Public Services Delivery
Scotland

NHS SCOTLAND

Equality Impact Assessment Report
Professional Portfolios

Title: Professional Portfolios: Refresh

Public Services Delivery Scotland: NMAHP, Workforce Education and Career Development Programme

Date Report Completed: 06 August 2024
Date Report Reviewed i: 02 October 2025
Date Report Reviewed ii: 04 November 2026

Introduction

This Equality Impact Assessment (EQIA) had been initially completed in relation to NHS Education for Scotland (NES) refresh of the professional portfolios which are hosted on the digital platform Turas (account required) (NES. [Internet]. TURAS; 2024 March 06 [cited 2024]; Available from: Turas | My Turas | Home (nhs.scot).

The aim of this EQIA is to help NES now Public Services Delivery Scotland (PSD Scotland) consider how our work on the portfolio refresh meets the three parts of the Public Sector Equality Duty) Ministry of Justice. [Internet]. Public sector equality duty; 2024 June 21 [cited 2012 July 06]; Available from: Public sector equality duty - GOV.UK (www.gov.uk)):

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This EQIA considers and assesses how this work meets this Public Sector Equality Duty and if or how it impacts on individuals with protected characteristics.
The Equality Act 2010 identifies age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation as protected characteristics (Legislation.gov.uk. [Internet]. Equality Act 2010; 2024 June 06 [cited 2010]; Available from: Equality Act 2010 (legislation.gov.uk)).

The EQIA is an important way to mainstream equality into our work at PSD Scotland 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; and
- demonstrate how we have considered equality in making our decisions.

Background

There are three professional portfolios which are used by distinct user groups working in Scotland, these are, Nurses and Midwives, Allied Health Professionals (AHPs), and the support workforce.

The portfolios can be used to request and receive feedback from others on your practice, record your continued personal development (CPD) and reflections, upload documents that you want to keep, and share your evidence with your manger, supervisor, or appraiser. Nurses and Midwives can use the portfolio to support their Nursing and Midwifery Council (NMC) revalidation (NMC. [Internet]. What is revalidation?; 2024 March 06 [cited 2021 May 26]; Available from: What is revalidation? - The Nursing and Midwifery Council (nmc.org.uk)), and AHPs can use the portfolios to support evidencing how they meet the Health and Care Professions Council (HCPC) standards including CPD audit (HCPC. [Internet]. Our standards for CPD; 2024 Match 06 [cited 2024]; Available from: Our standards for CPD | (hcpc-uk.org)).

An external evaluation was conducted in 2023/24 on the portfolios by Harlow Consulting. The aim of the evaluation was to understand how the professional portfolios are being used, and what was the experience of users. This informed recommendations as to development and support measures required around the portfolios and will do so in a way that is responsive to emerging and changing workforce conditions, priorities, and needs.

The recommendations help to inform future national, regional, and NHS Board activity relating to refresh and implementation and embedding of the professional portfolios, and in addition, will support the Scottish Government AHP Workforce and Education Policy Review recommendations.

Although the recommendations from the external evaluation did not focus on staff with protected characteristics, it supports stakeholders within the user forums to consider its impact on this staff group.

Alongside this external evaluation, user forums had been created, which ensured stakeholder involvement in relation to refreshing the portfolios.

The refresh of the portfolios is relevant to the following equality outcomes (NES. [Internet]. NES Equality and Diversity Outcome and Mainstreaming Progress Report and Priorities 2021-2025; 2024 March 06 [cited no date]; Available from: equality-outcomes-and-mainstreaming-report-2021-25.pdf (scot.nhs.uk)).

- 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 as staff are supported to record evidence of learning from experience gained in the workplace, support access to courses, to plan professional and personal development, and to consider career progression. A supportive and inclusive working environment will be more productive and more stable, which will in turn lead to better service provision.
- Outcome 7: Access to learning is improved through enabling flexible learner access on any device; delivering resources built to best practice accessibility standards.

Evaluation will need to consider a trauma informed lens in relation to the portfolios as it can be used for personal reflection and supervision, therefore, it is important to consider safety, trust, choice, collaboration, and empowerment (NES. [Internet]. Transforming psychological trauma: a knowledge and skills framework for the Scottish workforce; 2024 March 06 [cited 2017]; Available from: nationaltraumatrainingframework.pdf (transformingpsychologicaltrauma.scot)). Accessibility standards in relation to the design and inclusivity also need to be considered (NES. [Internet]. Inclusive education and learning policy; 2024 March 06 [cited 2023 May]; Available from: [nes-inclusive-education-learning-policy-may-2023.pdf (scot.nhs.uk)).

Evidence

The final report on the recommendations from the external evaluation has been reviewed by the NES portfolio project team and was published on Turas and shared with stakeholders.

Data for this external evaluation were gathered through surveys, focus groups, and one-to-one interviews. In total 604 respondents took part in the survey, there were 6 focus groups and 2 interviews.

Harlow Consulting analysed the data and identified potential improvements. Those that are relevant to this EQIA include:

- Increasing access through:
    - Clearer guidance on how to access the portfolio on Turas.
- Further support and guidance on how to navigate and make the best use of the professional portfolios and for this to be available in different formats, e.g., guidance documents, bite size videos, webinars, in-person support, to suit variation in learning preferences.
- Improving usability through using more accessible language that is reflective of the support work roles.
- Making the professional portfolios more relevant to specific evidence and frameworks for different job roles, as is currently the case for Nurses and Midwives and NMC revalidation.

Qualitative data which also contributed to this EQIA were sought during the three portfolio user forums. Stakeholders included nurses, midwives, AHPs, and support workforce staff from across Scotland. Themes found, were similar to that of the external evaluation.

It was clear that the portfolios and supporting resources would need to be inclusive and accessible and be able to be displayed in a number of different formats. The forum also

identified that staff may have a lack of understanding of the purpose of the professional portfolios.

There is ongoing evaluation of the professional portfolios and Turas Hub.

In addition, a scoping review was conducted using NHS Scotland workforce data held on Turas (NES. [Internet]. NHS Scotland workforce; 2024 March 24 [cited 2024]; Available from: NHS Scotland workforce | Turas Data Intelligence). These data were used to examine the demographics of staff whom the portfolios are intended for, and to allow us to consider potential inequalities. From reviewing the data, those with protected characteristics, are in the minority and therefore may be disadvantaged. Data can be found in Appendix B.

Further work will focus on how we can reduce potential barriers in relation to those with protected characteristics.

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. 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.

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?

This table gives an overview of the assessment in relation to those with protected characteristics and potential impact.

Characteristic	**Potential Impact**
Age	We are not aware of any specific issues relating to this protected characteristic.
Disability	If supporting resources for the portfolios are not available in alternative formats this may inhibit learning.
Gender reassignment	We are not aware of any specific issues relating to this protected characteristic.
Marriage and civil partnership	We are not aware of any specific issues relating to this protected characteristic.
Pregnancy and maternity	We are not aware of any specific issues relating to this protected characteristic.
Race	Resource content to support use of the portfolios is representative of the general population and has examples which reflects the race spectrum.
Religion and belief	Resource content to support use of the portfolios is representative of the general population and has examples which reflects the spectrum of religions and beliefs.
Sex	We are not aware of any specific issues relating to this protected characteristic.
Sexual orientation	We are not aware of any specific issues relating to this protected characteristic.

The evidence suggests that there is a low risk for unlawful discrimination, however, we have built in actions to advance equality of opportunity and foster good relations.

Next Steps

The Equality Impact Assessment has informed the following actions:

Issue or risk identified	Action	Responsibility	Timescale	Resource required
Supporting resources in relation to the use of the professional portfolios may not meet accessibility guidelines	Supporting resources in relation to the professional portfolios will be in a variety of formats to ensure they are fully accessible to staff **COMPLETED 02.10.25**	NES WECD Portfolio Project Team	Q4 2024/25	Support from stakeholders
Supporting resources in relation to the use of the professional portfolios may not be representative of the staffing population	Any supporting learning resources developed will be representative of the staffing population and will incorporate images and case studies of those with protected characteristics, for example, race, disability, religion, and beliefs **COMPLETED 02.10.25**	NES WECD Portfolio Project Team	Q4 2024/25	Support from stakeholders

Issue or risk identified	Action	Responsibility	Timescale	Resource required
The professional portfolios do not have guidance on informed practice or the national equality and diversity policy	As the professional portfolios can be used for personal reflection and supervision, there is a need to ensure the portfolios maintain confidentiality and have guidance to further information on trauma informed practice and equality and diversity **CONTINUING 04.11.26**	NES WECD Portfolio Project Team PSD Scotland lead for the Portfolio Portfolios	Q4 2024/25 Q2 2026/27	 Support from stakeholders with the annual editorial board
Monitoring of portfolios in relation to this EQIA	Ensure this EQIA is reviewed on an annual basis and becomes a standing item on the user forum agenda Annual review of the digital estate ensuring they are up to date and links to further resources are intact **CONTINUING 04.11.26**	NES WECD Portfolio Project Team PSD Scotland lead for the Portfolio Portfolios	Q4 2024/25 Q2 2026/27	Support from stakeholders Support from stakeholders with the annual editorial board

Monitoring

This EQIA was originally reviewed by the NMAHP Education Quality Group.

There is ongoing monitoring in relation to the actions highlighted within this EQIA and will be a standing item within the annual editorial board meeting.

The EQIA will be reviewed as part of digital estate governance processes.

Evaluation of the Turas Professional Portfolio Hub is on-going.

Sign-off

Director: Karen Wilson

Date: 04/09/24

Next Review date: 01/11/27

Appendix A

Measuring Impact

NHS Education for Scotland will lead (or commission) the evaluation which will be overseen by the Professional Portfolio user forums. The main evaluation phase will take place in tentatively in quarter 4 of 2024/25 following the refresh launch date which is still to be confirmed. The evaluation will measure engagement impact through qualitative and quantitative methods including data analytics and user surveys.

The overall aim of the evaluation is to establish the awareness of use including accessibility, and benefits and challenges of the refreshed Professional Portfolios.
NHS Education for Scotland will discuss the evaluation report to agree any subsequent actions. A short summary of the evaluation will be shared with stakeholders through the TURAS webpage and user groups. Measures will be agreed with the national stakeholder group.

Needs	Objectives	Data sources
Service Needs: Planned impact on patients, service, organisation	Impact targets for patients, organisation and service	Measurement
There is a need for NMAHP and workforce staff to be supported to develop knowledge and skills which will impact on cost and time savings, increase productivity, standard of performance, compliance, and innovation, and create a better external and internal reputation.	By quarter 4 of 2024/25 there will be an increase (from baseline from July/September 2023) of productivity, compliance, and innovation, and there will be evidence to support that there is a better external and internal reputation, and that there are also cost and time savings. By quarter 4 of 2024/25, NMAHP and workforce staff accessing the Professional Portfolios and their line managers, will report increases in performance and productivity.	User survey Manager testimony
Performance Needs: Planned changes in individual/team performance or behaviour (Who needs to do what?)	Team and/or individual performance targets	Measurement
NMAHP and workforce staff and line managers assess any requirement of new skills and knowledge required and how these can be applied to practice which is supported by the Professional Portfolio.	By quarter 4 of 2024/25, there will be a rise of NMAHP and workforce staff (n=1000) accessing and engaging with the Professional Portfolios.	User survey Manager testimony Digital analytics
Educational Needs: Educational impact. Planned changes in individual or team capability (skills, knowledge, confidence, attitude)	Team and/or individual learning targets	Measurement

Needs	Objectives	Data sources
NMAHP and workforce staff will have a better awareness of what their development needs and will be able to apply new learning. NMAHP and workforce staff will have improved motivation and confidence to access relevant development opportunities and apply new learning to practice.	By quarter 4 of 2024/25, there will be an increase (from baseline from July/September 2023) in relation to understanding and application of the Professional Portfolio. By quarter 4 of 2024/25 there will be data available which evidence's an increase (from baseline from July/September 2023) in motivation and confidence.	User survey Manager testimony Digital analytics
Engagement Needs: Engagement impact. What needs to happen for the required changes in capability, performance and impact?	Targets describing the reaction to or engagement in the planned initiative	Measurement
NMAHP and workforce staff need to be willing to apply new learning and recommend the Professional Portfolio to colleagues. NMAHP and workforce staff will find the Professional Portfolio relevant to their own role and development.	By quarter 4 of 2024/25 there will be data available which evidence's an increase (from baseline from July/September 2023) in relation to understanding and application of the Professional Portfolio. In relation to the Professional Portfolio, 90% of NMAHP and workforce staff accessing it, will rate it as highly relevant to their role and development, 80% of NMAHPs accessing the Development Framework are willing to recommend it to colleagues, 80% of NMAHP and workforce staff accessing it, indicate plans to apply their learning about development opportunities.	User survey User focus groups Manager testimony Digital analytics

Appendix B

NHS Scotland Workforce

There are 143,576 staff working in NHS Scotland within the nursing and midwifery, AHP, and support workforce in September 2023 (NES. [Internet]. NHS Scotland workforce; 2024 March 24 [cited 2024]; Available from: NHS Scotland workforce | Turas Data Intelligence).

Protected Characteristic	**Evidence**
Age	Median age of staff is 45. 26.3% of the workforce in 55 or over.
Disability	60.6% do not have a disability, 1.4% do have a disability, 30% unknown, 8% declined to answer.
Transgender	53.6% are not transgender, 0.1% are transgender, 36% unknown, 10.3% declined to answer.
Marriage and civil partnership	Data not available.
Pregnancy and maternity	Data not available.
Race	57% are white Scottish, 9.2% white British, 15.6% not known, 8.5% declined to answer, 2.9% Asian, 0.8% African, 0.5% mixed, 0.2% Caribbean or black.
Religion or belief	32.1% of staff have no religion, 15.2% Church of Scotland, 10.9% Roman Catholic, 6.9% Christian, 10.1% declined to answer, 20.7% not known, 0.3% Buddhist, 0.6% Hindu, 0.1% Jewish, 1.1% Muslim, 0.1% Sikh, 2% other.
Sex	82.6% of staff are female, and 17.4% are male.
Sexual orientation	64.1% heterosexual, 21.4% not known, 11.7% declined to answer, 1.5% gay/lesbian, 1% bisexual, 0.3% other.