The KSF handbook wording for:

Core 6 – Equality and Diversity

Status
Core – this is a key aspect of all jobs and of everything that everyone does. It underpins all dimensions in the NHS KSF.

Levels
1. Act in ways that support equality and value diversity
2. Support equality and value diversity
3. Promote equality and value diversity
4. Develop a culture that promotes equality and values diversity

Description
It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees; people in other organisations; the public in general.

Successful organisations are ones that reflect the richness of diversity that exists in society and will include people of different: abilities; ages; bodily appearances; classes; castes; creeds; cultures; genders; geographical localities; health; relationship; mental health; social and economic statuses; places of origin; political beliefs; race; religion; sexual orientation; and those with and without responsibilities for dependents.

Where diversity and equality are not integral to an organisation, discrimination may occur.

Progression through the levels in this dimension is characterised by:

- moving from own practice to the consideration of team and organisational cultures
- an increasing understanding of the nature and complexity of equality and diversity
- being more proactive and challenging in the promotion of equality and diversity
- increasing knowledge about the legislation, policies and procedures relating to equality and diversity from awareness, knowing where to obtain information, having a working knowledge of the legislation, policies and procedures and being able to interpret them to others, to an extended knowledge of the legislation, policies and procedures and monitoring their effectiveness in organisations.

Links to other KSF dimensions
This dimension is supported by:

- Core 1 Communication
- Core 2 Personal and people development
- Core 3 Health, safety and security
- Core 4 Service Improvement
- Core 5 Quality
- G1 Learning and development
- G7 Capacity and capability.
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Terminology

*Equal opportunities* – emphasises the structures, systems and measures of groups within society and within organisations. Equal opportunities is about addressing representation and balance.

*Equality* – is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. It is backed by legislation designed to address unfair discrimination based on membership of a particular group.

*Diversity* – is about the recognition and valuing of difference in the broadest sense. It is about creating a working culture and practices that recognise, respect, value and harness difference for the benefit of the organisation and individuals.

*Discrimination* – the practice of treating individuals less fairly than other people or groups.

**Level 1** – Act in ways that support equality and value diversity

*Indicators:*

The worker:

a) acts in ways that are in accordance with legislation, policies, procedures and good practice
b) treats everyone with whom s/he comes into contact with dignity and respect
c) acknowledges others’ different perspectives
d) recognises that people are different and makes sure they do not discriminate against other people
e) recognises and reports behaviour that undermines equality and diversity.

*Examples of application:*

Legislation, policies and procedures:

- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents – people who have caring responsibilities and those who do not
- diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- gender
- human rights (including those of children)
- language
- marital status
- mental health
- mental incapacity
- political opinion
- racial group
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- religious belief
- sexual orientation.

Makes sure they do not discriminate against other people may include:

- what they do or say
- what they do not do or say
- when interacting with colleagues
- when interacting with users of services
- when working with the public
- when working with visitors to the organisation.

Level 2 – Support equality and value diversity

Indicators:

The worker:

a) recognises the importance of people’s rights and acts in accordance with legislation, policies and procedures
b) acts in ways that:
   - acknowledge and recognise people’s expressed beliefs, preferences and choices
   - respect diversity
   - value people as individuals
c) takes account of own behaviour and its effect on others
d) identifies and takes action when own or others’ behaviour undermines equality and diversity.

Examples of application:

Legislation, policies and procedures:

- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents – people who have caring responsibilities and those who do not
- diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- gender
- human rights (including those of children)
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- mental incapacity
- political opinion
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- racial group
- religious belief
- sexual orientation.

People’s expressed beliefs, preferences and choices might relate to:

- food and drink
- how they like to be addressed and spoken to
- personal care – living or deceased
- privacy and dignity
- the information they are given
- the support they would like
- their faith or belief.

Identifying and taking action when others’ behaviour undermines equality and diversity would include on a day-to-day basis being prepared to:

- recognise when equality and diversity is not being promoted and doing something about it
- recognise when someone is being discriminated against and doing something about it.

Level 3 – Promote equality and value diversity

Indicators:

The worker:

a) interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards
b) evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity
c) identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity
d) enables others to promote equality and diversity and a non-discriminatory culture
e) supports people who need assistance in exercising their rights.

Examples of application:

Legislation, policies and procedures:

- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents – people who have caring responsibilities and those who do not
- diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- gender
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- human rights (including those of children)
- language
- marital status
- mental health
- mental incapacity
- political opinion
- racial group
- religious belief
- sexual orientation.

Evaluating the extent to which legislation is applied in the culture and environment of own sphere of activity might relate to:

- communication with different people
- health, safety and security including risk management
- systems, standards and guidelines designed to promote quality
- the allocation of resources
- the availability of services
- the development of services

Patterns of discrimination might relate to:

- the learning and development offered to different people
- the recruitment, selection and promotion of staff.

Enabling others to promote equality and diversity and a non-discriminatory culture might include:

- acting as a role model
- being aware of the wellbeing of all members of the work team and supporting them appropriately
- enabling others to reflect on their behaviour
- identifying training and development needs.

Supporting people who need assistance might relate to:

- advocacy
- enabling people to make the best use of their abilities
- intervening when someone else is discriminating against someone on a one-off basis or routinely
- making arrangements for support (e.g. as part of the development review process)
- representing people's views.
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Level 4 – Develop a culture that promotes equality and values diversity

Indicators:

The worker:
   a) interprets legislation to inform individuals’ rights and responsibilities
   b) actively promotes equality and diversity
   c) identifies and highlights methods and processes to resolve complaints as a consequence of unfair and discriminatory practice
   d) supports those whose rights have been compromised consistent with legislation, policies and procedures and good and best practice
   e) actively challenges individual and organisational discrimination
   f) evaluates the effectiveness of equality and diversity policies and procedures within the service/agency and contributes to the development of good and best practice.

Examples of application:

Legislation, policies and procedures:

- age
- complaints and issue resolution (including harassment and bullying)
- employment
- equality
- dependents – people who have caring responsibilities and those who do not
- diversity – age, gender, marital status, political opinion, racial group, religious belief, sexuality
- disability
- gender
- human rights (including those of children)
- language
- marital status
- mental health
- mental incapacity
- political opinion
- racial group
- religious belief
- sexual orientation.

Actively promoting equality and diversity would include:

- acting as a mentor to people from diverse groups
- acting as a role model
- actively working in partnership with diverse groups
- developing and supporting own team in relation to equality and diversity
- ensuring that development opportunities are available for all staff
- ensuring the fair recruitment and selection of staff
- focusing resources to deliver equitable outcomes
- involving the local population in the development of services
- listening to the experiences and views of different groups and acting on them
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- modelling good practice
- promoting an open and fair culture throughout the organisation
- promoting equality and diversity during partnership working.