

# Meeting the general equality duty

## Education, Learning & Development

### Which of the three aims is this information relevant to?

Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.

Advance equality of opportunity between people who share a protected characteristic and those who do not.

Foster good relations between people who share a protected characteristic and those who do not.

### How does this information help us to show we are paying due regards to advancing equality?

Training our staff in Equality and Diversity (E&D) helps build knowledge and understanding. It helps increase cultural awareness and promotes valuing difference; this is an important element, key to the successful delivery of good quality patient care. Recruiting managers also benefit from this training. Importantly, it raises awareness of the benefits of embedding E&D as part of our core business.

Embedding equality as part of other training will help to ensure our services are appropriate and promote equality.

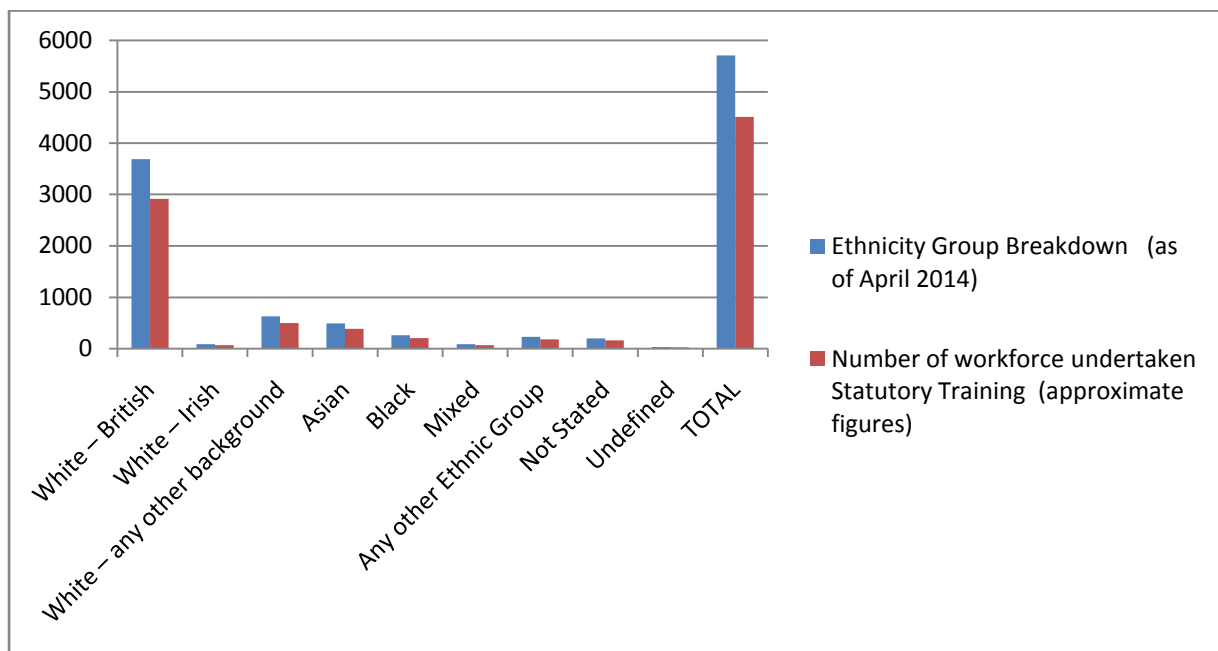
This year we have extended our equality monitoring information for a range of other training so that we can look at staff receiving training by protected characteristic group. This helps us to analyse the access and uptake of staff by protected characteristic enabling us to better understand and monitor equity of opportunity and access to relevant training. This enables us to take the appropriate action to address any inequalities identified.

We have improved our information this year by including data for our statutory and mandatory training. Furthermore, this helps us to improve our equality monitoring evidence as we have collected information broken down by protected characteristic groups for ethnicity, gender and disability. Other additions are more detailed information on the face to face equality and diversity and equality impact assessment training.

### Statutory and Mandatory training

From 1<sup>st</sup> April 2014 1<sup>st</sup> April 2014, 4,508 members of staff have accessed statutory training, either via e-learning and/or face-to-face sessions. Statutory training is a requirement for all staff to complete and therefore there is consistent access to the training by staff from all protected characteristics.

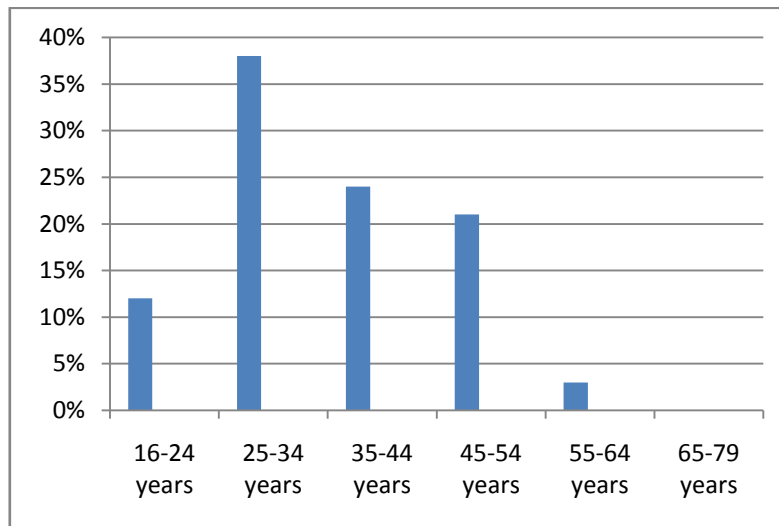
Ethnic Group	Breakdown by ethnicity (as of April 2014)	Number of workforce undertaken Statutory Training (approximate figures)
White – British	3689	2914
White – Irish	87	69
White – any other background	632	499
Asian	490	387
Black	264	208
Mixed	85	67
Any other Ethnic Group	228	180
Not Stated	201	159
Undefined	30	24
<b>TOTAL</b>	<b>5706</b>	<b>4508</b>



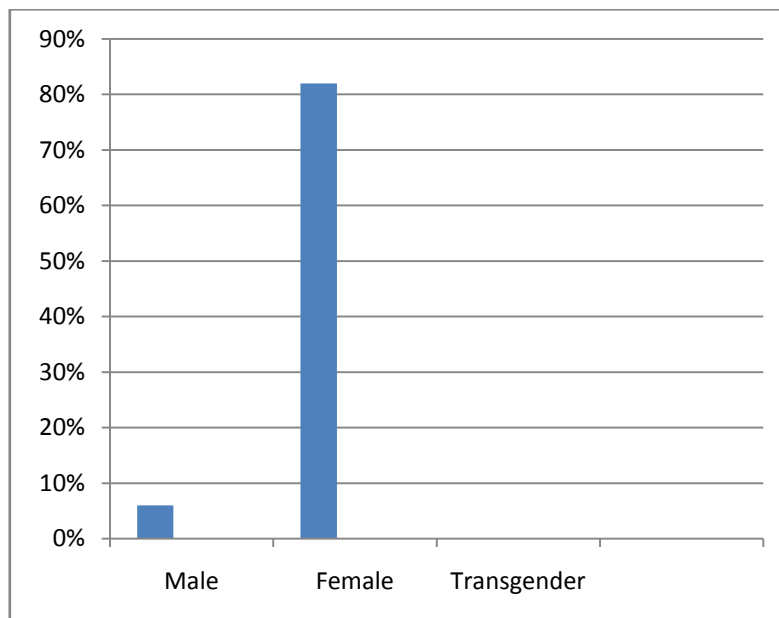
Ethnicity Group Breakdown and Statutory Training  
**Vocational Education & AFC Bands 1-4**

The funding application form for external courses, for Band 1-4 staff now requests information for equality monitoring purposes. This is to ensure equality of opportunity between people who share a protected characteristic and those who do not. The data for the 2013 / 2014 financial year was analysed to identify the demographics of the staff who had received funding for external courses e.g. apprenticeships.

### Age Group of Staff

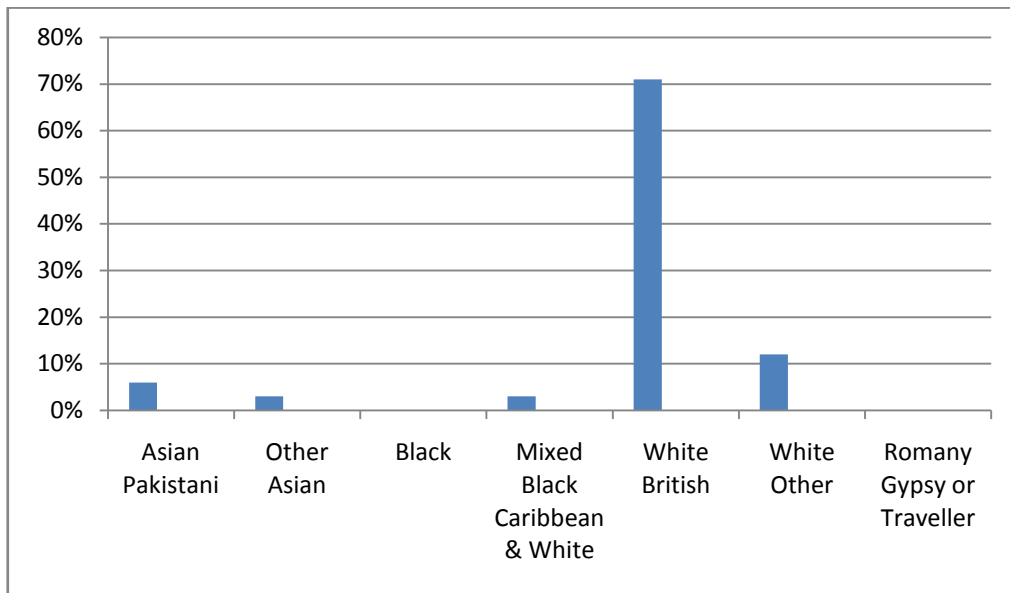


### Gender of Staff



Only one member of staff considered herself to be disabled or have a long term health condition. This was disclosed as a physical impairment. Our workforce has significantly higher numbers of females to males.

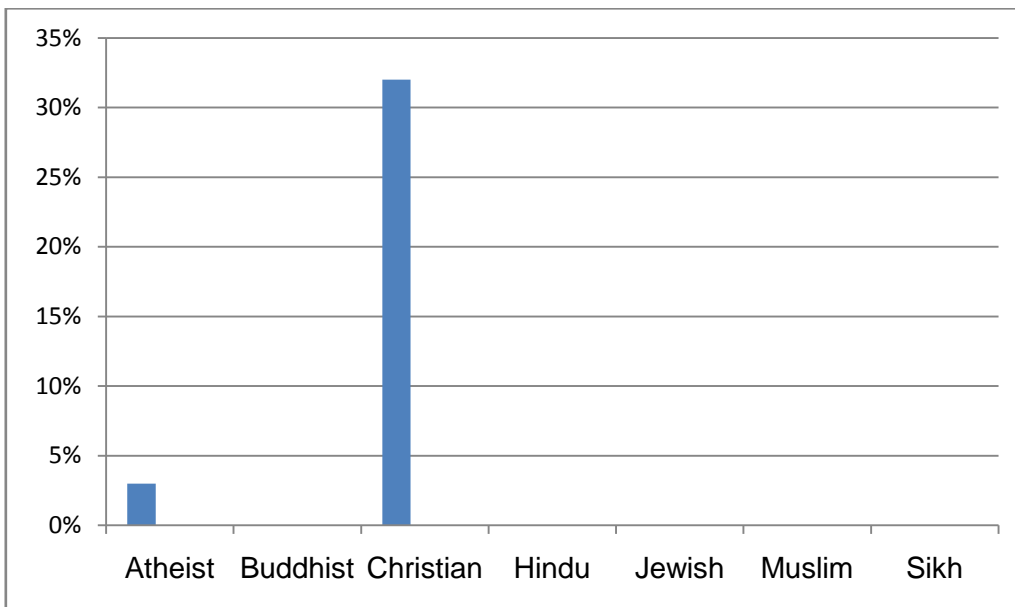
### Ethnic Group of Staff



White British and white other is our largest 2 categories of staff in our current workforce.

No members of staff were pregnant or had given birth in the six months before starting their course.

### Religious Belief of Staff



Some respondents chose not to declare on some of the questions across these sections.

Finally staff was asked to describe their sexual orientation. 91% described themselves as heterosexual and 3% as gay. Nobody described themselves as bisexual or lesbian. This is in line with our current workforce data.

## Equality and Diversity Training

This training is aimed at all members of staff and is accessed either via e-learning or face-to-face sessions and has been designed to explore attitudes, values and aims along with focus on our responsibility under the Equality Act 2010.

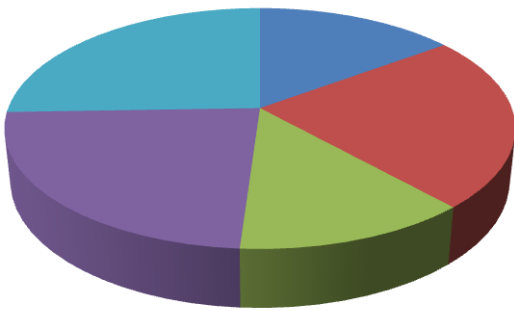
### E- Learning equality and diversity training sessions:

From April 2013 to March 2014, 3732 members of staff (64% of the current workforce) have accessed and completed Equality and Diversity e-learning.

Month / Year	Equality & Diversity E-learning
Apr-13	419
May-13	555
Jun-13	392
Jul-13	304
Aug-13	309
Sep-13	304
Oct-13	274
Nov-13	176
Dec-13	244
Jan-14	573
Feb-14	182
Year end total	<b>3732</b>

This e-learning is currently statutory for all occupational groups within the Trust with a training frequency of every 3 years.

### Face to face equality and diversity and equality impact assessment training sessions:



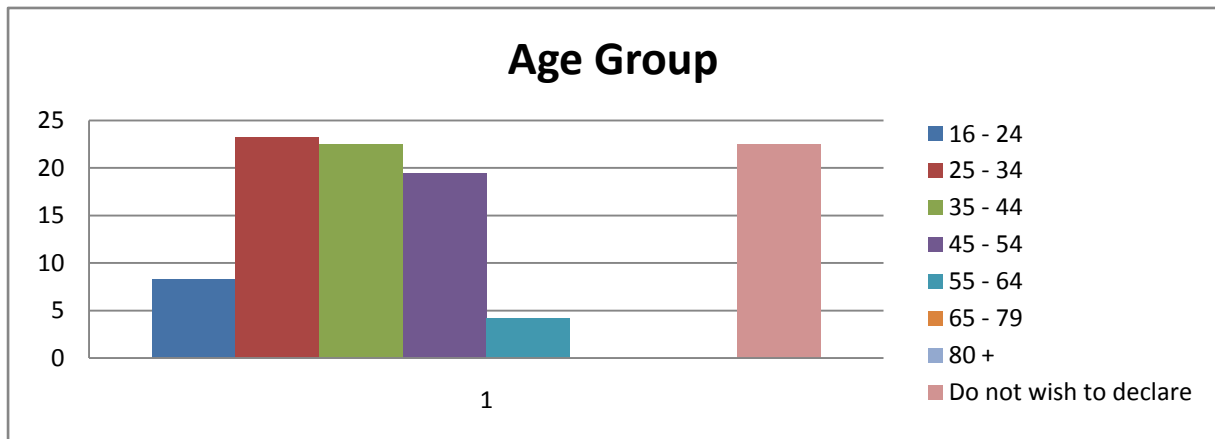
- Equality & Diversity classroom 25/03/2013
- Equality & Diversity classroom 13/11/2013
- Equality & Diversity classroom 12/09/2013
- Equality & Diversity classroom 13/11/2013
- Equality & Diversity classroom 15/01/2014

These have been provided by the equality and diversity manager. Two types of sessions have been developed, one for equality and diversity training for all staff and a second session which is specific for staff undertaking an equality impact assessment. Our Trust guidance is clear that staff should not undertake an EQIA without having first completed training. We have an equality impact assessment process and an EQIA toolkit.

Using the blended approach to learning enables the trust to accomplish greater levels of inclusivity in its equality and diversity training.

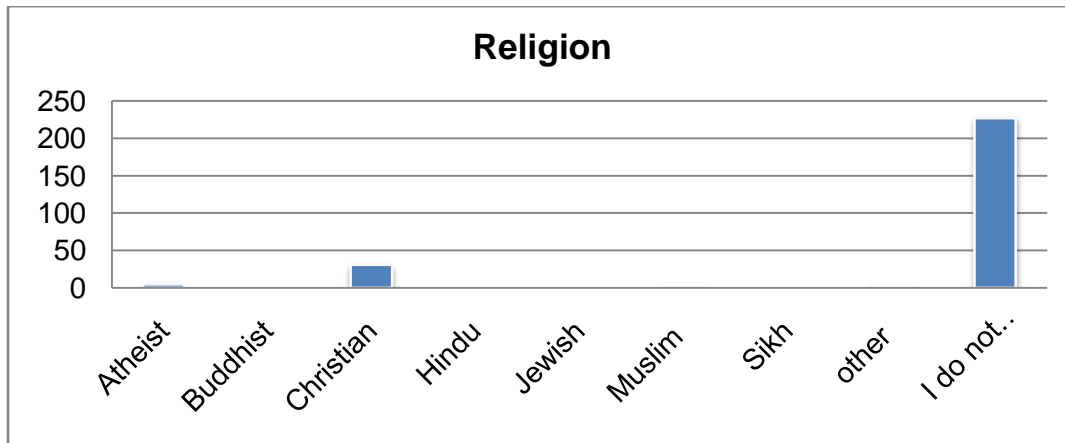
### Learning Beyond Registration: Bands 5 and above

This training is mainly outsourced by external providers, mainly local universities and colleges who undertake their own equality impact assessments. Funding is available for any Trust member to apply for as highlighted in divisional training needs analysis. These courses relate to continued professional development (CDP).

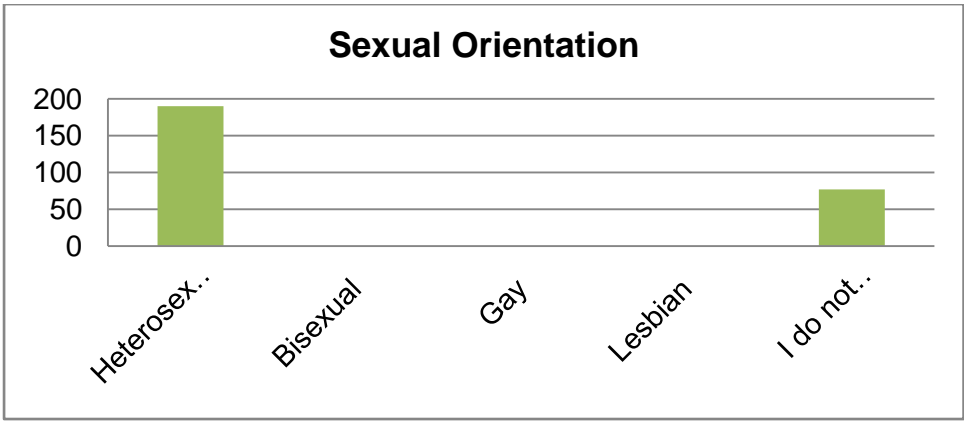


Age Group		%
16 - 24	22	8

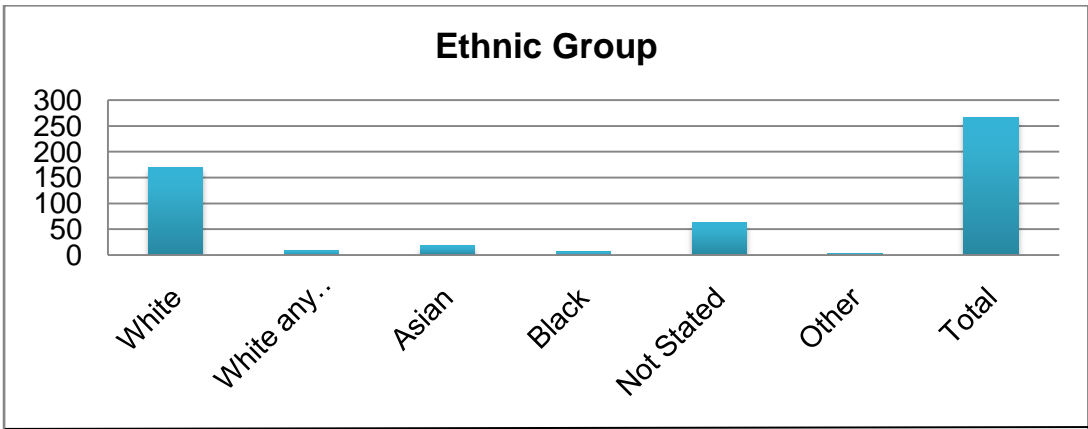
25 - 34	62	23
35 - 44	60	22
45 - 54	52	19
55 - 64	11	4
65 - 79	0	0
80 +	0	0
Do not wish to declare	60	22
Total	267	100



Religion		%
Atheist	5	2
Buddhist	0	0
Christian	31	12
Hindu	0	0
Jewish	0	0
Muslim	1	0
Sikh	0	0
other	3	1
I do not wish to declare	227	85
Total	267	100



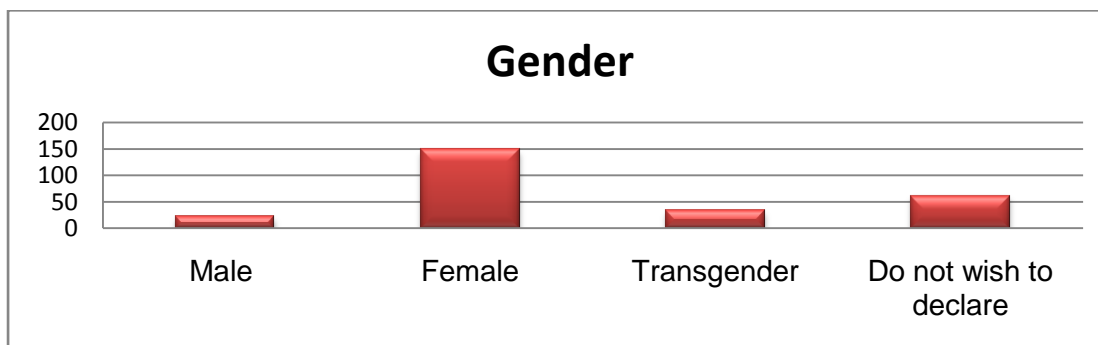
Sexual Orientation		%
Heterosexual	190	71
Bisexual	0	0
Gay	0	0
Lesbian	0	0
I do not wish to declare	77	29
<b>Total</b>	<b>267</b>	<b>100</b>



Ethnic Group	Count	%
White	170	64
White any other background	8	3
Asian	18	7
Black	6	2
Not Stated	62	23
Other	3	1
<b>Total</b>	<b>267</b>	<b>0</b>

Gender		%
Male	23	9
Female	149	56
Transgender	34	13
Do not wish to declare	61	23
<b>Total</b>	<b>267</b>	<b>100</b>





## Equality and Diversity Monitoring for Leadership

The ELD Team will plan, commission and where appropriate, deliver a range of learning and development opportunities that support the development of leaders and managers across the organisation. The development opportunities will be a combination of targeted learning events and open-access events to which all staff will be invited. It is anticipated that leaders and managers will identify the specific knowledge, skills and competencies required for their role with their line manager during appraisal and one-to-one meetings. Appropriate education, learning and development activities will then be planned to enable staff to reach their full potential and to make a meaningful and recognised contribution to the organisation's goals.

A leadership pathway is now in place that shows how a member of staff can develop when joining Buckinghamshire Healthcare Trust through internal and external programmes and learning interventions.

## Professional Development Workshops

Seven different one day skill based workshops have been run in the Trust for 3 years. Any member of staff can attend these programmes once they have had a development conversation with their line manager and staff need to book themselves onto the programme through the local booking service. Each programme runs between 2/3 times a year dependent on the needs of the Trust.

## Band 6 Training Programme

A new programme for our band 6 was launched in 2013 and looks at 3 key areas:

- Managing your Clinical area
- Managing your Team
- Managing yourself

This second day of the in house programme focuses on giving the Knowledge of 5 key People Management policies and their application including equality and

diversity which help develop their core interpersonal skills that enable and underpin effective people management skills and the opportunity to participate in Q and A session with internal HR practitioner.

All new promoted Band 6 staff should attend this programme after they have been in their role for 3-6 months. Six cohorts have run in 2013/14 with approx. 90 staff attending

### **Band 7 Leading & Managing Development Programme**

This in-house leading and managing teams programme is designed for frontline leaders from all disciplines who have responsibility for leading and managing people, services, resources and quality. The programme is based on a series of four 2 day modules over a 12 week period supported by Action learning sets. This programme is designed for existing band 7 staff and staff are nominated through the appraisal discussion and apply at set times through the year. Staff are chosen to attend the programme by the Leadership Lead using published set criteria if the programme is oversubscribed. The programme was not run in 2013/14.

We will be collating equality monitoring data for the Leading & Managing programme for band 7 staff when new dates are released for this programme in 2014/15. We will pilot collating monitoring forms for self-selection management & leadership skills programmes in 2014/2015 and review the data in line with monitoring requirements.

### **Treat Me, Not my Knee training**

This training has continued to be delivered across the Trust during 2014 and is in its sixth year. It is delivered by people with learning disabilities who are facilitated and supported to talk about their patient stories and experiences. The session also includes information from national reports about healthcare needs and legislation requirements. It aims to raise awareness of staff, help break down barriers and increase understanding with more knowledge and awareness on how to deliver a more effective service to patients with learning disabilities. In its first year of introduction, this training was highlighted on their national website by the Audit Commission as an example of good practice. The Trust continues to work in partnership with Talkback to deliver this training and there has been three sessions arranged in a twelve month period. Unfortunately one of these was cancelled by the trainer / facilitator.

## **New for 2014 - National Learning Management System:**

The trust implemented the National Learning Management System (NLMS) on 7<sup>th</sup> April 2014. This system has a directly connected interface into Electronic Staffing Records (ESR). In terms of ongoing improvements to monitoring this is a helpful and progressive step.

ESR has the capability to manage and monitor the career of all employees by maintaining records of training competencies, qualifications, experience and appraisals as they are defined locally and by national requirements for example by a professional regulatory body. Completed competencies can also be matched against the core skills training framework, national occupational standards and national workforce competencies. It is capable of monitoring career progression against any of the equality and diversity protected characteristics to maintain a fair and equitable career pathway for all employees and highlight any possibly deviations. This data can be utilised when performing equality impact assessments for future provision planning.