

Equality and Children's Rights Impact Assessment (Stage 1)

This is a legal document as set out in the

- Equality Act (2010), the Equality Act 2010 (Specific Duties) (Scotland) regulations 2012,
- the UNCRC (Incorporation) (Scotland) Act 2024,

and may be used as evidence for cases referred for further investigation for compliance issues.

Completing this form helps you to decide whether or not to complete to a full (Stage 2) EQIA and/or Children's Rights and Wellbeing impact Assessment (CRWIA). Consideration of the impacts using evidence, and public/patient feedback may also be necessary.

Question 1: Title of Policy, Strategy, Redesign or Plan

Corporate Induction Programme. Moving NHS Fife to a blended delivery programme for all new members of staff

Question 2a: Lead Assessor's details

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Question 2b: Is there a specific group dedicated to this work? If yes, what is the title of this group?

The Core Skills Short Life Working Group was established in early 2024 with the key aim to deliver a refreshed suite of Core Skills learning for NHS Fife, which included a new Corporate Induction programme. The group consisted of representatives from all core skills training services. Although this work has now concluded, it will now be informed through national work underway associated to implementing Protected Learning Time in NHS Scotland.

Question 3: Detail the main aim(s) of the Policy, Strategy, Redesign or Plan. Please describe the specific objectives and desired outcomes for this work.

<p>Aim</p>	<p>As a reaction to the COVID19 pandemic in March 2020, the NHS Fife Corporate Induction delivery moved to a single eLearning resource. This provided new employees with some of the core learning they needed on commencement of role. This approach has continued to date with the key benefit to new employees being that learning could be completed at any time.</p> <p>The disadvantages to this approach however are:</p> <ul style="list-style-type: none"> • Services may not have appropriate resources such as IT resources (laptop, etc) and an appropriate area for a quality learning experience for the new member of staff. • Practical training such as Manual Handling and Resuscitation were not considered in this Induction resource with managers responsible for arranging this directly. • Some employees may not benefit from this style of learning • The eLearning method does not facilitate networking with other colleagues and services leading to some new employees feeling isolated in the early days of their role. <p>The aim of the new Corporate Induction programme is to formally welcome all new colleagues to NHS Fife and provide them with all core skills learning and essential information they need to start well, and safely, in their role.</p> <p>The key objectives of the programme are to ensure that all new employees:</p> <ul style="list-style-type: none"> • Are welcomed into NHS Fife in a consistent way and provided with a comprehensive induction; • Have an awareness of legal, occupational and Health and Safety requirements; • Are provided with key information to assist them to 'settle in' and become familiar with their working environment. <p>By attracting, developing and engaging the best workforce in Scotland, NHS Fife aspires to be an employer of choice. As such, NHS Fife aims to get the right people, in the right location, with the right skills at the right time, motivating them to work with us whilst adopting the NHS Fife values.</p> <p>A classroom-based Induction will help foster networking and early relationship building between services and teams.</p> <p>In providing a consistent approach to welcoming new members of staff to NHS Fife through this Corporate Induction programme, the risks to the member of staff in engaging in tasks they are not yet considered competent in will be reduced. This will in turn, help to positively increase employee engagement, attendance and retention on a longer-term basis.</p> <p>A potential negative impact that could impact all protected characteristics is by delivering face-to-face training, some new staff members may initially face financial barriers in attending, especially if the training site is different from where their post is based. This can be reduced by reimbursing the member of staff via eExpenses claims.</p>
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Question 4: Identifying the Impacts in brief

Consider any potential Impacts whether positive and/or negative including **social and economic impacts** and human rights. Please note, in brief, what these may be, if any. **Please do not leave any sections blank.**

Relevant Protected Characteristics	Impacts negative and positive Social / Economic Human Rights
<p>Age - <i>Think: adults, older age etc.</i></p> <p><i>For impacts on 0-18 year old, please refer to the below Question 5 - children's rights assessment (CRWIA).</i></p>	<p>Evidence suggests that older employees learn more effectively in face-to-face environments whilst younger employees welcome eLearning more. Where the previous model of delivery impacted on older employees, the new programme offers positive benefits.</p> <p>As the new programme includes both face-to-face and eLearning delivery methods, there is no negative impact on any person in this group due to this blended approach.</p>
<p>Disability – <i>Think: mental health, physical disability, learning disability, deaf, hard of hearing, sight loss etc.</i></p>	<p>For new members of staff who have a learning disability or difficulty where they cannot actively engage in the blended Corporate Induction programme, bespoke programmes will be developed to ensure they receive a quality Induction specific to their individual requirements.</p> <p>All training venues (Boardroom, VHK boardroom, Education Centre, QMH education centre, Moving and Handling Training room, Lynebank and Training Hub, VHK) are wheelchair accessible. The VHK boardroom has an accessible toilet, however there are no accessible toilets in the Education Centre, QMH, Moving and Handling Training Room, Lynebank or the Training Hub, VHK so employees will be required to use the accessible facilities nearby. They can be located onsite however, additional time will be needed to accommodate locating these facilities which may subsequently result in missed training.</p> <p>New employees who are neurodiverse or have a disability that means a classroom environment is not the optimum place for their learning can be provided with the alternative full eLearning programme with appropriate arrangements made for any practical training requirements.</p> <p>Loops systems are available for employees who are hard of hearing.</p> <p>Employees who use BSL as their chosen communication may have difficulties in completing eLearning resources due to it being in English. It may be found that the classroom</p>

	<p>environment meets the learning needs of Deaf BSL-users more than the previous eLearning approach, as a sign language interpreter could be present during their Induction programme to support their learning. Consideration is being given as to how we can fully translate existing eLearning to a face-to-face delivery method where required for this group.</p> <p>All eLearning resources used in the Corporate Induction meets accessibility requirements.</p>
<p>Race and Ethnicity – <i>Note: Race = “a category of humankind that shares certain distinctive physical traits” e.g. Black, Asian, White, Arab</i></p> <p><i>Ethnicity = “large groups of people classed according to common racial, national, tribal, religious, linguistic or cultural origin/background”</i></p> <p><i>Think: White Gypsy Travellers, Black African, Asian Pakistani, White Romanian, Black Scottish, mixed or multiple ethnic groups.</i></p>	<p>There are significant benefits to this group in the delivery of a blended Corporate Induction programme. New employees will have the opportunity to engage directly with other new and current employees.</p> <p>This is especially prevalent during the Marketplace session of the programme where new employees can connect with existing employee networks, such as the Diverse Ethnicity Network, and establish peer support before they join their new team.</p> <p>This opportunity is not available through the online programme.</p>
<p>Sex – <i>Think: male and/or female, Gender-Based Violence</i></p>	<p>Gender-Based Violence training is delivered via eLearning as part of this programme.</p> <p>Proportionally, NHS Fife currently has a workforce of 85% female and 15% male.</p> <p>The introduction of a blended Corporate Induction programme is not expected to impact on this group.</p>
<p>Sexual Orientation - <i>Think: lesbian, gay, bisexual, pansexual, asexual, etc.</i></p>	<p>There are significant benefits to this group in the delivery of a blended Corporate Induction programme especially during the Marketplace session. New employees will have the opportunity to engage with committee and members of the LGBT+ network and collect an NHS Scotland Pride badge if they desire.</p>
<p>Religion and Belief - <i>Note: Religion refers to any religion, including a lack of religion. Belief refers to any religious or philosophical belief including a lack of belief.</i></p> <p><i>Think: Christian, Muslim, Buddhist, Atheist, etc.</i></p>	<p>The presence of the Spiritual Care team on the new programme is a positive factor. New employees will be given the opportunity to directly engage with Spiritual Care/Chaplaincy team members and receive information on the available prayer facilities and their locations in NHS Fife.</p> <p>This opportunity is not available through the online programme.</p>

<p>Gender Reassignment – <i>Note: transitioning pre and post transition regardless of Gender Recognition Certificate</i> <i>Think: transgender, gender fluid, etc.</i></p>	<p>There are significant benefits to this group in the delivery of a blended Corporate Induction programme especially during the Marketplace session. New employees will have the opportunity to engage with the committee and members of the LGBT+ network, connect with trans allies, initiate and engage in peer support and collect an NHS Scotland Pride badge if they desire.</p> <p>NHS Fife acknowledges the Supreme Court ruling in April 2025 and continues to explore the provision of single sex facilities and its implications for trans and nonbinary staff members.</p>
<p>Pregnancy and Maternity – <i>Note: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after birth.</i> <i>Think: workforce maternity leave, public breast feeding, etc.</i></p>	<p>The eLearning resources used in this programme includes information on family friendly policies including pregnancy and maternity.</p> <p>Should a new employee attend Corporate Induction in the late stages of pregnancy and give birth soon after attending, they will be supported with an appropriate programme on their return. This may be full attendance at the Induction programme, access to the eLearning resource or through bespoke training provision.</p> <p>For new and nursing mothers, there are feeding facilities on site at both VHK and QMH.</p>
<p>Marriage and Civil Partnership – <i>Note: Marriage is the union between a man and a woman or between a same-sex couple. Same-sex couples can also have their relationships legally recognised as a civil partnership.</i> <i>Think: workforce, inpatients visiting rights, etc.</i></p>	<p>There are no anticipated adverse impacts from this policy identified on this group.</p>

Question 5: Children’s Rights & Wellbeing Impact Assessment

From July 2024, the UNCRC is enforceable by law. This means public bodies must act compatibly with children’s rights. Please consider here any impacts of your proposal on children’s rights as per the [UNCRC](#) articles. The UNCRC applies to all under 18s, with no exceptions.

Even if your proposal does not directly impact children, there may be indirect impact, so please work through the below regardless.

UNCRC Right	Anticipated Impacts & Relevant Mitigations
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<p>Article 3 - Best Interests of the Child <i>Note: Consideration to how any proposal may impact children must be made. Decisions must be made whilst considering what is best for children.</i></p>	<p>Child Protection eLearning is included in the programme and will be completed by all new members of staff.</p> <p>The aim of the blended approach to corporate induction is to improve overall learning and this is believed to lead to new employees having increased learning leading to improved delivery of care to all patients, including children across all services.</p>
<p>Article 6 & 19- Life, Survival and Development & Protection <i>Think: Children have the right to life. Governments should make sure that children develop and grow healthily and should protect them from things or people which could hurt them.</i></p>	<p>Child Protection eLearning is included in the programme and will be completed by all new members of staff.</p> <p>The aim of the blended approach to corporate induction is to improve overall learning and this is believed to lead to new employees having increased learning leading to improved delivery of care to all patients, including children across all services.</p>
<p>Article 12 & 13 – Respect for Children’s Views and Access to Information <i>Note: every child has the right to have a say in decisions that affect them this could include making a complaint and accessing information.</i></p>	<p>The Patient Experience team are engaged in delivering part of the Corporate Induction programme and will provide information on Child friendly complaints and feedback to all new employees. This information was not delivered as part of the previous eLearning only model of training delivery.</p>
<p>Article 22 & 30 – Refugee &/or Care Experienced Children <i>Note: If a child comes to live in the UK from another country as a refugee, they should have the same rights as children born in the UK. Some children may need additional considerations to make any proposal equitable for them (e.g. The Promise, Language interpretation or cultural differences).</i></p>	<p>The Equality and Human Rights Lead is engaged in delivering part of the Corporate Induction programme and will provide information on Interpreters and how they can be accessed to support children where English is not their preferred language.</p> <p>Providing this information will lead to improved delivery of care to children across all services.</p>
<p>Article 23 – Disabled Children <i>Note: Disabled children should be supported in being an active participant in their communities.</i> <i>Think: Can disabled children join in with activities without their disability stopping them from taking part?</i></p>	<p>The aim of the blended approach to corporate induction is to improve overall learning and this is believed to lead to new employees having increased learning leading to improved delivery of care to all patients, including children and those with disabilities across all services</p>
<p>Article 24 & 27 – Enjoyment of the Highest Attainable Standard of Health <i>Note: Children should have access to good quality health care and environments that enable them to stay healthy both physically and mentally.</i> <i>Think: Clean environments, nutritious foods,</i></p>	<p>The Corporate Induction programme will include Health & Safety and Infection Control training ensuring that all new employees are aware of their responsibilities.</p> <p>Providing this information will support safe working environments for service users including children across all services.</p>

<i>safe working environments.</i>	
Other relevant UNCRC articles: <i>Note: Please list any other UNCRC articles that are specifically relevant to your proposal.</i>	There are no other relevant UNCRC articles.

Question 6: Please include in brief any evidence or relevant information, local or national that has influenced the decisions being made. This could include demographic profiles, audits, publications, and health needs assessments.

The introduction of the new Corporate Induction programme supports the requirements of the NHS Scotland Circular: **PCS(AFC)2024/1**. The circular states that:

Under the Health and Care (Staffing) (Scotland) Act 2019, Health Boards have a statutory duty to appropriately train and develop staff. Section 12II of the Act provides details on the 'Duty to ensure appropriate staffing: training of staff'. Every Health Board must ensure its employees receive:

- Such training as it considers appropriate and relevant for the purposes set out in section 12IA (a) and (b), and;
- Such time and resource as it considers adequate to undertake such training.

By delivering a blended Corporate Induction Programme to all new employees in the first days in their role ensures that the training required is provided appropriately within a dedicated timescale. This approach will also ensure the risk of essential, practical training is not delayed due to other service demands which could place the member of staff, their colleagues and service users, at risk.

A questionnaire conducted in 2023 invited managers to feedback on their experiences of the online Induction programme implemented in April 2020 as a response to the Covid19 pandemic. The online programme did not facilitate any practical learning requirements with managers expected to arrange this separately for new members of staff. The questionnaire also proposed the return to a blended Induction programme in order to establish the value that this would provide for managers.

220 responses were received and findings showed:

- Only 10 respondents indicated that practical training such as Moving & Handling, Resus and Violence & Aggression training was arranged for the new member of staffs first week in post. 55 respondents indicated this was provided within the first three months with a further 107 indicating that it was longer than 3 months before their new member of staff was provided with this training. This means that the member of staff could not safely engage in some patient-care tasks due to lack of training.
- 77% of respondents indicated that it would be beneficial if new members of staff were provided with all their core training, including the practical elements, and their IT/systems access before they joined their team.
- 80% of respondents indicated they would support their new members of staff attending a blended Corporate Induction programme in their first week in post so that they were provided with the core skills training they needed before joining their teams.

- 65% of respondents worked in clinical services where the practical elements of core skills training are essential.
- Further comments from individual respondents included the increased value and consistency that a face-to-face Induction would provide. Respondents also acknowledged the challenges faced in releasing members of staff for training once they had joined the team and were included in rota arrangements. Providing a blended Corporate Induction programme in the first week of employment was recognised as having significantly less impact on staffing pressures.

Question 7: Have you consulted with staff, public, service users, children and young people and others to help assess for Impacts?

(Please tick)

Yes	√	No	
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If yes, **who** was involved and **how** were they involved?

If not, why did you not consult other staff, patients or service users? Do you have feedback, comments/complaints etc that you are using to learn from, what are these and what do they tell you?

In 2023 all managers were invited to participate in a questionnaire to establish appetite to return to a classroom-based Corporate Induction programme. Results reflected a strong desire to provide a blended programme with no concerns raised in relation to impact on any of the protected characteristics.

In 2024, a Short Life Working Group was established to move this work forward. Members of this group included representatives across a range of training services in NHS Fife including the Equality and Human Rights Lead.

Question 10: Which of the following ‘Conclusion Options’ applies to the results of this Stage 1 EQIA and why? Please detail how and in what way each of the following options applies to your Plan, Strategy, Project, Redesign etc.

Note: This question informs your decision whether a Stage 2 EQIA is necessary or not.

Conclusion Option	Comments
<p>1. No Further Action Required. Impacts may have been identified, but mitigations have been established therefore no requirement for Stage 2 EQIA or a full Children’s Rights and Wellbeing Impact Assessment. (CRWIA)</p>	<p>Mitigations for any anticipated negative impacts have been outlined above. There is no requirement for Stage 2 EQIA.</p>
<p>2. Requires Further Adjustments. Potential or actual impacts have been identified; further consideration into mitigations must be made therefore Stage 2 EQIA or full CRWIA required.</p>	
<p>3. Continue Without Adjustments Negative impacts identified but no feasible</p>	

mitigations. Decision to continue with proposal without adjustments can be objectively justified. Stage 2 EQIA /full CRWIA) may be required.	
4. Stop the Proposal Significant adverse impacts have been identified. Proposal must stop pending completion of a Stage 2 EQIA or full CRWIA to fully explore necessary adjustments.	


PLEASE NOTE: ALL LARGE SCALE DEVELOPMENTS, CHANGES, PLANS, POLICIES, BUILDINGS ETC MUST HAVE A STAGE 2 EQIA /full CRWIA)


If you have identified that a full EQIA/CRWIA is required then you will need to ensure that you have in place, a working group/ steering group/ oversight group and a means to reasonably address the results of the Stage 1 EQIA/CRWIA and any potential adverse outcomes at your meetings.

For example you can conduct stage 2 and then embed actions into task logs, action plans of sub-groups and identify lead people to take these as actions.

It is a requirement for Stage 2 EQIA's to involve public engagement and participation.

You should make contact with the Participation and Engagement team at fife.participationandengagements@nhs.scot to request community and public representation, and then contact Health Improvement Scotland to discuss further support for participation and engagement.

To be completed by Lead Assessor	
Name	Jackie Millen
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Telephone (ext)	
Signature	
Date	29/05/25

To be completed by Equality and Human Rights Lead officer – for quality control purposes	
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Telephone (ext)	29557
Signature	
Date	29/5/25

Return to Equality and Human Rights Team at
Fife.EqualityandHumanRights@nhs.scot