Equality Impact Assessment Report Template

**Title**: NHS Scotland Academy (NHSSA) Accelerated Institute of Biomedical Science (IBMS) Registration Training Portfolio Programme

**NES directorate or department**: NHS Scotland Academy

**Date Report Completed**: 03/07/24

# 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:

* 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.

An equality impact assessment has been undertaken on a new training programme that has been developed to support biomedical science graduates of the non-applied route to complete their Institute of Biomedical Science Registration Training Portfolio (IBMS RTP) at an accelerated rate. This will be achieved by taking a proportion of portfolio components (approx. 60%) for NHSSA delivery to ensure learners meet Health and Care Professions Council (HCPC) Standards of Proficiency (SoPs), allowing them to apply to register as Biomedical Scientists while reducing NHS Board laboratory capacity constraints.

The programme is composed of 8 digital modules, each with specific learning outcomes; however, the overarching NHSSA educational aims of the programme are to:

* Support increased capacity and diversification of the biomedical science workforce.
* Relieve the training burden of non-applied graduates from laboratory services; in turn reducing inequalities in the current recruitment and employment model.
* Support accelerated development of knowledge and clinical skills of Biomedical Scientists across Scotland.
* Support the development of personal and professional values consistent with the Biomedical Scientist role within NHS Scotland.
* Elevate the overall level of skill and experience within the Biomedical Science workforce, producing Biomedical Scientists capable of mentoring and supporting future trainees, and supporting alternative career pathways into biomedical science roles and beyond.

By the end of the NHSSA Accelerated IBMS RTP Programme (in conjunction with completion of the remaining IBMS RTP SoPs in the laboratory), individuals awarded the IBMS Certificate of Competence will be at the HCPC threshold level of fitness to practise and be able to demonstrate all learning outcomes for the IBMS RTP Version 5.0 in-line with requirements for HCPC accreditation.

This is the first programme of its kind to support biomedical science graduates of the non-applied route to complete their IBMS RTP at an accelerated rate. It has been developed to contribute to:

* The reduction in lab-based training and increase capacity.
* An increased number of employable candidates for laboratories.
* Improved employability and career pathways for non-applied graduates.
* A standardised, ‘Once for Scotland’ approach to replace current duplication of effort by each employer leading to better resource utilisation and enhanced quality assurance.

The programme will be delivered digitally via the Moodle platform on a work-based learning model of 2 days per week over a 6-week period: with 11 days digital attendance/participation in total. This will significantly reduce the IBMS RTP completion from the current reported rates of 12-18 months.

The programme has been developed in line with recommendations from the SALDR (Scottish Academy Learning and Design Roadmap) workshops in collaboration with expert stakeholders over a period of 18 months and will be based on the following framework:

* Contextualised synchronous and asynchronous online learning delivered through the digital platforms; Turas, Moodle, OneFile and O365 TEAMs
* Directed independent study.
* Provision of toolkits and templates to support development of portfolio evidence.
* Clinical learning in the laboratory facilitated by the Laboratory Training Officer/Manager
* Completion of evidence related to specific sections of the IBMS RTP and associated clinical practice.
* HCPC Standards of Proficiency for Biomedical Scientists focus on technology and digital skills, leadership, service user engagement and health, wellbeing and maintaining fitness to practice.

An equality impact assessment was undertaken as the programme was developed. The Biomedical Science Stakeholder Group was involved in the impact assessment. This included representatives from NHS Scotland Academy, NES’s Healthcare Science Directorate and subject-expert stakeholders from the IBMS, NHS Board laboratories and Higher Education Institutions (HEIs). Representatives were selected for their educational and professional expertise to meet the aims of the specifically targeted learner group. This report provides an overview of the evidence that informed the programme development, the consideration of differential impact and how it supports the aims of the Public Sector Equality Duty. The programme will undergo NHSSA annual evaluation and review processes; the findings of which will be considered in alignment with the impact assessment and any future revisions that may be required.

# Evidence

It is important to have up to date evidence to inform our impact assessment.

* *Set out what evidence you have used to inform your assessment?*
* *Have you done any consultation or engagement to inform your assessment?*
* *Have you got any gaps?*

The programme was proposed and initiated at the grassroots level by a Head of Laboratories within an NHS Board who had firsthand experience and expertise from within the clinical setting. The ongoing issue of NHS Board laboratory capacity in providing sufficient time to support trainee biomedical scientists was raised and the potential for NHSSA to consider the development of a training programme was raised as a solution to address laboratory capacity and graduate employability. Anecdotal evidence about constraints with existing laboratory training processes were explored further via a national online survey distributed to NHS Board laboratories. Survey results which included responses from all regional boards substantiated evidence of the identified challenges; and this was also confirmed by expert stakeholders who were consulted to form the programme design and development group.

The NHSSA programme design and development process is inherently inclusive and is initiated over 2 x Learning and Development Design Roadmap (SALDR) workshops to support a collaborative, co-productive approach with identified stakeholders. SALDR workshops have been designed to facilitate development of robust, learner-centred, outcomes-focussed curriculums that meet service and learner needs.

SALDR is adapted from similar evidence-based roadmaps published under a [Creative Commons Attribution-Non-commercial-ShareAlike 4.0 International License](http://creativecommons.org/licenses/by-nc-sa/4.0/). These include [ELDeR](https://www.ed.ac.uk/information-services/learning-technology/learning-design) by the University of Edinburgh, and [CAIeRO](http://blogs.northampton.ac.uk/learntech/2014/12/24/demystifying-the-caiero/) by the University of Northampton, both of which are based on Professor Gilly Salmon’s [Carpe Diem](http://www.gillysalmon.com/uploads/1/6/0/5/16055858/carpe_diem_planning_process_workbook_v17-january_2015.pdf) Five Stage Model. Carpe Diem stems from original research by Professor Gilly Salmon at the Universities of Glasgow Caledonian, Bournemouth and Anglia Ruskin. It was developed further at the Universities of Leicester, Southern Queensland, Northampton, Swinburne and Western Australia.

All components of the programme are explicitly aligned to the learning outcomes for the IBMS RTP V5.0 which are mapped to the HCPC (2022) Standards of Proficiency. This ensures that all associated learning demonstrates evidence to support the threshold standards of practice required for HCPC registered Biomedical Scientists.

Key evidence sources that informed the EQIA and the development of this programme include:

The HCPC Standards of Proficiency for biomedical scientists can be accessed here: [Biomedical scientists | (hcpc-uk.org))](https://www.hcpc-uk.org/standards/standards-of-proficiency/biomedical-scientists/)

[Registration Training Portfolio - Institute of Biomedical Science (ibms.org)](https://www.ibms.org/education/registration-portfolio/)

[NHS Scotland Climate Emergency and Sustainability Strategy 2022-26 (www.gov.scot)](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/08/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026/documents/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026/govscot%3Adocument/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026.pdf)

Health and Care Professions Council (2022). *Standards of proficiency for Biomedical Scientists*. Available at [Biomedical scientists | (hcpc-uk.org)](https://www.hcpc-uk.org/standards/standards-of-proficiency/biomedical-scientists/) (Accessed April 2024)

Health and Care Professions Council (2022). *Standards of education and training*. Available at [Standards of education and training | (hcpc-uk.org)](https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/) (Accessed April 2024).

Institute of Biomedical Sciences (2024). *Registration Training Portfolio*. Available at [Registration Training Portfolio - Institute of Biomedical Science (ibms.org)](https://www.ibms.org/education/registration-portfolio/) (Accessed April 2024)

Lewis, N., & Bryan, V. (2021) *Andragogy and teaching techniques to enhance adult learners’ experience.* Journal of Nursing Education and Practice 11(11): 31. DOI:[10.5430/jnep.v11n11p31](http://dx.doi.org/10.5430/jnep.v11n11p31)

Marques. J. (2012). *The dynamics of accelerated learning.* Business Education and Accreditation. V 4 (1). Pp 101-112. Available at [The Dynamics of Accelerated Learning by Joan Marques :: SSRN](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2005248)

NHS Education for Scotland (2023). *Our strategy 2023-26. People, partnerships, performance.* Available at [Corporate Strategy 2023-26 | NHS Education for Scotland (nes.digital)](https://newsletters.nes.digital/corporate-strategies/corporate-strategy-2023-26/). (Accessed April 2024).

NHS Education for Scotland (2023). *Learning and education strategy. 2023-2026.* Edinburgh: NHS Education for Scotland.

NHS Scotland Academy, NHS Education for Scotland & NHS Golden Jubilee (2024). *Accelerated training through collaboration.* Available at [NHS Scotland Academy](https://www.nhsscotlandacademy.co.uk/) (Accessed April 2024).

Scottish Government (2018). *Healthcare waiting times: improvement plan.* Available at [Healthcare waiting times: improvement plan - gov.scot (www.gov.scot)](https://www.gov.scot/publications/waiting-times-improvement-plan/) (Accessed April 2024)

Scottish Government (2021). *NHS recovery plan.* Available at [NHS recovery plan - gov.scot (www.gov.scot)](https://www.gov.scot/publications/nhs-recovery-plan/pages/1/) (Accessed April 2024)

Scottish Government (2022). *Health and social care: national workforce strategy.* Available at [Health and social care: national workforce strategy - gov.scot (www.gov.scot)](https://www.gov.scot/publications/national-workforce-strategy-health-social-care/) (Accessed April 2024)

Scottish Government (2022) *National workforce strategy for health and social care in Scotland.* Available at National Workforce Strategy for Health and Social Care in Scotland (www.gov.scot) (Accessed April 2024)

Scottish Government (2022). *NHS Scotland climate emergency and sustainability strategy. 2022-2026*. Available at [NHS Scotland Climate Emergency and Sustainability Strategy 2022-26 (www.gov.scot)](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/08/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026/documents/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026/govscot%3Adocument/nhs-scotland-climate-emergency-sustainability-strategy-2022-2026.pdf) (Accessed April 2024).

Further details can be provided by contacting the team at:

[nhsscotlandacademy@nhs.scot](mailto:nhsscotlandacademy@nhs.scot)

The Equality Impact Assessment will be published when the programme is launched. Comments and feedback on the initial assessment are welcomed to inform the EQIA.

# 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 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 and our role as a corporate parent.

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.

We have set out our assessment of impact on different protected characteristics in Annex A.

In summary:

* The programme is intended to support a more inclusive employability model for biomedical science graduates and reduce variation in regional practice in IBMS RTP portfolio completion.
* It has been designed and developed to support biomedical science graduates of the non-applied route to complete their IBMS RTP at an accelerated rate; thereby reducing laboratory capacity constraints and making graduates more attractive to prospective employers.
* It is designed to support the development of practice knowledge and competence in alignment with HCPC SoPs which include robust consideration of equality, diversity and inclusion values and behaviours threaded throughout. Module Section 1 focuses on EDI and provides resources and activities to support consideration of these topics in depth and encourage personal reflection.
* This programme is delivered digitally which supports the diverse learning needs of the biomedical science workforce in how it can access technology for learning. It has been designed so that it is broken down into module and sections that can be undertaken flexibility, in chunks of time rather than in one setting and meets NES’s accessibility guidelines. It also offers a flexible delivery to improve access for remote and rural learners and boards. The resource meets accessibility guidelines as it has been built on the Moodle e-learning platform
* It is recognised that the starting point of knowledge and skills in learners may differ. The programme has been designed flexibility to learn at pace with opportunities to focus of specific areas of identified learning for each individual.

There will be experiences of discrimination and harassment in the workforce. The programme subject matter, particularly those focusing on personal responsibility, professional accountability and equality, diversity and inclusion may offer opportunities to consider and explore these in the context of learners’ practice. We recognise that learners will present with individual lived experiences and will be affected differently. We have introduced all concepts and learning in a way that we hope will make people feel safe.

# Next Steps

The Equality Impact Assessment has informed the following actions:

The impact assessment has identified there is no potential for unlawful discrimination. We have identified the following actions to better advance equality and meet the Public Sector Equality Duty:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Issue or risk identified | Action | Responsibility | Timescale | Resource required |
| Identify actual impacts via the evaluation of the module once it is launched. | Include equality impacts as part of the programme evaluation and ongoing review processes. | Programme Team | Annual review (formal process) and ongoing (informal) |  |
| Review the content of the programme as part of regular content review to ensure it remains up to date. | Include equality impacts as part of the programme evaluation and ongoing review processes. | Programme Team | Annual review (formal process) and ongoing (informal) |  |
| Review Equality Impact Assessment |  |  | By September 2025 |  |

# Sign-off

Clair Graham

12/08/24

| **Protected Characteristic / Population Group** | **Positive / Negative / Neutral Impact** | **Rationale** |
| --- | --- | --- |
| **Age**  Children/Young People – including consideration of children’s rights.  Adults  Older age groups | Positive | The programme will include content on professional and personal knowledge and responsibility supporting learners to consider diversity and provide an inclusive, non-discriminatory workplace for staff and service users in healthcare.  There is not specific content on age discrimination, but learners will consider laboratory service pathways and service user needs, including consent, handling and processing specimens for children and the older adult. Specific module content will also include consideration and assurance of a person-centred approach throughout all clinical activity (i.e., communication, individualised management plans and managing risk.)  The resources in S1M2 intend to provide a common understanding about equality, diversity, inclusion and cultural humility for all groups.  It is recognised that learners will come with different experiences and levels of understanding around age and age discrimination. |
| **Care Experience** | Positive | The programme does not specifically highlight issues that care experience people may experience but this could be added as a scenario activity for service user content. Themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity.  It is recognised that learners will come with different experiences and levels of understanding around the care experience. |
| **Disability**  (incl. physical/ sensory/ learning disabilities, neurodiversity, communication needs; mental health) | Positive | The programme does not specifically highlight issues that people with a disability may experience; however, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for more detailed consideration include S1M1 service user content; S1M3 Communication; S1M2 Equality Diversity & Inclusion and S2M2 Health and Safety in the Lab.  The resource meets accessibility guidelines as it has been built on the Moodle e-learning platform. A learner-centred approach to delivery will be taken and learners will have opportunities to access resources to support digital literacy in accordance with individual needs.  It is recognised that learners will come with different experiences and levels of understanding around disability and discrimination that may be faced. Learners with additional needs can request a risk assessment and specific support. |
| **Pregnancy and Maternity** | Positive | The programme does not specifically highlight pregnancy and maternity-related issues; however, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity.  Opportunities for consideration include S1M1 service user content; S1M3 Communication; S1M5 service user pathways; S1M2 Equality Diversity & Inclusion; S2M1 Management Plans and S2M2 Health and Safety in the Lab.  The resource meets accessibility guidelines as it has been built on the Moodle e-learning platform allowing flexibility of learning requirements. Appropriate risk assessments would be carried out for learners with specific maternity-related needs.  It is recognised that learners will come with different experiences and levels of understanding around issues relating to pregnancy and maternity and discrimination that may be faced. |
| **Marriage/civil partnership (Protected characteristic in relation to employment)** | Positive | The programme does not specifically highlight issues that impact on marriage/civil partnership in relation to employment; themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for focussed consideration include S1M1 service user content; S1M3 Communication and S1M2 Equality Diversity & Inclusion.    It is recognised that learners will come with different experiences and levels of understanding around marriage and civil partnerships and discrimination that may be faced. |
| **Gender Reassignment** | Positive | The programme does not specifically highlight issues that impact on gender reassignment; however, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for more focussed consideration include S1M1 personal accountability and service user content; S1M3 Communication and S1M2 Equality Diversity & Inclusion.  It is recognised that learners will come with different experiences and levels of understanding around gender reassignment and discrimination that may be faced. |
| **Race/Ethnicity** | Positive | Principles of equality, diversity and inclusion are embedded throughout this programme through its specific alignment with HCPC Standards of Proficiency and Conduct. S1M2 focuses specifically on Equality, Diversity & Inclusion and Cultural humility. Through completion of digital activities, learners will complete content as follows:   * The introduction the key concepts has a broad definition of culture and what cultural humility is about. * The videos in this resource have been informed by the experiences of health and social care workers in Scotland – specifically internationally educated and trained workers. * The resource pack includes a wide range of experiences that are wider than those in the video case studies. * The reflective exercises prompt learners to consider their own privilege and actions they can take.   It is recognised that learners will come with different experiences and levels of understanding around race and ethnicity and discrimination that may be faced. |
| **Religion/Faith (including none)** | Positive | The programme does not specifically highlight issues that impact on religion/faith; however, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for more detailed consideration include: S1M1 Personal Accountability and Service User content; S1M3 Communication and S1M2 Equality Diversity & Inclusion.  It is recognised that learners will come with different experiences and levels of understanding around religion and faith and discrimination that may be faced. |
| **Sex** | Positive | The programme does not specifically highlight issues that impact on sex; however, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for more focussed consideration include: S1M1 Personal Accountability and Service User content; S1M3 Communication and S1M2 Equality Diversity & Inclusion.  It is recognised that learners will come with different experiences and levels of understanding around sex and discrimination that may be faced. |
| **Sexual Orientation** | Positive | The programme does not specifically highlight issues that impact on sexual orientation; however, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for more detailed consideration include S1M1 Personal Accountability and Service User content; S1M3 Communication and S1M2 Equality Diversity & Inclusion.  It is recognised that learners will come with different experiences and levels of understanding around sexual orientation and discrimination that may be faced. |
| **Socio-economic status** | Positive | The programme will include content that links health with socioeconomic status throughout; for example, disease processes and pathways and themes of ensuring a person-centred and individualised approach to service user pathways and management plans.  Opportunities for more detailed consideration include S1M1 Personal Accountability and Service User content; S1M3 Communication and S1M2 Equality Diversity & Inclusion (Cultural Humility resource explores privilege and socioeconomic status); S1M4 Managing Risk; S2M1 Disease Process.  It is recognised that learners will come with different experiences and levels of understanding around socio-economic status and discrimination and impact on health outcomes. |
| **Staff** | Positive | The programme is aimed at trainee biomedical scientists. It is recognised that learners will have different starting points in knowledge in this area and will have different access to space for learning, including access to technology to access the resource on Moodle. The programme is delivered digitally to support a flexible learner experience allowing them to balance lab practice with learning at an individualised pace.  The resource meets accessibility guidelines as it has been built on the Moodle e-learning platform. A learner-centred approach to delivery will be taken and learners will have opportunities to access resources to support digital literacy in accordance with individual needs. |
| **Other groups who experience inequalities:**  People experiencing homelessness and housing insecurity.  People with low literacy levels.  People who are or have been affected by traumatic events in early life.  Remote and Rural communities |  | The programme does not specifically highlight issues that impact on equalities such as homelessness and literacy; however, many of these will overlap and be considered through exploration of wider links with socio-economic status and health. In addition, themes of ensuring a person-centred and individualised approach to service user pathways and management plans will be embedded throughout all module content and activity. Opportunities for more detailed consideration include S1M1 Personal Accountability and Service User content; S1M3 Communication and S1M2 Equality Diversity & Inclusion (Cultural Humility resource explores socioeconomic status and privilege).  All NHSSA programmes embed a trauma-informed approach and faculty will have completed mandatory TIA training to ensure a psychologically safe and inclusive learning environment. Learners will be signposted and encouraged to complete the NES TIA Module.  The modules meet accessibility guidelines as they have been built on the Moodle e-learning platform. A learner-centred approach to delivery will be taken and learners will have opportunities to access resources to support digital literacy in accordance with individual needs  It is recognised that learners will comes with different experiences and levels of understanding about the wider impact of health inequalities and discrimination that may be faced. |