About NHS Education for Scotland (NES)

NES is NHSScotland’s national education and training Board. We are responsible for supporting NHS services to the people of Scotland through the development and delivery of education and training for all those who work in NHSScotland.

We work closely with the education sector and are developing our role across health and social care and within the wider public sector.

Our mission, vision and ways of working are outlined in our strategic framework, *Quality Education for a Healthier Scotland*.

**Our vision is:** quality education for a healthier Scotland.

**Our mission is:** to provide educational solutions that support excellence in healthcare for the people of Scotland.

Everything we do is based on eight ways of working. These are:

- be open, listen and learn
- work together with others to benefit patients
- look ahead and be creative
- promote equality and value diversity
- always aim for quality and excellence
- understand and respond quickly and confidently
- work to a clear common cause
- give people power and lead by example.
Equality and diversity in NES’s strategic vision and mission
Equality and diversity in NES’s strategic vision and mission

NES supports the education and training of all staff in NHSScotland, supporting safe, effective and person-centred services. We deliver education and training to support the implementation of key national priorities for health and social care (for example, the Dementia Strategy, Early Years, Reshaping Care for Older People), responding to new patient pathways and supporting self-management. This work takes place within the overall context of supporting delivery of Scotland’s Healthcare Quality Strategy.

NES works with a wide range of stakeholders across health, education and social care in the development and delivery of education, training and workforce development. In all that we do, we recognise the importance of a fair, equitable and diverse health service in maximising the talents at Scotland’s disposal and ensuring that we can attract and retain high quality staff, as well as supporting delivery of quality health care. Education and training also contributes to promoting a culture of person-centred service provision that recognises and addresses the needs of all sections of the community.

We have an important strategic role to play in supporting equality and diversity learning in NHSScotland, providing guidance and support on what works and how best to deliver learning which will support the development of a workforce which is culturally competent and delivers effective, safe, person-centred care.

We aim to make learning accessible and inclusive so that it meets the needs of all learners, and delivers quality learning experiences and learning outcomes for the diverse NHS workforce. We do this by:

- raising awareness and signposting to advice and guidance on inclusive educational practice; and
- delivering our educational functions inclusively.

For further details, see our Inclusive Education and Learning Policy, available on our website.

Much of NES’s work is delivered in partnership with other organisations in health, social care and education. We have a role to play as an advocate for equality and diversity in education, learning and workforce development, working with our partners to enhance practice.

Placing equality and diversity at the centre of education, training and workforce development is about getting the best from everyone, delivering quality education and training for staff, and contributing to the best possible experience and outcomes for patients, service users and carers.
Developing our plan

To support delivery of this vision of quality education for a healthier Scotland, we identified a number of equality and diversity priorities to guide our work in 2013-2017. These priorities were developed from ongoing monitoring and evaluation of our existing data and review of published literature. We also carried out engagement activities, which included consultation with communities and with trade unions and professional representatives. The priorities we identified include both equality outcomes and mainstreaming priorities. We will report progress against delivery of these outcomes and mainstreaming priorities every two years in a single report.

Publishing this plan meets our equality duties to identify and publish equality outcomes and to report on progress toward mainstreaming equality in our work.

The specific equality duty for equality outcomes requires that we set outcomes which we will deliver during the period of this strategy. ‘Outcomes’ are defined as results that we aim to achieve to enable us to meet our equality duty to:

- eliminate discrimination and harassment;
- advance equality of opportunity; and
- foster good relations.

The Equality and Human Rights Commission’s guidance on setting equality outcomes notes that equality outcomes should be proportionate and relevant to the functions of the organisation setting them (p.17) and that equality outcomes may include short-term benefits (such as changes in awareness or knowledge) or long term benefits (p.10).

In setting these outcomes, we considered evidence relating to the protected characteristics, which are: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation. We also considered how our work can promote equality for remote and rural populations and for people who experience socioeconomic disadvantage.

We identified the following issues which have informed our equality outcomes.
Barriers to education, learning and development.

Inequalities in learning and development can impact negatively on workforce redesign, career development and the quality of care. The barriers we identified were related either to barriers in accessing opportunities for learning and development, or barriers arising from inaccessibility of learning and development resources.

Barriers to accessing opportunities for learning and development were particularly identified for staff in administrative, clerical, support (ACS) or clinical healthcare support worker (HCSW) roles, or for remote and rural staff. ACS and HCSW staff are more frequently concentrated in lower pay bands, and there are high percentages of women, migrant or minority ethnic staff or staff who have identified themselves as disabled in these staff groups. In addition, the ACS and HCSW staff groups may not have had as many opportunities to develop educational qualifications or received as much educational support in the past. Yet both staff groups include large numbers of staff with direct patient contact who play a vital role in delivering safe, effective and person-centred care.

Within the wider NHS workforce, including the registered workforce, barriers arising from inaccessibility of learning resources have been particularly identified for staff with learning difficulties, dyslexia, literacy support needs or who speak English as a second language. We recognise that our information about such barriers across all staff is incomplete, but the evidence from further and higher education suggests that by addressing these issues as a priority we should improve the accessibility of learning for all.

Evidence from the General Medical Council suggests that there may be barriers to educational attainment for some groups of trainee doctors, particularly international medical graduates. We recognise the need to do more to consider any cultural and structural difficulties faced by, for example, black and minority ethnic trainees, in areas such as educational supervision.

The General Medical Council recently completed a review of health and disability in medical education and training. We contributed to the review, and will respond to the findings and recommendations of the implementation group when they become available.
**Occupational segregation.**

The healthcare workforce has a high degree of both vertical and horizontal gender occupational segregation. Occupational segregation is the concentration of women and men in different kinds of jobs (horizontal segregation) or at different job grades (vertical segregation). Research suggests that high levels of gender occupational segregation increase risk of skills gaps or shortages, and that organisations with more diverse leadership and management profiles perform better. Inequalities arising from occupational segregation can therefore impact negatively on the delivery of services and organisational performance as well as individual career development.

**Barriers to person-centred care.**

Reviews of complaints, ombudsman reports and engagement with community groups identify communication as a critical factor affecting health care quality. The quality and accessibility of communication, and the extent to which communication takes account of individual needs and experiences are all important in the delivery of safe, effective and person-centred care which is accessible to all.

Communication is an issue which is important to everyone. It was cited as particularly relevant for a wide range of disabled people (including people with sensory impairments, communication support needs, long-term conditions, learning difficulties), older people, younger people, people from minority ethnic communities, people who speak English as a second language and lesbian, gay, bisexual and transgender (LGBT) people.

Communication is one aspect of the wider issue of cultural competence. ‘Cultural competence’ usually refers to knowledge, attitudes and skills that allow the practitioner to understand and appreciate cultural differences, and to the capacity to provide effective health care which takes into account people’s cultural beliefs, practices and needs. Considered more broadly, cultural competence can be extended to include the full range of diverse experiences and needs of women and men, disabled people, older or younger people and LGBT people.
Cultural competence is essential to delivering quality healthcare which is safe, effective and person centred. NES’s approach will be to embed cultural competence into our educational support for the NHS Scotland Healthcare Quality Strategy, with a particular emphasis on person-centred care.

Barriers to person-centred care, particularly those arising from communication, can negatively impact access to services, the effectiveness of care and the experience of care.
Equality and Diversity Priorities: 2013-2017

Based on our review and engagement activities, we identified six priority areas to shape NES's equality and diversity action plan over the period 2013-2017.

Our six priorities are:

- Reducing barriers to education, training and workforce development;
- Making education and training more inclusive;
- Reducing occupational segregation;
- Supporting the developing cultural competence of the health and social care workforce and the delivery of person-centred care;
- Enhancing our staff experience through a culture which supports positive mental health and wellbeing and manages organisational change fairly;
- Advancing equality by mainstreaming equality and diversity into our business processes.

We developed an action plan which addresses these six priorities. The action plan identifies specific equality outcomes we will deliver, as required by the public sector duty. The equality outcomes will provide the focus for our work for the four years of the action plan. Some outcomes address persistent inequalities. Where this is the case, we have identified actions which will contribute to incremental improvements, in accordance with the EHRC’s guidance.

During the period of this plan we will further develop our measures of success. There may be opportunities to align to the measurement framework of the national person-centred care programme for both patient experience and staff experience. In our educational work, we will be able to improve the measure of the equality outcomes of our work through our educational evaluation and quality management activities.

Our People & Organisational Development Strategy and action plans provide further opportunities for measuring the success of our internal policy development and change management processes and we will continue to further develop our measures of success during the period of this plan.
Mainstreaming equality and diversity

Mainstreaming refers to integrating equality into the day to day working of the organisation. NES’s agreed ways of working support the goal of mainstreaming, committing us to ‘promote equality and value diversity’ as a way of working.

NES already has a number of policies and practices in place to support mainstreaming. These include Accessible NES (our accessible information policy), our Inclusive Education and Learning policy, our equality impact assessment processes, and equality monitoring. Appendix 1 includes a summary of key policies and processes, with further detail about specific work we have taken forward in 2012-13 which further mainstream equality into our organisation. This appendix meets our statutory duty to report on our mainstreaming progress by 30 April 2013.

In reviewing our progress, and identifying our equality outcomes, we also identified a number of mainstreaming priorities to help focus our efforts during the four years of this action plan. These reflect areas for development arising from new specific duties, priorities arising from regulatory standards for professional groups designed to mainstream equality into training and professional development, and organisational change and development. We will continue to consolidate and emphasise delivery of our existing policies.

Our mainstreaming priorities for 2013-17 can be divided into three areas of work: education and workforce development, employment and NES organisational development and business processes. We also identified some general organisational priorities which cut across all three functions.

General organisational priorities:

- ensure high quality equality impact assessments are consistently conducted as a mandatory part of programme and workstream development.

- ensure that all new communications and resources are consistently developed according to the requirements of Accessible NES (our accessible information policy).
Priorities for mainstreaming in education and workforce development:

- Use quality assurance and quality management of education and training programmes to ensure that programmes are delivered equitably with appropriate reasonable adjustments and suitable educational support which meets diversity of learner needs.
- Facilitate suitable educational support to supervisors, practice education facilitators and others involved in designing and supporting learning to enhance awareness and delivery of inclusive educational practice which supports educational quality and delivers regulatory standards.
- Continue to deliver education and training in line with NES’s Inclusive Education and Learning Policy.
- Further embed equality and diversity into educational governance.

Priorities relating to NES’s business processes:

- Implement the procurement duty, which requires that we consider how to include relevant equality and diversity criteria in tenders and relevant requirements in contracts.
- Embed equality and diversity into operational planning, organisational and individual performance management.
- Review existing mainstreaming policies and practice including Accessible NES and the Inclusive Education and Learning Policy.

These mainstreaming priorities are approaches which will support delivery of our equality outcomes. Actions to support delivery of these priorities are included in the action plan. We will report on progress against the action plan every two years, beginning in April 2015. This will meet our statutory duties to report on progress delivering our equality outcomes and progress on mainstreaming.
Equality and diversity

This action plan sets out our equality outcomes, our mainstreaming priorities and the actions we will take to achieve them. Our actions will be further developed each year to build on progress while working towards the outcomes. Activities to deliver our equality outcomes and our mainstreaming priorities will be included in our annual operational plan.

We will develop SMART targets at organisational and directorate level annually through the operational planning process. These SMART targets will be the measures we use to report progress towards delivery of our outcomes. The impact of NES’s work may best be understood by using qualitative or direction of change indicators, given the complexity of partnership arrangements.

This plan includes activities to support further development and the delivery of specific outcomes in our six priority areas. NES already carries out a range of activities to support equality and diversity, for example, recruitment policies and practices, regular data collection and monitoring, etc. These activities will continue, but they are not included in this action plan as they are already regular and well-established activities.
Priority: Reducing barriers to education, training and workforce development

This priority outlines actions we will take to improve access to education and training for groups who have experienced barriers to education and career development. Our evaluation, research and engagement activities suggest that this is a particularly relevant issue for the non-registered workforce, especially administrative, clerical and support services (ACS) and health care support workers (HCSW) and staff working in remote and rural areas. These staff groups include large numbers of women, particularly at lower bands (ACS, HCSW), larger numbers of staff who identify themselves as disabled (ACS), and significant numbers of overseas qualified or migrant staff (HCSW, remote and rural).

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<tr>
<td>NES educational resources support improved access to continuing professional development for all health and social care staff.</td>
<td>Provide advice and support NHS Boards to use infrastructure and resources developed by NES to improve access to education and learning for administrative, clerical and support staff, clinical healthcare support workers and remote and rural staff.</td>
<td>Educational Development Directorate</td>
<td>Very limited resources provided in NES to support this staff group. Although NES can work to raise awareness we cannot direct or compel the use of resources.</td>
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<tr>
<td>Enhanced leadership development pathways for front line staff widen access to career development and support the delivery of the 20:20 Workforce Vision</td>
<td>Complete a review of development needs of frontline managers and emerging leaders by July 2014. Use the review findings to inform a multi route framework which draws on local and national development, and technical, vocational and professional learning to widen access to career development July 2014.</td>
<td>Educational Development Directorate (National Leadership Unit)</td>
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### Priority: Reducing barriers to education, training and workforce development

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<td>NES is able to track the progress of health professionals in training¹ and effect improvements where necessary.</td>
<td>Ensure that systems reflect the requirements of the Equality Act 2010; monitor progression annually from 2013 through educational governance reporting and identify improvement actions where necessary.</td>
<td>Dentistry, Medicine, NMAHP, Pharmacy, Psychology</td>
<td>Different levels of maturity of data for different professional groups.</td>
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<tr>
<td>NHS Boards have access to guidance to enhance use of Modern Apprenticeships in NHSScotland.</td>
<td>Facilitate access to guidance and information to support Modern Apprenticeship service for NHSScotland by end of 2013.</td>
<td>Educational Development Directorate</td>
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<tr>
<td>NES uses work placements, including Modern Apprenticeships where appropriate, to enhance employment opportunities for younger people.</td>
<td>Explore opportunities for work placements and Modern Apprenticeships in NES in 2013. Ensure that young people on placement and those in MA programmes in NES are fully supported and that NES colleagues mentoring and managing those on placement have ongoing training and support, from 2013 and ongoing.</td>
<td>HR/OD &amp; Educational Development</td>
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¹ ‘Health professionals in training’ in this case refers specifically to the trainees enrolled in postgraduate or preregistration training programmes where NES has a role in managing, quality managing or facilitating the programme. Examples include trainee doctors, dentists, psychologists and pharmacists.
**Priority: Making education and training more inclusive**

This priority outlines actions we will take to develop our educational resources and products so that they are more inclusive of the needs of diverse groups of learners and work we will undertake with partners to develop capacity for delivery of education and training in NHSScotland which is more inclusive. Our evaluation, research and engagement activities suggest that this is particularly relevant for disabled people, staff who have migrated to Scotland from overseas, people who have difficulties with literacy or limited educational experience. Remote and rural staff may have different learning needs or require different modes of educational delivery than staff in other parts of Scotland.

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<tr>
<td>Education and learning resources produced by NES are accessible to their target audience and take account of diverse learner needs, using an anticipatory approach to accessibility.</td>
<td>Improve the accessibility of e-learning resources by ensuring all new products embed the approach in the NES Digital Resource Accessibility Guide.</td>
<td>All directorates, supported by Educational Development Directorate</td>
<td>IT literacy and access to IT technology may be limited for some staff groups. Our work to enhance literacy support for staff will address some of the issues relating to IT literacy.</td>
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<tr>
<td>Educational support for staff with literacy support needs (including numeracy and digital literacy) is enhanced.</td>
<td>Provide access to advice and existing sources of support to enhance learning for people with literacy needs (including specific learning difficulties) to NHSScotland.</td>
<td>Educational Development Directorate</td>
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**Outcome Action Led by Constraints**

**Education and learning resources produced by NES are accessible to their target audience and take account of diverse learner needs, using an anticipatory approach to accessibility.**

**Improve the accessibility of e-learning resources by ensuring all new products embed the approach in the NES Digital Resource Accessibility Guide.**

**All directorates, supported by Educational Development Directorate**

**IT literacy and access to IT technology may be limited for some staff groups. Our work to enhance literacy support for staff will address some of the issues relating to IT literacy.**
### Priority: Making education and training more inclusive

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<tr>
<td>NHSScotland has enhanced awareness of inclusive educational approaches and practice</td>
<td>Supervisors, practice education facilitators, learning and development leads and others involved in supporting learning in NHSScotland receive guidance and support to enhance awareness and delivery of inclusive educational practice which supports educational quality and delivers regulatory standards. Inclusive Education and Learning Policy reviewed and updated by March 2014. Inclusive education expertise included in support offered by Educational Development Directorate to NES and NHS Boards from March 2013.</td>
<td>All clinical directorates, Educational Development Directorate</td>
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### Priority: Reducing occupational segregation

The health care workforce is structured by high degrees of horizontal and vertical gender occupational segregation. NES’s strategic role in workforce development provides the opportunity to contribute to a wider agenda of developing the workforce in ways which will incrementally change the structure of the workforce, making it more effective and increasing opportunity for both women and men. This priority sets out the actions we will take to do this, though raising awareness of relevant issues and signposting good practice.

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<td>NES’s contribution to leadership development in NHSScotland raises awareness of approaches which can support reduction of gender occupational segregation.</td>
<td>Carry out desk research on effective development techniques to support women’s progression in leadership roles by December 2013.</td>
<td>Educational Development Directorate (National Leadership Unit)</td>
<td>Occupational segregation is a complex and long-standing problem. NES can make a contribution at strategic level, but real and significant change requires partnership among a range of organisations, including the public sector, education, voluntary bodies and business.</td>
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### Priority: Reducing occupational segregation

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| Learning and development activities for NES staff offer increased opportunity for women to engage in learning and to achieve formal qualifications. | Improve access to learning and continuing professional development opportunities for female and part time staff within NES.  
Monitor and report on to the Executive Team, Partnership Forum and Staff Governance Committee on applications for and the award of funding for continuing education and development. To report on access and uptake of corporate learning and development opportunities based on gender and part time working status in particular. | HR/OD | Ability to collate relevant management information on all learning and development opportunities across NES.               |
Priority: Education and workforce development supports the developing cultural competence of the health and social care workforce and the delivery of person-centred care

This priority sets out specific work we will undertake to ensure that our education and training enhances the cultural competence of the workforce, and that we embed equality and diversity in our broader educational support for person-centred care.

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<td>Education and workforce development for health and (where appropriate) social care staff supports the delivery of person-centred communication and consultation so that patients, service users and carers understand and have appropriate information that meets their needs, contributing to a good experience of health care and improved health outcomes.</td>
<td>Embed learning to support values-based and reflective practice into NES's educational resources and products.</td>
<td>NES Person-Centred Care Delivery Group, with involvement of NES educational directorates</td>
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Priority: Education and workforce development supports the developing cultural competence of the health and social care workforce and the delivery of person-centred care

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<td>Education and workforce development for health and (where appropriate) social care staff supports the delivery of person-centred communication and consultation so that patients, service users and carers understand and have appropriate information that meets their needs, contributing to a good experience of health care and improved health outcomes.</td>
<td>Embed learning and development to support person-centred care (including cultural competence) into postgraduate and pre-registration training programmes.</td>
<td>Dentistry, Medicine, Pharmacy, Psychology</td>
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Priority: Education and workforce development supports the developing cultural competence of the health and social care workforce and the delivery of person-centred care

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| Education and workforce development for health and (where appropriate) social care staff supports the delivery of person-centred communication and consultation so that patients, service users and carers understand and have appropriate information that meets their needs, contributing to a good experience of health care and improved health outcomes. | Work with service users to develop guidance for clinical practice educators in delivery of person-centred supervision in psychology.  
- In consultation with service users, develop a project brief with internal publication/circulation by March 2014.  
- In consultation with service users, establish content and delivery method by March 2015.  
- Pilot and evaluate by March 2016. | Psychology | |
Priority: Education and workforce development supports the developing cultural competence of the health and social care workforce and the delivery of person-centred care

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| Health and social care staff have access to learning and development resources which enhance their skills and knowledge for delivery of safe, effective, person-centred care for older people, younger people, people from minority ethnic communities and disabled people. | Provide a range of educational resources which develop the health and (where appropriate) social care workforce to provide better care for targeted populations. These include:  
  - Dementia  
  - Mental Health  
  - Learning Disabilities  
  - Children and Adolescent Mental Health Services  
  - Early Years  
  - Inequalities sensitive maternity care  
  - Family Nurse Partnership  
  - Reshaping Care for Older People  
  - Supporting employability through vocational rehabilitation  
  - Augmentative and Alternative Communication  
  - Educational support for the national dental priority groups strategy (including the Smile programme) to improve the oral health of frail older people, those with special care needs and homeless people. | NMAHP, Dentistry, leading multiprofessional workstreams | |

2 Appendix 1 provides sample case studies describing the expected outcomes of two of these programmes.
Priority: Education and workforce development supports the developing cultural competence of the health and social care workforce and the delivery of person-centred care

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<tr>
<td>Deliver leadership development for person-centred care.</td>
<td>Develop relevant content and competencies to support leadership development for person-centred care, and integrate into all national leadership programmes by 2015.</td>
<td>Educational Development Directorate</td>
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<td>NHS Boards have access to strategic advice and support to improve the quality and impact of equality and diversity learning.</td>
<td>Produce a summative report on factors influencing the effectiveness of equality and diversity training by 2014. In partnership with NHS Health Scotland, support development of a community of practice of equality and diversity trainers in NHSScotland by 2014.</td>
<td>Educational Development Directorate</td>
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## Priority: Enhancing our staff experience

We recognise that developing an inclusive work culture where all our staff are treated fairly and consistently, with dignity and respect in an environment where diversity is valued is essential for an effective organisation. This priority sets out the actions we will take to support our delivery of the Staff Governance Standard and the continuous improvement of our organisational culture.

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<tr>
<td>NES’s organisational culture supports positive mental health and wellbeing for staff and reduces the stigma of mental ill health.</td>
<td>Achieve the Healthy Working Lives Mental Health Commendation Award by October 2013.</td>
<td>HR/OD</td>
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Priority: Enhancing our staff experience

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| Organisational development programmes and change programmes are delivered fairly and equitably in a way that advances equality of opportunity. | Equality Impact Assessments completed for all organisational change policies and proposals from 2013.  
Equality and diversity issues are embedded in all evaluations of organisational development and learning interventions from 2013.  
Under the oversight of the Change Management Programme Board (CMPB) all organisational change plans are subject to equality impact assessment.  
The outcome of all organisational change consultation processes and Directorates with the support of HR & OD comply with the provisions of the NES Organisational Change & Redeployment Policy including the application of the redeployment register. | All directorates, with support of HR/OD                               | This action requires that directorates/managers consult with HR&OD at an early stage to ensure fair application of policy. |
**Priority: Advancing equality by mainstreaming equality and diversity into our business processes**

Delivery of good equality and diversity practice through our routine business processes is an essential part of mainstreaming equality and diversity. This priority sets out our actions for delivering key elements of mainstreaming in our business processes.

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<td>Our strategic and operational planning supports the delivery of equality and diversity outcomes and practice.</td>
<td>Fully mainstream equality and diversity into operational planning by 2013.</td>
<td>Planning</td>
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<td>Our strategic and operational planning supports the delivery of equality and diversity outcomes and practice.</td>
<td>Integrate equality and diversity into review of NES strategic framework by 2013.</td>
<td>Planning</td>
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<tr>
<td>Equality, diversity and inclusion are enhanced through NES’s procurement activities.</td>
<td>Develop supporting resources to embed equality and diversity criteria into relevant tender specifications and contracts by October 2013.</td>
<td>E&amp;D Adviser and Procurement Team</td>
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<td>Equality, diversity and inclusion are enhanced through NES's procurement activities.</td>
<td>Test opportunities to use the framework agreement to support disability equality through procurement activity from March 2013.</td>
<td>E&amp;D Adviser and Procurement Team</td>
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<tr>
<td>Organisational and individual performance management ensures accountability for delivery of equality and diversity.</td>
<td>Integrate equality and diversity into Leadership &amp; Management Framework (including Managers’ Passport) and Performance Management Strategy.</td>
<td>HR/OD</td>
<td>The time frame within which the impact of this action can be assessed is likely to be in some instances a period of one to two years.</td>
</tr>
<tr>
<td>Organisational and individual performance management ensures accountability for delivery of equality and diversity.</td>
<td>Develop performance management dashboard to include equality and diversity measures by 2013.</td>
<td>Planning</td>
<td></td>
</tr>
</tbody>
</table>
### Priority: Advancing equality by mainstreaming equality and diversity into our business processes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Action</th>
<th>Led by</th>
<th>Constraints</th>
</tr>
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<tbody>
<tr>
<td>NES’s research and knowledge management activities enhance the evidence base to inform equalities sensitive practice in education and care.</td>
<td>Agree and implement a set of principles to foster best equality and diversity practice in NES’s research and knowledge translation by 2014. Ensure that the Knowledge Network systems and content are inclusive of diverse knowledge support needs by 2014.</td>
<td>Educational Development Directorate</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1
Examples of Equality Outcomes from Targeted Educational Programmes
NES delivers a number of educational programmes which specifically address inequalities. The purpose of these programmes is to enhance access to services or quality of services for particular groups. These will contribute to delivering our priority of ensuring that education and workforce development supports the developing cultural competence of the health and social care workforce and the delivery of person-centred care. A list of planned programmes is provided in the action plan. In this section we provide further detail about the outcomes of a sample of these programmes.
Programmes to improve the care, treatment and support of people with dementia and their families/carers

NES in partnership with the Scottish Social Services Council (SSSC) is taking forward a major programme of work to support implementation of Scotland’s National Dementia Strategy and the Promoting Excellence knowledge and skills framework for health and social care staff. Future plans for 2013-16 include:

- To continue to increase access to psychological interventions and therapies for people with dementia and their families and carers (including education and training for families/informal carers).
- To continue to focus on education and training for the acute general hospital workforce, attending also to further infrastructure development and sustainability.
- To undertake a range of activities to support workforce development in mental health continuing care services.
- To undertake a range of activities to further support workforce development in the Social Services Sector, in particular the Care Home, Care at Home and Adult Day Care sectors.
- To further roll out education and training in Post Diagnostic Support based on the Alzheimer Scotland 5 pillar model (building on pilot training in 2011/12) to support implementation of the target to be introduced in 2013.

- To undertake a range of activities to support health and social services workforce development to enhance community support for people with dementia, and their families and carers, at more advanced stages of the dementia journey.
- To work with partners to develop a future focussed and public facing platform, utilising technology to enhance information, education, self help and management for people with dementia, families and carers and the health and social services workforce.
- To work with NHS Health Scotland, Alzheimer Scotland and other key partners to determine and respond to the particular psychological informational and educational needs of black and minority ethnic community families and carers in Scotland supporting people with dementia.
Programmes to improve the care, treatment and support of people with learning disabilities

Building on the existing NES Learning Disability Work Programme in 2013-16 we will support workforce development by:

- Supporting implementation of a sustainable national model of Pre-Registration learning disability nursing education delivery in Scotland;

- Supporting implementation of a sustainable national model of Post Registration learning disability nursing education delivery in Scotland (including specific continuing professional development opportunities in care of people with dementia and a learning disability, working with people with learning disability and complex needs and working with children and young people with a learning disability);

- Providing a range of education and training opportunities to develop the learning disability nursing workforce in a range of evidenced based psychological therapies and interventions;

- Strengthening the meaningful involvement in education of people with learning disabilities and family carers;

- Continuing to support information sharing and knowledge exchange to support development of the learning disability nursing and wider health and social care work force.
Programmes to improve services and support for people who use Augmentative and Alternative Communication

Augmentative and Alternative Communication (AAC) is defined as ‘any method of communicating that supplements the ordinary methods of speech and handwriting where these are impaired’. NES is delivering a programme of education and workforce development to support delivery of the recommendations published in A Right to Speak: Supporting Individuals who use Augmentative and Alternative Communication.

NES will support the development of AAC local and regional networks throughout Scotland to support service re-design and a more effective and equitable vision for a Scotland where people who use AAC are fully included in our society, as set out in ‘A Right to Speak’.

We will do this by:

- Making funding awards to support development of AAC networks.
- Making funding awards to develop national strategy promoting universal support for people who use AAC.
- Making funding awards to national AAC services to design competencies of regional and local AAC services.
- Making funding awards to national AAC services to develop capacity of regional and local AAC services.
- Supporting implementation of guidance 2012-15 including data sets, outcome measures, care pathways, impact evaluation.
- Publishing learning outcomes and learner stories from successful applicants to the Career Fellowship Scheme for AAC related activity.
Programmes to improve oral health for specific populations

Childsmile
Access to the Childsmile programme ensures that healthcare staff improve the oral health of children in Scotland, by providing preventative care at key stages of pre-nursery, nursery and school. It also enables practice staff to carry out oral health education within the practice.

Childsmile training for Extended Duty Dental Nurses and Dental Health Support Workers is delivered by a team of NES staff. This training supports oral health improvement teams in the Boards to improve the oral health of children in Scotland.

Adults with Incapacity
A training programme will be piloted by NHS Education, commencing 2013, to provide certificated accredited training for dentists, to enable them to complete Adults with Incapacity Certificates for patients, leading to more streamlined care for the patient and avoiding delays to their treatment.

Caring for Smiles
This programme consists of educational support for the national dental priority groups strategy (including the Smile programme) to improve the oral health of frail older people. NES will provide training for Healthcare Support Workers and social work staff within nursing homes and long stay hospitals to improve the oral health of patients. NES will deliver educational support to help dentists in the salaried service or in general dental practice to support older patients and help healthcare improvement teams within the boards to improve the oral health of older people.
Appendix 2
Mainstreaming Equality and Diversity into Our Work:
A Progress Report
Mainstreaming refers to integrating equality into the day to day working of the organisation.

This section of the report provides an overview of our progress on mainstreaming equality and diversity into our work. The report identifies key existing policies and processes for mainstreaming. It also describes specific work we have undertaken in the past year (2012-13) to advance our approach to mainstreaming.

This section considers mainstreaming in relation to:

- Education, training and workforce development (our ‘service’ functions);
- Our employment functions;
- Our business processes, including communication, organisational planning and strategy, governance and procurement.
Education, training and workforce development

Policies and standards
Our approach to mainstreaming equality and diversity in our educational functions is set out in our Inclusive Education and Learning Policy. This policy informs our equality impact assessments for educational resources and programmes and is referenced in our procurement documentation.

The NES Digital Resource Accessibility Guide sets out the accessibility standards for our websites and e-learning products, which are based on the W3C WCAG 2.0 AA level of accessibility. In 2012-13 we tested these standards on two pilots: the new NES website and an information governance e-learning resource developed for all NHSScotland staff. We are now using the guide to enhance the accessibility of our web and e-learning products.

Monitoring and quality management processes for postgraduate, pre-registration and vocational training
NES supports the postgraduate, pre-registration or vocational training of a range of health care professionals, including doctors, dentists, pharmacists and psychologists. We have a number of processes in place to mainstream equality and diversity into these programmes. They include:

- Regular monitoring of candidates for training posts throughout the selection process, disaggregated by the protected characteristics;
- Processes to identify and respond to requirements for reasonable adjustments in recruitment and selection processes;
- Monitoring and supporting reasonable adjustments in training programmes and assessment processes, where required;
- Embedding equality and diversity in quality assurance and quality management arrangements. Eg, analysing the progress of trainees, analysing progress and completion by the protected characteristics for dentists, pharmacists and psychologists; analysing responses to equality and diversity questions in surveys of trainee doctors.

We are currently working with the General Medical Council on an enhanced induction programme for trainee doctors who qualified internationally, and contributed to the General Medical Council's recent review of the training experiences of disabled doctors.
Equality impact assessment for educational programmes and resources

Our focus in equality impact assessment of our educational programmes is on enhancing the accessibility of learning and on mainstreaming equality and diversity as a curriculum topic. We are supporting more inclusive approaches to education through development programmes for practice education facilitators and the development of information resources on inclusive education on the Knowledge Network.

Mainstreaming equality and diversity into general learning is an area where we hope to make further progress and will be a development focus in 2013-2017. Our approach is to embed equality and diversity into our educational support for the NHS Healthcare Quality Strategy, with particular emphasis on the person-centred quality ambition. In 2012-13 we carried out work to enhance the equality and diversity elements of a number of educational resources, including the 10 Essential Shared Capabilities resource for nursing, Flying Start, Reshaping Care for Older People, educational resources for staff in Children and Adolescent Mental Health Services, etc. We are also delivering education and workforce development to support improved services for a wide range of groups, including people with dementia or learning disabilities.

Equality and diversity in educational governance

We are supporting mainstreaming of equality and diversity into our educational work through our Educational Governance Framework. The purpose of the framework is to ensure that all NES educational workstreams are accountable for their quality and performance. The revised framework, published in December 2012, embeds inclusivity as a central component of educational quality, and supports mainstreaming through an enhanced focus on equality and diversity in our educational governance.
Employment and staff experience

We support mainstreaming in our employment functions through regular collection, analysis and use of equalities monitoring data, ensuring that equality and diversity is a key and visible component of our employment policies and supporting delivery of equality and diversity through a programme of staff training and development.

Data monitoring and analysis
We regularly collect and analyse data on the diversity profile of our staff, reporting metrics internally on a quarterly basis and annually in a published report. From July 2012, this profile is published in our Workforce Plan. We regularly report on recruitment, retention, staff development and turnover to the NES Partnership Forum and the Staff Governance Committee.

In addition, we collect and analyse equalities data on disciplinary and grievance and in exit interview questionnaires. This data is used internally by the HR team for policy reviews and to inform organisational development, but it is not published to ensure confidentiality.

NES collects data on the full range of protected characteristics. We ask staff to update their data annually, and we are rolling out our HR system which allows them to update their own data directly. Our current disclosure rates for diversity data are very high, with the lowest rate (for religion and belief) at 89.2%.

Policy development and equality impact assessment
We use our workforce data to analyse the equality impact of existing employment policies and to inform the development of new policies. All new and revised policies undergo equality impact assessment in partnership with staffside representatives. The results of EQIAs are reported to the Staff Governance Committee of the NES Board, which has the role of scrutinising equality and diversity performance in our employment functions.

NES has a number of employment policies which focus specifically on equality and diversity (eg, Equality and Diversity in Employment, Disability Policy), and we have been working to ensure that equality and diversity is fully integrated into all our staff policies.

In 2011-12 we undertook a review of our Continuing Education policy which included an equality analysis of the uptake of the policy and the allocation of funding to staff studying for formal qualifications. This review identified gaps for disabled staff and for women working part time, particularly in lower pay bands. Following that review we significantly revised the policy and processes for funding Continuing Education to ensure a more equitable approach, removing the requirement for financial contribution at lower paybands as well as implementing a new application and award process. The new policy was implemented in 2012-13 and initial review of our data suggests that it is a more transparent and equitable approach to supporting staff development.
In 2012-13, we updated a number of key employment policies and completed equality impact assessments for them. These include our policies on Equality and Diversity in Employment, Dignity at Work, Grievance, Disciplinary, Disability, Organisational Change and Redeployment and Managing Employee Capability.

In 2012-13 we carried out a major office relocation which consolidated our three Edinburgh offices into one location. This provided the opportunity to consider our ways of working and develop an ‘agile workforce’ approach, Tomorrow’s NES. The EQIA of Tomorrow’s NES was published in advance of our office relocation. We used this opportunity to consider interlinked issues of place, technology and people to identify actions which will inform our organisational development over the next four years.

Staff training and development
NES continues to offer all staff equality and diversity training and to monitor the uptake of this training. Regular offerings include Equality and Diversity Fundamentals, Reasonable Adjustments, Mentally Healthy Workplace and Equality Impact Assessment. In 2012-13 we enhanced this programme by embedding a new Equality and Diversity Fundamentals module into mandatory induction and delivering an Inclusive Education and Learning course. We also deliver a regular programme of briefings to directorate equality and diversity leads, the NES Executive Team and all NES staff, highlighting key equality and diversity and human rights developments and their implications for NES’s work.

Employee support and wellbeing
We offer a number of services to staff to support and enhance wellbeing. These include self-referral to occupational health, Independent Advisory and Counselling Service (ICAS), the Wellbeing Centre and a programme of health promotion activities as part of our commitment to Healthy Working Lives. In 2012 we revalidated our Healthy Working Lives Gold Award and are now working towards a Mental Health and Wellbeing Commendation Award.
Governance and leadership

In 2012-13 we significantly revised our governance structure for equality and diversity and Patient Focus, Public Involvement (PFPI). Previously, the PFPI Standing Committee of the NES Board held the lead delegated responsibility for governance of the development of policy and procedure, promotion of good practice and scrutiny of practice relating to equality and diversity and PFPI throughout NES. Following a review of our governance structure, we implemented a distributed model of governance for equality and diversity.

Under the new governance arrangements, the NES Board has the overall responsibility for ensuring the appropriate governance of equality and diversity. The Staff Governance, Educational and Research Governance, and Finance and Performance Management Committees of the NES Board all received delegated authority for scrutiny of equality and diversity in areas related to their functions. The NES Executive Team has an enhanced role in overseeing the delivery of equality and diversity, receiving quarterly progress reports and strategic briefings. They are supported by a PFPI, Equality and Diversity Lead Network, composed of senior staff representing each of NES’s directorates and chaired by the Director of Nursing, Midwifery and Allied Health, who is the accountable director for equality and diversity. The Network members play an essential role in supporting delivery of equality and diversity across NES, sharing good practice and developing approaches to enhance our policy and practice. The Network also carries out an annual review of our current equality and diversity practice, the results of which are reported to the NES Executive Team.

Business processes

In 2012-13, we carried out a considerable amount of work to enhance mainstreaming of equality in our organisational and businesses processes. This included work in communications, planning, procurement and governance.

Our access to information policy, Accessible NES, sets out our commitment to making our communications accessible to all. In 2012-13 we reviewed and updated this policy and our design guidelines to enhance the accessibility of our publications. We also launched a new website which meets the WCAG 2.0 AA accessibility standard, with advisory support from the RNIB. We are now routinely publishing our electronic documents with accessible MS Word versions.

We mainstreamed equality and diversity into our operational planning process and performance management dashboard. We anticipate that this will support us in our scrutiny of the potential equality impact of resourcing, and that it will also enhance accountability for the delivery of our equality outcomes.

We reviewed and updated our procurement documentation to support compliance with the new statutory procurement equality duty.

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We reviewed and updated our procurement documentation to support compliance with the new statutory procurement equality duty.
These new governance arrangements more effectively mainstream equality and diversity into NES’s overall governance structure whilst enhancing the accountability of senior management for delivery of equality and diversity outcomes. The system is coordinated and supported by a full-time Equality and Diversity Adviser, who links with colleagues throughout the organisation to support mainstreaming and the delivery of our equality outcomes.

Further information

Further information about NES’s approach to equality and diversity is available on our website at:

Here you will find links to other information about our mainstreaming work, including our Workforce Plan, which includes our workforce equality profile, Inclusive Education and Learning Policy, equality impact assessments and the final report on our progress delivering our Single Equality Scheme.

Useful Links

This document contains the following links to external resources.

Quality Education for a Healthier Scotland:

Inclusive Education and Learning Policy:

The Equality and Human Rights Commission’s guidance on setting equality outcomes:

Developing an Education Framework for Staff in Administrative Services and Support Services:
www.nes.scot.nhs.uk/media/426244/acs_report_june08.pdf

Review of health and disability in medical education and training:
www.gmc-uk.org/education/12680.asp

A Right to Speak: Supporting Individuals who use Augmentative and Alternative Communication:
www.scotland.gov.uk/Publications/2012/06/8416

Educational Governance Framework:
Different format required?

This resource can be made available, in full or summary form, in alternative formats and community languages.

Please contact us on 0131 656 3200 or email altformats@nes.scot.nhs.uk to discuss how we can best meet your requirements.