Equality Impact Assessment Report Template

Title: Cultural Humility Digital Learning Resource

NES directorate or department: NHS Scotland Academy/NHS Education for Scotland (NES) Equality, Diversity & Human Rights Team

Date Report Completed: 12/08/2024

# Introduction

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.

An Equality Impact Assessment has been carried out on digital educational resource to support the development of Cultural Humility values and behaviours in the health and social care workforce in Scotland. As part of the preparation, design and delivery of targeted education and recruitment for health and social care in Scotland, NHS Scotland Academy collaborated with NES Equality, Diversity and Human Rights Team and expert stakeholders to develop an online digital learning resource for Cultural Humility that can be utilised via TURAS by Scotland’s health and social care workforce

Cultural humility is defined in the resource as:

“A concept and framework that goes beyond cultural awareness and sensitivity. It involves a deeper level of self-reflection, self-critique, and an ongoing willingness to learn and engage with individuals from different cultural backgrounds. Cultural humility acknowledges that nobody can ever fully understand or master every aspect of a culture, and it encourages a lifelong commitment to understanding and respecting others' experiences, values, and worldviews.”

The Learning Outcomes for the resource are:

* Understand the concepts that underpin cultural humility.
* Identify the key behaviours for developing an inclusive workplace.
* Apply a reflective approach aimed at transforming practice in health and social care.

NHSSA has a key role in supporting the immediate workforce priority needs of NHS Scotland. Working collaboratively with partners offers opportunities for innovative solutions to both augment current training provision and through the development of bespoke accelerated programmes. NHSSA programmes are developed and delivered at pace utilising digital and technological solutions to maintain a flexible responsive approach to meet the needs of NHS Scotland.

NES Equality, Diversity and Human Rights Team manages the Equality and Diversity Zone on Turas. The team’s remit includes developing resources for learning on equality, diversity, and human rights both as stand-alone resources for health and social care but also to support NES educators in embedding equality into a wide range of training and education resources. They will work in collaboration with NHSSA in the design, development and delivery of the resource, including programme review and maintenance. Expert stakeholders will provide specialist knowledge and expertise for programme content.

There is currently no learning module on Turas Learn specifically in this area. The health and social care workforce is increasingly diverse, reflecting diversity in the population as well as international recruitment. It has therefore been developed to contribute to a workforce that is inclusive, non-discriminatory, values diversity and supports equality.

This resource is intended as an introductory resource for all health and social care staff but will contribute to the knowledge and skills of NES’s educator workforce on inclusion, culture and anti-racism.

This is a new resource, and an equality impact assessment was undertaken as the resource was developed. The cultural humility steering group was involved in the impact assessment. This included staff from NHS Scotland Academy, NES’s Equality and Diversity Human Rights Team and stakeholders from the social care sector. This report provides an overview of the evidence that informed the resource, the consideration of differential impact and how it can support the aims of the Public Sector Equality Duty. As this is a new resource, evaluation plans are being considered and the findings in the impact assessment will be reviewed considering feedback and evaluation of the resource.

The programme of learning will support Scotland’s health and social care workforce in the preparation of Cultural Humility values and behaviours.

This resource will also contribute to one of NES’s Equality Outcomes:

* The knowledge and skills for our educators and designers to support accessible and inclusive digital capability and technology enhanced learning is supported. This will focus on accessibility and inclusion, culture and anti-racism knowledge and skills.

Completion of the programme of learning will facilitate a willingness to engage in a lifelong process of self-reflection and self-critique in relation to cultural identities, practices, and beliefs.

Expected outcomes for completion of the programme include increased recognition and respect for the complexity of different cultures and diversity, as well as acknowledging one's own limitations in understanding and experiencing these cultures. It will encourage and support cultural humility, which is a commitment to learning from and collaborating with diverse communities and recognising the power imbalances that exist within these relationships.

# Evidence

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

A literature review was carried out to inform the development of the resource. This included literature from the UK and other countries, particularly North America and Australia and New Zealand. The literature search covered concepts including cultural competence, cultural humility, cultural safety and cultural intelligence. It explored theoretical, educational and clinical elements including models, educational programmes and tools to measure cultural competence.

Research into the experiences of staff working in health and care in the UK was also considered. International recruits working in the NHS and social care, staff from Black and Minority Ethnic communities, and other research findings on the experience of staff from under-represented and/or marginalised groups.

In addition to evidence from literature, conversations/ interviews were undertaken to gather lived experiences of international workers in health and social care across Scotland. The conversations informed the scripts which were developed for the videos in the resource to ensure content integrity and currency. The videos are an important part of delivering the learning outcomes. An expert stakeholder group including representation from various educational, clinical and professional groups informed the programme design and development

The NHSSA programme design and development process is inherently inclusive and is initiated over 2 x Learning and Development Design Roadmap (SALDR) workshops to support a collaborative, co-productive approach with identified stakeholders. SALDR workshops have been designed to facilitate development of robust, learner-centred, outcomes-focussed curriculums that meet service and learner needs.

SALDR is adapted from similar evidence-based roadmaps published under a [Creative Commons Attribution-Non-commercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/). These include [ELDeR](https://www.ed.ac.uk/information-services/learning-technology/learning-design) by the University of Edinburgh, and [CAIeRO](http://blogs.northampton.ac.uk/learntech/2014/12/24/demystifying-the-caiero/) by the University of Northampton, both of which are based on Professor Gilly Salmon’s [Carpe Diem](http://www.gillysalmon.com/uploads/1/6/0/5/16055858/carpe_diem_planning_process_workbook_v17-january_2015.pdf) Five Stage Model. Carpe Diem stems from original research by Professor Gilly Salmon at the Universities of Glasgow Caledonian, Bournemouth and Anglia Ruskin. It was developed further at the Universities of Leicester, Southern Queensland, Northampton, Swinburne and Western Australia.

Key evidence sources that informed the EQIA and the development of this resource include:

Campinha-Bacote, J., (2011) Delivering Patient-Centered Care in the Midst of a Cultural Conflict: The Role of Cultural Competence. OJIN: The Online Journal of Issues in Nursing .16 (2). Manuscript 5.

Crenshaw, K.(1989) Demarginalizing the intersection of race and sex: Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Leg Forum. 1:139-168.

Hawala-Druy S., Hill, M.H. (2012) Interdisciplinary: Cultural competency and culturally congruent education for millennials in health professions. Nurse Education Today 32: 772–778.

Foronda C., Baptiste D-L, Reinholdt MM, Ousman K. (2016) Cultural humility: a concept analysis. J Transcultural Nursing. 27(3):210-217. doi:10.1177/1043659615592677

Gallagher, R.W., Polanin, J.R. (2015) A meta-analysis of educational interventions designed to enhance cultural competence in professional nurses and nursing students. Nurse Education Today. 35: 333-340.

Garneau, B.G, Pepin, J. (2015) A constructivist theoretical proposition of cultural competence development in nursing Nurse Education Today. 35:1062–1068.

Gustafson, D.L. (2005) Transcultural Nursing Theory from a Critical Cultural Perspective Advances in Nursing Science. 28 (1): 2–16.

Jefferys M.R. (2018) Evidence-Based Updates and Universal Utility of Jeffreys’ Cultural Competence and Confidence Framework for Nursing Education (and Beyond) Through TIME. Annual Review of Nursing Research. 37(1): DOI: 10.1891/0739-6686.37.1.43

Jeffreys M. R., Dogan, E. (2012) Evaluating the influence of cultural competence education on students’ transcultural self-efficacy perceptions. Journal of Transcultural Nursing. 23(2): 188–197.

Jongen, C., McAlman, J., Bainbridge, R. (2018) Health workforce cultural competency interventions: a systematic scoping review. BMC Health Services Research. 18:232.

Leininger, M. M. (2006). Ethnonursing research method and enablers. In: Leininger, M.M. & M. R. McFarland (Eds.), Culture care diversity and universality: A worldwide nursing theory. (2nd ed. pp. 43–82). Sudbury, MA: Jones & Bartlett Publishers.

Loftin, C. et al. (2013) Measures of Cultural Competence in Nurses: An Integrative Review. The Scientific World Journal Article ID 289101.

Smit, E.M., Trimethick, M.J. (2012) Development of an international interdisciplinary course: A strategy to promote cultural competence and collaboration. Nurse Education in Practice. 13: 132-136.

Truong et al. (2014) BMC Health Services Research. 14:99. http://www.biomedcentral.com/1472-6963/14/99

Warren, N, Baptiste, D. L, Foronda C, Mark, H.D. (2017) Evaluation of an intervention to improve clinical nurse educators' knowledge, perceived skills, and confidence related to diversity. Nurse Education. 42(6):320-323.

Wright R, Baptiste D, Booth A, et al. (2021) Compelling voices of diversity, equity, and inclusion in prelicensure nursing students: application of the cultural humility framework. Nurse Education. 46(5): E90-E94.

Further details can be provided by contacting the team at: nhsscotlandacademy@nhs.scot

The Equality Impact Assessment will be published following resource launch. Comments and feedback on our initial assessment are welcomed to inform the EQIA.

# Assessment

We have 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.

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.

We have included our Fairer Scotland Assessment in this Equality Impact Assessment.

See guidance on the Fairer Scotland Duty on the Equality and Diversity Sharepoint Hub: [Fairer Scotland Duty: guidance for public bodies](https://www.gov.scot/publications/fairer-scotland-duty-guidance-public-bodies/).

**Summary of Assessment of Impact**

In summary:

* The resource is intended to contribute by supporting the development of cultural humility values and behaviours in the health and social care workforce
* It is designed to promote transformational, lifelong learning and encourages reflection and enhanced self-awareness through the use of reflective exercises and templates that can be used for application in practice
* This resource is delivered digitally which supports the diverse learning needs of the health and social care workforce in how it can access technology for learning. It has been designed so that it is broken down into unit and sections that can be undertaken flexibility, in chunks of time rather than in one setting and meets NES’s accessibility guidelines. It also offers a flexible delivery to improve access for remote and rural learners and boards. The resource meets accessibility guidelines as it has been built on the Turas Learn e-learning platform.
* It is recognised that the starting point of knowledge and skills in learners may differ. The resource has been designed flexibility to learn at pace with opportunities to focus of specific areas of identified learning for each individual.
* We recognise that learners will present with individual lived experiences and will be affected differently. We have introduced all concepts and learning in a way that we hope will make people feel safe.

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We have also considered children’s rights where appropriate and our role as a corporate parent.

We have set out our assessment of impact on different protected characteristics in Annex A.

**Annex A:**

|  |  |  |
| --- | --- | --- |
| **Protected Characteristic / Population Group**  | **Positive / Negative / Neutral Impact**  | **Rationale**  |
| **Age**  Children/Young People – including consideration of children’s rights. Adults Older age groups   | Positive  | The resource intends to support the workforce to consider diversity and provide an inclusive, non-discriminatory workplace for staff and service users in health and social care. There is not specific content on age discrimination in the module, but the resource pack includes a case study on dementia and menopause. As the resource is aimed at all health and social care workers it intends to provide the workforce with a common understanding about cultural humility and inclusion. It is recognised that workers, including those of different ages will have different experiences of the workplace and knowledge and skills around cultural humility.  |
| **Care Experience**  | Positive  | The explanation of culture includes all the different parts of our identity, which could include experience in care. The module does not specifically highlight issues that care experience people may experience however core principles can be adopted for application in relevant context using toolkit resources provided. This could be considered as a future case study in the resource pack or as the module is updated.  |
| **Disability** (incl. physical/ sensory/ learning disabilities, neurodiversity, communication needs; mental health)  | Positive  | The explanation of culture sets out a very inclusive definition - all the different parts of our identity. The module does not specifically highlight issues that people with a disability may experience. However, the resource pack includes case studies that cover Dyslexia, Crohn’s Disease, Autism, hearing loss and Dementia. The module has been split into parts so that learning can be done at the pace of the learner. It includes a variety of text, animation, video, self and group learning activities which aims to meet different learning styles. The resource meets accessibility guidelines as it has been built on NES’s e-learning platform.  |
| **Pregnancy and Maternity**  | Positive  | The module does not specifically highlight issues that impact on pregnancy and maternity however core principles can be adopted for application in relevant context using toolkit resources provided. This could be considered as a future case study in the resource pack or as the module is updated |
| **Marriage/civil partnership (Protected characteristic in relation to employment)**  | Positive  |  The module does not specifically highlight issues that impact on marriage/civil partnership in relation to employment; however core principles can be adopted for application in relevant context using toolkit resources provided. This could be considered as a future case study in the resource pack or as the module is updated |
| **Gender Reassignment**  | Positive  |  The module does not specifically highlight issues that impact on gender reassignment in the broader context however it does include scenarios on related topics that may contain common pointes of reflection (i.e. gender neutral toilets and use of pronouns). Core principles can be adopted for application in relevant context using toolkit resources provided. This could be considered as a future case study in the resource pack or as the module is updated |
| **Race/Ethnicity**  | Positive  | Potential differential impact on people from minority ethnic backgrounds and international workers if the resource is interpreted to be about race and ethnicity only and perpetuates any stereotypes or prejudices towards minority ethnic staff in the workplace. The following has been put in place: * The introduction the key concepts has a broad definition of culture and what cultural humility is about.
* The videos have been informed by the experiences of health and social care workers in Scotland – specifically internationally educated and trained workers.
* The resource pack includes a wide range of experiences that are wider than those in the video case studies.
* The reflective exercises prompt learners to consider their own privilege and actions they can take.
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| **Religion/Faith (including none)**  | Positive  |  The module does not specifically highlight issues that impact on religion/faith however wider aspects of culture are considered to include religion and faith and core principles can be adopted for application in relevant context using toolkit resources provided. This could be considered as a future case study in the resource pack or as the module is updated |
| **Sex**  | Positive  |  The module does not specifically highlight issues that impact on sex, however it does contain scenarios focusing on concepts that may have shared reflection opportunities (i.e. pronouns, gender neutral toilets, LGBTQ+, sexual harassment). Core principles can be adopted for application in relevant context using toolkit resources provided. This could be considered as a future case study in the resource pack or as the module is updated |
| **Sexual Orientation**  | Positive  |  The resource contains scenarios exploring gender neutral toilets, LGBQT+, pronouns and sexual harassment which share core reflective components and opportunities for learning.  |
| **Socio-economic status**  | Positive  |  The module explores concepts including privilege and power in the context of various determinants including socioeconomic status. This could also be considered as a future case study in the resource pack or as the module is updated |
| **Staff**  | Positive  | The resource is aimed at all health and social care staff. It is recognised that staff will have different starting points in knowledge in this area and will have different access to space for learning, including access to technology to access the resource on Turas Learn. Potential for social care workers to not access the resource if it seen as primarily aimed at the NHS. However, we have included a QR Code…. Social care colleagues have been involved in the development and testing of the resource.   |
| **Other groups who experience inequalities:** People experiencing homelessness and housing insecurity.  People with low literacy levels.  People who are or have been affected by traumatic events in early life.  Remote and Rural communities  |   |  The resource explores concepts of privilege and power including socio-economic status which can determine homelessness, housing insecurity, adverse events and trauma and literacy. These could be considered as future case studies in the resource pack or as the module is updatedThe resource contains lived experience representation and input from a range of staff members and stakeholders from across regional boards, including remote and rural which has informed resource design and development. As a digital resource, it can be accessed freely and individually from any location which supports inclusivity of access. |

# Next Steps

The Equality Impact Assessment has informed the following actions:

The evidence shows that there is no potential for unlawful discrimination, and we have built in actions to advance equality of opportunity and foster good relations.

We have identified the following actions to better advance equality and meet the Public Sector Equality Duty:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Issue or risk identified** | **Action**  | **Responsibility** | **Timescale** | **Resource required** |
| Identify actual impacts via the evaluation of the module once it is launched. | Include equality impacts as part of the programme evaluation and ongoing review processes. | Programme Team | Annual review (formal process), quarterly review (formal process) and ongoing (informal) |  |
| Review the content of the programme as part of regular content review to ensure it remains up to date. | Include equality impacts as part of the programme evaluation and ongoing review processes. | Programme Team | Annual review (formal process) and ongoing (informal) |  |
| Consider opportunities to demonstrate resource quality and impact of learning following completion | Conduct a research study on impact of resource completion on cultural humility values and behaviours of learners | NHSSA Programme Research Team | August 2025 |  |
| Review Equality Impact Assessment |  |  | By November 2026 |  |

# Sign-off

Clair Graham

12/08/24