

NHS Education for Scotland Equality Impact Assessment Report

Name of function, policy or programme: Nursing Midwifery and Allied Health Professions (NMAHP) Practice Education Programme (Nursing and Midwifery Practice Education and Care Home Facilitators, and Allied Health Profession Practice Education Leads)

NES directorate or department: NMAHP

Name of person(s) completing EQIA: Irene McDade, Jenny Miller, Lesley Whyte, Individuals or groups contributing to EQIA: NMAHP Practice Education team

Date Report Completed: Reviewed 23.12.13

1. Define the function¹

- **What is the purpose of the function?**

The NMAHP Practice Education Facilitator (PEF) programmes (nursing and midwifery PEFs and Care Home Education Facilitators, and AHP Practice Education leads (PEL)) provide a local and national network for practice based education. This supports NMAHP nursing and midwifery mentors and AHP practice educators to enhance the clinical 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.

The NMAHP PEF/CHEF/PEL programmes aim to be an aspirational investment, providing 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 for a range of nursing, midwifery PEFs/CHEFs and AHP Practice Education Leads (PELs) and their associated work streams.

- **Who does the function benefit and what is the relevance of the function to those groups?**

The direct beneficiaries of the function are nurses, midwives and allied health professionals (NMAHPs) across the whole career framework. In addition, HEIs, Scotland's colleges, Health Boards, professional bodies and others benefit from the function.

The relevance of the function is to ensure that the education provided to these groups is consistent, transferable, relevant and transparent. The translation of policy and standards of practice is provided through frameworks and other resources and enables local implementation into practice. The NMAHP practice education infrastructure provide a mentoring, facilitating, coordinating and/or teaching input that reduces duplication of effort and relieves pressure on direct clinical staff.

^{1 1} In this document, 'function' is used broadly to cover all the areas of work for which impact assessment is required, as defined in the Regulations. This includes policy, programme, project, service and function, among others.

- **How are they affected or will they benefit from it?**

Implicit to this programme is to improve the health of the people of Scotland by providing appropriate educational support so that the right person, delivers the right intervention at the right time and in the right place (Scottish Government 2013). People who rely on services will benefit from staff who have received high quality education and development and are equipped to provide safe, effective and person-centred care. There is also an emphasis within the programme to ensure that education and development supports the responsiveness of healthcare staff to diverse needs.

A key driver for the programmes are to help ensure a national and standardised approach to ensure equity of practice education provision and support for nursing and midwifery mentors and practice teachers, and AHP practice educators across NHSScotland.

The direct beneficiaries of the NMAHP PEF programmes include staff working across the career framework for health from pre-registration students to consultant practitioners. It also benefits mentors and practice educators at all levels of the career framework.

- **What results/outcomes are intended?**

Our work supports NHS Education for Scotland's strategic objective to develop a flexible, connected and responsive educational infrastructure. This is done through the supporting, developing and maintaining 100 WTE NM PEFs and 14 WTE CHEFs, and 11.0 WTE AHP PELs across Scotland.

Annual specific outcomes fall under the following headings:

Allied Health Professions PELs

- Building capacity
- Creating a learning culture
- Increasing capability to ensure quality.

Nursing and Midwifery PEFs

- Regulation -Support and development of mentors
- Policy – Supporting inclusive learning
- Quality of the Clinical Learning Environment

The AHP workstreams are currently supporting:

Workstream 1: Maintaining the AHP Practice Education Infrastructure

To ensure that the AHP PEL programme continues to develop and support practice based education within each of the NHS territorial and national Health Boards we will

maintain the infrastructure of the PEF Programme and support and develop the AHP Practice Education Leads (PELs)

Workstream 2: Advancing Preregistration AHP Practice Education

We will continue to work with our external stakeholders and the AHP PEL network to advance the quality of pre-registration practice education for AHPs. Our activities and structures will be underpinned by the quality strategy, the AHP national delivery plan and we have established a central pre-registration reference group to advise and govern our projects in this area.

Workstream 3: Embed and sustain existing NES educational solutions

We will continue to work with the NES AHP team and Nursing and Midwifery colleagues to help embed and sustain educational solutions that have been developed within NES. This will enable PEL roles to support quality work-based learning locally.

Workstream 4: AHP PEF NHS Board Priorities Supporting AHP PEFs/PELs with the national sharing and coordination of local NHS Board Practice-based Education Priorities.

To avoid duplication and to provide opportunities for support and sharing of educational solutions the AHP PEF programme will support the establishment of national groups focussed on specific shared Health Board priorities. The projects chosen have been highlighted by a number of Boards and also link into wider NES AHP and NMAHP work. The project groups for these will lead on the development of practice based education that can then be utilised within other Boards as and when appropriate.

The Nursing and Midwifery PEF/CHEF programme contributes to:

Growing dynamic learning environments through efficient and creative support for Scotland's nursing and midwifery practice education networks to ensure:

- Compliance with NMC Standards to support learning and assessment in practice (2008).
- Mentors are appropriately prepared, supported and developed in their role, particularly in relation to challenging and complex student assessment decisions and to support newly qualified practitioners.
- Mentors are able to implement reasonable adjustments for learners with a disability in the practice setting and ensure a positive learner experience.
- Senior charge nurses and team leaders are supported to develop effective learning environments for students and for members of their team.

2. What is NES' role in developing and delivering the function?

NES' role provides Practice Education Co-coordinators who support PEFs/PELs at national, regional and local levels. The role of NES includes:

- Providing strategic direction for practice education programme through annual PEF/PEL priorities
- Involvement in the recruitment and selection of PEF/PELs

- Monitoring career progression of PEF/PELs
- Delivering a programme of development for PEF/PELs which includes regional and national events/workshops
- Development of special interest groups
- Scoping and identifying learning needs
- Devising and/or agreeing standards and guidance
- Developing publications/web resources
- Designing learning packages
- Communicating the outputs to all stakeholders
- Evaluating the impact on NMAHPs and on people who rely on their services
- Providing opportunities to pilot specific practice education solutions.

The provision of pre registration education is underpinned by regulatory body standards that state that all providers must treat all students fairly, and ensure equality of opportunity regardless of race, gender, disability, age, religion or sexual orientation. Programme providers must ensure that programmes, including the practice placements, comply with current equality and diversity legislation, including making reasonable adjustments without compromising safety.

NES has a strong role in building capacity through the national practice education infrastructure and developing skills in inclusive education.

The Dyslexia presentation and trainer notes are up on our resources section now. They can accessed directly through our publication page - <http://www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/practice-education/resources-and-publications.aspx>

NES also works with partner education institutions to ensure that equality and diversity is incorporated into the national approach to mentor and practice educator preparation in Scotland.

3. Who are the partners in developing and delivering the function and what are their roles?

The PEF/CHEF/PEL roles are funded through SLAs with NHS Health Boards.

Other partners include:

- NHS Boards
- HEIs
- Scotland's colleges
- Service users and carers
- Professional bodies
- Regulatory bodies i.e. Nursing and Midwifery Council (NMC) and Health and Care Professions Council (HCPC)
- 3rd sector organisations
- Scottish Qualifications Authority
- Scottish Funding Council.

Our role is to work in partnership with them to enhance practice education opportunities for NM and AHPs and support a work based quality learning environment.

2. Evidence used to inform assessment

Briefly summarise or list the types of evidence you have used in this EQIA. (Evidence may include surveys, statistical data; consultation responses, in-depth interviews, academic or professional publications, scoping studies). You may also attach a bibliography or list of references.

National evidence that is used to inform this EQIA :

- ISD workforce statistics on Nurses, Midwives and Allied Health Professionals by age and gender
- ISD workforce data on total NHS Scotland workforce by ethnicity, gender and age
- Analysis of Scottish population by ethnicity, gender, age and faith/religion (2001 population census)
- Commissioned evaluations of current work-streams (e.g. Health Care Support Worker , Advanced Practice Education) including impact assessment
- Literature reviews
- Consultations on different projects/programmes of work
- Reports from providers in respect to data reporting and analysis related to protected characteristics
- Engagement with learners – e.g. presentations at HEIs, learner stories

Other more specific information is gathered from:

- PEF workforce profile – to include gender, employment locations and career progression
- Performance management pre-registration nursing and midwifery student, mentor and senior charge nurse surveys
- Annual NHS Board PEF/PEL reports
- Findings from national evaluations

3. Results from analysis of evidence and engagement

What does the evidence and any engagement activities tell you about:

The analysis has highlighted the following points:

- The PEF and PEL role is critical in supporting mentors and senior charge nurses to implement and review reasonable adjustments for students and learners within the practice setting.
- It also appears that understanding the diverse needs of learners is still a development need for those supporting them in practice
- Involving service users and carers in education can support a more diverse understanding of equality and diversity agenda
- All mentors, including those who support newly qualified practitioners need to consider access to learning resources and barriers that learners may encounter

The specific issues you identified for particular groups – evidence of barriers, under-representation, particular needs

Workforce:

- In Scotland there are predominantly white staff in nursing and Allied Health Professions – NES ensures a diversity of practitioners and patients in images
- Cultural differences can affect learning -language / communicationImages – need to be aware of appropriateness.
- NES has useful guidance to help ensure that education is accessible and appropriate for the widest range of participants
- All those supporting learners in practice need to be aware of the barriers that they might encounter – e.g. although not always involved as mentors in preregistration education there will be staff supporting newly qualified practitioners.
- Clarity about reasonable adjustment for learners with dyslexia is still required

Opportunities to promote equality or good relations

Evidence of existing good practice

- Over the last 2 years, the NES nursing and midwifery team have provided education workshops and support on aspects of inclusive education, equality and diversity for PEFs. PEFs are now reporting in their annual reports how they supporting learners with disability in practice. The PEF team in NHS Forth Valley received a Nursing Times award for their work.
- PELs and practice education co-ordinators (PECs) have supported workshops for other practice educators on inclusive education, equality and diversity
- The AHP PEF programme has developed learning resources specifically using student stories to highlight individual issues that students have when inclusive education is not in place.

In what areas might there be an impact (e.g., health, lifestyle, work life, employment progression, recruitment to posts, physical conditions, access to information, experience of services, learning outcomes, etc)?

- Access to information - Most programmes prepared with English language instruction. The use of jargon is also an inhibitor, whilst the use of plain English at an appropriate level will support access.
- Using of recognised methods/tools to support learners with language and dyslexia Recruitment by using a diversity of practitioners and patients in images.
- Access to learning - HEIs and suppliers developing resources require to ensure that equality and diversity issues are identified and addressed within the content of the resources produced and the education delivered. Equality and Diversity is a requirement within the NES contracts

4. Actions taken or planned in response to issues identified in the analysis

Issue identified	Action to be taken in response to issue	Responsibility	Timescale (indicate whether actions have already been completed, or provide timescale for carrying out the action)	Resources required	What is the expected outcome?
Awareness of the NMAHP PEF programme issues	An EQIA and action plan has been completed for NMAHP practice education and will continue to be reviewed and updated as necessary	Programme Director/Programme Lead/PECs	ongoing	Time	Awareness of progress and areas to target
Inclusive education awareness and support required in practice	Building on previous national inclusive learning and reasonable adjustment workshops delivered to all PEFs, PELs and Care Home Education Facilitators (CHEFs), we will disseminate educational resources to those in s practice education roles to help them support learning in practice	PECs	Sept 2015	Workshops, possible use of e-resources as funding implications	Workforce that is able to support all learners in practice
Inclusive learning expertise within mentors and practice educators	Continue to raise awareness and understanding of inclusive learning for mentors and supervisors through revision of national approach to mentor preparation. to support the roll out of specific workshops for AHP Practice educators Educational resources to support learners with specific learning differences in practice will be widely available as a resource on NES webpages	PEC/PEF/PEL NES	Ongoing Dec 2014 Complete May 2013	Workshops. Possible use of e-resources	Development of skills and tools to support all learners in practice
How do we know if the		PECs	March	Data	Knowledge of

education is working?	Gather intelligence on activities cascaded from the delivery of previous national workshop on inclusive learning Monitor annual pre registration nursing and midwifery student survey for specific data related to inclusive learning Engagement with PELs and through their reporting of student/learner experience. Liaison with HEIs and through audit of student experience; QSP		2014 March 2015	gatherer	what works and what needs to be developed
Ensure all those supporting learners in practice are aware of inclusive education and their role in supporting this	Further roll out of workshops and resources to support awareness and understanding of inclusive learning	PEC/PEF/PEL	Ongoing Sept 2014	Workshops, use of NES resources to target specific groups	Inclusive and responsive learning environment in practice
Ensure all events are accessible	Continue to promote accessible venues and the use of e-technologies to enable remote and rural practitioners to access events	PECs/ programme leads		e-technology	All staff included in development

5. Risk Management

Any risks related to equality and diversity in practice education roles in Scotland are low to NES as NES is not the responsible body for recruitment/employment of PEFs/ PELs and has clear governance arrangements with NHS Boards in agreed service level agreements which incorporates Equality and Diversity. (See Appendix 1)

6. Monitoring and Review

Monitoring and review of equality impact should ideally be part of a wider monitoring or review process.

Please explain how the function will be monitored and reviewed, including:

What data will be collected, at what time?

- We will collect information from the NMAHP PEF/PEL programmes reports. This is already routinely done within the Nursing and Midwifery (NM) reports and is being built into the AHP reports
- Data is collected pre and post workshop to ascertain levels of understanding before and after education. The use of postcards re 'the one thing I will do to change my practice' will also be used in subsequent education and monitored/followed up 3 months later
- Data relating to the protected characteristics is collated on recruitment of NM PEFs as an HR E & D requirement of individual NHS Boards. NES does not hold this data as we do not employ PELs/CHEFs/PEFS.
- Annual reporting mechanisms are in place relating to the delivery of PEF national priorities including contribution to the development of mentors in inclusive learning environments.
- As part of the national nursing and midwifery student survey data is collected relating to the experiences of students and mentors with and supporting learning differences in practice.

What analysis of the data will be undertaken?

Reports will be pulled from all the data and areas for concern highlighted. A trend analysis from the national nursing and midwifery student survey relating to support for specific learning differences will also be analysed.

Are there specific targets or indicators to be monitored?

Uptake of workshops and actions carried out post workshop. Also any variations in the national data set from the student survey will be reviewed and actions planned accordingly.

How will results of monitoring be reported, when, and to whom?

Annual reports will collect the data and will be reported within the NES NMAHP structures. The EQIA will be updated on an annual basis to cover the results from the data.

When will you review the function, taking into account any monitoring information?

This will be reviewed within the NMAHP PEF programmes – at both the NM and AHP programme board meetings but also as an NMAHP group.

Who will be responsible for leading this review?

Dr Lesley Whyte (Programme Director) for NM and Jenny Miller (Programme Lead) for AHP.

Sign off: NMAHP DMG

Date : 8th January 2014

Appendix 1

Practice Education Facilitators Service Level Agreement – Section on Equality and Diversity

EQUALITY AND DIVERSITY

In accordance with the Equality Act 2010, NES has a statutory duty (the 'Equality Duty') when carrying out its functions to have due regard to the need to eliminate discrimination, harassment and other conduct prohibited by the Act, promote equality of opportunity between those who share a protected characteristic and those who do not, and to promote good relations between people who share a particular protected characteristic and those who do not. This duty applies in respect of the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex and sexual orientation. NES requires that any services carried out on its behalf are carried out in such a way as to comply with NES' Equality Duty.

- 6.1 The Provider agrees to comply with the Equality Act 2010 for all work undertaken through this Agreement and the Provider shall secure that all servants, employees, suppliers, sub-contractors or agents of the Provider employed in the execution of the Agreement shall comply with the Equality Act 2010. For the avoidance of doubt, the Provider shall not discriminate directly or indirectly, or by way of discrimination arising from disability, victimisation or harassment, against any person on grounds of age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion or belief, sex and sexual orientation, contrary to the Equality Act 2010.
- 6.2 The Provider shall notify NES forthwith in writing as soon as it becomes aware of any investigation or of proceedings brought against the Provider under the Equality Act 2010.
- 6.3 Where any investigation is undertaken by a person or body empowered to conduct such investigation, and/or proceedings are instituted in connection with any matter in relation to this Agreement being in contravention of the Equality Act 2010, the Provider shall free of charge:
 - i. notify NES in writing as soon as it becomes aware;
 - ii. provide any information requested in the timescale allotted;
 - iii. attend any meetings as required and permit the Provider's staff to attend;
 - iv. promptly allow access to and investigation of any document or data deemed by NES to be relevant;

- v. allow itself and any staff of the Provider to appear as witness in any ensuing proceedings; and
- vi. co-operate fully and promptly in every way required by the person or body conducting such investigation during the course of that investigation.

Where any such investigation is conducted or proceedings are brought under the Equality Act 2010, which arise directly or indirectly out of any act or omission of the Provider, its servants, employees, suppliers, sub-contractors or agents, and where there is a finding against the Provider in such investigation or proceedings, the Provider shall indemnify NES with respect to all costs, charges and expenses arising out of or in connection with any such investigation or proceedings and such other financial redress to cover any payment NES may have been ordered or required to pay to a third party.

- 6.4 If required, the Provider will provide relevant equality and diversity monitoring information or disaggregated data as specified by this Agreement.

References

Scottish Government (2013) Everyone matters: 2020 Workforce Vision. Scottish Government accessible at <http://www.scotland.gov.uk/Publications/2013/06/5943> last accessed at 121213