

# Equality Impact Assessment Report 2024

**Title:** National Quality Improvement Education Resources

**NES directorate or department:** Workforce Directorate

**Date Report Completed:** 21<sup>st</sup> August 2024

## Introduction

Equality Impact Assessment 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;
- Design and deliver quality improvement educational resources that are accessible and relevant to all health and social care staff; and
- Demonstrate how we have considered equality in making our decisions.

The Quality Improvement Team leads on the development and delivery of several national quality improvement programmes and resources, which are available to staff working in health and social care across Scotland.

These include:

- Scottish Improvement Leaders Programme
- Scottish Coaching and Leading for Improvement Programme
- Scottish Quality and Safety Fellowship Programme
- Scottish Improvement Foundation Skills Programme (devolved)
- The Quality Improvement Zone on TURAS which hosts e-learning modules and downloadable resources.

The education programmes and resources are based on the Quality Improvement Journey (1), designed to support health and social care staff to improve the delivery of quality health and care. E-learning modules and resources are available to all health and social care staff, and programmes of learning are offered through an application and shortlisting process for individuals with leadership/management roles related to improving health and care services. The programmes and resources are designed to support staff to be more skilled, confident, and motivated to improve the health and care services they deliver to the people of Scotland.

The Quality Improvement Team are responsible for the planning, design and delivery of the programmes and strive to ensure an inclusive learning experience for participants. This can be through in-person and live on-line learning, self-paced learning through e-learning modules and signposting to materials and resources. We utilise the feedback from learners, faculty, Advisory Groups and sponsors for the purpose of improving the programmes and resources we offer.

Work has commenced to review the current national quality improvement education and training resources, known as the QI Blueprint for 2024/25

Our work contributes to NES Purpose and Vision set out in NES Strategy 2023-26: People, Partnerships, Performance:

### ***Our Purpose***

*To be a collaborative, innovative and inclusive learning organisation that provides high quality education, training, workforce development, workforce data and technology for Scotland's health and social care workforce.*

### ***Our Vision***

*Supporting better rights-based quality care and outcomes for every person in Scotland through a skilled, capable and resilient health and social care workforce.*

## **Evidence**

The current QI education programmes and their associated resources have been in place for several years and are reviewed regularly through an evaluation strategy and feedback from the faculty that deliver the programmes to ensure they are achieving the expected learning outcomes and providing a quality learning experience for participants. Participants are offered the opportunity to indicate what reasonable adjustments they may need as part of the educational programmes. Educational content is designed to comply with the NES accessibility guidance offered through the Technology Enhanced Learning team.

The current review, the QI Blueprint, is being undertaken through engagement and consultation with learners (health and social care staff) and key stakeholders (leads from across health and social care). This review will incorporate the principles of the recently published NES Learning and Education Strategy (2) and align with the soon to be confirmed policies and frameworks of the NES Learning and Education Quality System.

To inform our assessment we have considered data from the following sources:

- Current programme and application processes
- Current programme evaluations
- Our QI Blueprint methodology and design principles

We recognise that there are gaps in the data we have gathered. Equality and diversity data is not asked of individuals applying to be considered for the QI programmes we deliver. In addition the shortlisting and selection of applicants for most of the QI programmes we deliver is devolved to NHS Boards and leads working in social care and other public services. We do ask and record any reasonable adjustments requested by successful applicants as part of the process of individuals accepting the offer of a place on the programmes we deliver.

## 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 and other characteristics and how these intersect, including poverty and low income. This is important as a national NHS Board in our work to address health inequalities. Our consideration is set out below:

Protected Characteristic / Population Group	Any differential impact?	Reason
Age	Neutral	In scheduling our programmes, we are thoughtful of the timing to consider carer requirements and part-time working e.g. avoiding school holidays, and Mondays and Fridays.
<b>Disability</b> (including physical, sensory, learning disabilities, neurodiversity, communication needs and mental health.	Neutral	Our programmes are delivered, in the main, through Microsoft Teams which provides a range of support functions that can enable accessibility. In addition, when people have secured a place on a programme, we engage with individuals to understand any accessibility issues and learner needs and how we can adjust our delivery to ensure an inclusive learner experience.  We are thoughtful about our application processes and need to further consider whether these are a barrier to people applying.
Gender Reassignment	Neutral	No differential impact is anticipated for this protected characteristic.
Race / Ethnicity	Neutral	NES as an organisation is providing Anti-Racism training to all staff and as a team we will take action to underpin these principles within our programmes and our resources.  For the majority of our programmes we do not wholly own the recruitment process and therefore we will look to influence our partners by promoting into their local networks, as well as look to gather the voices and examples of participants.
Religion / Belief (including none)	Neutral	No differential impact is anticipated for this protected characteristic.
Sex	Neutral	No differential impact is anticipated for this protected characteristic.
Sexual Orientation	Neutral	No differential impact is anticipated for this protected characteristic.

Protected Characteristic / Population Group	Any differential impact?	Reason
Marriage / Civil Partnership	Neutral	No differential impact is anticipated for this protected characteristic.
Pregnancy and Maternity	Neutral	No differential impact is anticipated for this protected characteristic.
Socio-economic Status	Neutral	No differential impact is anticipated for this protected characteristic.
Different Sectors	Neutral	<p>The QI education programmes and resources are open to the health and social care sectors, and as part of our QI Blueprint work we continue to engage with stakeholders from both sectors to inform and ensure the materials are relevant through the language and examples used.</p> <p>Currently the availability of places on the different QI education programmes are a result of commissions from a range of national organisation, with historically a higher amount of funding for the health sector compared to social care. The review and redesign of QI educational resources will include consideration of equity of access across health and social care.</p> <p>We will also explore the introduction of a self-assessment for health and social care staff, to support individuals to identify an appropriate learning pathways and opportunities, irrespective of what sector they work in.</p>

## Next Steps

The Equality Impact Assessment has informed the following actions:

- Through questioning and reflection consider decisions made as part of the QI Blueprint review in terms of consideration of individuals with protected characteristics (March 2025)
- Ensure we are attracting more diverse applicants/participants by working with our partners who promote, market and recruit to our programmes (March 2025)
- Continue to design our educational resources in line with the NES Learning and Education Strategy, the NES learning and education quality system and accessibility guidance through the TEL team (Continuous principle)
- Monitor our performance against the relevant NES Key Performance Indicators to ensure we are meeting the required metric(s) (Continuous principle)
- For each Programme Lead to undertake the Anti-Racism training and as a team we will take action to underpin these principles within our programmes and our resources not only for race and ethnicity but for all protected characteristics so we are more explicit in championing inclusion and diversity in the workplace. (March 2025)
- Link in with the planned learner consultation through the Learning and Education Reference Group EQIA planned for 2025, to understand specific learner needs identified in relation to accessibility, equality and diversity (Date TBC)
- Link in with the TURAS Refresh programme with the regards to the recording of learner characteristics (Date TBC)
- Use, when available, guidance and learning resources being developed by the NES Equality and Diversity Team on learner needs related to disability (Date TBC)

This Assessment Report will be reviewed in August 2025.

### Sign-off

Director: Tracey Ashworth Davies

Date: September 5<sup>th</sup> 2024

## References:

1. Quality Improvement Journey, NHS Education for Scotland. [Online] Available at: <https://learn.nes.nhs.scot/4095>
2. Learning and Education Strategy, NHS Education for Scotland. [Online} Available at: [https://www.nes.scot.nhs.uk/media/hwdneqnw/nes\\_learning\\_and\\_education\\_strategy\\_2023-2026.pdf](https://www.nes.scot.nhs.uk/media/hwdneqnw/nes_learning_and_education_strategy_2023-2026.pdf)