

Equality, Fairer Scotland and Children's Rights Impact Assessment

EQIA: Vaccination Workforce Education: Digital Learning

Publication and Version History

V1	July 2025	1 st Published
V2	May 2026	Review and actions table updated

1. Introduction

NES directorate or department: NMAHP

Equality, Fairer Scotland and Children's Rights Impact Assessment help us to make good decisions. It's a process to help us think about how we can:

- Take action to advance equality
- Eliminate unlawful discrimination, harassment and victimisation
- Foster good relations
- Develop better technology, education and learning and workforce planning solutions to contribute to Scotland's health and care.

Impact Assessment is a helps us to consider how our work will meet the Public Sector Equality Duty, and it is an important way to mainstream equality into our work at NES.

2. Purpose/objective of proposed work

The NHS Education for Scotland (NES) Vaccination Workforce Education Team aim is to provide quality assured national education through accessible learning resources and opportunities that help support the vaccination workforce to develop the knowledge and skills to deliver a safe and effective service across Scotland. The expected outcome is to build a skilled, competent, and resilient vaccination workforce.

Our digital learning resources are hosted on the Turas Learn platform within dedicated [Immunity](#) pages.

Our initiatives support the strategic objectives of the NES Strategy 2023-26 and the NES Learning and Education Strategy 2023-2026, which emphasise high-quality education, inclusivity, and innovation. The learning resources align with [UKHSA National Minimum Standards and Core Curriculum for Immunisation Training for both Registered Healthcare Practitioners and Healthcare Support Workers.](#)

The workforce education resources and opportunities help support the strategic aims of the Scottish Vaccination and Immunisation Programme which supports the implementation of Scottish Government vaccination policy objectives.

This EQIA specifically focuses on our end user experience, on making resources accessible (presentation, webinars, eLearning modules), making them easier to find, supporting different audiences and ensuring content is up to date and follows national policy and legislation. This process involves collaboration with various key

stakeholders, including Public Health Scotland, as subject matter experts and NHS Board colleagues.

This EQIA aligns with [NES Equality and Diversity Outcomes 2025-2029](#):

Outcome 4: We will continue to enhance the inclusivity of education and training programmes for disabled learners in NHS Scotland through expanding the availability of technology enhanced learning which reflects best practice in accessibility and increases flexibility in learning opportunities.

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

3.Evidence

To inform our EQIA we have considered data from the following sources:

- Stakeholder engagement: regular engagement with stakeholders including PHS and NHS Board colleagues provides valuable insights.
- Interactive Workshop: Two interactive workshops were held with participation from key stakeholders from the Scottish Vaccination and Immunisation Programme (SVIP) workforce education development advisory group. (WEDAG), the NHS Board vaccination education leads and SVIP colleagues.
- User Evaluation Feedback: The results of a [2024 evaluation of the COVID-19 vaccination workforce education development materials](#).
- Statistical Reporting: Data on uptake of eLearning resources, including engagement levels across different groups of practitioners.
- Workforce Data Analysis: [NHS Scotland workforce 2023](#), official workforce statistics including demographics, occupation and equality and diversity data.

Characteristic	NHS Scotland Workforce Data	NHS Scotland COVID-19 Vaccinator Data	Stakeholder Workshop Consensus
Age	NHS Scotland workforce 22.8% 55 years and over Median age 44 years	NHS Scotland Vaccinators 69% between 46 and 64 years	People have adapted to online learning over time and Board colleagues reported no access issues related to age
Disability	Yes -1.4% No - 60.6% Declined – 8.0% No Known – 30%	Not known	Our learning resources meet accessibility standards to mitigate any impact access and experience of online learning for those with learning difficulties

Pregnancy /Maternity	Not known, however, we do know from the NHS Scotland Workforce data that 77.1% are female	Not known	Availability of the resources online will allow learners to access learning on return from maternity leave
Gender Reassignment	Yes -0.1% No - 53.6% Declined – 10.3% No Known – 36%	Not known	No differential impact expected
Race/Ethnicity	African, African Scottish or African British - 0.6% African Other - 0.2% Chinese, Chinese Scottish or Chinese British - 0.4% Indian, Indian Scottish or Indian British - 1.2% Pakistani, Pakistani Scottish or Pakistani British - 0.6% Bangladeshi, Bangladeshi Scottish or Bangladeshi British - 0.1% Asian Other - 0.7% Caribbean, Caribbean Scottish/Caribbean British 0.1% Black, Black Scottish or Black British - 0.0% Caribbean or Black Other - 0.1% White Scottish - 57% White Irish - 1.3% White Polish - 0.3% Gypsy or Traveller - 0.0% White British - 9.2% White Other White British - 3.5% Any mixed or multiple ethnic groups - 0.5% Arab, Arab Scottish or Arab British - 0.1% Other Ethnic group - 0.3% Declined - 8.5% Not Known - 15.6%	Not known	Every effort is made to ensure diverse representation of the workforce in the learning materials

Religion/Faith	Buddhist - 0.3% Church of Scotland - 15.2% Roman Catholic - 10.9% Christian (Other) - 6.9% Hindu - 0.6% Jewish - 0.1% Muslim - 1.1% Sikh - 0.1% No Religion - 32.1% Other - 2% Declined - 10.1% Not Known - 20.7%	Not known	Webinars being recorded and made available online will reduce impact if webinar timings coincide with religious observance
Sexual Orientation	Bisexual - 1% Gay / Lesbian - 1.5% Heterosexual - 64.1% Other - 0.3% Declined - 11.7% Not Known - 21.4%	Not known	No differential impact expected
Staff /Employment Contract	Permanent: Whole time 61.61% with 33.29% Part-Time Fixed Term: Whole-time 3.57% with 1.53% Part-time	Permanent member of staff – 177 (67%) Contracted/fixed-term – 13 (5%) Bank staff – 82 (31%) Respondents: Registered healthcare practitioner – 71% Health Care Support Worker – 27% Other – 2%	Availability of all resources online mitigate time challenges for part time or staff bank employed
Socio-economic Status	Data not collected	Not known	No differential impact expected

4. Summary

We have considered how this work will impact on the Public Sector Equality Duty (See Annex A). This includes how it might affect people differently, taking account of protected characteristics and how these intersect, including with poverty and low income. This is important as a national NHS Board in our work to address health inequalities.

We have also considered children's rights, our role as a corporate parent and the Fairer Scotland Duty. This work is not applicable to this.

The impact assessment has led us to conclude currently that there is no potential for unlawful discrimination, and we have built in actions to advance equality of opportunity and foster good relations.

5. Making a difference

The impact assessment has informed the following:

Issue or Risk identified	Proposed changes/action	Timescale	Annual Review: May 2026
Enhancing Accessibility	Ensure all digital learning resources meet best practice accessibility standards, including compatibility with assistive technologies and the availability of alternative formats as required	Annually	Over the last year we have transferred all the vaccine specific learning resources that were slide sets for onward local delivery to Sway. The in-built accessibility checker supports overall compliance with st practice. Sway also enhances the experience for the individual learner with improved use of images and graphs and the ability to include links to further resources.
Inclusive Content Development	Regularly review and update content to ensure it reflects cultural sensitivity, inclusivity, and alignment with equality and diversity principles	Annually	New resources have continued to reflect cultural sensitivity, with broad representation in images, scenarios and reflections. We have reviewed all resources against the supreme court ruling on gender utilising advice from PSD Scotland equality and diversity colleagues
Stakeholder Engagement	Maintain engagement with key stakeholders, such as SVIP, WEDAG, and NHS Boards to ensure resources remain relevant, effective, and responsive to diverse user needs	Annually	The vaccination learning resources contain feedback forms and their use is encouraged, Completions of these are monitored and actioned where appropriate. Regular stakeholder engagement supports us to develop and adapt resources to support the needs of practice. For example, following a PHS report on vaccination in prison setting we were able to respond with resources to support practitioners in relation to selective Hepatitis B vaccination. A recent Harlow Consulting evaluation exploring the impact of learning resources for the wider vaccination workforce has prompted further work in relation to promoting the use of these resources.

6. Monitoring

The impact assessment will be reviewed to understand the actual impacts of the work.

Evaluation of Resource Uptake and Accessibility: Track user engagement with resources across Turas Learn and other platforms, focusing on completion rates, user satisfaction, and feedback from underrepresented groups.

Stakeholder Feedback: Continue collaboration with stakeholders, including SVIP, WEDAG, and NHS Boards, to assess the resources' effectiveness and address emerging needs.

Regular Review of Accessibility Standards: In line with NES quality assurance processes review resources to ensure they comply with the Equality Act 2010 and meet current accessibility standards, making updates as required to maintain inclusivity

Feedback Mechanisms: Maintain active feedback forms and evaluation tools on resource platforms to capture learner experiences and inform iterative improvements.

The EQIA will be reviewed:

Annually: The next review will take place in December 2025 to assess progress against the identified actions and incorporate feedback or findings from evaluations.

Following Major Updates: If significant changes are made to the learning resources or platforms before the next scheduled review, the EQIA will be revisited to address any new impacts.

7. Sign-Off

Director: Karen Wilson

Date: 01 July 2025

Review: June 2026

Annex A: Impact on equality & socio-economic disadvantage

Guide: Using the evidence you have collected, explain if your proposal could:

Be discriminatory and/ or put a group of people sharing one of these characteristics at a disadvantage for a reason connected to that characteristic.

Have a positive impact on reducing inequalities experienced by groups of people sharing these characteristics.

Relevant group	Could your work result in unlawful discrimination?	Could your work put people at a disadvantage/ make their lives worse?	Can your work advance equality of opportunity [reduce disadvantage, meet needs, increase participation]	Can your work foster good relations? [reduce prejudice + increase tolerance]
People in different age groups	Neutral	Neutral	Our digital learning resources are designed to be accessible to all ages	Our digital learning resources are designed to be accessible to all ages
Disabled people	Neutral	Neutral	We will work to ensure resources comply with accessibility standards to cater to all learners, including those with disabilities, for example, by including descriptions in our video transcripts. Alternative formats will be provided on request, e.g. for those without access to digital resources. Employers retain responsibility to provide any equipment required	We will work to ensure resources comply with accessibility standards to cater to all learners, including those with disabilities, for example, by including descriptions in our video transcripts. Alternative formats will be provided on request, e.g. for those without access to digital resources. Employers retain responsibility to provide any equipment required

Trans and non-binary people	Neutral	Neutral	No differential impact is anticipated. The resources are designed to be inclusive and respectful of all gender identities. Language and content will be periodically reviewed to ensure inclusivity	No differential impact is anticipated. The resources are designed to be inclusive and respectful of all gender identities. Language and content will be periodically reviewed to ensure inclusivity
People who are pregnant or on maternity leave	Neutral	Neutral	Employers retain responsibility to allocate sufficient time to attain required knowledge and skills	Employers retain responsibility to allocate sufficient time to attain required knowledge and skills
People from different ethnic backgrounds	Neutral	Neutral	We ensure the language and content used in the e-learning resources is culturally sensitive and reflective of Scotland's diverse population. No specific differential impact is anticipated, but we are committed to promoting inclusivity and anti-racism throughout our content. We include representation from Scotland's diverse workforce in our resources, including animations and user guides	We ensure the language and content used in the e-learning resources is culturally sensitive and reflective of Scotland's diverse population. No specific differential impact is anticipated, but we are committed to promoting inclusivity and anti-racism throughout our content. We include representation from Scotland's diverse workforce in our resources, including animations and user guides

People with religious or protected beliefs	Neutral	Neutral	No differential impact is anticipated. Our content will be respectful and inclusive of all religious beliefs. We include representations of different religions in our diverse NHS workforce in our resources, including animations and user guides. Webinar recordings are made available to be viewed at any time	No differential impact is anticipated. Our content will be respectful and inclusive of all religious beliefs. We include representations of different religions in our diverse NHS workforce in our resources, including animations and user guides. Webinar recordings are made available to be viewed at any time
Men and women [This may include carers, because many are women.]	Neutral	Neutral	No differential impact anticipated	No differential impact anticipated
People who are heterosexual, lesbian, gay or bisexual	Neutral	Neutral	No differential impact is anticipated. We will ensure that content is inclusive and representative of individuals of all sexual orientations.	No differential impact is anticipated. We will ensure that content is inclusive and representative of individuals of all sexual orientations.
People who are married or in a civil partnership [only in employment situations]	Neutral	Neutral	No differential impact anticipated	No differential impact anticipated

Care experienced people	NOTE - there is no legal protection from discrimination on basis of care experience.			
People living in remote, rural and island communities	NOTE - there is no legal protection from discrimination on basis of living in a remote, rural or island community.			

<p>People experiencing health inequalities caused by socio-economic disadvantage [This may include people living in different or difficult circumstances such as people experiencing homelessness, who are in prison or are ex-offenders, people with addictions and people involved with prostitution. Note – links between socio-economic factors and education.]</p>	<p>NOTE - there is no legal protection from discrimination on basis of socio-economic disadvantage.</p>			
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<p>People experiencing employment inequalities caused by socio-economic disadvantage [This may include people living in different or difficult circumstances, such as people experiencing homelessness, who are in prison or ex-offenders, people with addictions, ex-service personnel/veterans and people involved with prostitution. Note – socio-economic factors and the links to education and opportunities for employment.]</p>	<p>NOTE - there is no legal protection from discrimination in employment on basis of socio-economic disadvantage.</p>			
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Carers	NOTE - there is no legal protection from discrimination on basis of caring responsibilities. Women continue to have the majority of caring responsibilities and can be put at a particular disadvantage in connection with this. This may be unlawful indirect sex discrimination.			
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Annex C: Impact on UNCRC rights

We all have a legal responsibility to ensure the work we do does not adversely affect children’s rights, both directly and indirectly. Children’s rights are now enshrined in Scottish law through the UNCRC (Incorporation) (Scotland) Act 2024, which places a legal duty on public authorities not to act incompatibly with the UNCRC requirements. If you do not consider that your work affects children and young people under 18 do not complete this section. You should state that you have made this decision in the summary of your impact assessment (See Section 4 above).

If your proposal affects children and young people, use the evidence you have collected to explain how your proposal could impact children’s rights. Not all UNCRC rights may apply to your proposal. If this is the case, simply say ‘Not relevant’ or ‘no known relevance’. You can access this summary of the UNCRC articles for more information [UNCRC summary-1 1.pdf \(unicef.org.uk\)](https://www.unicef.org.uk/uncrc-summary-1)

You can find out more about children’s rights at [Childrens Rights \(UNCRC\) | Turas | Learn \(nhs.scot\)](#)

UNCRC right	How will your work limit or restrict this right?	How will your work progress this right?	Are any groups of children particularly impacted
3 – best interests of the child	No known relevance		
4. making rights real	No known relevance		
5 – family guidance as children develop	No known relevance		

6 – life, survival and development	No known relevance		
7 – name and nationality	No known relevance		
8 – identity	No known relevance		
9 – keeping families together	No known relevance		
10 - contact with parents across countries	No known relevance		
11 – protection from kidnapping	No known relevance		
12 – respect for children’s views	No known relevance		

13 – sharing thoughts freely	No known relevance		
14 – freedom of thought and religion	No known relevance		
15 –freedom of association and peaceful assembly	No known relevance		
16 – protection of privacy	No known relevance		
17 – access to information	No known relevance		
18 – responsibility of parents	No known relevance		
19 – protection from violence	No known relevance		

20 – children without families	No known relevance		
21 – children who are adopted	No known relevance		
22 – refugee children	No known relevance		
23 – disabled children	No known relevance		
24 – enjoyment of the highest attainable standard of health	No known relevance		
25 – review of a child’s placement	No known relevance		
26 – social and economic help	No known relevance		

27 – food, clothing and safe home	No known relevance		
28 – access to education	No known relevance		
29 – aims of education	No known relevance		
30 – minority culture, language and religion	No known relevance		
31 – rest, play, culture, arts	No known relevance		
32 – protection from harmful work	No known relevance		
33 – protection from harmful drugs	No known relevance		

34 – protection from sexual abuse	No known relevance		
35 – prevention of sale and trafficking	No known relevance		
36 – protection from exploitation	No known relevance		
37 – children in detention	No known relevance		
38 – protection in war	No known relevance		
39 – recovery and reintegration	No known relevance		