



Health equity as part of training
and education of health
professionals - NHS Scotland

Lorna Renwick, June 2019

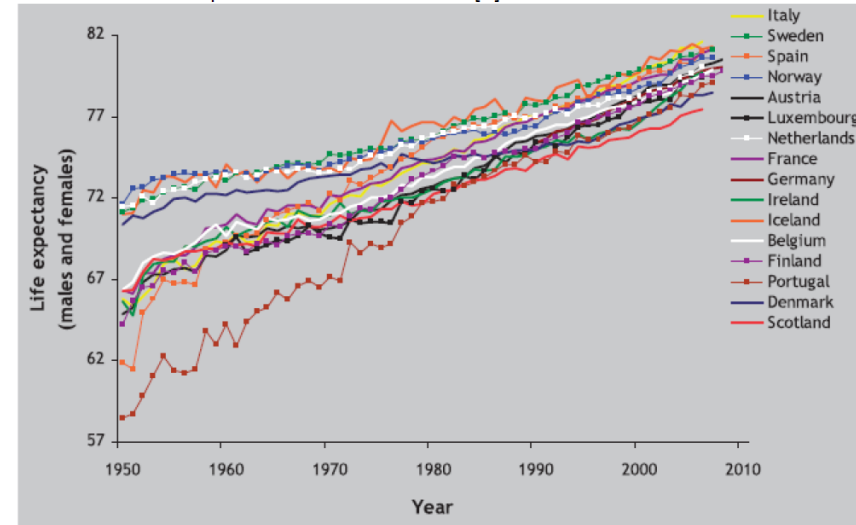


Introduction and policy context

- My role in NHS Health Scotland
- Collaborators and contacts
- Commissioning and delivery of health professional training
- Equity in CPD training
- Support for practice
-Policy context



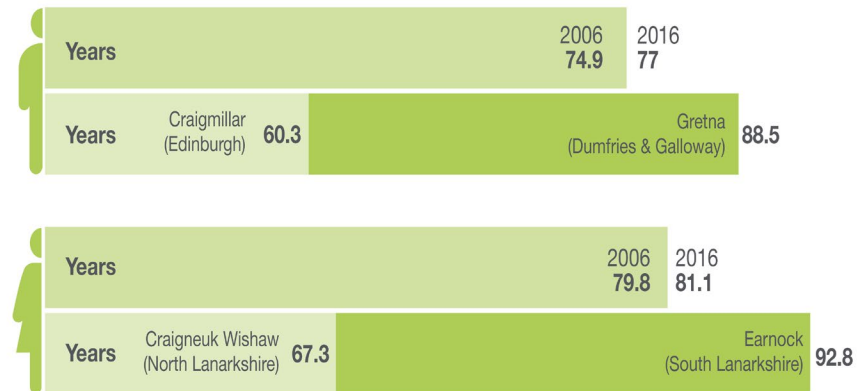
Figure 1 - Life expectancy at birth for men and women in Scotland compared with other western European countries from 1950 [3]



Ref: McCartney G, NHS Health Scotland, 2012

Drivers and policy context

- **Health and Social Care Delivery Plan** – focus on prevention, anticipation and supported self-management
- **2030 Vision** – sustainable workforce providing a personalised, rights-based service
- **National Outcomes** – eg healthy life expectancy, quality of care experience
- **Realistic Medicine** – personalised approach to care – holistic needs
- **Health Promoting Health Service** - Chief Medical Officer outcomes for inequalities, healthy environment and personalized care
- **Public Health reform** - The vision for Public Health Reform is “a Scotland where everybody thrives”.



Differences in life expectancy in most and least deprived areas in Scotland for men and women, 2006/2016



Commissioning and delivery of health professional training



Scottish Government and NHS Education for Scotland commission and fund Universities in Scotland to delivery under and post graduate courses for health professionals.

[NES education and training](#)



Formal curriculum standards and equity

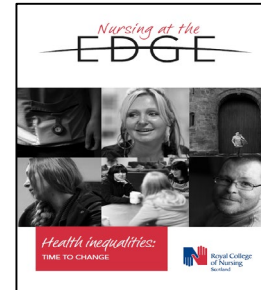
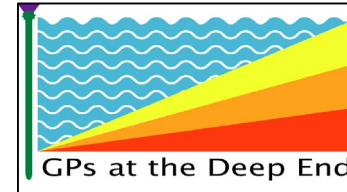


- GMC: Medical Training - [General Medical Council standards](#)
- RCGP: General Practice curriculum - [GP training](#)
- NMC: Nursing and Midwifery Standards - [Nursing and Midwifery standards](#)
- Allied Health Professionals: [Health and Care Professions Council](#)



CPD, learning opportunities and examples of practice

- **Dundee University** – Nursing Degree with first module focusing on inequalities, a special study module for medical students on tackling health inequalities
- **Edinburgh University** – undergraduate medical degree includes module on social science and public health
- **Glasgow Caledonian University** - [Nursing Standard article 2018 role of nurses](#)
- **Glasgow University** – development of core Intended Learning Outcomes (ILOs) for learning about health inequalities for UK medical schools <http://eprints.gla.ac.uk/89876/>
- **Deep End** report – learning needs of GPs in deprived practices [RCGP deep end](#)
- **Royal College of Nursing** – [RCN Nursing at the Edge](#)
- **Queens Nursing Institute** – [Homeless health programme](#)



Practice



Section 2 – Practical actions for NHSScotland

This section focuses on five ways in which NHSScotland can strengthen its contribution to reducing health inequalities and the specific role NHSScotland staff can play to ensure these aspects are addressed. These five areas are founded on evidence-based principles from Marmot's Health Equity report* and actions are drawn from local practice.

- 1 Quality services with allocation of resources proportionate to need
- 2 Training the workforce to understand their role in reducing inequalities
- 3 Effective partnership with different sectors to help reduce health inequalities
- 4 Mitigation of inequalities through employment and procurement processes
- 5 Advocating to reduce health inequalities

Integration Joint Boards will also recognise many of the actions that follow as relevant to their roles.

2. Training the workforce to understand their role in reducing inequalities

Staff who are valued and treated well improve patient care and overall performance. The "Everyone matters – 2020 workforce vision" recognises the vital role of the workforce in responding to the challenges that NHSScotland faces.

The ways NHSScotland can lead	Actions	Who is responsible
<p>Training the workforce to understand and help reduce health inequalities</p> <p>The workforce have the knowledge and skills to design and deliver services that are sensitive to inequalities, enabling them to respond to the social and economic circumstances affecting patients' health and treatment.</p>	<ul style="list-style-type: none"> Leadership role for awareness and workplace culture required to address inequalities Ensure staff training on inequalities, including cultural competence, human rights, equality and diversity. Ensure staff training in health literacy to improve communication, self-management and patient safety. Ensure staff have skills in measuring data on inequalities for service planning. Ensure training for specific skills in planning for inequalities sensitive practice, delivery of interpreting services and routine enquiry, taking into account a broader social history and considering financial inclusion, gender-based violence, homelessness support, carer responsibilities, and fuel poverty. Ensure active recruitment of diverse volunteers and support for their development. 	<p>Chief Executive, Service Leads, Organisational Development, Human Resources and Workforce, Equality and Diversity Leads, Public Health and Health Inequalities Leads, Volunteer Coordinators</p>

12

- **NHS Health Scotland** CPD online modules: <https://elearning.healthscotland.com/course/index.php?categoryid=114>
- **NHS Education for Scotland**, CPD eg trauma training framework <https://www.nes.scot.nhs.uk/education-and-training/by-discipline/psychology/multiprofessional-psychology/national-trauma-training-framework.aspx>



Next steps

- Overview of public health contribution across professions, eg AHP and emergency services (focus on England on Making Every Contact Count)
- Find out more – follow up contacts below
- Follow links embedded in notes
- Get in touch / speak to me – lornarenwick@nhs.net

Gracias...



Contributers and key links

- **John Lee**, Professional Advisor for Nursing and Midwifery Education and NMAHP Research, Chief Nursing Officer's Directorate, Scottish Government
- **Dr David Cunnigham**, Assistant Director of GP Education (Professional Development), NHS Education for Scotland
- **Gillian Morris**, Lecturer, School of Nursing and Health Sciences, University of Dundee
- **Dr Kristi Long**, Equality and Diversity Adviser, NHS Education for Scotland
- **Dr Andrea E Williamson**, Deputy Director Community Based Education- Undergraduate GP teaching, University of Glasgow
- **Emma MacDonald**, Lecturer and deputy programme leader, Department of Nursing and Community Health, School of Health and Life Sciences, Glasgow Caledonian University