



Meeting:	PSD Scotland Board
Meeting date:	June 2026
Title:	End of year report – NES Equality, Diversity and Inclusion Strategy 2025-2029
Paper No.	PSDB/26/28
Responsible Executive/Non-Executive:	Christina Bichan, Director of Planning, Performance and Transformation
Report Author:	Katy Hetherington, Principal Lead – Equality, Diversity and Human Rights

1. Purpose

- 1.1. This is presented to the Board for information.

2. Recommendation

- 2.1. As responsible Executive I am assured that robust mechanisms are in place to monitor and report on performance in this area and progress has been made in line with NES's legacy strategic commitments.
- 2.2. The Board is asked to note this end of year report for information only.

3. Report Summary

Situation

- 3.1. As part of governance arrangements for equality, diversity and human rights in NHS Education for Scotland (NES), twice yearly reports were provided to the Board, following relevant scrutiny from Committee.
- 3.2. This report provides an overview of progress of the first year of [NES's Equality, Diversity and Inclusion Strategy](#), approved by the former NES Board in April 2025. It covers legislative requirements under the Equality Act (2010) including the Public Sector Equality Duty and wider activity to contribute to creating a more equitable and inclusive workplace for our people and learners.
- 3.3. Public bodies are required to publish a report every 2 years on the progress made in integrating the Public Sector Equality Duty into its functions and progress on equality outcomes. This will be required by April 2027 and will reflect **progress covered in**

Background

- 3.4. The NES EDI Strategy was published in April 2025 with an associated action plan. The action plan is organised under five themes: Leadership and Accountability, Culture, Equity of Opportunity, Addressing Concerns and Data. It incorporates NES's Equality Outcomes and the NES Anti-Racism Action Plan (2025-2026). The report at annex 1 is organised under these themes and Annex 2 provides a report on the first year of progress with equality outcomes.

4. Assessment

4.1. Anti-Racism Action Plan

- 4.1.1. There are 24 actions in the NES Anti-Racism Action Plan 2025-2026. 18 have been completed, 1 is in progress and 5 are continuing, for example ongoing delivery of training to staff. The development of an anti-racism plan for Public Services Delivery Scotland will require consideration by the Board and has been planned for by the Equality and Human Rights Team in the former NES and with former NSS colleagues for development this financial year. This will involve our staff and partners and will build on the achievements of the legacy organisations' plans.

4.2. Equality Outcomes

- 4.2.1. An update on the relevant Equality Outcomes is set out in Annex 2. Activities have progressed under each Equality Outcome. However, Outcome 4 (understanding the diversity of learners) has been challenging and without a technological solution will continue to remain so. However, interim solutions will be discussed with the Directorate Education Leads.

4.3. Addressing sexual misconduct

- 4.3.1. As well as wider work to progress gender equality in the workplace through achieving Equally Safe at Work accreditation in February 2026, NES contributed to specific work to prevent sexual misconduct in the workplace. This has included continuing to promote the 'Preventing and responding to sexual harassment' e-learning module to NHS Boards, holding a webinar to share research on sexual harassment between doctors and reviewing the Scottish Trainee Survey (for Resident Drs) to improve the questions on discrimination and harassment, including sexual harassment.

4.4. Incident reporting mechanism update

- 4.4.1. An action in our Anti-Racism plan and EDI strategy was to establish an anonymous incident reporting mechanism for discrimination and harassment by March 2026. Such systems are common in further and higher education institutions. It is an issue that has continued to be raised by the National Ethnic Minority Forum with Scottish Government and at the NHS sexual harassment network. Following consideration by the NES Executive Team prior to the transition into Public Services Delivery Scotland, this is now progressing with relevant colleagues to explore the potential for this approach within the

new organisation.

4.5. **Human Rights Commission**

- 4.5.1. The Equality and Human Rights Team have been funded by Scottish Government to continue the human rights capability building project until March 2027. A successful conference was held in partnership with the Improvement Service in March 2026 to share practice from across Scotland and the wider UK. NES previewed the [animation](#) that was developed as part of our suite of resources to train and educate the workforce. Plans in the coming year include the development of an e-learning resource and regular learning sessions on human rights in practice will be offered to the health and social care workforce

4.6. **Quality, Value, Care and Technology**

- 4.6.1. The NES EDI strategy aims to support the organisation achieve its goals as a provider of high quality education, training, workforce development, workforce data and technology. It aims to help the delivery of better rights-based quality care and outcomes. An Accessibility Working Group has been established to review existing accessibility guidance and identify gaps, risks and issues for digital learning resources.

4.7. **Workforce**

- 4.7.1. People are at the heart of the NES EDI Strategy. The activities progressed in this first year have supported NES in building a safe, inclusive and respectful organisation. The EDI strategy reflects a range of activities covering training and learning, support for wellbeing, employer accreditation programmes and the use of data to inform actions. Supporting our educators helps ensure these values are embedded consistently in the education, training and development of the wider workforce.
- 4.7.2. We are required as part of the Public Sector Equality Duty to gather, use and publish employee information. The report was approved by the Staff Governance Committee and will be published on the legacy NES website.

4.8. **Financial**

- 4.8.1. This is a cross-organisational strategy with activities funded from within Directorate budgets. The NES Equality and Human Rights team was commissioned by Scottish Government to deliver the human rights capability project within the financial year 2025-2026 and delivered objectives on time and within budget.

4.9. **Education and Training**

- 4.9.1. The role of NES in supporting education and training on equality, inclusion and human rights is reflected in this paper and in the activity towards our Equality Outcomes. We aim to offer informal and formal learning and education opportunities on a range of issues for the workforce as well as working with colleagues to embed equality, inclusion and human rights into existing training such as management and leadership programmes. Supporting our educators helps ensure these values are embedded consistently in the education, training and development of the wider workforce.

4.10. Information Governance

- 4.10.1. A Data Protection Impact Assessment was carried out on the proposed incident reporting mechanism. Employee equality data is collected and stored in line with organisational protocols.

4.11. Environmental and Climate Sustainability

- 4.11.1. Education and training are offered in digital formats and via Teams to reduce the impact of travel for learners. Hybrid way of working allows staff from across the country to meet via staff networks by teams to avoid travel. The Human Rights Capability Project is raising awareness about the Right to a Healthy Environment as part of work to increase knowledge and skills on human rights in the health and social care workforce. A webinar is available on Turas Learn. Education and training that supports a 'Once for Scotland' approach offers opportunities to develop more efficient and sustainable approaches.

4.12. Equality, Diversity, Human Rights and Health Inequalities

- 4.12.1. This paper describes how the equality, diversity and inclusion strategic commitments made by NES have been progressed. This includes legislative requirements, as well as our work on human rights and health inequalities. Connections with equality, diversity and human rights and health inequalities is reflected in the guidance for educators on health inequalities. Through our Equality Impact Assessment process we have incorporated children's rights and Equality and Human Rights Steering Group provides oversight of progress in Corporate Parenting.

4.13. Other Impacts

- 4.13.1. None

4.14. Risk Assessment/Management

- 4.14.1. Risk in relation to compliance with Equality legislation is logged in the Planning, Performance and Transformation Directorate Risk Register with appropriate controls in place. The updated Code of Practice from the Equality and Human Rights Commission (following the Supreme Court decision in April 2025 on the definition of Sex in the Equality Act (2010)) was laid in Parliament on 22nd May 2026. This relates to services, public functions and associations and provides guidance to make the law clearer for service providers, including what the definition of the protected characteristic of sex is under the Equality Act and that a person's sex remains their biological sex whether they have a Gender Recognition Certificate or not. We continue to consider implications for staff and to provide an inclusive workplace that is compliant with the law. Equality Impact Assessment training workshops have continued to be offered during 2025-2026 as well as monthly EQIA drop-in sessions. An EQIA tracker logs activity for reporting purposes and each Directorate manages and publishes its EQIA activity. Describe relevant risk assessment/mitigations.

4.15. Communication, Involvement, Engagement and Consultation

- 4.15.1. The Equality and Human Rights team engage with key stakeholders to inform priorities in relation to education and training developments. This includes an EDI training network for health and social care, a sexual harassment national network and involvement in strategic groups such as the Advancing Equity in Medical Education Group (AMEG). There were two engagement sessions held with Resident doctors and dentists in training to report on progress with the NES Anti-Racism plan. There is an Equality Outcome which incorporates how we will embed lived experience into the development of education and training resources and progress is set out in Annex 2.
- 4.15.2. Staff networks provide a forum to engage and involve staff in organisational issues and quarterly meetings are held with all network chairs and vice chairs with senior leaders in the organisation. Staff network members have been consulted on the proposed incident reporting mechanism. Informal meetings have been arranged with network chairs across PSD Scotland to work towards a staff network infrastructure for the new organisation.
- 4.16. **Route to the Meeting**
- 4.16.1. The following Committees have previously considered elements of this report in relation to their functions. The groups have either supported the content or their feedback has informed the development of the content presented in this report.
- Education Committee, 7 May 2026
 - Partnership Forum, 18th May 2026
 - Staff Governance Committee, 16 June 2026

5. List of appendices

- 5.1. **The following appendices are included with this report:**
- Appendix No 1, NES Equality, Diversity and Inclusion Progress Report
 - Appendix No 2, NES Equality Outcome Progress Report

Appendix 1 – NES Equality, Diversity and Inclusion Progress Report

April 2025 to March 2026

The NES Equality, Diversity and Inclusion Strategy Action Plan is divided into five themes. This report summarises progress on actions under each theme since the Board received the mid-year report at its November 2025 meeting. This includes actions in the Anti-Racism Plan 2025/2026 that have been incorporated.

Specific actions in relation to the NES Equality Outcomes are set out in Appendix 2.

Leadership and Accountability

Progress with NES's Equality, Diversity and Inclusion Strategy has been reported every six months to the Partnership Forum, the Staff Governance, Education and Quality Committee, the Planning and Performance Committee and the Board. The Equality and Human Rights Steering Group has met quarterly and includes representatives from each Directorate. It is chaired by the Director for Social Care and Communities.

All NES staff have a corporate objective for 2025-2026 to increase learning on anti-racism, equality, diversity and inclusion. Further information on learning activities is included under the section on Culture.

Each staff network has an Executive Lead sponsor.

Pay gap data is reported annually to the Board as a strategic KPI and we have set out actions to address the pay gap as part of our Equal Pay Statement. Participation in Equally Safe at Work has helped NES in actions that will address the causes of the gender pay gap.

Culture

A range of learning opportunities have been offered to the NES workforce this year. These include digital learning resources such as modules on preventing sexual harassment (302 learner completions this financial year), the Equality, Diversity and Human Rights module (778 this financial year) and the Cultural Humility module (302 this financial year). The Equality Team is the owner of the NHS Scotland Equality, Diversity and Human Rights module and is undertaking a review during quarter 1 to ensure it remains relevant and up to date for learners across Scotland.

Anti-racism training was held for line managers and NES participated in Race Equality Week, promoting the five-day challenge during the week. As NHS Scotland is a member of the Business Disability Forum (BDF), NES has offered BDF learning sessions on reasonable adjustments and neurodivergence this year for NES and the wider NHS Scotland workforce. We have also participated in a 'train the trainer' session with NHS Lothian to deliver the 'Beyond Bystander' workshop and have delivered two pilot sessions, with plans to offer regular sessions to the wider workforce in 2026/27. Two webinars as part of the human rights capability-building project were delivered this year and are now available on [Turas Learn](#) for staff, alongside an animation to promote understanding of human rights and the role of the public sector.

Our staff equality networks continue to meet regularly, providing peer support and a forum to influence organisational practice and culture. Terms of reference for each network have been refreshed and a survey undertaken to inform continuous improvement. This will inform work to establish a staff equality network structure for PSD Scotland, and network chairs and vice-chairs from legacy NSS and NES staff networks have been meeting to discuss how to work together to shape the staff network offer for the new organisation.

The second staff inclusion survey this year was issued in December 2025 and the overall score is reported as a Key Performance Indicator to the legacy NES Board. The response rate has fallen to 21.4%, compared with 34.3% for the first survey in May 2024. The average score was 3.79 (out of 5), slightly lower than the May 2025 average score of 3.86. It provides a temperature check for the organisation on perceptions of inclusion, and Directors are provided with results for their Directorates.

NES achieved Equally Safe at Work accreditation in February 2026. This required the organisation to demonstrate progress across a range of milestones including guidance and support for staff, training, leadership commitment and action to address the gender pay gap. We have agreed with Close the Gap, who run the programme, to provide assurance that PSD Scotland meets the requirements for the 'development' accreditation and are working with colleagues to identify further action we may need to take.

Equity of Opportunity

The Equality, Diversity and Human Rights Team commissioned Laura Serrant Ltd to deliver an anti-racism capability building programme this financial year. This provided national support to the health and social care system on anti-racism. Over 100 trainers attended train the trainer sessions with every NHS Board represented. In addition, two webinars on 'Leading anti-racism practice' took place with over 300 delegates attending and the Director General for Health and Social Care providing the introductory remarks for one session. These are now available on [Turas Learn](#). Two podcasts have been recorded with Professor Laura Serrant CBE and the Chief Nursing Officer and the Director of Midwifery at NHS Greater Glasgow and Clyde. These are available on the team's [podcast channel](#). The team continue to work with colleagues in PHS, HIS and Scottish Government to provide a national support offer to NHS Boards on anti-racism.

Guidance has been developed for educators on how to create learning resources using a health equity approach, and a health inequalities hub is being developed.

NES established an Accessibility Working Group which is identifying actions to ensure that the organisation is supported to meet its responsibilities regarding accessible digital resources, and that an inclusive learning culture is promoted.

Other activities under this theme are reported in Appendix 2, as they relate to delivery of NES's Equality Outcomes.

Addressing Concerns

An approach to develop an incident reporting mechanism has been developed and was approved by the Executive Team for further discussion with colleagues in Public Services Delivery Scotland. Staff networks were consulted on the proposed approach.

Sessions have been held at the line manager network on Equally Safe at Work and to highlight new NHS Scotland guidance on anti-racism, sexual harassment and gender-based violence.

Engagement sessions took place this year with resident doctors and dentists in training to provide feedback on progress with the plan and to invite reflections on areas that required further attention. The NES Chief Executive and Executive Medical Director, together with colleagues from the Scotland Deanery and the Equality and Human Rights Team, attended these sessions. Learning will be used to shape the format of future engagement sessions, and we will continue to listen to and learn from experiences.

Data

The annual equality and diversity employment monitoring report was approved by the Staff Governance Committee and is published on the legacy NES website. This includes pay gap data on ethnicity, disability and gender.

A short life working group was established in April 2026 to review the Scottish Trainee Survey (issued to all resident doctors) and revise the questions in relation to discrimination and harassment. This will strengthen the support provided to respondents who advise of discrimination and harassment and inform the actions that are taken to create an inclusive, equitable training environment for residents.

Other activities under this theme are reported in Appendix 2, as they relate to delivery of NES's Equality Outcomes.

Appendix 2: Equality Outcomes Progress Quarter 3-4 (2025-2026)

NES identified five Equality Outcomes to work towards over 2025-2029 and these are published in the [Equality, Diversity and Inclusion Strategy](#).

Equality Outcome 1: By March 2029, the NES workforce will be representative of people from a minority ethnic background, disabled people and younger people, reflecting the diversity of the health and social care workforce.

Equality Outcome 2: By March 2029, NES will have contributed towards reducing the UK-wide attainment gap for medical and pharmacy trainees from Black and Minority Ethnic backgrounds and International Medical Graduates.

Equality Outcome 3: By March 2029, the voice and experience of people who have used, or are using, health and social care services will inform NES's educational resources and contribute to NES's role in addressing health inequalities.

Equality Outcome 4: By March 2029, NES will have increased its knowledge about the diversity of learners accessing NES's education and training products to improve equity in education and training for health and social care staff.

Equality Outcome 5: By March 2029, NES will meet the learning needs of the health and social care workforce on anti-racism, equality, diversity and inclusion.

The Board is provided with an update on activities in relation to the Equality Outcomes.

Equality Outcome 1:	Measures	Timeframe	Progress update
By March 2029 The NES workforce will be representative of people from a minority ethnic background, disabled people and younger people to reflect the diversity of the health and social care workforce. Relevant actions set out in the EDI Action Plan.			
3.4 NES will ensure all staff involved in recruitment are trained on inclusive recruitment practices and are aware of bias and how to mitigate it	Number of sessions delivered to staff on inclusive recruitment practices	March 2029	All recruitment panels are asked to be up to date with the mandatory EDI module and to review a 'bias in recruitment' document before participating in interviews. In quarter 4 there were 100 adverts. There were 47 views of the 'bias in recruitment' document, suggesting that we need to do more in this area.
3.5 Working towards Positive about Disability Leader Status and applying in 2026.	Plan in place to work towards Leader status Evidence in place for application in 2026	September 2026	Our Positive About Disability Award is due for renewal in June 2026. NES has reviewed activity required to meet 'Leader' status and will update DWP about PSD accreditation. This has been captured alongside other employer accreditations for review in PSD Scotland.

			The Disability Advisor is now supported by an Associate Manager, and the team manages an existing caseload of 90 plus 34 new cases.
3.6 Our support for career progression will be reviewed to make recommendations for improved recruitment and retention of ethnic minority, disabled and younger people and applicants	Review undertaken Recommendations identified for implementation	April 2029	NES progressed organisational development activity to review how career progression is supported across the organisation, including scoping clearer career pathways, manager development routes and early-career entry pathways. In addition, support was provided for a group of interns, testing a new support model to offer tailored guidance, mentoring, and leadership development opportunities that helped interns navigate their early career journeys, offering an improved and consistent experience to support future recruitment and identify progression routes.
Equality Outcome 2: By March 2029 NES will have contributed towards reducing the UK-wide attainment gap for medical and pharmacy trainees from Black and Minority Ethnic backgrounds and International Medical Graduates Actions towards this outcome as set out in Equality, Diversity	Measures	Timeframe	Progress update

and Inclusion Strategy 2025–2029			
3.7 Continue to identify, deliver and report on evidence-informed actions to reduce the attainment gap in medicine overseen by the Addressing Equity in Medical Education Steering Group	Action plan and steering group to monitor progress	March 2029	The Advancing Equity in Medical Education Group has held two workshop meetings to agree priorities for 2026/27. • Developed heat maps for the Specialty Training Boards showing where Resident doctors felt supported relative to their peers and trend data for these questions in the Scottish Training Survey. • Data-informed priorities are recognised as essential, and data has now been produced for all specialty groupings to inform quarter 1 priorities. • A programme of support for International Medical Graduates (IMGs) was agreed for August 2026 starts. • IMGs were surveyed in March 2026 on their induction and orientation. This provided additional data on the profile of IMGs and on what was helpful in terms of orientation activities. • The NHS Scotland Medical Pastoral Care Quality Charter for IMGs has been developed to create a shared understanding and national

			commitment to the pastoral care of all IMGs. This is in addition to the IMG Hub that was introduced in 2025. • Continue to align with the General Medical Council on priorities, including the consultation on changes to registration, and collaborate to ensure 'Welcome to UK Practice' is accessed by all new IMGs coming to Scotland. • NHS Forth Valley is now offering a simulation programme for IMGs from across Scotland as part of an enhanced induction offer for those who have not worked in Scotland before.
3.8 Sharing learning from work done in medicine with colleagues in pharmacy to inform activities and measures to contribute to reducing the attainment gap in pharmacy	Director of Pharmacy is a member of the Addressing Equity in Medical Education Steering Group	March 2029	Supported by the Royal Pharmaceutical Society's (RPS) Head of Professional Belonging and a representative of the UK Black Pharmacists Association, NES is developing a communication, including personal trainee stories, to raise awareness of the differential attainment gap in Pharmacy Initial Education and Training among Pharmacy Foundation Training Year supervisors. An online interactive session, developed in collaboration with the UKBPA, will follow. NES is supporting the work of the RPS Differential Attainment Oversight Group. Task and

			finish groups are being established this quarter to: 1. focus on removing bias in the Foundation Training Year recruitment process. 2. raise awareness of differential attainment with tutors 3. collate data related to differential attainment to build a national picture
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Equality Outcome 3: By March 2029 The voice and experience of people who have used or are using health and social care services will inform NES's educational resources to contribute to NES's role in addressing health inequalities Actions towards this outcome as set out in Equality, Diversity and Inclusion Strategy 2025–2029	Measures	Timeframe	Progress update (Q3-Q4)
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3.9 Developing, launching and embedding our Involving People and Communities Framework	Framework launched in the organisation	March 2026	The focus has been on embedding the Involving People Framework into organisational quality processes to support consistency and standardisation. The New Learning and Education Commissioning Process and the Learning and Education Quality Hub were launched at the end of Q4, integrating the Framework into the initiation of all new learning and education and providing a clear and accessible route for application in practice. Directorate Education Leads and Directorate Education Quality and Safety Groups were operational throughout Q3–Q4, providing governance for overseeing learning and education products across the lifecycle set out in the Quality Policy. This establishes a consistent mechanism for ensuring that the involvement of people and communities is considered proportionately at key stages, including development, delivery, review and evaluation, and supports shared learning and visibility of activity across directorates to enable better use of resources. An interim system using MS Forms and Power BI is in place to support organisational level reporting on
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			involvement activity, enabling early insight into levels and patterns of practice. This approach is intended to be further developed through 2026/27 to enhance functionality, reporting and interpretation of data as processes embed.
3.10 Developing policy and practice that will facilitate, support and remunerate people with lived experience who inform our work	Policy and practice in place to support lived experience contribute to NES work.	March 2026	The Involving People remuneration policy has been approved; however, associated financial processes require further development to support timely payment and alternative options. Once these arrangements are finalised, the policy will be published on the Learning and Education Quality Hub to support consistent application in practice
3.11 Upskilling our staff so they engage more effectively and routinely with people with lived experience in the development, design and delivery of our educational resources	Staff learning sessions to increase skills + KPI reported to the Board	March 2029	This will continue to be developed further with the implementation of standardised processes for Learning Design and Monitoring and Review in 26/27.
3.12 Seeking feedback from our learners on the value of those educational resources that have	Measures to gather feedback from learners in place	March 2029	A set of core and optional feedback questions to invite the views of learners about our education and training products has been implemented and a system is being developed to provide the organisation with an overview of this data. This

been informed by people with lived experience			will be available from Q2 and reported to the Board.
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Equality Outcome 4: By March 2029 NES will have increased its knowledge about the diversity of learners accessing NES's education and training products to improve equity in education and training for health and social care staff Actions towards this outcome as set out in Equality, Diversity and Inclusion Strategy 2025–2029	Measures	Timeframe March 2029	Progress update (Q3-Q4)
5.5 Implementing an agreed set of equality, diversity and inclusion monitoring questions to improve our knowledge about learners	Agreed set of equality, diversity and inclusion monitoring questions to improve our knowledge about learners	March 2029	NES has agreed a set of equality monitoring questions to elicit information from learners accessing our resources. These questions have been piloted with learners registering for education and training through our SQA Centre. The limited response to the monitoring questions has highlighted the difficulties inherent in this type of approach and we are developing a new approach to collecting demographic data through our emergent Digital

			Learning Infrastructure. The development timescales for this work means however that it is unlikely to yield reportable data in the immediate future. Other interim approaches are to be taken forward with Directorate Education Leads.
5.6 Analysing and using equality, diversity and inclusion data to make our education products more inclusive	Equality, diversity and inclusion data is used to make our education products more inclusive	March 2029	The use of equality monitoring data to improve the inclusivity of our products remains a priority but depends on the collection of robust data.

Equality Outcome 5: By March 2029 NES will meet the learning needs of the health and social care workforce on anti-racism, equality, diversity and inclusion Relevant actions set out in the EDI Action Plan.	Measures	Timeframe	Progress update (Q1-Q2) April – October 2025
3.16 Develop resources to support implementation of the Knowledge and Skills Framework on Transgender Care	A resource has been developed to meet the essential learning needs for all NHS Staff as set	March 2026	A draft e-learning module is due to be signed off by the Nursing, Midwifery and Allied Health Professions (NMAHP) Education Quality and Safety Group and will be developed by the Technology Enabled Learning Team to meet the

	out in the Knowledge and Skills Framework		'essential' learning needs for all NHS staff. This is planned for launch by September 2026. In addition, the team have been commissioned to develop a Children's Knowledge and Skills Framework on Transgender care by March 2027.
3.17 Collaborating with the health and social care sector, including unpaid carers, to identify learning needs and deliver and evaluate education and training resources to meet these learning needs.	Learning Needs Assessment undertaken with key partners	March 2029	We commissioned Laura Serrant Ltd to deliver an Anti-racism capability building programme for the health and social care workforce. Over 100 trainers participated in the train the trainer sessions and two webinars and two podcasts have been delivered. The evaluation report has been received, and plans are in development to sustain knowledge and skills and offer peer support to this cohort. The Equality and Human Rights Team will collaborate with networks to support the application of the training, including within PSD Scotland and to identify opportunities to embed the tools across other leadership and learning programmes e.g. Leading to Change. The Equality and Human Rights Team have piloted two 'Beyond Bystander' workshops (a model developed by NHS Lothian Medical Education) and will be rolling out this offer in 2026/2027. Board development sessions have been delivered to NHS Fife, NHS Orkney and plans are in place for sessions for NHS Ayrshire and

			Arran and Health Care Improvement Scotland. The Equality and Human Rights team are delivering a follow up session for the NHS Orkney Senior Leadership Team in May. The Equality and Human Rights Team continue to respond to requests from health boards and other organisations to deliver training sessions. This has included 3 sessions for medical educators on neurodivergence. Working with the Business Disability Forum, there are sessions available for NHS staff on reasonable adjustments in the workplace and neurodivergence. The Scottish Government has established a Sexual Harassment network for NHS Scotland and the Equality and Human Rights team work closely with the policy team on how best to meet learning needs. The 'Preventing and Responding to Sexual Harassment' module on Turas Learn continues to be promoted to organisations. There have been 2480 learners who have engaged with the module (1917 have completed it). An EDI Trainers network facilitated by the Equality and Human Rights team continues to meet to share practice, identify learning needs and work collaboratively. An important part of the Human Rights capability building project has been to understand
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			the learning needs in the workforce in relation to human rights. The Leading to Change Team continue to support inclusive leadership practice and have collaborated with Scottish Refugee Council to identify leadership needs. The Inclusive Leader's Voices podcast has been launched, and the Diversity Coffee Connect series continues to offer learning including on disability, trans allyship and refugees. The team collaborated with the Scottish Refugee Council to identify learning needs as well as working with the Centre for Workforce Supply (CWS) to identify data on senior medical leadership to inform leadership development at senior medical level.
3.18 Working across NES to strengthen education and training resources to reflect current issues, for example, sexual harassment and misogyny, anti-racism, transgender care, disability and neurodiversity, religion and belief	Number of resources produced to meet learning needs	March 2029	A pilot session was delivered to the Senior Leadership Team in the Medical Directorate (with Directors of Medical Education invited) on 'navigating difficult conversations' with a view to offering this to the medical education community. A webinar from Professor Ros Searle was held in January on research on sexual misconduct between doctors. This is available on Turas Learn and is being promoted across networks as part of work to prevent sexism and sexual misconduct in medicine. All Foundation

			Year Doctors will be asked to complete a bespoke e-learning module developed by Emily Test, an organisation set up specifically to address gender-based violence. The Health Equity Guidance for Educators reflects a range of equality and human rights issues to consider how best to embed into resources.
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