

NHS Education for Scotland Equality Impact Assessment Report

Name of function, policy or programme: Undergraduate Nursing including Pre-registration Nursing and Midwifery Performance Management

NES directorate or department: NMAHP

Name of person(s) completing EQIA: Paula Ingram, Vikki Melaragni, Jane Cantrell.

Individuals or groups contributing to EQIA: Mike Sabin, Susanne Forrest, Irene McDade, Peter Ward

Date Report Completed:

1. Define the function¹

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

The function of this programme of work, led by the NMAHP Directorate, NHS Education for Scotland (NES) on behalf of the Scottish Government, is to review commissioned pre registration nursing and midwifery programme provision by six Scottish Higher Education Institutions (Universities) in relation to key performance indicators; recruitment and retention; fitness for purpose.

Programmes are based on standards and competencies set by the regulatory body the Nursing and Midwifery Council (NMC).

Standard 2 relates to equality and diversity and requires:

- Programme providers must ensure that information about programmes is clear and easily obtainable, and gives sufficient information to allow an applicant to make an informed choice.
- Programme providers must treat all students fairly, and ensure equality of opportunity regardless of race, gender, disability, age, religion or sexual orientation.
- Programme providers must ensure that programmes comply with current equality and diversity legislation, including making reasonable adjustments without compromising safety
- Programme providers must have clear policies, guidance and action plans that recognise and respond to the benefits of diversity, promote equality and address discrimination and harassment.

The NMC approve and monitor the programmes on the basis of these standards and competencies.

The function includes data collection, analysing and monitoring.

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

Data collection includes the collection and analysis of student progression and completion rates. Some of this data may in the future relate to some of the protected characteristics e.g. ethnicity and age. Data currently analysed relates to geographical recruitment and the SIMD (Scottish Index of Multiple Deprivation)

Data gathering also includes a survey of 3rd year student nurses, mentors and charge nurses and includes questions about reasonable adjustments. The data for these questions has only been collected for 2012 but it is anticipated that a trend analysis over a number of years may be useful.

NES also collects data from the universities including their annual programme reports, however these reports do not routinely include data relating to protected characteristics.

(It is acknowledged that the Universities will have existing equality and diversity processes in place to support many aspects of this work e.g. selection of students for pre-registration programmes, and this information is fed to NES through an annual reporting system.)

NES provides reports on performance as part of the review process, to the universities and their board partners as well as Scottish Government. Publishing and sharing of report is the not responsibility of NES however the authors will adhere to NES accessibility guidelines when producing the written reports that are sent to the universities.

Another function of this programme of work is enhancement.

This work has supported a number of areas including:

- Users and carers within undergraduate nursing programmes
- Guidance on reasonable adjustments

Within Developing a National Approach to Practice Assessment Documentation for the Pre-registration Nursing Programmes in Scotland there is clear advice and guidance to support students with disabilities through assessment of professional practice. This can be access on the NES website:

http://www.nes.scot.nhs.uk/media/233571/national_approach_to_assessment_docs_on_pre-reg_nursing_progs_may_2011.pdf

NES also has a strong role in developing and delivering support in reasonable adjustments in practice through building capacity within its practice education infrastructure to support others. This has been done through the development of educational resources that support inclusive education.

A specific example is the Dyslexia support education resources.

The Dyslexia presentation and trainer notes are on the resources section now.

<http://www.nes.scot.nhs.uk/education-and-training/by-discipline/nursing-and-midwifery/practice-education/resources-and-publications.aspx>

These resources are used by our practice education infrastructure to support mentors who may be working with students who have specific learning differences and require reasonable adjustments in practice learning. NES also works with partner education organisations to ensure that equality and diversity is incorporated into the revised national approach to mentor preparation in Scotland.

Users and carers within programmes

NES has supported sharing of best practice and this has include supporting development of the involvement of service users and carers in undergraduate programmes.. We have worked with the universities and service user and carer organisations to develop a National Framework for Pre-Registration Mental Health Nursing Field Programmes in Scotland and a similar framework has been developed for learning disability nursing field programmes which was published in March 2013. Both frameworks set out explicit expectations about the involvement of service users and carers in the programmes and many universities are undertaking exemplary work in this area.

In the undergraduate Mental Health Programmes we worked with the Universities and service user and carer organisations to develop and embed the 10 Essential Shared capabilities learning in the programmes which focus learning on rights and values based practice; service user and carer involvement; equality and diversity, social inclusion and asset and outcomes focussed practice. In 2012 we published a generic set of learning materials, based on the mental health materials, suitable for inclusion in all nursing programmes. A similar set of learning materials focussed on the needs of children and young people will be developed in 2013. The universities will be strongly encouraged to embrace this work and embed the principles in all nursing programmes.

We have produced a number of national learning resources to support improvements in dementia care based on the Promoting Excellence Framework that centre on a human rights and quality of life outcomes approach to bring about improvements in the care and treatment of people with dementia and their families and carers.

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

The process benefits: student nurses and midwives, patients and the general public, health services and universities.

The collection, analysis and monitoring of the data collected is likely to be useful in determining key issues related to the protected characteristics for undergraduate nursing and midwifery education.

Many enhancement activities in terms of national frameworks and learning resources are intended to support rights based practice for service user groups related to protected characteristics.

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

Many of the above groups benefit from this programme, which has a key

role to play in adding value and quality improvement through national facilitation, brokering and sharing of best practice across university programme delivery.

All information for the pre-registration review process is analysed and collated. This process could be used to consider any information that is related to the protected characteristics of pre registration nursing and midwifery students. The pre-registration performance management process may provide triangulation of data which highlights when there are issues that may need addressing, relating to one or more protected characteristics for pre-registration nursing and midwifery education .

It is anticipated that over time, as more data is gathered and analysed then nursing and midwifery students may benefit, as there may be implications for recruitment, retention, progression and support (see above under function).

Patients and the public will benefit indirectly from the robust quality enhancement process for undergraduate nursing. Additionally this process provides reassurance regarding use of public funds.

Scottish Government and the public will have accurate information on recruitment and retention within individual universities.

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

The following outcome is intended:- assurance to all stakeholders that the pre-registration programmes prepare nurses and midwives who are fit for practice at the point of registration.

Monitoring recruitment and completion data for the programmes can demonstrate supporting widening participation. There is already evidence that shows that the commissioned universities recruit students from across all categories within the Scottish Index of multiple Deprivation and also geographically from across Scotland. Data related to other protected characteristics needs to be included within this analysis if this is possible.

In addition the promotion and facilitation of continuous improvement in nursing and midwifery programmes and sharing of good practice across universities with regard to the protected characteristics is also an intended outcome.

Development of national frameworks and resources to enhance student nurses and midwives learning about equality and diversity and enhance their practice in working with services users in relation to protected characteristics has also resulted from this work.

NES will be able to monitor, report and recommend improvements based on findings eg user and carer involvement - advancing user involvement, not just focussed on including patients as teachers but in

the design and evaluation of courses and assessment of student nurses.

- **What is NES's role in developing and delivering the function?**

NES' role is to support an enhancement process, via performance management, for pre-registration nursing and midwifery education programmes through the analysis and synthesis of existing quality assurance mechanisms.

NES has a strong role in developing and delivering the function as outlined above particularly with regard to the data collection and analysis. Much of this data is collected by NES and therefore there is a strong commitment to develop this function. There is less of a locus in terms of the data that is collected from the universities, but NES can influence the content of annual programme reports by asking for specific information to be included.

- **Who are the partners in developing and delivering the function and what are their roles?**

A designated Programme Board, with representation from key stakeholder groups, provide governance for the process, thus ensuring effective and efficient delivery of the NES function in relation to the performance management of pre-registration nursing and midwifery programmes in Scotland.

To achieve this purpose, the remit of the Programme Board is to:

1. Provide a formal strategic forum to oversee the delivery of the NES Performance Management function, including reporting to SGHD.
2. Oversee and approve plans to share best practice and quality improvement across all universities
3. Oversee and agree a relevant communication plan
4. Ensure effective communication channels with stakeholder groups
5. Develop and maintain links and communication within the non-commissioned universities nursing and midwifery programmes
6. Advise and contribute towards an equality and diversity impact assessment
7. Ensure that equality and diversity is embedded within the performance management function
8. Monitor and contribute towards ongoing risk assessments and mitigation.

Key stakeholders include Scottish Government, the six universities, the NHS Boards, pre-registration nurses and midwives, mentors, and changes nurses. Many of the stakeholders are involved by contributing to the data, or are involved in a number of working groups/operational groups.

2. Evidence used to inform assessment

Evidence used includes:

- Student, mentor and charge nurse survey (this has been revised and includes questions relation to equality and diversity e.g. reasonable adjustment).

- Data collection in relation to recruitment, progression and completion within pre-registration programmes. This is data that NES already collects and includes information related to geographical spread of recruitment and data related to the Scottish Index of Multiple Deprivation (SIMD). Additional data related to gender and ethnicity may be included in the future.
- Annual review reports and presentations submitted by Programme Providers, which may include reference to external evidence, for example, national student survey findings, NMC QA reports.
- Reports from practice partners and the Executive Nurse Directors

3. Results from analysis of evidence and engagement

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

The relevance of this function for different equality groups:

This is assured by local equality and diversity programmes within local universities and approval and monitoring of the programmes by the NMC.

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

Demographic information yielded through data reference work provides robust information on each universities recruitment activity. This includes data reports based on Scottish Index of Multiple Deprivation (SIMD) and Scottish Government 6-fold Urban Rural Classification. Data is also collected to reflect age and educational qualifications of entrants to programmes. This data provides an overall national picture as well and individual Institution information. Future reporting may include gender.

Evidence of existing good practice:

This is shared through NES highlighting relevant examples for each university and these are shared at events and conferences.

Various educational issues further supported by the activities of the Scottish Collaboration for the Enhancement of Pre-registration Nursing (SCEPRN) who identify and action 'hot topics' relating to enhancement activities.

The pre-registration survey has identified aspects of good practice related to mentors, charge nurses and students. General analysis of the data for Scotland as a whole for these surveys is available via the NES website. Individual Universities share this information with Nurse Directors and this often cascades to practice staff e.g. Education Leads, Practice Education Facilitators.

Opportunities to promote equality or good relations:

- Sharing of data from recruitment and retention and survey via networking.
- Appropriate use of data reference information to support enhancement activities which may relate to the protected characteristics.

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

Issue identified	Action to be taken in response to issue	Responsibility	Timescale (indicate whether actions have already been completed, or provide timescale for carrying out the action)	Resources required	What is the expected outcome?
Recruitment and retention data does not currently gather information in relation to gender and other protected characteristics	Data sets to be formulated to capture detail with regard to ethnicity and gender in the first instance.(This is because it is anticipated that this data will be easier to access).	Data reference group.	Within 2014/15 review timescale for two of the protected characteristics.	Data reference expertise.	Data in relation to these aspects will be collated and reported on in future years.
Reasonable adjustment data recorded as part of pre-registration survey but information not collated collectively.	Reasonable adjustment data to be available for review and action where necessary.	Pre-registration survey group.	2014 survey.	Personnel to collate themes/information given in relation to this question.	A summary of the responses to reasonable adjustment will be available.
This process only covers commissioned pre-registration	Consideration to be given to including all universities that deliver nursing and midwifery	Undergraduate Operational Group, Programme Board etc	Over next 5 years	Additional personnel to carry out review process for the universities	Actions related to undergraduate nursing and midwifery education

programmes.	undergraduate education				would be across Scotland.
The Extra-Ordinary Every Day website is to be updated including new images added	Consideration needs to be given to these new images and the inclusion of the protected characteristics and the layout and accessibility of the website.	The Undergraduate Operational group and responsible PD.	During 2014/15	Resource implications included in planning for 2014/15.	An accessible website that represents the protected characteristics in terms of the nursing and midwifery workforce.

5. Risk Management

In this assessment, have you identified any equality and diversity related risks which require ongoing management? If so, please attach a risk register identifying the risks and arrangements for managing the risks.

The risks within this could be considered fairly low as the individual universities will also be governed by equality and diversity legislation. However it is interesting to note that aspects of this are not reported within their annual programme board reports. There is also the recognised need for compliance against NMC standards relating to equality and diversity in terms of the undergraduate nursing and midwifery programmes. This will be overseen currently by Mott MacDonald who are currently commissioned by NMC to Quality Assure the Pre-registration Nursing and Midwifery Programmes.

The NES pre-registration performance management process only currently covers the commissioned pre-registration programmes.

The enhancement work of the undergraduate programme does however include all universities that deliver Nursing and Midwifery programmes.

6. Consideration of Alternatives and Implementation

Note that if the impact assessment indicates that a function will negatively discriminate, either indirectly or through discrimination arising from disability, the function must be objectively justified². This may require taking legal advice. If the function is to be objectively justified, outline the justification here, including analysis of any alternatives. See the guidance notes for instructions.

7. Monitoring and Review

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

What data will be collected, at what time?

Recruitment and progression data is analysed and presented on an annual basis.

The NES student survey is collected and analysed on an annual basis. Universities submit Programme Annual Reports and External Examiner reports on an annual basis which are analysed by the NES performance management team.

What analysis of the data will be undertaken?

The data is used to report annually on intake, discontinuation and completion numbers. These are reported by University, course type and programme branch.

² Direct discrimination cannot be justified other than on very narrow grounds in relation to age. If the EQIA indicates that a function discriminates directly, it should not be implemented.

The data also informs 5-year completion, and time-to-completion analyses, typically by cohort and programme branch within Universities.

Further analyses of cohort characteristics, e.g. age on entry, qualifications on entry, gender, may be reported to Universities.

Are there specific targets or indicators to be monitored?

The student progression, and completion data is monitored annually and although there are no specific targets the aim overall is to increase student completion rates.

Student survey data is analysed as percentage response rates by University and programme.

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

To the individual universities and NHS Board partners at annual performance management review meetings.

To the NES performance management programme board.

Enhancement activities are a key consideration on the National Implementation group and best practice is shared in local and national forums.

5-year completion and time-to-completion analyses are now included in NES' annual data submissions to Scottish Government as part of their annual workforce projection exercise. Time-to-completion rates are also reported to ISD for inclusion in their annual National Statistics releases.

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

The Performance Management Function is under continual review and improvement. This EQIA will be reviewed every 2 years at the same time as the educational governance report is required.

Who will be responsible for leading this review?

The NMAHP Performance Management Operational group that leads on this programme of work.

Sign off: NMAHP DMG

Date: 8th January 2014