



Equality Impact Assessment Report

The Nursing, Midwifery, Allied Health Professions (NMAHPs)
Development Framework

NMAHP Directorate, Workforce Education and Career Development Team.

Date Report Completed: October 2024

Introduction

This Equality Impact Assessment (EQIA) has been completed in relation to NHS Education for Scotland (NES) refresh of the Nursing, Midwifery and Allied Health Professions (NMAHPs) Development Framework and associated resources.

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 (PSED). 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 this EQIA is to help NES consider how our work on the Development Framework refresh and associated resources will meet the three parts of the PSED:

- 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 will consider and assess how this work meets this PSED and if or how it impacts on individuals with protected characteristics. The protected characteristics covered by this EQIA are defined in the Equality Act 2010 as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The [NMAHP Development Framework](#) is an overarching resource that comprises of two linked components: the Healthcare Support Worker Development and Education Framework and the NMAHP Post Registration Development Framework. The NMAHP Development Framework was first developed in 2010. The Framework aims to articulate the knowledge, skills and behaviours required for all NHS Scotland staff to optimise care delivery and promote staff well-being across the career pathway. It provides practitioners, managers and educators with a useful structure to support individual and team learning and development. The Framework is structured around the four [Pillars of Practice](#) and is divided into [Levels](#) with knowledge, skills and behaviour statements for each level to enable users to benchmark their

practice and identify any development needs. The Healthcare Support Worker Development and Education Framework was a later addition and published in 2022. This has enabled a continuous career pathway for practitioners from level 2 to level 8.

The Framework workstream includes several other projects that align with this work and are included within this EQIA. Development of Framework guidance and Speciality Frameworks and the development of an overarching professional development resource.

The overall Framework refresh project encompasses three phases and associated workstream activity detailed in table below.

| Phase | Timeline | Focus | High level activity |
|--|-------------------------|---|--|
| NMAHP Development Framework Refresh. Phase 1 and 2 | Oct 2023 – March 2025 | The focus is on updating the Framework and ensuring the tools and resources are accessible to all users. | Scoping and mapping Consultation Establishment of User Forum Update of knowledge, skills and behaviour statements Refresh of website content Refresh of development needs analysis tool Development of Turas Learn site Workshops for managers/service leads Development of implementation toolkit Re launch of website |
| NMAHP Development Framework Phase 3 | March 2025 – March 2026 | The focus is on a review of the Framework design, structure, and the knowledge, skills and behaviour statements to ensure it is in line with NHS Scotland’s workforce continued needs. | Deep dive of Framework Evaluation part 1 (focus on refresh/ impact of changes) Consultation Update of Framework Testing Launch of Framework Evaluation part 2 (focus on framework) |
| Framework Guidance/Specialty Frameworks | Jan 2024 – March 2025 | The focus is on the development of a generic framework template and guidance to support the development of specialty frameworks. Developing a new governance process via Transforming Roles to ensure | Scoping and mapping Development of guidance/template Pilot of guidance/template Development of Turas learn site |

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| | | new frameworks meet set criteria. | |
| Professional Development Resource | Aug 2024 – March 2025 | The focus is on reducing duplication and streamlining NES resources to support | Scoping and mapping Working group Development of draft resource Testing Launch |

The refresh of the Framework 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 with protected characteristics to enhance relevant skills and knowledge.
- Outcome 4: Retention and career development are improved as staff with protected characteristics 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 for those with protected characteristics on any device; delivering resources built to best practice accessibility standards.

The User Forum is made up of a representative group of users spanning the levels of the [Career Framework](#) from levels 3 to 8:

- Nurses
- Midwives
- Allied Health Professionals
- Healthcare Support Workers
- Education roles
- Union representative (Royal College of Nursing).

Evidence

Qualitative data which contributed to this EQIA came from the user forum, consultation with stakeholders from NHSScotland, scoping undertaken, and the NES project team. The User Forum has been pivotal in providing clear insight into the needs of the users and provided the project team with a forum to test and explore the needs of this group. The main gaps

identified by the user forum, were that staff may have limited development time and there may be challenges around digital literacy. A stakeholder scoping survey also highlighted similar themes around accessibility for example not able to access a PC in work time and protected learning time.

A scoping review was conducted by the NES project team, using NHS Scotland workforce data held on Turas. This data was used to examine the demographics of staff whom the NMAHP Development Framework is intended for, and to allow us to consider potential inequalities. From reviewing the data, it did highlight that those with protected characteristics, are in the minority and therefore may be disadvantaged although not significantly. Data can be found in the Appendix.

Quantitative data which contributed to this EQIA came from literature reviews in relation to best practice for appraisal (Aug 2015, July 2024) and education frameworks (Oct 2022). The literature reviews reinforced the evidence found from consultation with stakeholders re the challenges with time.

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 - alongside our responsibilities as corporate parent - and there is no anticipated impact.

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 3 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.

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

| Characteristic | Potential Impact | Rationale |
|--------------------------------|-------------------------|--|
| Age | No impact | We are not aware of any specific issues relating to this protected characteristic. All ages will be able to access the Framework equally to support their learning and development. |
| Disability | No impact | We are not aware of any specific issues relating to this protected characteristic. This framework complies with national standards for accessibility for public bodies and has been updated with considerations for screen readers to ensure it is fully accessible. |
| Gender reassignment | No impact | We are not aware of any specific issues relating to this protected characteristic. |
| Race | No impact | The Framework content is representative of the general population and has examples which reflects the race spectrum. |
| Religion and belief | No impact | The Framework content is representative of the general population and has examples which reflects the spectrum of religions and beliefs. |
| Gender | No impact | We are not aware of any specific issues relating to this protected characteristic. The Framework includes examples that reflect gender. |
| Sexual orientation | No impact | We are not aware of any specific issues relating to this protected characteristic. |
| Marriage and civil partnership | No impact | We are not aware of any specific issues relating to this protected characteristic. |
| Pregnancy and maternity | No impact | We are not aware of any specific issues relating to this protected characteristic. |

The Framework and associated resources will be inclusive and accessible on different devices and formats and be displayed in different formats.

To conclude, the evidence shows that there is a low risk for unlawful discrimination, and 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 |
|--|--|---------------------------------|---------------|---|
| Flat form PDF not accessible to screen readers. | Ensure PDFs are fully accessible | Project team | Q1 2025/26 | Support from NES Digital and stakeholders |
| To ensure the Framework and associated resources meet accessibility guidelines. | Follow NES accessibility guidance for all products and platforms associated with the Framework i.e. the Framework website and Turas Learn site and supporting resources developed. Multiple formats will be available to ensure they are accessible to all staff. There will be transcripts available alongside any videos/animations. | NES Digital Project Team | Q4 2024/25 | Support from NES Digital and stakeholders |
| The Framework will need to be representative of the NHS Scotland workforce population. | The Framework will be representative of the NHS Scotland workforce. This will be demonstrated using a wide selection of user case studies, images and graphics. Case studies will represent the diversity of the workforce and include examples for all levels of practice. | Project team | Q4 2024/25 | Support from NES Digital and stakeholders |

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|--|--|---------------------|---------------------|---|
| <p>Using the Frameworks development needs analysis tool (DNAT) requires the user to share personal data.</p> | <p>A data protection impact assessment has been undertaken. Resulting in the development of a Privacy Notice detailing users rights and how NES will use any personal data is built into the DNAT. The user has the choice to submit an email address to enable a report to be sent to them detailing their development needs.</p> | <p>Project team</p> | <p>Q4 2024/25</p> | <p>Digital team Support with data protection impact assessment (DPIA)</p> |
| <p>Monitoring of Framework in relation to this EQIA.</p> | <p>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 all materials are up to date and links to further resources are intact.</p> | <p>Project team</p> | <p>Annually</p> | <p>Support from stakeholders</p> |
| <p>Framework evaluation</p> | <p>A planned evaluation of the Framework will incorporate a trauma-informed lens, recognising that the Framework can be used for personal reflection and supervision. This evaluation will emphasize key principles of equality and diversity, including safety, trust, choice, collaboration, and empowerment, to ensure it is inclusive and supportive for all users (NES 2024).</p> | <p>Project team</p> | <p>Q2/3 2025/26</p> | <p>Support from stakeholders</p> |

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|----------------------------------|--|--------------|------------|----|
| Equality and diversity awareness | Include a link to the Equality and Diversity resources within the Framework to encourage the workforce to engage with E&D issues and actively address potential discrimination. This will help promote a more inclusive and equitable environment. | Project team | Q4 2024/25 | NA |
|----------------------------------|--|--------------|------------|----|

Monitoring

This EQIA has been submitted to the NMAHP Education Quality Group for review. There will be ongoing monitoring in relation to the actions highlighted within this EQIA and will be a standing item on the user forum agenda.

There will be an evaluation of the Framework as part of phase 3 of the refresh. Initial feedback re impact will follow the soft launch in December 2024 via an online survey.

The EQIA will be reviewed on an annual basis as part of digital estate governance processes.

Sign-off

Director: Karen Wilson, Deputy Chief Executive and Executive Nurse Director, NES

Date: 5 March 2025

Appendix

In September 2023, there were 79,105.6 nurses, midwives and allied health professionals employed in NHS Scotland who this resource is intended for.

| Protected Characteristic | Evidence |
|---------------------------------|---|
| Age | Median age of staff is 43 with 19.7% of the workforce 55 and over. |
| Gender | 87.4% are female, and 12.6% are male. |
| 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. |
| 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. |
| Sexual orientation | 64.1% heterosexual, 21.4% not known, 11.7% declined to answer, 1.5% gay/lesbian, 1% bisexual, 0.3% other. |
| Transgender | 53.6% are not transgender, 0.1% are transgender, 36% unknown, 10.3% declined to answer. |
| Disability | 60.6% do not have a disability, 1.4% do have a disability, 30% unknown, 8% declined to answer. |

NHSScotland Workforce 30 June 2024 – key workforce figures: [NHSScotland Workforce Report as at 30 September 2024](#)

| Staff group | Number of staff | Average age |
|---------------------------|------------------------|--------------------|
| Nursing and Midwifery | 66,725.3 | 43 years |
| Allied Health Professions | 13,958 | 42 years |