Public Sector Equality Duty

April 2021 – April 2023

Published April 2023

The Public Sector Equality Duty: Progress Report (April 2021-2023)

Contents

Accessibility

This document may 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.

Katy Hetherington
Principal Lead – Equality, Diversity and Human Rights
Katy.hetherington@nhs.scot or nes.equalityteam@nhs.scot

Introduction

We published our Equality Outcomes and Mainstreaming Report in April 2021. This set out our Equality Outcomes for April 2021-2025. This report provides progress since 2021 with our equality outcomes and how we are mainstreaming the Public Sector Equality Duty into our day-to-day work. We have also incorporated our legislative requirement to report every 3 years on how we are progressing children's rights. This is a requirement under Part 1 of the Children and Young People (Scotland) Act 2014.

This report contains the following:

- Progress with our Equality Outcomes since April 2021
- How we are integrating the Equality Duty into our day to day work
- How we are progressing children's rights as set out in the United Nations Convention on the Rights of the Child (UNCRC)
- Our Employee Equality and Diversity Monitoring Report which includes our Gender Pay Gap (Annex B or weblink if we publish as separate to this report)

About NHS Education for Scotland (NES)

We are the statutory education, training and workforce planning and technology provider in health and social care. We are a national NHS Board.

Addressing all forms of inequality and progressing equality is central to our work in NES. This is important in how we carry out our functions both as an employer and in our role in education, training, workforce planning and as a provider of technology in health and social care. We want to mainstream equality into our work as well as identify areas where we can make the most difference in tackling inequality through our areas of influence.

You can find out more about our work at NHS Education for Scotland.

Mainstreaming the Public Sector Equality Duty

'Mainstreaming equality' according to the [EHRC Guidance](#) means "integrating equality into the day-to-day working of an authority."

To support NES in mainstreaming equality, diversity and inclusion across all our work the following has progressed since 2021:

- A new Equality, Diversity and Human Rights team with additional capacity to support our national education and training role in this area was established in 2022.

- A Staff Equality Network co-ordinator was employed in June 2021 for a fixed period to establish a sustainable staff equality network structure in NES.

- We have established a new Equality and Human Rights Steering Group to refresh the operational performance management for our equality work. The group is co-chaired by our Deputy Chief Executives who are Executive Leads for equality, diversity and human rights.

- A Non-Executive champion for Equality was identified by our Chair in February 2022. This role is to provide visible leadership to our staff on equality and support the Board in carrying out its scrutiny role. Our Non-Executive Champion has attended all our staff equality network meetings and events during the year, encouraging Board members to do the same.

- We launched a new Community of Interest on Equality and Human Rights as a place to share learning and practice for staff in September 2022. The launch event attracted over 90 staff. The community is intended to provide a menu of options to support a continuous professional development approach to learning about equality, diversity, inclusion and human rights issues.

- A new hub with refreshed information and guidance for staff on equality, diversity and human rights in NES is now available. The hub features recordings of events and learning sessions; guidance on a wide range of issues such as EQIA and digital accessibility; signposting to learning resources, policies and support; and up-to-date information on getting involved in our staff networks.

Steps we have taken over the last 2 years to mainstream equality into our work include the following:

- We have supported our Educators in shifting to deliver training and education virtually during the pandemic through our Technology Enhanced Learning Team, building in consideration of accessibility and inclusion.
- Equality is part of our digital product design approach in NES Technology Directorate.
- We have reviewed and updated our Inclusive Education and Learning Policy and are developing supporting guidance for staff. The policy aims to deliver an inclusive approach to our education and learning, both for our learners but also through our curricular and learning resources.
- We have held events in relation to the following themes: events during Black History Month on how to embed anti-racism and inclusion into our work; a session to share the learning from a LGBTQ+ Health Needs Assessment in Scotland; a panel discussion with the Royal College of Nursing on neurodiversity; a celebration of International Women's day; Seminars on disability workplace adjustments; and multiple events celebrating Pride month. We have invited other NHS Boards to events which are of interest to audiences beyond NES.
- The Equality, Diversity and Human Rights Team has undertaken a learning needs assessment with NHS Boards to inform plans to develop high quality and timely education and training resources on our Equality and Diversity Zone on the Turas Learn platform.
- We collaborated with the Equality and Human Rights Commission in 2021-22 to develop and launch a new [e-learning resource on understanding the Public Sector Equality Duty](), which is aimed at NHS Board members.
- Our Organisational Development and Learning Team supported work with Scottish Government to develop a new equality and diversity monitoring form on the national recruitment portal Jobtrain. This work took an evidence-based approach drawing on expertise from 3rd sector organisations, Equality and Diversity leads, the current census, and academic research.
- We held a session with our Executive Team in May 2022 to raise awareness about the updated Fairer Scotland Duty Guidance and to discuss the approach to an Equality Impact Assessment for NES's new strategy for 2023-2026. The Equality Impact Assessment findings and recommendations will be published alongside the strategy in 2023.

We set 2 specific outcomes to mainstream equality into our work. They are:

1. Improving our Equality Impact Assessment (EQIA) performance, ensuring a systematic approach to using EQIA to inform the development of new workstreams;
2. Building capacity – both technical and educational -- to deliver accessible digital learning.

Improve our Equality Impact Assessment (EQIA) performance, ensuring a systematic approach to using EQIA to inform the development of new workstreams

Guidance on how to carry out equality impact assessment is available to staff on our intranet and training is available on our Turas Learn platform. The Equality and Human Rights Team have refreshed our approach to EQIA and have piloted a revised set of questions to streamline the EQIA process.

Our community of interest is helping to share learning and practice across the organisation on equality and human rights, including EQIA.

We have delivered training sessions to staff in 2022 and now have monthly EQIA drop-in sessions for staff to share approaches and ask for help in undertaking EQIAs.

Several EQIAs across the organisation have also been identified and are being progressed. Once EQIAs are signed off they are published on our website.

As part of the operational planning guidance we highlighted that consideration should be given to contributing to our Equality Outcomes and whether an EQIA should be incorporated. Our new guidance for writing papers for our Executive Team, Committees and the Board incorporates a checklist which includes consideration of equality, including the Fairer Scotland Duty.

Build capacity – both technical and educational – to deliver accessible digital learning

The Technology Enhanced Learning Team continues to support NES educators through an active community of practice and a suite of resources. Developments include:

- A pre-learning questionnaire to identify in advance whether a learner has additional learning needs or requires support to access training
- Detailed, practical, easy to use guides on how to create PowerPoint and text documents that are accessible for users and meet legal accessibility requirements
- Publication of the Quality Guidelines for Digital Learning resources on the Guidance for Education Turas Learn site

We have updated our Inclusive Education and Learning policy and are now developing guidance to support staff apply this in practice.

NES is also playing an important role in supporting the digital capability of the wider health and social care workforce through the Digitally Enabled Workforce programme of work.

Mainstreaming Equality into our procurement

Public authorities in Scotland have a specific duty relating to their procurement function. This duty has two key elements:

- Public authorities must have due regard in procurement activities to whether the award criteria should include considerations to better enable it to meet the Equality Duty.
- Public authorities must have due regard in procurement activities to whether contracts or agreements should include stipulations which would better enable it to meet the equality duty.

NES recognise that our activities influence the society in which we work, and our procurement strategy is committed to achieving environmental, social and economic aims that tackle these effects.

NES is committed to ensuring a high standard of ethical and sustainable trade practices across its commissioning and procurement activities. The NES Ethical Procurement Policy sets out our expectations with regard to our standards. NES requires all direct suppliers and contractors to observe the provisions of the policy and requires that suppliers and contractors, in turn obtain similar compliance with its provisions from their suppliers and contractors.

In addition, the Suppliers Sustainability Code of Conduct is available on our website to support our work to progress equality.

In relation to our education and training role, all our invitations to tender documentation and contracts include the suite of NES standards to support inclusive education. This is set out in our Inclusive Education and Learning Policy.

NES Technology Service has established digital development guidelines, with equality and diversity requirements embedded, and aligned to all relevant legislation including the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

The Knowledge Services Team established the eBooks procurement framework for publishers to support purchasing of eBooks in a variety of fonts, text sizes and viewing formats which support better access and accessibility to suit user needs.

An annual report is provided to our Finance and Performance Management Committee on how we are meeting the public sector equality duty in relation to our procurement activities.

Progress with our Equality Outcomes

We identified 8 Equality Outcomes in April 2021. Progress towards the outcomes is summarised below:

Outcome 1: Our support for youth employment with a particular focus on engagement and supporting transitions from school, college and university for those further from the labour market or more likely to experience barriers to full employment: young people who are care-experienced, disabled, or from Black and minority ethnic or socio-economically disadvantaged communities.

Progress:
We recognise that measuring this outcome is a challenge. Over the last 2 years we have continued to support activities aimed at widening access to NHS careers and training for groups that are under-represented in the NHS workforce. We secured Scottish Government funding to support a covid recovery internship programme which saw up to 27 graduates take up placements across 17 health boards. To be eligible, graduates had to be underemployed – i.e. not already in a graduate level role – and have graduated 2019-21 when their educational experience would have been negatively impacted by the pandemic.

A refreshed and updated NES Widening Access Framework is under development and will be taken to the NES Executive Team in May 2023. The framework will drive greater conversation and collaboration across NES Directorates to maximise our ability to champion equity and inclusivity in our work with the current and future workforce. Equality impact assessment is built into the strategy.

NHS Scotland Academy, a partnership between NES and NHS Golden Jubilee, was established in 2021 and is developing a Youth Academy. This includes work through regional 'huddle' groups to improve progression pathways for young people from school/college into the workforce. Other projects underway with the regional huddle groups include: using simulation resources in local NHS sites to attract young talent into NHS Careers; developing regional skills ecosystems which align regional provision with workforce priorities.

As part of our Corporate Parenting actions 2021-2022, we delivered a national workshop on employability in collaboration with 'Who Cares? Scotland'. 'Who Cares? Scotland' also contributed to the NES Employability and Apprenticeship Action Group. We also held a session for staff 'From Care to Work: Education & Employment' in 2021.

Outcome 2: The number of refugee health professionals re-entering their profession is increased through better access to training, language support, professional mentoring and work experience.

Progress:
We have continued to support refugee doctors complete English language requirements and the Professional and Linguistic Assessment Board (PLAB) in order to practice in Scotland. This is through funding to the Bridges Project. The refugee

doctor programme is also now piloting an enhanced induction programme and this is being reviewed in conjunction with the Scottish Government and the Centre for Workforce Supply. Further discussion is required with Scottish Government around the overall vision for the refugee doctor scheme and how this should be delivered.

We recognise the need to undertake further work in this area to measure progress towards this outcome. This will be part of our review of our Equality Outcomes to align with our new organisational strategy for 2023-2026.

Outcome 3: Attainment gaps for medical trainees from Black and Minority Ethnic backgrounds and International Medical Graduates are reduced.

Progress:
The Advancing Equity in Medical Education Steering Group was established in 2020 to advise the Scotland Deanery (part of the NES Medical Directorate) on actions towards reducing the attainment gap. This is a complex issue recognised across the UK. The group's first annual report is due for publication in March 2023. Actions undertaken over the last 2 years include:

- Associate Post-Graduate Deans for International Medical Graduates (IMGs) and for Equality, Diversity and Inclusion have been appointed in NES to support our work in this area.
- A trainee equality, diversity and inclusion dashboard has been created. This will aim to build a better understanding of the demographic profile of trainee doctors in Scotland (including ethnicity and place of primary medical qualification), and support prioritisation and evaluation of work to address differential attainment.
- International Graduates Support increased: GP and Psychiatry STEP (Scottish Trainee Enhanced Programme) is being extended to Medicine and explored for other specialties, and Softer Landing- Safer Care is being rolled out across Scotland in collaboration with Directors of Medical Education.
- An inclusivity poster was developed and shared with Directors of Medical Education for sharing in NHS Board service areas. This was designed to promote values of inclusion in the workplace and the actions that can be taken. A copy is included at Annex A.
- Equality, diversity and inclusion content increased in courses for our trainers.
- A simulation resource (Fairness in Feedback) for supervisors has been developed and is being piloted in March 2023. This resource aims to support effective and fair feedback, recognising the range of issues which may impact on trainees' performance in NHS Scotland.

Outcome 4: We will continue to enhance the inclusivity of education and training programmes for disabled learners in NHS Scotland through:

a. Expanding the availability of technology enhanced learning which reflects best practice in accessibility and increases flexibility in learning opportunities.

Progress:
A Technology Enhanced Learning Team was established in NES in response to the Covid-19 pandemic in 2020 and the need to adjust our way of delivering education

and learning remotely. NES educators are supported through a community of practice and a suite of resources. Developments include:

- A pre-learning questionnaire to identify in advance whether a learner has additional learning needs or requires support to access training.
- Detailed, practical, easy to use guides on how to create PowerPoint and text documents that are accessible for users and meet legal accessibility requirements.
- Publication of the Quality Guidelines for Digital Learning resources on the Guidance for Education Turas Learn site.

We have reviewed our Inclusive Education and Learning policy. An EQIA was carried out, and we are now developing guidance to support staff in its implementation. We are also considering how to evaluate the policy.

b. Establishing arrangements for reasonable adjustments passports for trainees under the Lead Employer programme.

We recognised the requirement to provide dedicated support to our disabled staff, to our doctors and dentists in training (DDiT), to line managers and educators. We appointed a Senior Specialist Lead – Disability who took up post in April 2022. We have developed a draft reasonable adjustment passport to share with the National Group for Lead Employers (for DDiT) and are discussing with Scottish Government who may take responsibility for this as part of the NHS Scotland 'Once for Scotland' policy approach.

c. Providing holistic careers advice and person-centred support for disabled trainees through the Performance Support Unit (now the Training, Wellbeing and Development Service).

One to one support and case management are undertaken by the Disability Specialist Lead. Individual Learning Plans are being implemented where necessary for our Doctors and Dentists in Training.

Bespoke person-centred resources have been designed including for a small cohort of trainees to enable them to progress with processes such as Annual Review of Competence Progression (ARCP).

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. We will invest in core skills development for our educators and designers which will include:

- Accessibility
- Cultural competence and anti-racist education
- Unconscious bias in education
- Social learning and facilitating for inclusive learning

Progress:

Developing digital capability in NES

See update on Outcome 4 on the support provided by the Technology Enabled Learning Team in NES. NES staff also participate alongside a wide range of colleagues across health and care in programmes to deliver the workforce priorities of the Scottish Government's Digital Health and Care Strategy (see progress by our Digitally Enabled Workforce Team below).

Equality and Diversity Education and Learning

We manage the Equality and Diversity Zone on the Turas Learn platform. Health and social care staff can access a range of resources here. Our Specialist Lead - Education joined the Equality, Diversity and Human Rights Team in June 2022 to provide additional capacity in NES. A Learning Needs Assessment with NHS Boards has been completed to inform priorities to provide high quality and timely learning and education materials for health and social care staff. A priority for the team in 2023 is refreshing an e-learning module on equality and human rights as a basic introductory resource for all staff. We recognise the contribution of our partners bringing expertise to this area, particularly in the voluntary sector, and we will continue to work collaboratively with partners to meet the learning needs in health and social care.

Cultural humility

NHS Academy is working with the NES Equality, Diversity and Human Rights team to develop resources to support the workforce on cultural humility. Examples of resources from across the UK have been identified and the working group has developed learning outcomes and materials to develop this resource. The focus will be on reflective practice around the values and behaviours which can be practiced in the workplace to support inclusion and equality. This is due for completion by October 2023.

Developing digital capability across the health and social care sector

The Digitally Enabled Workforce Team in NES was commissioned by Scottish Government to support the development of digital skills within the health and social care sector via targeted projects. Research was commissioned to understand what the Scottish health and care workforce need and want from improved access to digital skills learning resources. The research has been shared widely across NES, with Scottish Government and across the health and social care sector. Further information about the full range of the programme's work is available at Digital Health and Care Leadership Programme.

Outcome 6: Our approach to digital design considers the role of digital in:

- How we design with the diverse needs of our audiences in mind when developing our products;
- How we consider the role of digital in supporting the care pathways we are supporting or for which we are delivering learning;
- How the delivery of highly accessible digital solutions is best supported by and influences the "non-digital" ways of interacting with a product or service; and

- How we measure whether our digital products and technology enabled learning are connecting with audiences in ways that address rather than widen inequalities.

Progress:

NES Technology Service plays a key role in digital and technology work through enterprise facilitation and delivery of infrastructure, systems, services, and access. Our success, however, is dependent on applying technology to support people's needs in a service.

We have developed key measures to set out how progress will be made towards this outcome (see Annex B). Equality, equity, inclusivity, and accessibility are core to good design and is considered throughout all phases of digital design. When designing any digital product or service, a framework on 'key dimensions to enhance' (quality approach) and 'barriers to access' (EQIA) is undertaken. Digital design standards underpinning our work are outlined in the Scottish Approach to Service Design, the Digital Scotland Service Standard, and good practice in engaging with people to design services, education, and training.

Areas to demonstrate this approach since 2021 include:
- **Systems.** A Foundational EQIA framework developed to inform the development of the Health and Care products. This allows the product specific teams to concentrate on specific user equality, accessibility, and experience considerations of a product.
- **EQIA.** An EQIA of our Digital Eyecare Ophthalmic Electronic Patient Record completed in 2022.
- **Systems.** The Turas Style guide as a foundation to meet equality principles for accessibility and experience. As well as informing learning and education courses and modules, it is currently under design to support emerging priorities of the National Digital Platform.
- **Infrastructure (people).** The Technology Enhanced Learning and Knowledge Services teams continue to support our staff and develop resources and communities of practice to meet the diverse needs of our learners.
- **Capability.** The formal launch of the National Digital Platform at Digifest 2022. The platform has the potential to meet public and patient needs directly and indirectly through improvement of work conditions, tools, and system capabilities. The Service Catalog section outlines how to access and develop applications and services using a secure approach and a style guide with accessibility considerations.
- **Enhancing professional capacity and digital inclusion.** Real Time Staffing, an online platform for users in critical care, maternity and mental health, helped to address barriers of digital literacy in the previous workbook-based format.
- **Enhancing professional capacity and digital literacy and skills.** A new Study Leave App, part of the Training Programme Management (TPM) and Training portfolio, systematically designed to ensure the application can be used across a variety of devices (including mobile-friendly) and suitable for multiple users, admin, trainees, and leave approvers.

Outcome 7: The attraction and selection processes for our leadership and management programmes support a leadership and management cohort that is inclusive and representative. The provision of our leadership and management programmes supports the building of an inclusive workplace culture.

Progress:
The new Leading to Change programme was launched by Scottish Government in October 2022. NES is a key delivery partner and is working closely with government including in the delivery of the actions in the Equalities Sub-group action plan. There are six actions and NES is responsible for 4 of these actions including the now launched Diversity Coffee Connect Programme and an equality, diversity and inclusion blog series. NES is also funded to deliver an allyship programme and a diversity at all levels programme as part of the Equalities Action Plan. This is being progressed in 2023 following recruitment of additional staff to support its delivery.

The recruitment process for the Management Training Scheme (MTS) is currently being reviewed to identify any potential barriers for people with protected characteristics. The recommendations will guide the improvements in the Scheme's recruitment.

Outcome 8: NES is an inclusive employer, with:

a. Effective employee voice, including staff networks with effective influence on policy.

Progress:
In June 2021, NES appointed a Staff Equality Network Co-ordinator for a fixed term to establish staff equality networks. NES now has the following staff networks which meet regularly in a supportive environment, facilitated by our Equality Network Co-ordinator
- Parents and Carers Staff Network
- Underrepresented Ethnic Minority Staff Network
- LGBTQ+ Staff Network
- Disability, Long-term conditions, Neurodiversity & Mental Health Staff Network

The Chairs and Vice Chairs of all the networks meet quarterly to discuss and decide ways forward on common network areas. Network meetings provide the opportunity for peer support as well as progressing network action plans. Our Non-Executive Board Champion attends the joint chairs meeting and staff network meetings at least once a year. Other Board Non-Executive and Executive Team members are also welcome to attend staff network meetings.

The networks have supported work in the organisation including:
- The Carer Positive Benchmarking review.
- Focus group discussions to inform the staff survey on hybrid working.
- Updating NES education resource Equal Partners in Care (EPiC) with Network members sharing their lived experience videos.
- Review of accessibility information for NES sites with our Health and Safety Officer.

- Membership on the Short Working Life Group to review the Inclusive Education and Learning Policy.
- Consultation events on the development of NES's new strategy for 2023-26.

There have also been a range of events including:
- Disability Workplace Adjustments Event.
- Promotion of Pride History month including participation in the Edinburgh Pride parade, conversations with NHS LGBT+ Leaders event and 'meet the author' Kaite Welsh event.
- A live podcast from a member of staff on Living and Working with IBD (Inflammatory Bowel Disease).
- Underrepresented Ethnic Minority Staff Network monthly tea/coffee/cake drop-ins.
- Parent/Carer Connections weekly drop-ins.
- Education sessions at network meetings e.g., Inclusive language, what is racism, challenging prejudices, and stereotypes.
- An event on neurodiversity led by the Royal College of Nursing.

Our Under-represented Ethnic Minority Staff Network Chair and Vice-Chairs are members of the Scottish Government Ethnic Minority Forum. This brings all the NHS Race Equality Network Chairs together. We are also members of the Edinburgh Employers Network which has a focus on Carers.

b. Improved recruitment outcomes for young candidates, minority ethnic candidates and disabled candidates.

Our monitoring has shown that external advertising of posts has not led to increased diversity in the workforce. Our Equality and Diversity Employee Monitoring Report (March 2021-April 2022) includes an analysis of our recruitment outcomes for different groups. We have an action in our recent employment monitoring report to roll-out and evaluate training for all staff involved in recruitment.

A refresh of the existing Modern Apprentice (MA) employment offering within NES is underway. An updated and more integrated MA programme for NES is being developed, linking in directly with workforce planning and each Directorate's 2023-24 Operational Plan.

Our Job Packs and Adverts have been refreshed and successfully piloted across all NES Technology vacancies and will be rolled out across NES in a phased approach in the coming months. An analysis of impact will be measured after six months.

c. An adaptable and flexible workforce with positive support for staff wellbeing.

A review is underway to improve the provision of services for neurodivergent trainees, led by our Specialist Disability Advisor and the Training Development and Wellbeing Service. This will include assessment processes, reasonable adjustments, case management, ongoing support and trainer awareness. We also continue to run the Guaranteed Interview Scheme for Dental and Pharmacy trainees as part of our recruitment campaigns and accommodate reasonable adjustments during trainee

recruitment campaigns and trainee employment. We are planning to develop a self-assessment tool to support dental vocational trainers in assessing the accessibility of their premises as a place of work, improving the ability to identify training practices which suit the needs of trainee applicants with disabilities.

We included equality monitoring in our recent staff survey to understand if our hybrid working model was affecting staff differently across the protected characteristics. In relation to staff with protected characteristics, most improvement was found by staff with a disability, and staff in the youngest age group. A 'New Ways of Working' Steering Group has been established to support effective hybrid working in NES and equality considerations will be part of the group's remit.

Over the past 2 years there have been a variety of activities to support staff wellbeing. This has included:
- Sessions on topics such as the Step Count Challenge, Nutrition and Hydration, Mental Health and Wellbeing, Epilepsy and Inflammatory Bowel Disease.
- Spotlight sessions on issues such as Women's health, Men's Health and Financial Wellbeing.
- Workshops on Introduction to Mindfulness and Guided Journaling and now weekly mindfulness practice sessions which staff can access on a drop-in basis.
- Events and information on menopause, resulting in the production of the NES Menopause Guide for Managers and the setting up of Menopause Meet-ups support group to enable sharing of lived experiences in a safe space.
- There is also Coaching for Wellbeing available to all NES staff and comprehensive resources on the Wellbeing Hub.

How we are progressing children's rights

As a special NHS Board, we are listed as a public body required to report on what we are doing to progress children's rights under the Children and Young People (Scotland) Act 2014. This section will provide information on how we have progressed children's rights, through the United Nations Convention on the Rights of the Child (UNCRC), in our work since 2020. A child-friendly poster version of the UNCRC is available: child-friendly poster version of the UNCRC.

Children and young people have the same human rights as adults, and these are the same rights that protect everyone. Children and young people also have additional rights that recognise childhood is a special, protected time in which children must be allowed to grow, learn, play, develop and flourish with dignity. The UNCRC is an international treaty that brings all rights together. At NES, we recognise our vital contribution through workforce education and training to promote and protect children's rights. We have included our progress aligned to the UNCRC clusters (those most applicable to our work at NES), recommended in the Guidance on Part 1 published in 2016 by Scottish Government.

General measures of implementation

We are committed to ensuring our NES workforce and the wider health and care workforce understand the UNCRC and how to take a children's rights approach (Article 4: protection of rights – making rights real). We proactively raise awareness on children's rights through educational activities and have worked with Education Scotland to promote interprofessional learning on children's rights in school communities.

- Children's rights are integral to our NES Women, Children, Young People and Families Group. Established in 2019, the group paused during the pandemic and refreshed in 2022 with representation across NES Directorates as a collaborative workstream. Part of the work is considering future legislation and organisational responsibilities in response to the UNCRC (Incorporation) (Scotland) Bill (Article 4).

- Children's rights awareness sessions were provided for NES staff at the Educational Leadership Group in 2021 and during Care Experienced Week in 2022. Participants were asked how we could best support their understanding of children's rights, which for them was awareness raising and receiving help to explore safe and effective ways to engage with children and young people (Article 42: everyone must know about children's rights).

- We designed and delivered a webinar on children's rights for School Nurses in 2023 and Getting it Right for Every Child in 2022. Participants shared the benefits of learning with and from each other to progress children's rights (Article 42).

- A pilot was initiated in 2022 between NES and Education Scotland to provide interprofessional learning sessions on children's rights in two school communities. The animation to promote one pilot area shows alignment to local strategies and improvement work (Article 4): Promotional animation on interprofessional learning sessions.

General principles of the UNCRC

We are committed to meaningful engagement with children and young people (Article 12: respect for children's views) and can evidence this through our work. We also recognise our own improvement journey to increase these partnerships with children and young people across the range of work at NES; as part of our corporate activities; and integral to our children's rights reports.

- To ensure adults working with or alongside children and young people can support their mental health, we worked in partnership with Children in Scotland and Scottish Government and held consultation meetings with children and young people. This supported the development of 'How to be a good adult' and the creation of a job description (Article 12). One Good Adult Implementation guidance is in pilot stage with full guidance anticipated during 2023.

- As part of this work, we published a Children and Young People's mental health and wellbeing knowledge and skills framework for the Scottish

workforce. We can demonstrate consideration of children's rights in our refreshed Equality Impact Assessment (EQIA) guidance and templates to mainstream children's rights into our work (Article 2: non-discrimination).

- In 2022 our Board Chair David Garbutt was appointed as a non-executive Director of The Promise Scotland and has a crucial role in progressing the plans and commitments of the Promise in response to the Independent Care Review. This role has firm foundations in ensuring the voices of those with care experience are heard and will further enhance our understanding and activities at NES in driving the changes required to #KeepThePromise

Violence against children

Children in Scotland have the right to be cared for and protected from harm and grow up in a safe environment where their rights and needs are respected. We all have a duty to protect children and our communities from all forms of violence (Article 19). Through the National Trauma Training Programme we continue providing resources to promote trauma-informed practice and support organisations to develop their workforce and understand the impact of trauma in people's lives (Article 39: recovery and reintegration).

- We are committed to ensuring the health and care workforce have access to relevant education, reflective of national guidance, so that everyone recognises their responsibilities in relation to the protection of children. In 2022, we published on child protection which integrate children's rights and trauma-informed practice (see: the Public protection learning site). The informed and skilled level modules have already been completed by over 2300 learners (Article 19).

- To continue supporting trauma-informed care, we published two resources (see: trauma-informed care resources to help individuals and teams reflect on their work through a trauma lens and to create a plan for trauma-informed care (Article 39).

- Our trauma-informed resource 'sowing the seeds' was supported by the Scottish Youth Parliament to inform its development. In addition, 'developing your trauma-skilled practice for those working with children and young people' received valuable input from Who Cares? Scotland (Article 12).

Family environment and alternative care

We understand the support parents and carers may require caring for their children (Article 18: responsibility of parents) and we have a range of curricula which provides evidence-based education to promote early intervention and positive parenting. At NES, our Executive Team are aware of their duties and fulfil their responsibilities as corporate parents (Article 18).

- For 10-years, the Psychology of Parenting Project (PoPP) has provided evidence-based parenting interventions to build strong parent-child relationships and empower families to promote resilience in their children. As a baseline measure, the strengths and difficulties questionnaires evidence a

- reduction in behaviour problems in children whose parents/carers have attended the groups (Article 18).

- We have received feedback from over 2,000 families which helps inform continuous improvement. Parents/carers shared comments such as "*I feel more confident in my approach & that I'm not alone as many parents face similar things*." and "*I feel the course has been life changing in all aspects of my family relationships*."

- Family nurse partnership (FNP) is an intensive home visiting programme for young first-time parents. The three goals of FNP are to improve pregnancy and birth outcomes through improved prenatal health behaviours; to improve child health and development through positive, responsive caregiving; and to improve the economic self-sufficiency of the family. Family Nurses complete their education with NES where the goals are integrated alongside underpinning theories (Article 18). We captured our FNP story and how we help give families the best start in the NES Year in Review 2021/22.

- Our FNP team periodically undertake accompanied home visits to maintain their clinical currency and connection with clients. Feedback from clients happens in a variety of ways, such as bringing the clients/partners voice into the 'classroom' during breastfeeding education and involving fathers in FNP (Article 12). In Scotland, over a fifth (22%) of FNP clients are care experienced or on the child protection register (Article 5) and family nurse education recognises the client's life course in their transition to parenthood.

- We provide Childsmile training for dental health support workers and dental nurses to reduce oral health inequalities and promote positive health and wellbeing outcomes for children. Our person-centred approach to education promotes partnerships with families to support their understanding to improve their child's oral health and respond in their best interests (Article 18; Article 3).

- We can evidence our commitment to young carers in raising awareness about what it means to be a young carer and ways in which our health and social care workforce can support young carers (Article 18). Collaboration with a range of stakeholders, for example, Carers Trust Scotland (who host the Scottish Young Carer Services Alliance) has informed this work and our educational activities incorporate the voices of young carers, (see: Caring for Unpaid Carers resources) for example our recorded webinar and our 2022 focus on making young carers feel visible, valued and supported (Making Young Carers feel visible, valued and supported) (Article 12).

Basic health and welfare

We ensure the wider workforce in Scotland have access to evidence-based education and learning opportunities/resources to meet the health and wellbeing needs of children and young people (Article 24), including children with disabilities (Article 23).

- We are committed to supporting children and young people's mental health and wellbeing by providing Let's Introduce Anxiety Management (LIAM) education, which aims to equip practitioners to deliver psychologically informed practices and interventions to children and young people who have elevated levels of distress (Article 24). We captured the views and experiences of practitioners providing the training and through them, feedback from children and young people – including as part of our NES Year in Review 2021-22. (Please see: LIAM videos and LIAM online during Covid-19).

- In response to the Covid-19 pandemic we produced a range of educational resources to ensure practitioners could continue connecting and supporting children, young people and their families (Working with young people and families). This included promoting positive transitions in their return to school and ways to discuss worries they might experience (Article 24).

- In partnership with our colleagues at 'Promoting A More Inclusive Society (PAMIS)' and a range of stakeholders we launched the Postural Care Strategy and a suite of resources as part of Your Posture Matters in 2021. At the heart of this work were children, young people, families and carers who have helped the health and care workforce in Scotland understand the importance of protecting people's posture, for example, children and adults with profound and multiple disabilities.

Next steps to secure better or further effect of children's rights

These next steps explain what we plan to do over the next 3-years. We have written these as simply as possible to help everyone understand them. Including children and young people in future reports will make this even better for our next report. We are currently developing our corporate strategy for 2023-26 where we will make our commitment clear on 'The Promise'. We want children to be loved, safe, respected and realise their full potential and are dedicated in our contribution to Scotland's goal in being the best place in the world for children to grow up.

- We will decide on what information we need to gather, to make it easy for everyone to see the changes and improvements we have made. This will help our understanding of anything that might stop us being able to realise children's rights.
  - Responsible: Equality, Diversity and Human Rights – Workforce Directorate.
  - By: March 2024
- We will collect information about what we do now to put a plan together and to make sure we are being rights-based. We will include children and young people in these plans to help us do things better.
  - Responsible: NES Women, Children, Young People and Families Group.
  - By: March 2024
- We will ask for help from colleagues who work in the 3rd sector and others about ways to include children and young people more in our work at NES, so that we can do this well.
  - Responsible: NES Women, Children, Young People and Families Group.

- By: March 2024
- We will make sure information about [children's rights and wellbeing impact assessment](#) is available for the NES workforce and to offer help to understand what this means.
  - Responsible: Equality, Diversity and Human Rights – Workforce Directorate.
  - By: March 2024
- We will listen to children and young people to hear new ideas about ways we can learn, and help others learn, about children's rights. As part of this we will think about the skills, knowledge, understanding and values that everyone working with children, young people and families should have (for example, ['The Common Core').](#)
  - Responsible: NES Women, Children, Young People and Families Group.
  - By: March 2025
- We will make sure we have people who work at NES who know about and understand children's rights to help with our plans.
  - Responsible: NES Executive Leadership Team
  - By: March 2025
- We will develop a goal and vision so that everyone knows our commitment to children's rights and what we are going to do.
  - Responsible: NES Executive Leadership Team
  - By: March 2024

Next Steps

Our Equality Outcomes should reflect the areas where we can make the most difference to inequalities through our sphere of influence. We want our Equality Outcomes to be specific and measurable, informed by evidence and the involvement of people who share protected characteristics. This includes how we will involve children and young people meaningfully, taking a rights-based approach in our work, and listening and responding to their views. It is important we consider the next steps for NES, specific to children's rights, which are detailed in Section 3. The development of a new strategy for NES and this 2-year report provides a timely opportunity for us to review our Equality Outcomes to ensure they reflect the full range of our functions. This work is planned for 2023.

In the meantime, we will continue to progress work on our Equality Outcomes and report twice a year to our Committees and the Board.

Actions we are taking in 2023 include:

- Review and align our Equality Outcomes with our new strategy for 2023-2026.
- Progress the NES Strategy EQIA recommendations.
- Explore the development of a meaningful involvement strategy for NES, which reflects the diversity of our learners and in the population, those under-represented in society and who experience inequalities.
- Continue to support staff learning and development through our Community of Interest on equality, diversity and human rights, including on children's rights.

- Continue to embed equality, diversity, inclusion and human rights in NES's education and training materials, sharing practice across our community of educators.
- Developing resources in collaboration with a range of partners for the [Equality and Diversity Zone](#) on Turas Learn to support the wider health and social care sector.
- Develop supporting guidance to our educators to implement our Inclusive Education and Learning Policy.
- Progress the recommendations from our Equality and Diversity Employment Monitoring Report and in our Equal Pay Statement.
- Continue to build and support our Staff Equality Network infrastructure.
- Agree specific actions as part of an anti-racist approach in NES, including increasing understanding in staff about anti-racism.

Equality and Diversity Employment Monitoring Report April 2021- March 2022

Our report for the period April 2021-March 2022 is published on our website at: [Equality Monitoring](#).

Annex A: Poster promoting values of inclusion in the workplace

Annex B: Measures to support Equality Outcome 8

Equality outcome	Key Measures	Intermediate Measures
Our approach to digital design considers the role of digital in:		
1. Designing with the diverse needs of our audiences in mind when developing our products;	1. All projects can evidence their inclusive design approach. System users are involved in design processes	1. Design processes are documented
2. Designing with the diverse needs of our audiences in mind when supporting care pathways or delivering learning;	2. When supporting care pathways / specific learning outcomes, all projects can show how their inclusive design approach supports better outcomes	2. Design processes to promote equality and inclusivity are documented
3. How the delivery of highly accessible digital solutions is best supported by and influences the "non-digital" ways of interacting with a product or service;	3. When delivering digital solutions, all projects can show how their non-digital users can access the same levels of service	3. EQIAs completed for projects
4. How we measure whether our digital products and technology enabled learning are connecting with audiences in ways that address rather than widen inequalities	4. When delivering digital solutions, all projects can measure their impact on inequalities, as set out in equality impact assessments	4. Alignment to established design system processes 5. Alignment to Scottish Government standards such as: a. the Digital Service Standard; and b. Scottish Approach to Service Design