

# Equality Impact Assessment

Title: **NES Learning and Education Strategy**

NES directorate or department: **NHS Scotland Academy, Learning and Innovation**

Date Report Completed: **February 2024**

## 1. Introduction

1.1 Equality Impact Assessment is a process that helps us to consider how our work will meet the 3 parts of the Public Sector Equality Duty. It is an important way to mainstream equality into our work at NES and to help us:

- Take effective action on equality
- Develop better policy, technology, education and learning and workforce planning solutions for health, social care and a wide range of our partners, stakeholders and employees
- Demonstrate how we have considered equality in making our decisions.

1.2 The Learning and Education Strategy sets out how NES will deliver education and training across the health and social care workforce and support our own colleagues working within NES to do so. It also sets the direction, principles, and priorities which will guide our future approach to fulfil our overall purpose and vision.

1.3 It outlines a set of abstract Principles and Priority Themes which inform and will be implemented and embedded through delivery of the NES Corporate Improvement Programmes: namely Learning and Education Quality System (LEQS), TURAS Refresh and Ways of Working; all of which aim to realize reduced inequalities or improved outcomes.

1.4 It establishes **seven Principles for Learning and Education** to provide an enduring set of parameters that will support decision-making and educational developments across a range of contexts and at different levels of the organisation:

1. Prioritising quality and impact through people
2. Supporting high quality learning and education
3. Enhancing coherence, reducing duplication, and driving efficiency
4. Actively seeking collaboration and partnership
5. **Embedding inclusivity, widening access** and responding to the climate emergency
6. Adapting for innovation and new ways of delivering health and social care
7. Systematically defining and measuring quality, value and impact

1.5 Informed and guided by our seven principles for learning and education, for the 2023 - 2026 strategic cycle we will focus our efforts on the following **four Priority Themes** and their outcomes:

1. Development and implementation of an integrated and holistic approach to quality
2. Developing new future-focused learning pathways
3. Enhancing learner-centred delivery
4. Working in Partnership

These will support recovery and transformation across health and social care, for the health and social care workforce, our partners, for the people of Scotland and for our staff.

1.6 The Learning and Education Strategy is relevant to all of NES's Equality Outcomes in that it is an **overarching organisational strategy focusing on learning and education** that is deliberately discipline / profession 'neutral'. It is intended to support transformational change within NES, enabling it to become an education leader in health and social care.

1.7 The Learning and Education Strategy builds on the NES Strategy and provides a **frame of reference** for related policies, processes and guidelines that will sit within a Learning and Education Quality System (LEQS) when this is established as part of the Strategy's implementation. This will support the embedding of inclusive, human rights-based and learner-centred educational approaches, considering equality, diversity, inclusion issues in decision making and promoting good practice.

## 2. Evidence

2.1 It is important to have up to date evidence to inform our impact assessment.

2.2 In assessing the potential impact of the Strategy, relevant research was reviewed to identify barriers to education and learning. We took cognisance of the NES Strategy 2023-26 and the Inclusive Education Policy both approved and implemented in 2023 as well as the respective EQIAs and literature reviews undertaken as part of their development, leaning particularly heavily on the latter. This avoided duplication of effort and repetition and enabled us to build on an existing bank of comprehensive information and pertinent analysis [See [inclusive education and learning policy eqia.docx \(live.com\)](#)]

2.3 This research was supplemented by the input of the Learning and Education Reference Group (LERG) featuring ~40 representatives from across all NES directorates as well as external input and the views of other staff through a consultation process. LERG and a small drafting sub-group played a central role in the development of the Learning and Education Strategy. LERG not only pooled subject matter expertise but, critically, enabled the two-way flow of ideas and information into and out of directorates and NES teams as it evolved. This ensured the Strategy reflected NES staff and partners closely involved in designing, supporting and delivering education and training to the health and social care workforce. The draft Strategy underwent consultation at different stages and evolved based on feedback received through the various sources:

- Internal stakeholder engagement: all NES staff consultation survey in August 2023 receiving 61 responses as well as late supplementary feedback. This was also issued to non-executive directors.
- External stakeholder engagement: survey to Board-approved stakeholder matrix as well as local collaborative partners in November 2023 receiving 35 responses as

well as late supplementary feedback.

- 17.5% of the responses to the consultation surveys specifically highlighted the Learning and Education Strategy's 'inclusivity'.
- Awareness raising via NES's Staff Networks.
- Regular referencing at all-staff Town Hall meetings and weekly updates from CEO to promote awareness and engagement.

2.4 Two stakeholder groups which had been ear-marked for engagement were Learners and Service Users. However, given the challenging timescale for the evolution of the Learning and Education Strategy, it was not possible to target learners, potential learners or service users directly through the consultation processes. This gap could be addressed as part of an evaluation and monitoring process throughout the implementation and delivery stages of the Learning and Education Strategy. Indeed, the evolving Lived Experience and Co-production Workstream within LEQS is focused on making sure that the views of people who use health and social care services are taken account of, and developing structured approaches to co-production where this is most valuable and appropriate.

### 3. Assessment

3.1 We have carefully considered how this work will impact on the Public Sector Equality Duty. This includes how it might affect people differently, taking account of protected characteristics and how these intersect, including with poverty and low income. This is important as a national NHS Board in our work to address health inequalities. We have also considered children's rights where appropriate and our role as a corporate parent.

3.2 A Fairer Scotland Assessment requires public authorities to actively consider how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions.

3.3 We have included our Fairer Scotland Assessment in this Equality Impact Assessment. (See **Appendix A**: Table of Potential Impacts of Priority Themes by Protected Characteristic and other Groupings). Awareness of these barriers to inclusion enables us to take an anticipatory approach in designing and delivering education in ways that accommodate a wide range of needs. This will inform the planned activities undertaken within the various LEQS Workstreams as well as the Project and Programme Boards which will have a role in ensuring positive impacts are amplified and negative impacts are avoided or mitigated. The planned activities under each Priority Theme are outlined in full within **Appendix A** along with the projected aims and outcomes. Our emerging quality systems will help ensure inclusivity is built-in from the outset and is considered in all aspects of design and delivery of our learning products.

3.4 This EQIA will be a reference point for the development of policy and processes, and the quality management of our programmes and learning products.

- How will it progress equality of opportunity for people who experience inequalities?

3.5 The Learning and Education Strategy aims to ensure that individuals from diverse backgrounds have equitable access to educational resources, opportunities and support systems, reducing systemic barriers to success. The ambition of this strategy is to promote equity in access to education and learning and contribute to a workforce that is informed of equality issues relevant to their role. The content of our learning provides an opportunity to ensure we do not perpetuate inequalities through lack of awareness of the experiences of different population groups. We have a role in the design of curricula and resources to equip staff with the knowledge and skills to provide services to a diverse population.

- How will it eliminate discrimination, victimisation or harassment or other unlawful conduct?

3.6 The Learning and Education Strategy will contribute to reducing or eliminating discrimination and bias by promoting and demonstrating awareness and understanding in practice at all stages of the learner journey (from recruitment, selection and access through engagement, assessment and progression to completion). Principles underpinning the strategy seek to enable participation, and advance equality, eliminate discrimination, victimisation or harassment.

- How can it promote good relations between people who share a protected characteristic and those who do not? For example, think about how we can tackle any prejudice or stigma.

3.7 The Learning and Education Strategy will help to challenge stereotypes and prejudices, fostering a more tolerant and accepting health and social care workforce by:

- Bringing people from different backgrounds together to learn from each other. This is an important way to challenge attitudes and behaviours towards people who are different from each other. NES recognises the significant role for educators in creating environments which support that; and
- Providing opportunities to address prejudice and stigma through the content of our learning e.g., ensuring that issues relevant to those who can be marginalised, and experience discrimination are recognised in our content and that we avoid perpetuating discrimination.

3.8 The Learning and Education Strategy aims to reduce socio-economic disadvantage by providing a framework for developing new future-focussed learning pathways, widening access and participation through the creation of clearer and more flexible career routes into and across health and social care roles.

3.9 There are many tangible deliverables with lasting and meaningful benefits set out within the Priority Themes which will be realised as the planned activities associated with the LEQS and TURAS Refresh Projects evolve, and as wider implementation of the Priority Themes progresses. These include:

- Clearer educational governance structures across the organisation which allow for

greater visibility of decision making and ensure that NES policy (including in relation to inclusive education and learning) is effectively taken account of and implemented in a systematic way.

- Clearer and more consistent processes for the development, approval, delivery and evaluation of learning and education products, within which EDI considerations and policies can be embedded. This will help to ensure consistent application and improved reporting.
- Systems which will support a learner-centered approach to promotion and delivery of learning opportunities and allow for more useful reporting to measure inclusivity and accessibility over time.
- Robust data and technology infrastructure and a learner records system to enable fuller reporting of EDI monitoring data in order to inform enhancement and improvement activity at organisational and local levels.

3.10 We have considered impact and decided that the evidence shows that there is no potential for unlawful discrimination in the implementation of the Learning and Education Strategy.

## **4. Next Steps**

4.1 The Equality Impact Assessment has informed the following actions:

- Monitor and evaluate implementation to ensure the Learning and Education Strategy is embedded and achieving its aims through the planned activities of the Priority Themes and aligned with the delivery timelines of NES's Corporate Improvement Programmes.
- Monitor progress on the implementation of the Learning and Education Strategy through the relevant NES governance structures, i.e., Project Management Office (PMO) reporting to the Transformation Group, and via the Education and Quality Committee to the Board.
- Undertake regular (at least three-yearly) reviews of the Learning and Education Strategy and supplementary policies to assess ongoing impact and recommend adjustments as appropriate.

## **5. Sign-off**

Director: Professor Kevin Kelman, NHS Scotland Academy, Learning and Innovation

Date: 27 February 2024

## Priority Theme 1 - Development and implementation of an integrated and holistic approach to quality

### Planned Activity

- **Quality Policy Framework** – developing clear standards and expectations on a ‘Once for NES’ basis, appropriate to the different types of learning we deliver and support, fulfilling the requirements of regulatory and professional bodies and educational best practice. Our policies will set expectations across the full life cycle of our resources, courses, and programmes – commissioning, design and approval, delivery and assessment, monitoring, evaluation, and review. Our policies will embed an accessible, inclusive, human rights based and learner centred approach.
- **Quality Assurance and Enhancement** – building a coherent approach to educational governance across NES, to meet the requirements of our Quality Policy Framework, accompanied by business processes and systems to underpin an organisational quality cycle, informed by data, evaluation outcomes and embedding metrics for reporting, assurance, and continual improvement.
- **Educator Quality and Competence** – being clear about the training our educators need and systematically planning how we provide this (working with partners where appropriate), supporting them as reflective practitioners and providing opportunities for development, progression and sharing practice. Within this, we will embed expectations and support for inclusive, human rights-based and learner-centred approaches.
- **Learning Design and Practice** – further developing the tools and resources to support educators in designing, delivering and (where relevant) assessing learning. In the medium term, we will extend the availability of these to others working in educational roles.
- **Quality of the Practice Learning Environment** – ensuring the experience of workplace and practice education is of high-quality, complies fully with all regulatory requirements and effectively supports our trainees and learners.
- **User Engagement** – ensuring we have the right mechanisms to meaningfully engage with learners, staff, and partner organisations.
- **Lived Experience and Co-production** – making sure the views of people who use health and social care services are taken account of through our work and developing structured approaches to co-production where this is most valuable and appropriate.

Impacted Grouping	Potential Positive Impacts	Potential Neutral Impacts	Potential Negative Impacts
Low income & Socio-Economic background	Clear standards and expectations ensure equitable access to learning resources regardless of financial status.  Emphasis on accessibility and inclusivity may mitigate barriers related to socio-economic background.	Depends on the availability of financial resources for training educators and enhancing learning design.  May depend on whether resources are effectively distributed to address specific challenges faced by learners from diverse socio-economic backgrounds.	If there are costs associated with educator training or learning resources that are not covered, it may exacerbate inequalities.  Lack of resources or support tailored to socio-economic differences may widen existing disparities.

**Appendix A:** Table of Potential Impacts on Priority Themes by Protected Characteristic and other Groupings

<b>Disability; Neurodiversity; Mental health; other long-term conditions</b>	Emphasis on accessibility and learner-centred approaches can greatly benefit individuals with disabilities and neurodiverse conditions.	Depends on the effectiveness of policies and practices in accommodating diverse needs.	If accessibility measures are not adequately implemented, it may exclude or disadvantage individuals with disabilities or specific mental health conditions.
<b>Race/ethnicity; Age; Sex; Gender reassignment; Sexual orientation; Religion/belief</b>	Inclusive policies and practices foster a supportive environment for individuals from diverse backgrounds.	May depend on the awareness and sensitivity of educators and administrators to diverse identities.	Without deliberate efforts to address bias and discrimination, marginalised groups may face barriers to participation and progression.
<b>Caring responsibilities</b>	Flexible engagement mechanisms and support for co-production may accommodate individuals with caring responsibilities.	Depends on the extent to which organisational practices recognise and support individuals with caring responsibilities.	Lack of flexibility and support may hinder participation for individuals with caring responsibilities.
<b>Low literacy</b>	Emphasis on learner-centred approaches may support individuals with low literacy levels.	Depends on the effectiveness of resources and support provided to address literacy challenges.	Inadequate support for low literacy learners may exacerbate educational inequalities.
<b>Remote and rural</b>	Enhanced accessibility through online resources and remote engagement mechanisms may benefit individuals in remote and rural areas.	Depends on the availability and reliability of infrastructure to support remote learning.	Limited access to resources or connectivity may further isolate individuals in remote and rural areas.
<b>Other population groups who experience inequality</b>	Emphasis on inclusivity and co-production may address specific needs and challenges faced by marginalised populations.	Depends on the extent to which organisational practices are responsive to the needs of diverse population groups.	Inadequate attention to the needs of marginalised populations may perpetuate inequality and exclusion.
<b>Notes</b>			

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**Priority Theme 2 - Developing new, future-focused learning pathways**

**Planned Activity**

- Defining existing career and learning pathways across health and social care professions and occupations, setting these down in a consistent ‘framework’ format that will allow us to identify challenges for career entry, progression, development, and mobility. Within these pathways we will embed digital skills, recognising that they are critical for inclusive access to learning and education and will increasingly underpin service delivery and transformation.
- Developing a more consistent approach to defining and aligning learning opportunities across NES and the education and skills sectors, to allow learning and education to be linked to the needs of individuals and with career and learning frameworks. Initially we will introduce a ‘prospectus’ to consolidate the learning offer available across NES. Building on this, we will create a digital presentation of learning, linked directly to career and learning pathways – aligned with Priority Theme 3: Enhancing learner-centred delivery.
- Informed by workforce data and analysis, innovation insights, and population health data, working with partners to commission or develop learning that supports a responsive yet coherent approach to building skills and competence where needs or gaps are identified, supporting people to move within and between roles. This will enable investments that both support individual aspirations and development and meet the existing and emerging needs of the health and social care system.
- Collaborating across the education and skills sectors to offer young people experiential learning opportunities, such as apprenticeships and internships, so people can explore careers in health and social care and appreciate the diversity of the sector and the professions and occupations within it.
- Highlighting career mobility opportunities and the transferable skills and knowledge that can support movement across roles, particularly for experienced members of the workforce and those entering from other sectors, through our career and learning frameworks.

<b>Impacted Grouping</b>	<b>Potential Positive Impacts</b>	<b>Potential Neutral Impacts</b>	<b>Potential Negative Impacts</b>
<b>Low income &amp; Socio-Economic background</b>	Clear career pathways and learning frameworks can provide guidance and opportunities for career advancement, potentially breaking socio-economic barriers.	Accessibility to digital resources and learning opportunities may depend on the availability of financial support and infrastructure.	Without adequate support, individuals from low-income backgrounds may struggle to access and benefit from career development opportunities.
<b>Disability; Neurodiversity; Mental health; other long-term conditions</b>	Inclusive career pathways and learning frameworks may accommodate diverse needs and abilities, promoting equal access to opportunities.	Implementation may vary based on the effectiveness of accommodations and support mechanisms.	Lack of consideration for diverse needs may create barriers to entry and progression for individuals with disabilities or mental health conditions.



**Appendix A: Table of Potential Impacts on Priority Themes by Protected Characteristic and other Groupings**

<b>Race/ethnicity; Age; Sex; Gender reassignment; Sexual orientation; Religion/belief</b>	Transparent career pathways and learning frameworks can help mitigate discrimination and bias by providing equal access and opportunities for all groups.	Effectiveness depends on the inclusivity and sensitivity of the approach.	Inadequate representation and recognition of diverse identities may perpetuate systemic inequalities.
<b>Caring responsibilities</b>	Flexible learning opportunities and career pathways can accommodate individuals with caring responsibilities, enabling them to balance work and personal obligations.	Depends on the extent to which policies and practices recognise and support caregivers.	Lack of flexibility and support may hinder career advancement for individuals with caring responsibilities.
<b>Low literacy</b>	Clear and accessible learning frameworks may assist individuals with low literacy levels in navigating career options and development pathways.	Depends on the effectiveness of resources and support provided to address literacy challenges.	Inadequate support for low literacy learners may hinder their ability to engage with career development opportunities.
<b>Remote and rural</b>	Digital presentation of learning and career pathways can increase access to opportunities for individuals in remote and rural areas.	Accessibility may still be limited by factors such as internet connectivity and infrastructure.	Disparities in access to technology and resources may exacerbate existing inequalities for individuals in remote and rural areas.
<b>Other population groups who experience inequality</b>	Emphasis on inclusivity and career mobility can address specific needs and challenges faced by marginalised populations.	Depends on the extent to which organisational practices are responsive to the needs of diverse population groups.	Inadequate attention to the needs of marginalised populations may perpetuate inequality and exclusion in career development opportunities.
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<b>Priority Theme 3 - Enhancing learner-centred delivery</b>			
<p><b>Planned Activity</b></p> <ul style="list-style-type: none"> <li>• Delivering a Turas Refresh project, as part of our Corporate Improvement Programme. This will incorporate:                             <ul style="list-style-type: none"> <li>- user engagement across stakeholder groups, providing an evidence base for the user and consumer expectations of a modern, dynamic learning and development experience.</li> <li>- an independent review of our existing technology and data architecture.</li> <li>- consideration of the wider enterprise architectures in operation across the sector and how best to achieve joined up and effective data flows.</li> </ul> </li> <li>• Building on the work to understand user requirements, technology, and data architecture we will streamline learning resources, courses and programmes with career and learning frameworks, ultimately combining these with learner profiles and through technology to create a personalised presentation of learning opportunities that support progression and skill development for individual learners.</li> <li>• Ensuring inclusive and learner-centred approaches are embedded in our organisational expectations for the development, design and delivery of learning and education. Enhanced educator training, sharing best practices and using our partnerships with other educational organisations to support this (for example strategic partnerships with Higher Education Institutions).</li> <li>• The development of representation structures and co-production processes for learners and practice educators to enhance NES’s responsiveness. We will embed these in quality assurance and enhancement expectations.</li> <li>• Increasing engagement with employers to identify and develop good practice in supporting staff to undertake learning and development in the workplace.</li> <li>• Developing and implementing an integrated and holistic approach to quality (Priority Theme 1), establishing, and supporting an educator skills framework, including training that supports educators to identify learner needs – including digital literacy and skills needs – and develop learner centred approaches to address these needs.</li> </ul>			
<b>Impacted Grouping</b>	<b>Potential Positive Impacts</b>	<b>Potential Neutral Impacts</b>	<b>Potential Negative Impacts</b>
<b>Low income &amp; Socio-Economic background</b>	Streamlining learning resources and incorporating career and learning frameworks can make educational opportunities more accessible and cost-effective.	Depends on the availability of financial resources to support technology enhancements and educator training.	Lack of financial resources may hinder access to technology and personalised learning opportunities for individuals from low-income backgrounds.
<b>Disability; Neurodiversity; Mental health; other long-term conditions</b>	Inclusive and learner-centred approaches can cater to diverse needs, promoting equal access and participation.	Effectiveness depends on the implementation of accessibility features and educator training on inclusive practices.	Without adequate accommodations and support, individuals with disabilities or mental health conditions may face barriers to accessing and benefiting from the learning experience.

**Appendix A: Table of Potential Impacts on Priority Themes by Protected Characteristic and other Groupings**

<b>Race/ethnicity; Age; Sex; Gender reassignment; Sexual orientation; Religion/belief</b>	Representation structures and co-production processes can ensure diverse perspectives are considered, fostering inclusivity, and belonging.	Depends on the effectiveness of the representation structures and the sensitivity of educator training to diverse identities.	Inadequate representation and recognition of diverse identities may perpetuate marginalisation and exclusion.
<b>Caring responsibilities</b>	Increased engagement with employers to support staff learning and development in the workplace can accommodate individuals with caring responsibilities.	Depends on the extent to which employers provide flexible learning opportunities and support mechanisms.	Lack of employer support may limit the ability of individuals with caring responsibilities to engage in learning and development activities.
<b>Low literacy</b>	Streamlining learning resources and incorporating personalised learning opportunities can cater to individuals with low literacy levels.	Depends on the effectiveness of resources and support provided to address literacy challenges.	Inadequate support for low literacy learners may hinder their ability to engage with the learning content effectively.
<b>Remote and rural</b>	Technology enhancements and personalised learning opportunities can mitigate geographic barriers for individuals in remote and rural areas.	Accessibility may still be limited by factors such as internet connectivity and infrastructure.	Disparities in access to technology and resources may exacerbate existing inequalities for individuals in remote and rural areas.
<b>Other population groups who experience inequality</b>	Inclusive and learner-centred approaches, as well as representation structures, can address the specific needs and challenges faced by marginalised populations.	Depends on the extent to which organisational practices are responsive to the needs of diverse population groups.	Inadequate attention to the needs of marginalised populations may perpetuate inequality and exclusion in learning and development opportunities.
<b>Notes</b>			

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<b>Priority Theme 4 - Working in Partnership</b>			
<b>Planned Activity</b>			
<ul style="list-style-type: none"> <li>• Systematically extending and prioritising partnership working across the system. We will continue to deepen our engagements across health and social care as well as the education and skills sectors, to deliver more, together.</li> <li>• Broadening and deepening strategic engagements across health, social care, education, and skills sectors, making our purpose and vision clear and identifying synergies with our partners. NES will actively seek to understand the needs of our partners, including other NHS Boards, HSCPs and local government, so we can better support them to deliver improved outcomes for people through learning and education.</li> <li>• Aligning with partners, sharing common goals, pooling resources, and coordinating to deliver greater value and impact through joint planning processes.</li> <li>• Providing support, coordination, and information for learning and skills responses with an emphasis on future learning pathways (Priority Theme 2) and alignment with service and workforce needs.</li> <li>• Partnering with organisations providing insights into health and social care innovation and seeking to understand and support these through learning and education, including technologies for improved care quality and availability.</li> <li>• Developing systematic communications across partner networks to promote coherence and a shared understanding of system needs.</li> <li>• A structured and corporate approach to strategic partnership formation, development, evaluation, and review - ensuring we get the best impact from our work with other organisations. There will be clear links between our strategy, key performance indicators and our partnerships.</li> </ul>			
<b>Impacted Grouping</b>	<b>Potential Positive Impacts</b>	<b>Potential Neutral Impacts</b>	<b>Potential Negative Impacts</b>
<b>Low income &amp; Socio-Economic background</b>	Partnership working may lead to the creation of more accessible and affordable learning opportunities, benefiting individuals from low-income backgrounds.	Accessibility to partnership resources and opportunities may vary based on socio-economic factors.	If partnerships do not prioritise equitable access, individuals from low-income backgrounds may still face barriers to participation.
<b>Disability; Neurodiversity; Mental health; other long-term conditions</b>	Partnership working can facilitate the development of inclusive learning environments and resources, accommodating diverse needs.	Effectiveness depends on the inclusivity of partnership initiatives and accommodations provided.	Inadequate consideration for diverse needs within partnerships may limit accessibility and perpetuate exclusion.
<b>Race/ethnicity; Age; Sex; Gender reassignment; Sexual orientation; Religion/belief</b>	Strategic engagements with diverse partners can foster cultural sensitivity and address the specific needs of marginalised groups.	Effectiveness depends on the inclusivity and cultural competence of partnership initiatives.	Lack of diversity and inclusion within partnerships may perpetuate systemic inequalities and exclusion.

**Appendix A:** Table of Potential Impacts on Priority Themes by Protected Characteristic and other Groupings

<b>Caring responsibilities</b>	Partnership working may lead to the development of flexible learning opportunities that accommodate individuals with caring responsibilities.	Depends on the extent to which partnerships recognise and support caregivers.	If partnerships do not prioritise flexibility, individuals with caring responsibilities may struggle to engage in learning opportunities.
<b>Low literacy</b>	Collaborative efforts may lead to the development of accessible learning materials and support systems for individuals with low literacy levels.	Depends on the effectiveness of literacy support provided within partnership initiatives.	Lack of emphasis on literacy support within partnerships may hinder access to learning opportunities for individuals with low literacy levels.
<b>Remote and rural</b>	Partnership working can address geographic barriers by expanding access to learning resources and opportunities in remote and rural areas.	Accessibility may still be limited by infrastructure and connectivity issues.	If partnerships do not address infrastructure challenges, individuals in remote and rural areas may continue to face barriers to participation.
<b>Other population groups who experience inequality</b>	Strategic partnerships can address specific needs and challenges faced by marginalised populations, promoting inclusion and equity.	Depends on the extent to which partnerships prioritise the needs of diverse population groups.	Lack of attention to the needs of marginalised populations within partnerships may perpetuate inequality and exclusion.
<b>Notes</b>			