CORE SKILLS FRAMEWORK
EQUALITY, DIVERSITY & HUMAN RIGHTS LESSON
NOTES & TIPS FOR A SUGGESTED APPROACH

These notes are designed to be used in conjunction with the Equality, Diversity & Human Rights training powerpoint slides.

The purpose of the session is to provide basic/induction level training in equality, diversity & human rights. The content of the slides relates to the general information that all employees should be presented with. How you choose to present this information is up to you – you know your own training style and have better insight into what your audience wants and needs. If you have the time, feel free to add exercises, games, video clips, etc.

In keeping with the guidance offered in the Core Skills Framework, it is anticipated that this session should last for 45mins to 1hour.
SLIDE 1:
This is an opportunity for you to introduce yourself and explain how you intend to run the session. This will depend on your own training style, but you should consider:

- when and how you will take questions? E.G. Do you want these as you proceed through the presentation or at the end?
- what activities will you use? In addition to presentation, will you have exercises, activities, assessment, etc
- what happens next? E.G. how will their attendance and any subsequent assessment be recorded?

Please remember to update this slide to reflect local information.
SLIDE 2: What you will learn in this session

This effectively relates to the learning outcomes that have been defined as part of the core skills project. To make this more user-friendly, these are articulated as what participants will learn and have been mapped to the Core Skills Framework learning outcomes as indicated below:
<table>
<thead>
<tr>
<th>What participants will learn</th>
<th>Core skills framework learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Equality, Diversity and Human Rights</td>
<td>Know the principles of Equality, Diversity and Human Rights</td>
</tr>
<tr>
<td>Relevant legislation, Trust policies and processes</td>
<td>Understand how legislation, Trust policies and processes can enable staff members to act appropriately and understand people’s rights</td>
</tr>
<tr>
<td>Individual role and responsibilities</td>
<td>Describe individual role and responsibilities in supporting and promoting equality and diversity.</td>
</tr>
<tr>
<td>How to challenge behaviours that undermine equality, diversity and human rights</td>
<td>Explore how to challenge behaviours that undermine equality and diversity.</td>
</tr>
<tr>
<td>The importance of valuing people as individuals and treating everyone with dignity, courtesy and respect</td>
<td>Recognise the importance of valuing people as individuals and treating everyone with dignity, courtesy and respect and</td>
</tr>
<tr>
<td>The consequences of personal behaviour on others’ human rights</td>
<td>Consider the consequences of their own behaviour and its effect on others’ human</td>
</tr>
</tbody>
</table>
SLIDE 3: Why is this so important?

It is important that participants recognise the importance of this issue. Here, the focus is on equality of opportunity and allowing individuals to achieve the best they can. Diversity should be discussed in the context of fairness and a fairer society. It is unashamedly optimistic and idealistic, but can be framed in the context of improved organisational performance if needs be.

SLIDE 4: Equality and diversity

This slide continues with the principles of Equality and Diversity and provides some simple definitions. It would be ideal to provide some true life examples here based on the mix of attendees, their roles within the organisation. The examples should consider both employer/employee and clinical service provider/client/patient situations.
SLIDE 5: The Equality Act (2010)

The focus of this slide is on the Equality Act (2010) and that it is the most significant piece of equality legislation for many years. The fact that it simplifies, streamlines and strengthens the law should be highlighted. That it gives individuals greater protection from unfair discrimination making it easier for employers/employees and organisations to understand their responsibilities. That it also sets a new standard for those who provide public services to treat everyone, with dignity and respect. There’s no real need to explain all the precursors to this, although it might be worth indicating some of the legislation that has informed it.
SLIDE 6: General duties

The general duties of the Equality act are outlined here – for the sake of brevity they have been edited. They are sometimes referred to as the 3 aims of duty of equality. These should be considered in the context of due regard for these duties when caring out their roles. It is important to highlight that the act relates these duties to the protected characteristics. Examples can be drawn upon, again depending on the mix of attendees, their roles within the organisation.
SLIDE 7: Protected characteristics
This slide presents the 9 protected characteristics under the Equality Act – encourage the participants to discuss the characteristics.

SLIDE 8: Fairness and equality
Equality and protected characteristics are put into the context of fairness, respect and equal opportunities for all.
SLIDE 9: What is reasonable?
The key message is to explain reasonable adjustment and the notion of ‘reasonable’. Illustrate the principle with relevant examples useful to contextualise learning. Accessible buildings are a very clear example, but there are others such as a hearing impaired nurse being provided with a visual or amplified stethoscope. Highlight also what organisations can/should consider when identifying possible. This should assist to address concerns that are often raised that adjustment ‘panders’ to people with disabilities at great cost to the institution.
SLIDE 10: Human Rights
This introduces the notion of human rights and places equality and dignity in the context of an individual’s right. Some brief discussion here regarding the historical introduction of a human rights-based approach can be included to embed context. Introduce some discussion here of how the European Convention on Human Rights was developed.

SLIDE 11 & 12: What are our Human Rights?
These slides simply outline recognised human rights.

Developing from the notion of human rights, this slide should be used to introduce the Human Rights Act (1998) and how it gives further legal effect in the UK to the fundamental rights and freedoms contained in the European Convention on Human Rights. The Human Rights Act can be contextualized in the context of health care.
SLIDE 14: Human Rights based approach

This slide takes the human rights theme a step further in the health care context and presents the idea that focusing on human rights aims to address the criticism that the Equality Act's (2010) focus on the 9 protected characteristics may be too narrow. A human rights approach facilitates a person-centred angle to all aspects of health care. For further clarity some discussion on the fact that the introduction of the Human Rights Act 1998 in the UK did not unfortunately, lead to widespread knowledge and improved understanding in patient and carer groups, healthcare professionals or at organisational levels.

Government bodies and other agencies recognition of this knowledge deficit led to the introduction of a human rights based approach (HRBA) to be used by healthcare individuals and organisations alike in everyday practice. A HRBA avoids the need to have technical knowledge of the HRA 1998 and associated case law i.e. a ‘top down’ approach. It is however, based upon concepts that underpin all the Articles of the HRA 1998 i.e. a ‘bottom up’ approach.
SLIDE 15: F.R.E.D.A.

This slide introduces the acronym F.R.E.D.A. Fairness, Respect, Equality, Dignity, Autonomy.

The FREDAN principles roughly equate to various Articles of the HRA(1998) (these relationships though are not exclusive).

- Fairness – Article 6 = right to a fair trial
- Respect – Article 8 = right to private and family life
- Equality – Article 14 = prohibition of discrimination
- Dignity – Article 3 = freedom from torture, inhuman and degrading treatment
- Autonomy – Article 8

It is suggested that adherence to underlying core values of F.R.E.D.A. allows for a process by which a human rights based can be protected in clinical and organisational practice.

This slide introduces a notion of variance in rights and the difference between absolute and non-absolute, examples of which you should try and link to the healthcare environment:

Absolute rights cannot be infringed under any circumstances. These are the ‘Right to Life’, ‘Prohibition of torture and degrading treatment’, ‘Prohibition of Slavery and Forced Labour’ and ‘No Punishment Without Law’.

Qualified rights are rights that the state can lawfully interfere with in certain circumstances. Explain how any interference with these must be lawful, legitimate, necessary and proportionate. An example of a qualified right is freedom of expression, which it is acceptable to curtail if expression leads to incitement to hatred.

Right to liberty and security is an example of a limited right. This means that it will be unlawful to deprive an individual of liberty unless there are valid (legal) grounds to do so. Sectioning under the mental health act to prevent harm to self or others is an example of this.
In this trust...

At this point in the presentation, you should present any local policies that have direct relation to equality and diversity.

Your responsibilities

- Co-operate with measures introduced to support equality
- Not to discriminate against others
- Not to encourage others to discriminate
- Not to harass, bully or abuse others
- To report evidence or suspicion of discrimination
- Not to victimise who has complained/provided information relating to discrimination

SLIDES 18: Your responsibilities

This slide indicates a shift from awareness and knowledge about legislation and policy to consideration of personal, individual actions. It really offers an overview of the key aspects of individual responsibility to comply with law and policy, to treat people appropriately (and not to treat them inappropriately) and to report discrimination.
SLIDE 19: Discrimination

The following slides explain key concepts in relation to discrimination, prejudice and harassment. This slide defines direct, indirect, associate and perceived discrimination. Great opportunity to illustrate this with examples of how some of these might occur in the organisation. Try to use both employer/employee and patient/staff examples. Tailor to the audience. For example, with respect to sexual orientation direct discrimination would have occurred if a couple were refused fertility treatment because they are lesbians. Whereas favouring time off during public holidays for people with children may indirectly discriminate against gay men or older people who are less likely to have responsibilities for children.
SLIDE 20: The basis of discrimination

The key message in this slide is that stereotyping and prejudice often go hand-in-hand, but that prejudice tends towards action, whereas stereotype is focused on assumption. Hence, to tackle prejudice it is important to address stereotypes.
SLIDE 21: Ladder of Prejudice

This slide explores the impact of prejudice by focusing on the notion of a Ladder of Prejudice. This is based on Allport’s theory of escalation of negative actions against groups or individuals. The ladder begins with speech - people talking about others, often through innuendo, jokes, etc. This gossip and talk leads to the avoidance of a group of people. Once people begin to avoid one another, discrimination begins can manifest itself as people being treated differently. The next level is the physical attack, which finally leads could lead to killing an individual. Although this concept is most often used to explain phenomena like the pogroms or holocaust, it can be linked to less global issue – e.g. the murders of Anthony Walker for being black or Michael Causer for being gay.
SLIDE 22: Bullying and harassment

Provide definitions of bullying and harassment here and explain how they are often characteristic of prejudice. A range of activities are identified that can constitute bullying. Further explanation of how the effects are often more important and distressing than the intention of the bully or harasser. Link back to the ladder of prejudice with some further examples. Examples could be bullying because of weight leading to suicide, online bullying, emails etc also good examples. A colleague emailing dirty jokes may not be meant to cause distress, but can still be unacceptable.
SLIDE 23: How to challenge prejudice & discrimination?
This slide focuses on preparing participants to challenge inappropriate behaviour. The principle point is that challenges should be as respectful as possible to avoid escalation and alienation. However, try to encourage participants to consider the impact of not challenging prejudice and how this can be read as a tacit acceptance of behaviour.

SLIDE 24: Reporting discrimination and harassment
Use this slide to highlight the mechanisms within your organisation for reporting actual or suspected discrimination or harassment.
SLIDE 25: Making a difference
The focus of this slide is on personal conduct. The idea is to present this within a notion of how individual responsibility contributes to the work environment.

SLIDE 26: Any questions
Remember to leave some time at the end for questions and answers. Use this as an opportunity to remind them who you are and where they can go for extra information.
Further Reading, Activities and Healthcare examples

Department of Health;


Direct Gov:
http://www.direct.gov.uk/en/governmentcitizensandrights/yourrightsandresponsibilities/dg_4002951

Equality and Human Rights Commission
http://www.equalityhumanrights.com/