Equality and Fairer Scotland Impact Assessment

Clinical Supervision for the Nursing and Midwifery Workforce: Supervisor Preparation Programme and eLearning Resources

1.   Introduction

NES directorate or department: Nursing, Midwifery and Allied Health Professionals (NMAHP) Equality, Fairer Scotland and Children's Rights Impact Assessment help us to make good decisions. It's a process to help us think about how we can:

- Take action to advance equality

- Eliminate unlawful discrimination, harassment and victimisation

- Foster good relations

- Develop better technology, education and learning and workforce planning solutions to contribute to Scotland's health and care

- Support us to be a diverse and inclusive employer

- Demonstrate how we have considered equality and children's rights in making our decisions.

Impact Assessment helps us to consider how our work will meet the Public Sector Equality Duty, and it is an important way to mainstream equality into our work at NES.

2.   Purpose/objective of proposed work

Clinical supervision (CS) aims to enable and empower practitioners to provide high-quality, safe, person-centred care. It provides staff with time, feedback, and guidance, in a psychologically safe space, to critically reflect on and in, their practice (NHS Education for Scotland, 2023).

The NES Practice Education team are updating and developing a new clinical supervisor preparation programme which includes a core skills workshop and a suite of eLearning resources to support the nursing and midwifery workforce in Scotland to develop the knowledge, skills and understanding to actively engage with and facilitate CS.

The NES Inclusive Education and Learning Policy (2023) underpins the design and delivery of the clinical supervisor preparation programme and learning resources, sharing the vision that:

- health and social care staff will have equitable opportunities in access to and experience of education and learning.
- our education and learning content will be inclusive and representative of diverse perspectives and experiences.

- it will support progress in addressing societal inequalities by promoting greater understanding of them.

3.   Evidence

A short life working group was formed to undertake this EQIA, with regional representation from the NES Nursing and Midwifery Practice Educator National Network (NESPENN).

We carried out a desk-based literature review to identify:

- potential barriers to educational engagement, learning and attainment for people from diverse population groups.
- best practice for creating inclusive learning environments.

Where available, we have used [Scottish Health Workforce equality and diversity data](#) to help us understand the demographic of the staff for whom the clinical supervisor preparation programme learning resources are intended, and consider how to address potential inequalities of access, participation, or attainment.

Our working group is representative of a range of nursing and midwifery fields of practice, and we have been able to provide a lived experience perspective relating to several population groups and protected characteristics. Consultation with stakeholders has been integral to the development of the resources. This has allowed us to enhance our representation and hear the perspectives of a more diverse range of staff from the NHS Scotland workforce, which is the target audience for our learning resources and clinical supervisor preparation programme.

We have included EQIA discussions as a standing item to our CS resource development planning meetings to ensure equality considerations are embedded from the outset and revisited regularly.

4.   Summary

We have considered how this work will impact on the Public Sector Equality Duty and the Fairer Scotland Duty (See Annex A). 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 and our role as a corporate parent. Our current CS learning resources support supervisors to consider trauma, strengths-based approaches, societal barriers, determinants of health, resilience, self-awareness, and wellbeing at work. These principles help staff reflect on how they support people in their

care, but they are not specific to children's rights or corporate parenting. To improve, we intend to strengthen the focus on children's rights by embedding practical examples and prompts that help staff reflect on how their decisions and relationships uphold the rights of children and young people. We also aim to support supervisors to explore their corporate parenting responsibilities more deeply, including how these influence advocacy, decision-making, and relational practice.

Throughout the CS learning resource development and this impact assessment, we have consistently considered potential differential outcomes for people with protected characteristics, embedding measures to advance equality of opportunity, increase inclusion, and reduce discrimination.

- To help foster inclusion, challenge stereotypes and ensure diverse identities are visibly valued, we have incorporated images, case studies and examples of people with different protected characteristics and from diverse population groups both participating in and facilitating CS. It is recognised that that continued work is required to ensure meaningful representation within our resources. For all protected characteristics we are committed to avoiding stereotypes and tokenism and instead aim to reflect diverse experiences in a respectful and authentic way.

- We have embedded the principles of trauma informed practice, equality, diversity and cultural humility as core knowledge, skills and behaviours (KSBs) for all clinical supervisors, as outlined in the CS Capability Framework, and supported by the supervisor preparation learning resources. Thes KSBs ensure that clinical supervisors:
  - foster psychological safety
  - support self-awareness and exploration of potential bias
  - promote inclusive communication and behaviours
  - constructively challenge prejudice

- Once published, the ownership of the provision and facilitation of the core clinical supervisor preparation workshop will sit with the territorial boards. To help ensure learning environments are welcoming, accessible, and responsive to diverse needs, we have developed content for the Facilitator Pack that highlights the importance of supporting participation and access to learning for individuals who may face barriers. Facilitators will be encouraged to reflect on inclusive practices and to familiarise themselves with their legal responsibilities and organisational policies or guidelines on inclusive learning.
- We have actively designed materials that reflect diverse experiences, remove barriers to participation, and support equitable access to development opportunities across the workforce. Through ongoing stakeholder engagement, inclusive design practices, and feedback mechanisms, we strive to ensure that individuals from all backgrounds can benefit equally from our resources.

- Our learning resource evaluation strategy includes seeking user feedback and carrying out evaluation that enables learners to identify barriers to inclusion and highlight any potential discrimination we may have overlooked. This data will be used for quality improvement purposes.

While we have taken meaningful steps to improve inclusivity, increase participation and reduce both disadvantage and prejudice, we recognise that this is an ongoing process, and we are committed to a continuous improvement approach.

The impact assessment has led us to conclude currently that we do not expect this work to result in any unlawful discrimination. We have built in actions to advance equality of opportunity and foster good relations, and we will continue to review and strengthen these efforts, including undertaking the actions detailed in Section 5.

5.   Making a difference

The impact assessment has informed the following:

Issue or Risk identified	Proposed changes/action	Timescale
Consultation with stakeholders has been integral to the development of our resources. This has allowed us to hear the perspectives of a diverse range of staff from the NHS Scotland workforce. However, we recognise that these stakeholders may not be individuals with protected characteristics.	We intend to build stronger connections and expand our networks to ensure diverse perspectives, including those of people with protected characteristics, are actively included in the development and review of our learning resources.	Ongoing
We have identified that we can strengthen the focus on children's rights and corporate parenting responsibilities within our clinical supervisor preparation programme.	To achieve this, we aim to embed practical examples and reflective prompts to help staff consider how their decisions and relationships uphold the rights of children and young people, while also supporting supervisors in exploring their corporate parenting responsibilities.	At next product review

6.   Monitoring

The impact assessment will be reviewed to understand the actual impacts of the work.

- The impact assessment will be reviewed at the next product review or if significant changes are planned to the CS preparation programme or learning resources.

7.   Sign-Off

Director: Karen Wilson

Date: 04/09/2024

Review completed (1): January 2026

Review (2): January 2027

Annex A: Impact on equality & socio-economic disadvantage

Relevant group	Could your work result in unlawful discrimination?	Could your work put people at a disadvantage / make their lives worse?	Can your work advance equality of opportunity?	Can your work foster good relations?
People in different age groups	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have: • made our resources available in different formats that are printable and downloadable. • incorporated images, case studies and examples of people in different age groups, to foster inclusion and ensure diverse identities are visibly valued	We have embedded the principles of trauma informed practice, equality, diversity and cultural humility as core knowledge, skills and behaviours (KSBs) for all clinical supervisors, as outlined in the CS Capability Framework and supported by the supervisor preparation learning resources. These KSBs ensure that clinical supervisors: • foster psychological safety • support self-awareness and exploration of potential bias • promote inclusive communication and behaviours • constructively challenge prejudice

				We are continuing to develop links with relevant networks and people with living experience to collaboratively develop inclusive and accessible learning resources. We have an evaluation strategy that enables learners to identify barriers to inclusion and highlight any potential discrimination we may have overlooked.
				Once published, the ownership of the provision and facilitation of the core clinical supervisor preparation programme will sit with the territorial boards. To help ensure learning environments are welcoming, accessible, and responsive to diverse needs, the Facilitator Guide reinforces the importance of supporting participation and access to learning for individuals who may face barriers. Facilitators will be encouraged to reflect on inclusive education practices and to familiarise themselves with national and local, policies or guidelines on inclusive learning.

Disabled people	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have: • Ensured all digital resources adhere to the Web Content Accessibility Guidelines (WCAG) Standards 2.2AA • Used Flesch Kincaid Calculator Tool to optimise readability of supervisor preparation eLearning units • Incorporated details of how to request resources in summary format, in alternative formats and community language, including contact email address • All eLearning modules have an accessibility audit prior to being published. Included representation of people with disabilities in learning resource images, case studies and scenarios, to foster inclusion and ensure diverse identities are visibly valued.	As above

Trans and non-binary people	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	The Equality and Human Rights Commission (EHRC) is currently reviewing the consultation responses to the proposed revisions to its statutory Code of Practice. Once the Code is approved by the UK Parliament, we will review and update our approach accordingly.	As above
People who are pregnant or on maternity leave	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have designed the resources to be flexible ensuring that, where a pause is necessary, the learner will not be disadvantaged.	As above
People from different ethnic backgrounds	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have incorporated images, case studies and examples of people from diverse population groups both participating in and facilitating CS to foster inclusion and ensure diverse identities are visibly valued	As above
People with religious or protected beliefs	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have acknowledged and represented the diversity of the workforce via visual images of staff wearing religious clothing within the CS programme and resources to ensure diverse identities are visibly valued.	As above

Men and women [This may include carers, because many are women.]	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have: • Designed our materials to reflect diverse experiences, remove barriers to participation, and support equitable access to development opportunities across the workforce. • Both male and female staff are represented with the CS programme and resources.	As above
People who are heterosexual, lesbian, gay or bisexual	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have designed our materials to reflect diverse experiences, remove barriers to participation, and support equitable access to development opportunities across the workforce.	As above
People who are married or in a civil partnership [only in employment situations]	As this is not an employment situation this category does not apply to our learning resources	N/A	N/A	As above

Care experienced people	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We plan to embed practical examples and reflective prompts to help staff consider how their decisions and relationships uphold the rights of care-experienced children and young people, while also supporting supervisors in exploring their corporate parenting responsibilities.	As above
People living in remote, rural and island communities	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse.	We have designed the CS resources to be flexible. Synchronous learning resources will be housed on Turas Learn and synchronous elements of the CS Preparation Programme can be delivered in-person or online so that people who are living in remote and rural areas can access the learning events without the need to travel.	As above

People experiencing health inequalities caused by socio-economic disadvantage [including people living in different or difficult circumstances such as people experiencing homelessness, who are in prison or are ex-offenders, people with addictions and people involved with prostitution. Note – links between socio-economic factors and education.]	We do not expect this work to result in unlawful discrimination.	We do not expect this work to put people at a disadvantage/make their lives worse. The target audience for CS learning resources and supervisor preparation pathway are staff employed by Health and Social Care organisations. Therefore, we anticipate they will be protected by organisational employment policies and legislation.	As the programme and learning resources will be completed as part of an employee's continuing professional development, there is an expectation that their employer will provide adequate time and digital resources for them to undertake the learning. We aim to help advance equality of opportunity by ensuring learning resources are freely accessible on Turas, and that staff from all backgrounds, including those experiencing socio-economic disadvantage, can engage in professional development without financial barriers. By embedding lived experience and inclusive scenarios into our materials, we raise awareness of the impact of poverty on health and equip staff with the skills to respond sensitively and effectively. This can help reduce discrimination and promote more equitable care.	As above

People experiencing employment inequalities caused by socio-economic disadvantage	We do not expect this work to result in unlawful discrimination.	As above	As above	
Carers	We do not expect this work to result in unlawful discrimination.	As above	We have provided flexible learning options for all learners including those with childcare and/or caregiving responsibilities.	