Equality Impact Assessment Report Template

Title: Flying Start NHS: Content Refresh

NES directorate or department: NMAHP

Date Report Completed: September 2024

Introduction

Flying Start NHS is the national programme to support all newly graduated nurses, midwives and allied health professionals (NMAHPs) in their first year of practice. This flexible and individualised programme is also beneficial to a variety of contexts such as, new to NHS Scotland, returning to practice after a lapse in registration etc.

Aim of the Programme

Flying Start NHS is the national development programme that the Scottish Government requires all newly registered NMAHPS to complete. It is designed to help new NMAHPs make the step from student to confident and capable, registered health professional in their first year of practice. Flying Start NHS supports learning and development of all new NMAHPs working in all sectors and all settings across Scotland.

Flying Start NHS is a learner-directed programme, which means that new NMAHPs, with support from their Flying Start Facilitator and line manager, are responsible for identifying the best way in which to approach and complete the programme.

Flying Start NHS combines individual learning with support in the workplace, that aims to:

1. develop confidence
2. increase skills
3. increase leadership ability
4. explore values and behaviours
5. make a positive start to career and professional development.

This work is relevant to the following Equality Outcomes:

Outcome 1: Health inequalities are mitigated and where possible reduced or prevented through the provision of opportunities for healthcare staff to enhance relevant skills and knowledge.

Outcome 4: Retention and career development are improved for people who take breaks from training or career progression through career advice, induction and returner programmes, flexible training, retainer schemes and support for performance.

Outcome 7: Access to learning is improved through enabling flexible learner access on any device; delivering resources built to best practice accessibility standards; and providing appropriate and relevant digital literacies development for learners.

This EQIA draws on information and recommendations from a recent national evaluation. It also considers the views and feedback of the Flying Start NHS national leads group. This group is involved in the local governance, oversight and delivery of the Programme to practitioners. This ensures a robust, regular feedback loop between those undertaking the Programme and the national project team.

Evidence

A working group was formed of locally placed stakeholders to look at refreshing the Programme content with the added aim of undertaking this EQIA.

Our working group is representative of a range of nursing and midwifery and allied health professions. Consultation with stakeholders has been integral to the development, maintenance, and evolution of the Programme. This has allowed us to enlarge our representation and hear the perspectives of a more diverse range of staff from the NHS Scotland workforce, which is the target audience for the Flying Start programme and its associated learning resources.

There are also triannual meetings with the national Flying Start Leads Group who provide a Board update and share their experiences of supporting the programme. Updates include what is working well and where there may be challenges in accessing or undertaking the programme as well as scrutiny of the content.

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

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.

We will adhere to the NES Inclusive Education and Learning Policy in the refresh, design and delivery of Flying Start and its associated learning resources. This will include:

1. Being proactive in our communication and actions, to create psychological safety for learners to discuss their learning needs, so that reasonable adjustments can be put in place and barriers to participation reduced or eliminated.

2. Keeping up to date with contemporary evidence and lived experiences, potential barriers to learning and best practice to help create inclusive resources and educational programmes and avoid direct or indirect discrimination.

3. Regular impact review of our materials and resources to ensure they are and continue to be underpinned by the principles of equality, diversity, and inclusion.

4. Incorporate material into the resources that raises awareness about the importance of challenging behaviours which may discriminate, victimise, or result in harassment.

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

Potential Impact

Through discussion with stakeholders and review via a national evaluation of the Programme , we have identified current and future actions to mitigate against any potential disparities in outcomes for people with protected characteristics and from diverse populations. A summary of key themes and future actions is provided in the tables below. The timescale for achieving these actions is 12 months and will be included in the Flying Start NHS Project Plan.

Protected Characteristics

Consideration was given to whether the programme had the potential to impact on the following groups:

Characteristic	Impact	Discussion/Action
Age	Possible Impact	All resources are in digital format. Evidence suggests that there is a divide in digital literacy in older age ranges.
Disability	Minimal Impact	Incorporate images, case studies and examples of people with different protected characteristics and from diverse population groups. Ensure minimal barriers to accessing the programme and all associated resources through ensuring processes, materials and supporting resources meet all accessibility requirements and provide alternatives where necessary. Embed in the refreshed content of the programme information and possible further learning paths that enable learners and facilitators development knowledge, skills and behaviours that support the diversity of needs in colleagues and the people who use services.

Gender Reassignment	No Impact	
Religion or Belief	No Impact	
Sex	Minimal Impact	Incorporate images, case studies and examples of people with different protected characteristics and from diverse population groups.
Marriage and Civil Partnership	No Impact	
Pregnancy or Maternity	Positive Impact	The programme is designed to be flexible ensuring that, where a pause is necessary, the learner will not be disadvantaged.
Race	Minimal Impact	Incorporate images, case studies and examples of people with different protected characteristics and from diverse population groups. Embed in the refreshed content of the programme information and possible further learning paths that enable learners and facilitators develop knowledge, skills and behaviours the support the diversity of needs in colleagues and the people who use services. Understand and address challenges that different groups face in accessing learning and development pathways ensuring Flying Start impacts positively on this.
Sexual Orientation	No Impact	

Next Steps

Theme	Actions
Ensure Flying Start NHS Programme content and supporting learning resources (including the Learning Hub) include visible representation of the diversity of the NHS Scotland workforce.	Incorporate images, case studies and examples of people with different protected characteristics and from diverse population groups both participating in and facilitating the programme - ONGOING
Ensure accessibility of the Flying Start NHS materials within the programme content and supporting resources.	Ensure digital resources adhere to the Web Content Accessibility Guidelines (WCAG) Standards 2.2 AA - ONGOING Develop learning resources in easy-to-read and alternative formats - ONGOING Add a facilitator checklist that describes best practice for supporting neurodivergent learners - ONGOING

Support participation and access to the Flying Start Programme for people who may currently face barriers to accessing learning and professional development activities such as people from black and minority ethnic backgrounds.	Establish links with relevant networks and people with living experience to collaboratively plan and put actions in place to support access and participation - ONGOING
Support participation and access to the Flying Start Programme for people who may currently face barriers to accessing learning and professional development activities due to lack of confidence and/or experience of digital platforms.	Ensure prominent information and signposting to Turas learning site that supports development and enhancement of digital skills throughout the Programme - ONGOING
Embed principles of equality, diversity, and cultural humility as core knowledge, skills, and behaviours for Flying Start NHS Facilitators	All programme resources that support Flying Start NHS Facilitator development will include core information and signposting learning that: • supports self-awareness and exploration of cultural norms and biases. • promotes inclusive communication and behaviours. • constructively challenge prejudice. ONGOING
Assess the impact of the future actions as identified within this EQIA.	1. Explore methods to enhance engagement with people with lived and living experience, seeking feedback and support for future resource development and updates - ONGOING 2. We will review the EQIA when we are undertaking our product review in approximately one year or sooner if feedback is received indicating that action is required - ONGOING 3. We will explore options to collect data within our resource evaluations that will allow analysis of how effective our mitigating actions have been - ONGOING

Sign-off