Appraisal Policy, and the Induction Policy and Procedures

17 APPENDICES

- Appendix 1   Study Leave Agreement
- Appendix 2   Application for Training Funding
- Appendix 3   Equality Impact Analysis
- Appendix 4   Sustainability Analysis

18 Appendix 1 - Study Leave Agreement

Applicant Details

Name	
Job title	
Directorate	
Date of request	

Name of course/training/event	
Training/course reference where applicable	
Date of training/event	
Location	
Description	
Training identified in PDP - Y/N	
Amount of study time requested	
Describe how this training or event will help you in your job and/or career development/project. Please be specific as to anticipated skills, knowledge and/or professional development. Please use a separate sheet if necessary	

Outcome

Study leave agreed	
Applicant signature	
Manager signature	

Where the time off requested is more than three working days this request should be submitted to the CCG Training panel for approval

Signed form to be filed on individual's personal file

19 Appendix 2 – Application for Training Funding

Where the cost of the training is more than £500, this application must be submitted to the CCG Training panel for approval

Applicant Details

Name	
Job Title	
Directorate	
Email address	
Phone number	
Date of request	

About the training course/event/conference

Name of course/training/event	
Training/course reference where applicable	
Date of training/event	
Duration of training event	
Location	
Description	
Training identified in PDP - Y/N	
Amount requested	£
Total Course cost	
Amount agreed to self-fund (where applicable)	£
Describe how this training or event will help you in your job and/or career development/project. Please be specific as to anticipated skills, knowledge and/or professional development. Please use a separate sheet if necessary	
Describe any learning and development undertaken in the last twelve months	

Please tick as appropriate:

- ☐ I have attached the course outline/ details of the course confirming the date and cost
- ☐ I agree to report to my manager about the value/content of this learning event and share the knowledge gained with colleagues.
- ☐ **I confirm non-completion of the course, or leaving the CCG within the timescales outlined in the Study Policy, will require me to reimburse the CCG for funding unless otherwise agreed.**

Signature	

To be completed by line manager

I have reviewed this request with my member of staff and approve it

Name	
Job Title	
Signature	

Completed forms should be emailed to: scrccg.corporateservices@nhs.net

To be completed on behalf of the CCG by the Training Panel Chair

Approved – Y/N	
Funding approved: Y/N % or amount	
If no, state reason	
Signature	

20 Appendix 3 – Equality Impact Assessment

General Information

Policy:	Learning and Development Policy
Date of Analysis:	March 2018
Policy Lead: (Name, job title and department)	HR, eMBED
What are the aims and intended effects of this policy?	The CCG is committed to the development of all employees regardless of profession, job title, band or work pattern. All employees are required to have a Personal Development Plan (PDP) agreed with their manager as part of their annual appraisal and as amended by reviews
Are there any significant changes to previous policy likely to have an impact on staff, patients or other stakeholder groups?	No
Please list any other policies that are related to or referred to as part of this analysis	• Statutory and Mandatory Training Policy. • Appraisal Policy • Induction Policy and Procedures

Who is likely to be affected by this policy?	General Public	☐
	Service Users	☐
	Staff	☒

What engagement / consultation has been done, or is planned for this policy and the equality impact assessment?	Employees of SRCCG Social Partnership Forum
Promoting Inclusivity and NHS Scarborough and Ryedale CCG's Equality Objectives. How does the project, service or function contribute towards our aims of eliminating discrimination and promoting equality and diversity within our organisation? How does the policy promote our equality objectives	This Policy does not directly promote inclusivity, but sets out a process to allow all staff to access training where required. However , this might be more difficult for some groups and this should be monitored

Employee Equality Data

General	Total number of employees in the CCG is 87
Age	11.5% of staff are under 30 54.02% of staff aged 30 - 55 34.48 of staff are over 55
Gender	81.61% of staff employed are female 18.39% of staff employed are male
Race / Nationality	87.36% of staff employed in the CCG declared themselves White 10.34% of staff are not stated/undefined 2.30% of staff declared themselves Mixed
Disability	75.86% of staff employed declared themselves as having no disability 22.99% of staff did not declare /undefined 1.15% of staff declared a disability
Sexual Orientation	63.22% of staff described themselves as heterosexual 1.15% of staff described themselves as gay 35.63% did not wish to respond /undefined
Gender Reassignment	No information available
Religion / Belief	Christianity is the largest religious group declared by staff in the CCG 42.53% 35.63% were undefined or did not wish to declare 21.84% of staff declared other faith or religious beliefs
Pregnancy and Maternity	No information yet as the CCG has not been established long enough to build meaningful data
Marriage and civil partnership	58.61% of employees are married. 24.14% of employees are single 6.90% of employees are divorced 9.20% of employees were undefined or did not wish to declare 1.15% of employees are in a civil partnership

Assessing Impact

Is this policy (or the implementation of this policy) likely to have a particular impact on any of the protected characteristic groups? (Based on analysis of the data / insights gathered through engagement, or your knowledge of the substance of this policy)

Protected Characteristic:	No Impact:	Positive Impact:	Negative Impact:	Evidence of impact and, if applicable, justification where a *Genuine Determining Reason*[1] exists (see footnote below – seek further advice in this case)
Gender			X	Staff with caring responsibilities (often women) may find it difficult to access training. This may be because an event is longer than the normal working day. Where it is an organisational requirement that an employee should attend a particular training event, alternative arrangements may have to be considered. 80% of the staff in the CCG are female. Whilst national evidence suggests that this is more likely to have a greater impact on women, men with similar responsibilities should be equally supported
Age	X			Considered, however there is no evidence of impact
Race / ethnicity / nationality	X			Considered, however there is no evidence of impact
Disability			X	The Policy does not specifically address the needs of disabled employees (courses tailored to meet needs, for example, course material in large print, Braille and using BSL signers and interpreters). Where it is an organisational requirement that a disabled employee should attend a particular training event, reasonable adjustments should be made. However this can be addressed individually. Whilst there are currently no employees recorded as disabled in the CCG, it should plan its policies on the basis that it may recruit staff in the future with disabilities
Religion or Belief	X			Considered, however there is no evidence of impact
Sexual Orientation	X			Considered, however there is no evidence of impact
Pregnancy and Maternity	X			Considered, however there is no evidence of impact
Transgender / Gender reassignment	X			Considered, however there is no evidence of impact
Marriage or civil partnership	X			Considered, however there is no evidence of impact

What sources of equality information have you used to inform your piece of work?
(Please refer to the JSNAs and Population data, previous engagement findings, research, patient experience reports etc.)

1.   [1] *The action is proportionate to the legitimate aims of the organisation (please seek further advice)*

Not applicable
What measures have been put in place to mitigate any potential impact?
Not applicable

Action Planning:

As a result of performing this analysis, what actions are proposed to remove or reduce any risks of adverse impact or strengthen the promotion of equality?

Identified Risk:	Recommended Actions:	Responsible Lead:	Completion Date:	Review Date:
Staff with childcare responsibilities (often women) may find it difficult to access training	This should be monitored to ensure all staff are able to access training	Training Lead	Annually	One year from implementation of the policy
The Policy does not specifically address the needs of disabled employees (courses tailored to meet needs, for example, course material in large print, Braille and using BSL signers and interpreters). However this can be addressed individually as required	This should be addressed on an individual basis	Training Lead	Ongoing	One year from implementation of the policy

Sign-off

All EIAs must be signed off by a member of SMT

I agree with this assessment / action plan

Signed off by (Name/Job Title) Sally Brown, Associate Director of Corporate Affairs

Signed: March 2018

APPENDIX TWO – SUSTAINABILITY IMPACT ASSESSMENT

Instructions

Sustainability is one of the CCG's key priorities and consequently the CCG has made a corporate commitment to address the environmental effects of its activities across all service areas. The purpose of the Sustainability Impact Assessment is to record any positive or negative impacts that a Policy / Board Report / Committee Report / Service Plan / Project is likely to have on each of the CCG's sustainability themes. The Sustainability Impact Assessment enables any relevant impacts to be identified and potentially managed.

The Sustainability Impact Assessment is based on assessing the impact of the activity against a series of criteria covering environmental sustainability issues. It would be most desirable for activities to score positively in as many areas as possible, although it is likely that some areas will score positively against some themes, and negatively against others.

Using the Sustainability Impact Assessment template

To complete the Sustainability Impact Assessment template, you should consider whether the Policy / Board Report / Committee Report / Service Plan / Project will have a positive or negative impact on each of the themes by placing a mark in the appropriate column. When you think there is likely to be an impact, please provide some annotations regarding the nature of the impact, and any actions that will be taken to address that impact. Users should note that not every theme will be relevant. Where this is the case the 'No Specific Impact' column should be marked. Users should also consider the following tips:

1. Make relative not absolute judgements (e.g. a new energy efficient service would score positively even if it consumes more energy than if no service were provided).
2. Be aware that small positive changes could be outweighed by negative ones (e.g. new energy efficient lighting in the short term may outweigh the benefits of maintaining current lighting).
3. If there are both positive and negative impacts, these need to be recorded in order to give a balanced view. Be objective and unbiased.
4. Concentrate on the most key significant issues - there is the potential to consider the appraisal in a very detailed way. This should be avoided at this stage.
5. Judge a proposal over its whole lifespan and remember that some impacts may change over different timescales.

If you require assistance in completing the Sustainability Impact Assessment please contact the Corporate Services Team.

Domain	Review questions	Assessment of Impact Negative = -1 Neutral = 0 Positive = 1 Unknown = ? Not applicable = n/a	Brief description of impact	If negative, how can it be mitigated? If positive, how can it be enhanced?
Models of Care	Will it minimise 'care miles' making better use of new technologies such as telecare and telehealth, delivering care in settings closer to people's homes? Will it create incentives to promote prevention, healthy behaviours, mental wellbeing, living independently and self-management? Will it provide evidence-based, personalised care that achieves the best possible health and well-being outcomes with the resources available? Will it reduce avoidable hospital admissions or permanent admissions to residential care or nursing homes? Will it pay for services based on health outcomes rather than activity for example through personal budgets? Will it deliver integrated care, that co-ordinate different elements of care more effectively and remove duplication and redundancy from care pathways? More info: http://www.sduhealth.org.uk/areas-of-focus/clinical-and-care-models.aspx	n/a		
Travel	Will it reduce 'care miles' (telecare, care closer) to home? Will it reduce repeat appointments? Will it provide / improve / promote alternatives to car based transport (e.g. public transport, walking and cycling)? Will it support more efficient use of cars (car sharing, low emission vehicles, community transport, environmentally friendly fuels and technologies)? Will it improve access to services and facilities for vulnerable or disadvantaged groups or individuals? More info: http://www.sduhealth.org.uk/areas-of-focus/carbon-hotspots/travel.aspx	n/a		
Facilities Management	Will it reduce the amount of waste produced or increase the amount of waste recycled? More info: http://www.sduhealth.org.uk/areas-of-focus/carbon-hotspots/waste.aspx Will it reduce water consumption? Will it improve the resource efficiency of new or refurbished buildings (water, energy, density, use of existing buildings, designing for a longer lifespan)? Will it improve green space and access to green space? More info: http://www.sduhealth.org.uk/areas-of-focus/carbon-hotspots/energy.aspx	n/a		
Adaptation to Climate Change	Will it support mitigation of the likely effects of climate change (e.g. identifying proactive and community support for vulnerable groups; contingency planning for flood, heatwave and other weather extremes)? More info: http://www.sduhealth.org.uk/areas-of-focus/community-resilience/community-resilience-copy.aspx	n/a		

Domain	Review questions	Assessment of Impact Negative = -1 Neutral = 0 Positive = 1 Unknown = ? Not applicable = n/a	Brief description of impact	If negative, how can it be mitigated? If positive, how can it be enhanced?
Procurement	Will it specify social, economic and environmental outcomes to be accounted for in procurement and delivery in line with the Public Services (Social Value) Act 2012? Will it stimulate innovation among providers of services related to the delivery of the organisations' social, economic and environmental objectives? Will it reduce waste, environmental hazards and toxic materials for example by reducing PVC, antibiotic use, air pollution, noise, mining and deforestation? Will it reduce use of natural resources such as raw materials, embedded water, and energy to promote a circular economy? Will it support the local economy through local suppliers, SMEs or engage with third sector or community groups? Will it promote ethical purchasing of goods or services e.g. increasing transparency of modern slavery in the supply chain globally? More info: http://www.sduhealth.org.uk/areas-of-focus/commissioning-and-procurement/procurement.aspx	n/a		
Workforce	Will it provide employment opportunities for local people? Will it promote or support equal employment opportunities? Will it promote healthy working lives (including health and safety at work, work-life/home-life balance and family friendly policies)? Will it offer employment opportunities to disadvantaged groups and pay above living wage? More info: http://www.sduhealth.org.uk/areas-of-focus/social-value.aspx	n/a		
Community Engagement	Will it promote health, increase community resilience, social cohesion, reduce social isolation and support sustainable development? Will it reduce inequalities in health and access to services? Will it increase participation including patients, the public, health professionals and elected officials to contribute to decision making? Have you sought the views of our communities in relation to the impact on sustainable development for this activity? Will it increase peer-support mechanisms? More info: http://www.sduhealth.org.uk/areas-of-focus/community-resilience.aspx	n/a		
Estimated carbon benefit	What is the estimated carbon benefit (in terms of tCO_2e) from the implementation of this project? As opposed to the current business as usual position. Speak with your sustainability manager and see the following guidance: More info: http://www.sduhealth.org.uk/areas-of-focus/carbon-hotspots/pharmaceuticals/cspm/sustainable-care-pathways-guidance.aspx	n/a		