

SUPPORTING EQUITY IN INFECTION PREVENTION & CONTROL (IPC) EDUCATION THROUGH INCLUSIVE AND ACCESSIBLE DIGITAL LEARNING

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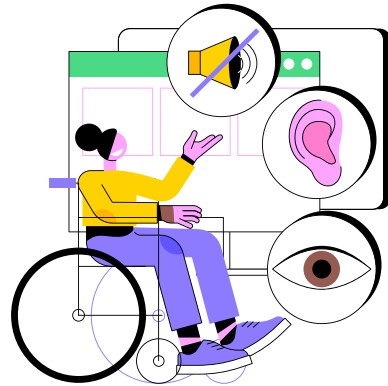
INTRODUCTION

The NHS Education for Scotland (NES) Infection Prevention and Control (IPC) Education Team is committed to developing and delivering accessible, inclusive, and high-quality learning resources for health and social care staff, students, and volunteers across Scotland.

To enhance accessibility, usability, and alignment with national digital and accessibility policies,^{1,2} NES is transitioning the Scottish Infection Prevention and Control Education Pathway (SIPCEP)³ e-learning modules to Articulate Rise, a new authoring tool that supports Web Content Accessibility Guidelines (WCAG),¹⁰ mobile compatibility, and user engagement.

As part of this process, an Equality and Impact Assessment (EQIA) was conducted to assess inclusivity in the redesign. Updates included a complete content review to ensure resources are evidence-based, user-friendly, and tailored to diverse learning needs. This aligns with NES’s commitment to equity in education, supporting consistent IPC training across Scotland’s workforce.

AIMS / OBJECTIVES



Improve the Effectiveness, Accessibility, and Inclusivity of IPC e-Learning



Align IPC Education with National Accessibility and IPC Guidance



Support NHS Scotland’s Digital-First Approach by Enhancing IPC Education



Strengthen Stakeholder Collaboration to Improve Learning Outcomes

METHODOLOGY



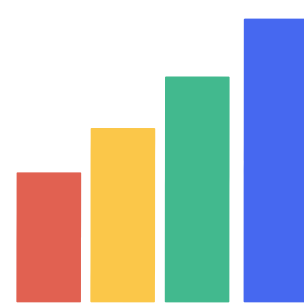
Identifying Accessibility Barriers
Existing SIPCEP³ modules did not meet WCAG 2.1 standards¹⁰ or support mobile compatibility.



EQIA & Stakeholder Engagement
An EQIA was conducted. Engagement with Antimicrobial Resistance & Healthcare Associated Infection (ARHAI) Scotland, the Scottish Antimicrobial Prescribing Group (SAPG), NHS Scotland Assure, and the NHS Scotland Academy – Learning and Innovation Team provided insights to align resources with best practices and national IPC guidance⁸.



User Feedback & Evaluation
Feedback was gathered via Microsoft Teams evaluation forms and an interactive JamBoard session with the IPC Workforce Education Development Advisory Group (WEDAG), identifying accessibility challenges and informing improvements.



Data Analysis
Analysis of NHS Scotland Workforce Data⁵, the Scottish Social Services Council (SSSC) Workforce Report⁶, and the Health and Social Care Staff Experience Report⁴ helped align IPC resources with workforce needs. Insights from e-learning uptake trends and the COVID-19 Care Home Outbreak Root Cause Analysis⁷ informed further enhancements.



Digital Enhancements
Transition to Articulate Rise improved navigation, interactivity, and device compatibility, resulting in a more user-friendly learning experience.

BENEFITS AND OUTCOMES

The updated IPC learning approach has led to improvements in accessibility, usability, and inclusivity. Early feedback highlights a positive learning experience and enhanced engagement, with learners reporting that the new modules are easier to navigate, more interactive, and better suited to their needs. Collaborative input and evidence-informed redesign have contributed to these improvements.

BENEFITS OF THE UPDATED APPROACH

Enhanced accessibility	➡	WCAG 2.1 compliance ¹⁰ and mobile compatibility
Standardised IPC education	➡	Consistent, evidence-based learning
User-friendly experience	➡	Interactive and self-paced learning
Aligned with workforce needs	➡	Reflective of Scotland’s diverse health and social care staff
Supports digital-first approach	➡	Effective and scalable e-Learning strategy ⁹
Strengthened collaboration	➡	With ARHAI Scotland, SAPG, NHS Scotland Assure and NHS Scotland Academy
Reduced disparities	➡	More equitable access to IPC education across Scotland
Improved inclusivity	➡	Informed by EQIA and diverse stakeholder input

“Interactive features support flexible, self-paced learning.”

“Excellent clarity, simple to navigate, salient information.”

“One of the best modules I have done.”

“Very appealing and easy to navigate.”

CONCLUSION

Conducting an EQIA has supported the development of more inclusive and accessible digital learning resources for IPC education. These enhancements help reduce learning barriers and promote equitable access for health and social care staff, students, and volunteers across Scotland. Through stakeholder collaboration, evidence-informed redesign, and alignment with national digital accessibility standards, this work contributes to more effective, consistent, and engaging IPC education.

Questions or comments please contact: HAi@nes.scot.nhs.uk

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