

Equality Impact Assessment Report Template

Title: NMAHP Pre-registration and Practice Education Programme

NES directorate or department: NMAHP

Date Report Completed: 15 May 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:

1. Take effective action on equality
2. 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
3. Demonstrate how we have considered equality in making our decisions.

The NMAHP Practice Education and pre-registration programme and supporting infrastructure (nursing and midwifery PEFs and Care Home Education Facilitators, NES Practice Educators and AHP Practice Education leads (PEL)) provide a local and national network for practice-based education.

The programme provides a robust infrastructure that supports a wide range of learners and learning in different practice contexts, thus creating a learning culture that is nurturing, inclusive and safe for all involved. NES provides professional leadership and co-ordination to the network and works closely with stakeholders to enable the delivery of NES strategy aims and NMAHP practice education targets.

This enables those who support learners in practice settings to enhance the learning environment for pre- and post-registration NMAHP students and learners and ensures the future workforce is fit for practice at the point of registration and as an individual's career develops.

The targets focus on the following themes:

1. Supporting the practice-based learning environment and practice education infrastructure.
2. Performance management of commissioned pre-registration NMAHP education.
3. NMAHP careers and recruitment
4. Transition to employment and health and wellbeing.
5. Quality management of the learning environment.

There is particular relevance to the outcomes listed below:

Outcome 1: Our support for youth employment with a particular focus on engagement and supporting transitions from school, college and university for those further from the labour market or more likely to experience barriers to full employment: young people who are care-experienced, disabled, or from Black and minority ethnic or socio-economically disadvantaged communities through:

1. Continuing to be an active member and engage with the NES Career Learning Group to encourage attraction into NMAHP careers
2. An evaluation of initiatives used to support student nurse and/or midwife transition to employment was conducted and published in 2023. Recommendations and themes from this report have been shared with stakeholders nationally.

Outcome 4: We will continue to enhance the inclusivity of education and training programmes for disabled learners in NHS Scotland through:

1. Expanding the availability of technology enhanced learning which reflects best practice in accessibility and increases flexibility in learning opportunities.
2. Ensuring resources to support Reasonable Adjustments and Accessibility are available for all learners who may require them.
3. Ensure partners and stakeholders include information about Reasonable Adjustments and Accessibility as a core element of any develop or preparation programme for those supporting learners in practice.

Outcome 5: The diverse development needs of our workforce and changes in the way work is being done will be our focus as we support development of digital capability and accessible and inclusive technology enhanced learning. Digital learning capability is a complex concept incorporating elements of information literacy, digital skills and capacities for learning. Learners may also be differentially

impacted by barriers to accessing appropriate digital infrastructure for learning. We will invest in core skills development for our educators and designers which will include:

1. Accessibility [design, facilitation, assessment, reasonable adjustments]
2. Cultural competence and anti-racist education
3. Unconscious bias in education
4. Social learning and facilitating for inclusive learning

Outcome 6: Our approach to digital design considers the diverse needs of our audiences when developing our resources or learning programmes.

This EQIA is a review of a long-standing programme of work and its review has involved all members of the NMAHP Practice Education and Business Support teams.

Evidence

Evidence used to inform our programme of work:

1. Engagement with stakeholders through annual practice education reviews and regular meetings
2. Indexing data from commissioned pre and post registration NMAHP programmes
3. Outputs from evaluations: i.e. student wellbeing and HNC articulation
4. Consultation responses
5. Literature reviews i.e. reasonable adjustments, supporting students
6. Practice Education landscape reviews
7. Nursing and midwifery student feedback on their learning experiences- satisfaction with support for reasonable adjustments
8. Learner experience evaluations - voluntary E&D questions utilised.
9. Focus groups
10. Internal reporting mechanisms

This assessment has been informed through engagement and consultation which has included:

1. Stakeholder evaluation of practice supervisor/ practice assessor learning resources
2. Student evaluation of nursing ePAD resources -accessibility
3. Practice education landscape review – collaboration with stakeholders to understand the system and develop recommendations
4. The consultation process to support the development of the NES NMAHP Reasonable Adjustments learning resources also provided valuable insights to inform this EQI.

Identified gaps:

1. New E&D data sets currently being developed by NHS Scotland and the NMC. In the future, this data will help understand race and ethnicity of NMAHP registration learners and future workforce (from an AHP perspective, this currently relates to paramedics and physiotherapy funded scheme indexing data).
2. AHP currently have no dedicated quality management system which impacts on the availability evidence and data.

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 and this is summarised within Appendix 1.

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

The bullet points below are the 3 parts of the Public Sector Equality Duty:

1. How will it progress equality of opportunity for people who experience inequalities?
2. How will it eliminate discrimination, victimisation or harassment or other unlawful conduct?
3. 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.

Next Steps

The Equality Impact Assessment has identified and informed the following actions to better advance equality and meet the Public Sector Equality Duty:

Issue or risk identified	Action	Responsibility	Timescale	Resource required
Currently not using our existing data to identify potential E&D gaps	<ul style="list-style-type: none"> Explore setting up group to scope current data, gaps and how this data informs future programme work Review key themes from individual workstream EQIAs 	NMAHP Pre-registration and Practice Education team Gail Nash and Christina Eyres-Young will lead on behalf of team.	Next NMAHP Pre-registration and Practice Education meeting – 08/08/2024	<ul style="list-style-type: none"> Group set up Central repository for existing EQIAs
Risk we are not compliant with UNCRC requirements	<ul style="list-style-type: none"> Team to increase their knowledge and understanding about the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 and are aware of eLearning module on Turas. Promoting the learning of children's rights as part of our practice education activity 	NMAHP Pre-registration and Practice Education team	Invite to WYCPF team member next meeting 19/09/2024 01/08/2025	<ul style="list-style-type: none"> Input from WCYPF team Team to access learning from https://learn.nes.nhs.scot/75341

<p>AHPs currently unable to access data relating to learners in the same way as Nursing and Midwifery</p>	<ul style="list-style-type: none"> • Exploration of an NMAHP QMS is progressing and linked to ops planning 	<p>NMAHP QMS working group</p>	<p>March 2025</p>	
<ul style="list-style-type: none"> • Ongoing review and monitoring of EQIA content and action plan 	<ul style="list-style-type: none"> • EQIA will remain as a standing item on the Pre-registration and Practice education team meeting agenda. • Action plan reviewed quarterly • EQIA will be reviewed on an annual basis. 	<p>NMAHP Pre-registration and Practice Education team</p>	<p>8 weekly</p> <p>Quarterly</p> <p>Annually</p>	

Sign-off

Director: Karen Wilson

Date: 04/09/24

Review date: Annually (unless significant changes to programme)

Appendix One: Potential Impact on Different Population Groups

Population group	Potential impacts	Mitigations/Actions
Age	The programme aims to support people across different career stages - from those considering NAMHP careers, students, newly qualified practitioners, to those at the end of their professional careers.	Education staff should be aware of potential areas of discrimination when supporting learning opportunities, for example, digital literacy, different learning styles etc
Disability	<p>All participants are able to be part of the NHS Scotland workforce and therefore any specific requirements are provided for on an individual basis. Anyone with a disability may benefit from support when accessing any learning opportunities offered by the PE programme. People with disabilities often need to share enhanced information about their disability and, may feel there is insufficient psychological safety to do so.</p> <p>There may be lack of understanding of reasonable adjustments which may be required.</p>	<p>A robust and inclusive process is in place, with educators having the knowledge skills and confidence to support people with disabilities. People with disabilities may have a higher attrition rate if they are not supported with tailored support. NES is a Disability Confident Employer – see An inclusive and diverse workplace NHS Education for Scotland</p> <p>What reasonable adjustments are - Reasonable adjustments at work - Acas</p> <p>NES NMAHP Reasonable Adjustments in the practice setting SWAYs</p> <p>Reasonable Adjustment in the Practice Setting Part 1: Considering what is reasonable and facilitating disclosure (cloud.microsoft)</p>

	<p>All learning styles are adapted for, and all workbooks are available to be printed.</p>	<p>Supporting an underperforming student. Part 2: Implementing action (cloud.microsoft)</p> <p>Reasonable Adjustment in the Practice Setting Part 3: Fair assessment and debriefing (cloud.microsoft)</p> <p>Learning resources should be developed through a trauma informed lens to embed learning through a compassionate educational style.</p>
<p>Ethnicity/ Race</p>	<p>Impact on learners from a minority ethnic background should be considered by educators recognising that racism exists.</p> <p>The PE programme intends to offer equality of opportunity for minority ethnic learners through provision of inclusive education.</p>	<p>On our website we set out the importance of specific actions to address systemic racism Equality, diversity and human rights NHS Education for Scotland</p> <p>Inclusive education and learning NHS Education for Scotland</p>
<p>Gender/ Sex</p>	<p>Low impact in terms of both sexes are provided with equitable resources and learning environment.</p> <p>However, there is recognition that NMAHP professions tends to be predominately female orientated therefore are more likely to be impacted for example learners are more likely to be carers (children, relatives, partners with ill-health or disabilities) and take career breaks and potentially have an increased chance of attrition from programmes etc.</p>	<p>Consideration of school holidays, timing of sessions, events etc when developing learning opportunities.</p>

	Direct discrimination, marginalisation, assumptions of line managers and peers about participation of women in education and training.	
Gender Reassignment	Potential impact on trans if there are transphobic attitudes from educators.	<p>All resources have incorporated the awareness of individualising the aspect of gender within practice education. All resources are available to participants irrespective of gender.</p> <p>All NES educators are up to date with Essential Learning pertaining to equality and diversity and feel confident to address any discrimination.</p>
Religion/Belief	Direct discrimination against minority religions if failure to take account of religious festivals and observance with regards to scheduling learning opportunities.	Consideration of religious festivals / holidays and observance when developing learning opportunities.
Sexual Orientation	Potential impact on if there are homophobic attitudes from educators providing learning opportunities.	<p>All resources have incorporated the awareness of potential impact of homophobic attitudes within practice education. All resources are available to participants irrespective of sexual orientation.</p> <p>All NES educators are up to date with Essential Learning pertaining to equality and diversity and feel confident to address any discrimination in relation to a learner's sexual orientation.</p>
Socio-economic background	Those from lower socio-economic backgrounds may have a potential lack of opportunity and lack of financial means to access further and higher education; power dynamics and	Consider where costs may be incurred when accessing learning opportunities and offer solutions to mitigate – online or hybrid etc

	<p>psychological safety; lack of confidence in ability to achieve learning outcomes. We also recognise the intersections between low socioeconomic status and other marginalised groups. Digital poverty / lack of IT facilities to access learning opportunities or resources.</p> <p>All learning opportunities are free and accessible to all. The PE programme have invested in digital infrastructure in boards for pre-registration students to access whilst on placement or undertaking digital / online placements.</p>	<p>Ensure learners have access to digital infrastructure to enable access to learning opportunities.</p> <p>Ensure opportunities are offered either online, hybrid or locally where possible to reduce travel costs.</p>
Care Experience	<p>We know that care experienced children experience poorer educational outcomes which can perpetuate inequality in later life therefore may be disadvantaged.</p>	<p>Continuing to be an active member and engage with the NES Career Learning Group to encourage attraction into NMAHP careers</p> <p>Meet our commitment in the ‘people’ part of the NES strategy and ensure we contribute to the Promise Plan 24-30</p> <p>https://thepromise.scot/what-must-change/plan-24-30/</p>
Children’s Rights	<p>It is our duty not to act incompatibly with the UNCRC requirements. Not doing so would risk not adhering to our responsibilities as a public body.</p> <p>https://www.improvementservice.org.uk/_data/assets/pdf_file/0020/43382/Getting-Ready-for-UNCRC-Incorporation-Framework.pdf.</p>	<p>Ensure we are promoting learning on children’s rights within practice education – all team to ensure they are up to date on current legislation and how we can promote learning on children’s right within practice education</p> <p>https://learn.nes.nhs.scot/75341</p>

Digital exclusion	Learners may have no / poor access to digital infrastructure including reliable broadband, laptops, applications etc to enable full participation in learning opportunities especially as majority of learning offered is virtual or hybrid.	<p>Providing alternative formats for resources.</p> <p>All learning opportunities should be given to learners 6 weeks prior to commencement.</p> <p>In boards pre-registration NMAHP students can access laptops if required.</p>
Caring responsibilities	Applicants who are pregnant or who have childcare responsibilities may be more likely to take more frequent and/or longer career breaks and may have higher rate of attrition from the programmes - this may disproportionately impact women. They may also have unpredictability in terms of caring role which may make it difficult to commit to learning opportunities. Importance of flexibility in accessing learning to accommodate caring responsibilities.	<p>Consideration of school holidays, timing of sessions, events etc when developing learning opportunities.</p> <p>Acknowledgement of the legal duty to better identify, assess and support carers. For example, ensuring carers understand their rights and the carers charter https://www.gov.scot/publications/carers-charter/pages/1/.</p> <p>Could also be about Ensure educators are also promoting learning about unpaid carers https://learn.nes.nhs.scot/19211/person-centred-care-zone/carers</p>

Neurodiversity	Application process must consider different ways of learning and barriers to access and understanding e.g., text heavy information on web page etc.	<p>A robust and inclusive process is in place, with educators having the knowledge skills and confidence to support people with disabilities. People with disabilities may have a higher attrition rate if they are not supported with tailored support. NES is a Disability Confident Employer – see An inclusive and diverse workplace NHS Education for Scotland</p> <p>What reasonable adjustments are - Reasonable adjustments at work - Acas</p> <p>NES NMAHP Reasonable Adjustments in the practice setting SWAYs</p> <p>Reasonable Adjustment in the Practice Setting Part 1: Considering what is reasonable and facilitating disclosure (cloud.microsoft)</p> <p>Supporting an underperforming student. Part 2: Implementing action (cloud.microsoft)</p> <p>Reasonable Adjustment in the Practice Setting Part 3: Fair assessment and debriefing (cloud.microsoft)</p>
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