

Equality Impact Assessment Report

Title: NHS Education for Scotland (NES) Learning at Work Week 2024

NES directorate or department: Workforce, Internal Learning & Development

Date Report Completed: April 2024

Introduction

Equality Impact Assessment (EQIA) is a process that helps us to consider how our work will meet the three 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.

The aim of NHS Education for Scotland's Learning at Work Week EQIA is to ensure that all learning and development opportunities during the week are inclusive, accessible, and equitable for all staff. The assessment seeks to identify and eliminate any potential barriers to participation, particularly for individuals from protected characteristic groups, while promoting diversity and inclusion in the learning environment. It also aims to enhance awareness of equality, diversity, and inclusion issues within the organisation through targeted learning activities.

The desired outcome of the EQIA is to foster a learning environment where all employees, regardless of their background or personal circumstances, feel valued, supported, and able to fully participate in Learning at Work Week. This will result in a more inclusive workforce that is better equipped with the knowledge and skills necessary to deliver equitable and high-quality services. Additionally, it will ensure compliance with equality legislation and promote a culture of continuous improvement in diversity and inclusion across NES.

Learning at Work Week Equality Outcomes

- Ensure that staff from underrepresented groups, including those with protected characteristics (e.g., disability, ethnicity, gender, age), can engage with and benefit from Learning at Work Week activities at the same rate as other employees.
- Ensure that all learning materials, events, and workshops during the week are accessible to everyone, including those with disabilities or other accessibility needs, by providing reasonable adjustments such as alternative formats, assistive technologies, or tailored support.
- Incorporate diverse perspectives, including those related to equality and inclusion, into the learning content provided during the week. This will help raise awareness of equality issues and challenge unconscious bias, thus promoting a more inclusive and supportive workplace culture.
- Gather feedback from participants to evaluate the effectiveness of the initiatives. This will inform future improvements and ensure that Learning at Work Week continues to be equitable and beneficial for all employees.

The NES Learning at Work Week virtual event will feature twenty-four online workshops and information sessions aligned with the organisation's seven development capabilities: Leadership, Team Working, Inclusive Practice, Collaboration, Digital Skills, Workforce Data and Learning Organisation.

The event will provide a wide range of learning opportunities to support the professional growth and development of staff across the organisation. The sessions, delivered by specialists from diverse backgrounds, will cover topics such as gender equality, digital innovation, team dynamics, and inclusive leadership.

The Learning at Work Week is designed to help employees build essential skills, foster inclusive practices, and strengthen teamwork, while promoting a culture of continuous learning and development across NES. Each session will be carefully aligned with the organisational capabilities to ensure participants could develop in key areas critical to the future of NES in line with the organisational development plan.

This event has the potential to significantly reduce inequalities and improve outcomes for participants by fostering an inclusive learning environment that supports the development of all staff, regardless of their background.

Key elements that contribute to this include:

Inclusive and accessible learning: By offering a diverse range of topics, including a dedicated session on gender equality, and providing workshops delivered by specialists from diverse backgrounds, the event will promote greater understanding of equality, diversity, and inclusion issues. Helping to raise awareness of unconscious bias and encourage the adoption of inclusive practices across the organisation.

Targeted support for underrepresented groups: The event will create opportunities for individuals from underrepresented groups to engage in professional development, potentially addressing disparities in access to leadership or digital skills development. Sessions such as those focusing on inclusive leadership and workforce data can help identify gaps in representation and support efforts to close them.

Widening access through digital delivery: The virtual nature of the event ensured broad accessibility, including for those with geographical, mobility, or health-related barriers. This format also enables flexible participation, which is particularly beneficial for staff with caring responsibilities or other commitments.

Building skills to address inequalities: Many sessions will focus on improving leadership, team working, and digital skills—capabilities that can drive more equitable outcomes in service delivery and workforce management. By equipping attendees with these skills, NES can cultivate a more inclusive workforce, ensuring that all staff members are empowered to contribute to reducing health and workforce inequalities.

This was the first time an Equality Impact Assessment (EQIA) has been conducted for Learning at Work Week, which has been an annual event since 2021. The Learning at Work Week and EQIA process are being led by NES's Internal Learning and Development team in collaboration with the Project Management Office. Additionally, colleagues from across other directorates and departments of the organisation are contributing to the assessment to ensure a comprehensive understanding of the event's impact, with support from the Equality and Diversity Team.

The approach to the EQIA will involve identifying potential barriers to participation for individuals from protected characteristic groups, ensuring that all learning materials and sessions were accessible, and aligning the event with the organisation's commitment to equality, diversity, and inclusion. A particular focus is given to ensuring that the diverse range of sessions address not only core capabilities like leadership and team working but also issues related to inclusive practices and areas of inequality.

The EQIA process also involves gathering feedback from participants to assess the inclusivity and accessibility of the event and to inform future improvements. As part of the ongoing effort to reduce inequalities, the assessment will serve as the foundation for embedding equality considerations into future iterations of Learning at Work Week, ensuring that NES continues to foster an inclusive culture of learning and development.

Evidence

<https://www.nes.scot.nhs.uk/about-us/equality-diversity-and-human-rights/employment-equality-monitoring-and-equal-pay/>

<https://turasdata.nes.nhs.scot/data-and-reports/official-workforce-statistics/all-official-statistics-publications/06-june-2023-workforce/annual-report/>

NES Workforce Equality Monitoring Report, NHS Education for Scotland, 2023

NHS Scotland Workforce Data, Annual Report, 2023

To ensure that the Learning at Work Week is inclusive and meets the needs of all staff, it is critical to base the EQIA on up-to-date equality data from the NES workforce. This evidence helps identify potential inequalities and areas where certain groups may face barriers to accessing learning and development opportunities. The equality data used in this assessment has been sourced from the NES Workforce Equality Monitoring Reports and the NHS Scotland Workforce Data Reports.

NES employs a diverse workforce, which reflects a range of protected characteristics as defined under the Equality Act 2010. Based on the most recent available data from the NES Workforce Equality Monitoring Report 2023, the workforce demographics include:

Gender: NES has a predominantly female workforce, with women making up around 70% of the total staff. This is consistent with broader trends across NHS Scotland, where women form much of the workforce, particularly in part-time and lower-banded roles.

Age: The workforce is spread across a variety of age groups, with 20% under the age of 30, 40% between 30 and 50, and the remaining 40% aged over 50. This diverse age distribution is relevant for ensuring learning opportunities cater to both early-career and more experienced staff.

Ethnicity: NES has a relatively low proportion of employees from Black, Asian, and Minority Ethnic backgrounds, representing approximately 5% of the workforce. This highlights the need for targeted inclusion efforts to ensure equitable access to opportunities and support career progression for ethnic minority staff.

Disability: Around 6% of NES employees have declared a disability. Ensuring accessibility to learning materials, digital tools, and reasonable adjustments is critical for this group.

Sexual Orientation: 4% of the workforce identifies as LGBTQ+, while a considerable proportion (around 25%) have opted not to disclose their sexual orientation. This highlights the importance of creating an inclusive environment where staff feel comfortable sharing this information and participating in equality-focused initiatives.

Religion or Belief: The workforce reflects a mix of religious beliefs, with 40% of staff identifying as Christian, 35% reporting no religion, and smaller percentages identifying as Muslim, Hindu, Jewish, or other religious groups.

Historical data on participation in learning and development activities from NES shows that certain groups—particularly women, older employees, and part-time staff—tend to be overrepresented in development programs. However, individuals from Black, Asian, and Minority Ethnic backgrounds, staff with disabilities, and those working in lower bands are underrepresented in any leadership type development opportunities.

According to the NHS Scotland Staff Survey 2023, while most NES employees report positive experiences regarding access to training and development, some disparities persist. Staff with disabilities and those from minority ethnic backgrounds are less likely to feel that learning opportunities are equally available to them compared to their peers. Similarly, LGBTQ+ staff have reported facing challenges in accessing leadership development opportunities and inclusive learning environments.

NES's Gender Pay Gap Report 2023 indicates a gender pay gap of approximately 7% in favour of men. While this gap is lower than the NHS Scotland average, it highlights the need for ongoing efforts to ensure women, who represent much of the workforce, have equal access to leadership development and high-skill training opportunities. The inclusion of sessions focused on gender equality during Learning at Work Week can contribute to addressing these disparities.

The evidence presented above provides a clear picture of the workforce demographics and the existing inequalities within NES. The data points to key areas where the Learning at Work Week can help reduce inequalities, such as increasing participation of speakers and attendees among underrepresented groups and ensuring that all staff have equitable access to learning and career development opportunities.

By considering this evidence, NES can take meaningful steps to ensure that the Learning at Work Week event is inclusive and accessible to all employees, fostering an environment where diversity is celebrated, and everyone can thrive in their roles. This evidence will also help inform future Equality Impact Assessments and the continuous improvement of NES's learning and development initiatives.

Assessment

We have considered how this work will impact on the NES Workforce and any 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.

The bullet points below are the three parts of the Public Sector Equality Duty:

- How will it progress equality of opportunity for people who experience inequalities?
- How will it eliminate discrimination, victimisation or harassment or other unlawful conduct?
- 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.

We have set out our assessment of impact on different protected characteristics below.

In summary the EQIA for NES Learning at Work Week identifies both positive impacts and potential barriers for various protected characteristic groups. By addressing these, NES can create a more inclusive and equitable learning environment.

Next Steps

This EQIA shows NES Learning at Work Week 2024 is beneficial in promoting equality and reducing disparities across protected characteristic groups. However, careful attention to accessibility, targeted outreach, and continued efforts to challenge unconscious bias will ensure that the event fully supports the diverse needs of the NES workforce. The Equality Impact Assessment has informed the following actions:

Protected Characteristic/ Population Group	Differential impact	Reason
Age	Positive	The diverse age range of NES staff is addressed by providing learning sessions that cater to any career stage. This ensures that all age groups can benefit from the development opportunities offered.
Disability	Positive	Positive impact through digital accessibility, with workshops delivered in an online format, enabling staff with disabilities to participate more easily. Reasonable adjustments, such as assistive technologies and accessible learning materials will ensure that staff with disabilities can fully engage in sessions. Ongoing efforts to improve accessibility will continue to address any barriers faced by this group. Pre event learner questionnaires will be used alongside the booking form to capture and address any barriers.
Gender	Positive	The event has a positive impact on gender equality, especially with the inclusion of sessions focused on gender equality and inclusive leadership. Given that NES has a predominantly female workforce 70%, the learning opportunities can support

		women’s professional development and career progression, potentially reducing the gender pay gap. Non-binary and transgender staff also benefit from the promotion of inclusive practices, helping to ensure a workplace where everyone feels valued and supported.
Race and Ethnicity	Positive	The active inclusion of a diverse range of speakers and the commitment to inclusive practices aiming to address underrepresentation of Black, Asian, and Minority Ethnic colleagues in leadership roles.
Sexual Orientation	Positive	The event’s inclusive approach fosters a supportive environment for staff of any sexual orientation. With a focus on inclusive leadership and diverse perspectives, the EQIA highlights the need to ensure LGBTQ+ staff feel represented and able to access learning opportunities without discrimination.
Religion or Beliefs	Neutral	The EQIA identifies a neutral impact for employees of different religious beliefs by ensuring flexibility in session timing, allowing staff to balance their religious commitments with participation in the event. This inclusivity helps create a respectful and accommodating learning environment.
Other Factors	Barrier	<p>Digital Accessibility: While online delivery increases accessibility for many, staff with specific digital accessibility needs (e.g., visual impairments) may require additional support, such as screen readers or alternative formats. Action: There will be pre-event learner questionnaire required on submission of LAWW booking form. The Learning at Work Project Team will ensure all digital tools and platforms meet accessibility standards with the support of TEL Team.</p> <p>Workplace Culture and Unconscious Bias: Ongoing attention to challenging unconscious bias, particularly in relation to race, gender, and disability, is crucial to creating an inclusive learning environment. Action: Continued engagement with diversity and inclusion topics during the event will help address this.</p>

To ensure the ongoing success and inclusivity of NES Learning at Work Week 2024, a robust monitoring and evaluation framework will be put in place. This framework will assess the effectiveness of the event in meeting equality outcomes and identify areas for improvement.

Each of the twenty-four workshops and information sessions will include a session-specific feedback form distributed to all attendees. These forms will capture attendees’ experiences and satisfaction level. At the end of the event, an overall event evaluation form will be sent to all attendees and speakers to capture more comprehensive feedback. This evaluation will assess the overall impact of the event on professional development and skill-building. Measure the extent to which the event was inclusive and accessible to all participants. Gather feedback on the effectiveness of the content in raising awareness of issues like leadership and inclusiveness. Invite suggestions for how future Learning at Work Week events can be improved.

The results of the session feedback and evaluation will be crucial for refining future events and ensuring that Learning at Work Week continues to address equality and diversity needs effectively.

The Learning and Development team will be responsible for monitoring the outcomes of the EQIA. The EQIA and its subsequent annual reviews will inform planning for future events and ensure that NES continues to make progress in creating an inclusive, equitable learning environment

Sign-off

Director: Janice Gibson

Date: 17th December 2024

Equality Impact Assessment Report (Addendum)

Title: NHS Education for Scotland (NES) Learning at Work Week 2.0: Bravo!

NES directorate or department: Workforce, Internal Learning & Development

Date Report Completed: November 2024

Introduction

This addendum serves to review and consider the equality impact of the Learning at Work Week 2.0: Bravo! learning campaign, building upon the original EQIA report completed in April 2024. The second Learning at Work campaign aims to further enhance the inclusivity and accessibility of learning opportunities for all NES staff.

Review of Equality Impact

The Bravo! Learning at Work campaign continues to align with the three parts of the Public Sector Equality Duty by promoting equality of opportunity, eliminating discrimination, and fostering good relations between individuals with protected characteristics and those without. The campaign builds on the successes and lessons learned from the initial Learning at Work Week, ensuring that all staff can fully participate and benefit from the learning activities.

Key Considerations:

Inclusive and Accessible Learning: The Bravo! Learning at Work campaign emphasises the importance of inclusive and accessible learning materials. All resources and materials shared are designed to accommodate diverse learning needs, with reasonable adjustments such as alternative formats and assistive technologies provided to ensure full participation. This approach addresses potential barriers faced by staff with disabilities and other accessibility needs.

Diverse Perspectives and Content: The learning content for the Bravo! Learning at Work campaign incorporates diverse perspectives, including topics related to equality, diversity, and inclusion. This helps raise awareness of unconscious bias and promotes a more inclusive workplace culture. Sessions on inclusive leadership, fostering a culture of appreciation, team dynamics, and digital innovation are designed to equip staff with the skills needed to foster an equitable work environment.

Feedback and Continuous Improvement: Feedback from participants is crucial for evaluating the effectiveness of the Learning at Work Week events and campaign. Surveys and feedback forms are used to gather insights on the inclusivity and accessibility of the learning activities. This information will inform future improvements and ensure that the events continue to meet the diverse needs of the NES workforce.

Conclusion

The Learning at Work Week 2.0: Bravo! learning campaign builds on the foundation established by the original EQIA report, reinforcing NES's commitment to equality, diversity, and inclusion. By addressing potential barriers and promoting inclusive practices, the Bravo! Learning at Work campaign aims to create a supportive learning environment where all staff can learn, develop, and thrive.

Sign-off

Director: Janice Gibson

Date: 17th December 2024