

# Meeting the general equality duty

## Education, Learning & Development Department Annual Report 2018

**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.

Carrying out equality monitoring on our training information, we can look at staff receiving training by protected characteristic group. This helps us to make sure all staff are given opportunity to access the relevant training and take the appropriate action to address any inequalities identified.

## Introduction

Equality is about creating a fairer society where everyone has the opportunity to fulfil their potential. Diversity is about recognising and valuing difference in its broadest sense. Human rights are the legal rights and freedoms that individuals can expect to enjoy, can exercise and are based on the core principals such as dignity, fairness, equality, respect and autonomy. Equality and diversity and human rights are entirely relevant to day-to-day life and provide the framework which protects the freedom for individuals to control his/her own life, prevent discrimination and set expectations for enabling fair and equal services to and from public authorities.

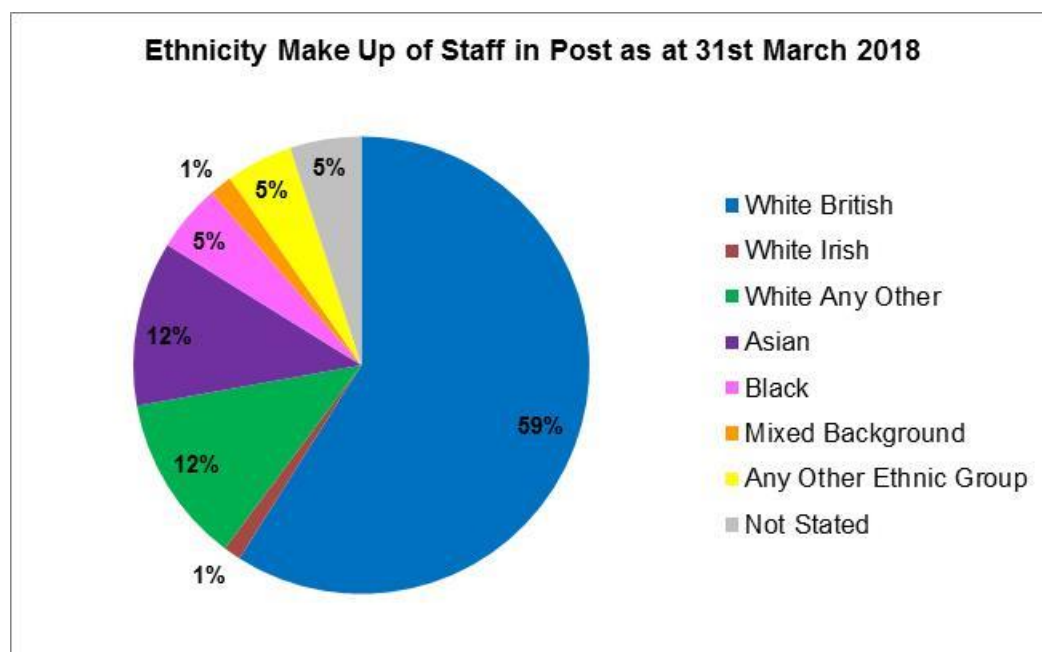
The healthcare sector has a responsibility to ensure delivery of services and workforce management which fully demonstrate and reflect the principals of equality, diversity and human rights. It is through active and effective understanding of equality, diversity and human rights that the health sector will be able to recruit and retain a workforce that is more reflective of and sensitive to the population it seeks to serve.

## Statutory and Mandatory Training

As at 31 March 2018 there were 6,105 (headcount) staff in post, of which 5954 (97%) of staff have accessed statutory training either via e-learning and/or face-to-face sessions, an improvement from the previous year. Statutory training is a requirement for all staff to complete and there is consistent access to the training by staff from all protected characteristics. Uptake of this training is closely monitored with monthly reports to the Trust Board.

## Ethnicity

The graph below shows the ethnicity make up of staff in post as at 31 March 2018. 23% of staff declared themselves to be of BME background; this is an increase of 1% compared with the data from 31 March 2017, with a 1% increase in Asian staff. 14% of the general population of Buckinghamshire declare themselves as being of a BME background.



The following shows the ethnicity as declared for the workforce whose e-learning records are held on the Electronic Staffing Register (ESR).

	<b>Band 1</b>	<b>Band 2</b>	<b>Band 3</b>	<b>Band 4</b>	<b>Band 5</b>	<b>Band 6</b>	<b>Band 7</b>	<b>Band 8</b>	<b>Band 9</b>	<b>Non-AfC</b>	<b>Total</b>
White - British	24	549	401	372	550	736	453	216	11	289	<b>3601</b>
White - Irish	-	6	6	4	7	26	10	9	-	7	<b>75</b>
White - Any other White Background	4	117	98	85	160	101	55	30	1	78	<b>729</b>
Asian or Asian British - Bangladeshi	1	4	2	1	2	1	1	-	-	10	<b>22</b>
Asian or Asian British - Pakistani	3	43	22	11	19	21	13	6	-	32	<b>170</b>
Asian or Asian British - Any other Asian background	1	85	28	20	89	63	24	21	1	188	<b>520</b>
Black or Black British - African	1	20	5	5	54	32	9	3	-	17	<b>146</b>
Black or Black British - Caribbean	1	27	11	12	26	14	5	2	-	5	<b>103</b>
Black or Black British - Any other Black background	-	11	1	2	10	9	5	0	-	5	<b>43</b>
Mixed - White & Asian	-	5	-	1	2	2	-	-	-	6	<b>16</b>
Mixed - White & Black African	-	7	2	-	1	1	1	-	-	-	<b>12</b>
Mixed - White & Black Caribbean	-	11	5	1	3	-	2	-	-	2	<b>24</b>
Mixed - Any other mixed background	-	9	2	1	8	5	2	3	-	17	<b>47</b>
Chinese	-	4	1	2	4	7	3	3	-	29	<b>53</b>
Any Other Ethnic Group	-	55	12	7	84	32	14	4	-	27	<b>235</b>
Not Stated	2	50	24	23	91	42	25	12	-	40	<b>309</b>
<b>Total</b>	<b>37</b>	<b>1003</b>	<b>620</b>	<b>547</b>	<b>1110</b>	<b>1092</b>	<b>622</b>	<b>309</b>	<b>13</b>	<b>752</b>	<b>6105</b>

### **Equality, Diversity & Human Rights 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**

As at March 2018, 5,287 staff members of the current workforce were compliant in Equality and Diversity e-learning (87% of the current workforce); this is an increase of overall compliance of 2% from the previous year. This course and content is aligned to and supported by the National Skills Training Framework and can be accessed at [www.skillsforhealth.org](http://www.skillsforhealth.org).

<b>Year</b>	<b>Equality &amp; Diversity E-learning</b>
April 2012 – March 2013	371
April 2013 – March 2014	2444
April 2014 – March 2015	1574
April 2015 – March 2016	2379
April 2016 – March 2017	2637
April 2017 – March 2018	2650

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

## **Face to Face Training - Equality and Diversity**

There have been several face to face training sessions for Equality and Diversity training delivered by an equality and diversity practitioner which more in depth sessions than the online learning. There have been no specific face to face equality impact assessments training sessions during this period, however, sessions have taken place previously.

Using the blended approach to learning enables the Trust to accomplish greater levels of inclusivity in its equality and diversity training. Face to face sessions are welcomed and enable a cross fertilisation of experience, ideas and learning.

## **Learning Disability Awareness Training**

Learning Disability training has continued to be delivered across the Trust during 2017-8 and is in its tenth year. It is delivered by the learning disability specialist team and covers 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 2017 this was introduced into Corporate Induction for clinical staff, and to date 1402 have benefited from this course offering.

## **Vocational Education - AfC Bands 1 to 4**

Bands 1 to 4 cover a diverse mix of job roles, a mix of clinical, support staff and admin & clerical staff. All Healthcare Assistants (HCAs) are offered a Level 3 apprenticeship qualification. This initiative is in response to the Government's strategy on apprenticeships and the introduction of the apprenticeship levy.

Each new HCA recruit receives the following during their induction to the HCA Development Pathway:

- Induction Programme
  - 5-day Basic Care Induction completed following Corporate Induction.
  - Core Competencies and Care certificate completed within first 3-4 months of employment.
  
- Development Programme
  - 6 day Development Programme completed within 18 months of employment.
  - Level 3 Health & Social Care qualification completed within 2 years of employment.

The development programme focuses on the delivery of patient care with sessions on 'Patient Experience', Equality & Diversity, 'How culture, diversity, religion & spirituality affect the care we deliver', and 'supporting patient centred thinking and planning'.

Currently, the Trust does not monitor the demographics of pathway attendees as it is a requirement of all new starters to the Trust.

### Learning Beyond Registration: Bands 5 and above

This training is largely outsourced to external providers, mainly local universities and colleges who also undertake their own equality impact assessments. Funding is available for any Trust staff member to apply as highlighted in divisional training needs analysis. These courses relate to Continued Professional Development (CDP) and are of differing durations. In the last financial year, funding was allocated to 289 applications and the data on the breakdown of that figure is below. These courses frequently have a clinical theme, and are reflective to the needs of the organisation, particular staff groups or departments. Increasingly, specific bespoke modules are being made available in house.

### Utilisation of Funding:

Ethnicity	Count of Employee No.
White/British	106
White Irish	4
White -Any Other	26
Asian	91
Black	9
Mixed Background	16
Any Other Ethnic Group	13
Not Stated	24
<b>Grand Total</b>	<b>289</b>

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The proportion of BME staff accessing this training is broadly reflective of the Trust workforce demographic.

The proportion of white staff accessing this training is broadly in line with the Trust's profile; the proportion of "white any other" and "mixed background" staff is a reflection of our recent recruitment of overseas Band 5 nursing staff

Gender	Count of Employee No.
Female	159
Male	130
Not Declared	0
<b>Grand Total</b>	<b>289</b>

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The Gender split is 55%:45% female: male

Disability	Count of Employee No.
Yes	1
No	214
Not Declared	73
<b>Grand Total</b>	<b>289</b>

Age	Count of Employee No.
18-30	95
30-45	99
Over 45	95
<b>Grand Total</b>	<b>289</b>

The data shows that staff accessing this training is evenly split across the age ranges.

## Equality and Diversity Monitoring for Leadership

The ELD Team will plan, commission and where appropriate, deliver, a range of learning and development opportunities to 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 new Leadership Programme (The 3 Peaks) has now been developed to support all levels of management within the Trust. The 3 Peaks, along with leadership and management apprenticeships, will enable managers to receive timely training at the right time in their career.

## Management & Supervision Courses:

<b>Introduction to Line Management</b>	
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<b>Age</b>	<b>Sum of Head Count</b>
18-30	13
31-45	37
Over 45	59
Not Declared	0
<b>Grand Total</b>	<b>109</b>

<b>Gender</b>	<b>Sum of Head Count</b>
Female	96
Male	13
Not Declared	0
<b>Grand Total</b>	<b>109</b>

<b>Ethnicity</b>	<b>Sum of Head Count</b>
White – British	76
White - Any other White background	9
Black	5
Asian	12
Any Other Ethnic Group	6
Not Declared	1
<b>Grand Total</b>	<b>109</b>

<b>Disability</b>	<b>Sum of Head Count</b>
Disabled	2
No Disability	103
Not Declared	4
<b>Grand Total</b>	<b>109</b>

<b>Coaching to Promote Positive Behaviors</b>	
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<b>Age</b>	<b>Sum of Head Count</b>
18 – 30	13
31 – 45	42
Over 45	35
Not Declared	
<b>Grand Total</b>	<b>90</b>

<b>Gender</b>	<b>Sum of Head Count</b>
Female	84
Male	6
Not Declared	0
<b>Grand Total</b>	<b>90</b>

<b>Ethnicity</b>	<b>Sum of Head Count</b>
White - British	56
White - Any other White background	13
Black	3
Asian	8
Any Other Ethnic Group	7
Not Declared	3
<b>Grand Total</b>	<b>90</b>

<b>Disability</b>	<b>Sum of Head Count</b>
Disabled	5
No Disability	81
Not Declared	4
<b>Grand Total</b>	<b>90</b>
<b>Leadership Pathway</b>	

<b>Age</b>	<b>Sum of Head Count</b>
18 - 30	1
31 - 45	52
Over 45	61
Not Declared	0
<b>Grand Total</b>	<b>114</b>

<b>Gender</b>	<b>Sum of Head Count</b>
Female	80
Male	34
Not Declared	0
<b>Grand Total</b>	<b>114</b>



<b>Ethnicity</b>	<b>Sum of Head Count</b>
White - British	66
White - Any other White background	17
Black	4
Asian	19
Any Other Ethnic Group	5
Not Declared	3
<b>Grand Total</b>	<b>114</b>

<b>Disability</b>	<b>Sum of Head Count</b>
Disabled	1
No Disability	89
Not Declared	24
<b>Grand Total</b>	<b>114</b>

### **National Learning Management System**

Buckinghamshire Healthcare NHS Trust implemented the National Learning Management System (NLMS) on 7 April 2014. This system has a directly connected interface into Electronic Staffing Records (ESR).

ESR has the potential 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 hoped that in the future it will be able to monitor 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 could then be utilised when performing equality impact assessments for future provision planning.

The Trust is one of the test pilot sites for these new interfaces that are being developed however development with the National ESR Team and IBM who have recently taken over the contract has been slower than initially anticipated.