# Workplace Equality Index Application

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## The Employee Lifecycle: Part 1

### Section 2: The Employee Lifecycle

This section comprises of 9 questions and examines the employee lifecycle within the organisation; from attraction and recruitment through to development. The questions scrutinise how you engage and support employees throughout their journey in your workplace. This section is worth 13.5% of your total score.

**Below each question you can see guidance on content and evidence. At any point, you may save and exit the form using the buttons at the bottom of the page.**

### 2.1 When advertising for external appointments, how does the organisation attract LGBT talent?

**Tick all that apply**

**GUIDANCE:** This question examines the ways in which you attract external LGBT candidates to apply for roles within your organisation.

B. Include a statement around valuing diversity, explicitly inclusive of LGBT people in job packs and pages

D. Other

**Describe the evidence uploaded:**

We use NHS Jobs for all external recruitment. Our adverts include our statement about valuing diversity in the 'general organisational information' section, but also links to our Values and Promises. We have promoted careers at UHNM at the last 4 Stoke on Trent Pride events - raising awareness of NHS Careers and UHNM as an employer of choice amongst the LGBT+ community. We engage with PRIDE attenders on where to go to find UHNM job vacancies, contacts for work experience and promote apprenticeships and training opportunities. The Trust has held various recruitment fayres and and attended multiple community recruitment events. Our recruitment promotional material uses our own staff role models and stories to lead content, across all social platforms and aims to encourage our audience to engage with us throughout the campaign. These staff stories include members of our LGBT+ Staff Network, with their stories and images and quotes included in our recruitment brochure and promotional material.

## Upload evidence for option B

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/111493128/GEtvDDgsds/

## Upload evidence for option D

please be aware only **one** file is allowed per answer

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## 2.2 What percentage of employees with recruitment responsibilities have been trained on reducing bias and discrimination towards LGBT people in the recruitment cycle?

**Select the completion rate for the training**

**GUIDANCE:** The training should reach as many employees who recruit as possible. Training content should explicitly mention examples of discrimination and bias towards LGBT people. Content should also include the steps recruiters can take in eliminating this discrimination and bias. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

D. 1 – 25 per cent

| | |
|---|---|
| Describe the department or team who deal with recruitment and how you estimate training completion rates: | In 2018 we launched Gateway to Management, a programme for UHNM employees with line management responsibilities. Part of the programme and a pre-requisite to completing the programme is the requirement to undertake our 'Equality and Diversity in Recruitment' e-learning package. This includes information on discrimination and bias. The Gateway to Management programme accurately records the numbers of employees that have completed this module, which of July 2019 was 11% of employees with line management responsibilities.Our recruitment team also offer ad hoc training to managers on recruitment process. |
| Describe the format of the training and the content you have uploaded: | Our training is a combination of awareness around equality and practical steps through the recruitment process. The online training covers: Equality and Diversity Principles; The Case for a Diverse Workforce; The Equality Act; Types of Discrimination; Unconscious Bias; Liability; Occupational Requirements; Positive Action; Disability and Recruitment; Pre-employment Health Questions; Recruitment Monitoring; Redeployment; Hints and Tips for Diversifying Recruitment; Approach to Shortlisting and Interviewing; Values Based Recruitment. The on-line training is followed by a full day of working through scenarios around the e-learning content to aid understanding and embedding of the training. |

**Upload training content**

please be aware only **one** file is allowed per answer

(No response)

**Upload training content**

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/111493128/wuN2g8ufXd/

## 2.3 What information does the organisation supply to all new employees (external appointments) when being inducted in to the organisation?

**Tick all that apply**

GUIDANCE: The senior leader message should explicitly call out LGBT inclusion. The content of all options given can be either in person, online, through a video or post, or on paper.

A. Explicit message from senior leader on their commitment to LGBT inclusion

B. Information on the LGBT employee network/allies programme or initiative

## Briefly describe the induction process and at what point the new starter receives the above information:

All new employees are required to attend mandatory induction on their first day in the organisation. This includes a range of topics, including a section on the organisations Values, and a session on Equality and Inclusion. This is where the message from our Chief Executive is given (voiced by our Workforce Equality Manager) at the beginning of the Equality and Inclusion section. The statement is a direct quote from our Chief Executive at the time, previously given during LGBT History Month February 2017 ""An inclusive and supportive environment is key to getting the best out of our staff. Being able to be yourself allows you to do your job to the best of your ability, which is naturally a good thing for our patients. I am absolutely committed to ensuring this is a place of work where all our employees are treated with dignity and respect whatever their sexual orientation or gender, race or religion". A flyer on the staff networks in the organisation (LGBT+, Disability and BAME) is shared with new starters on the day. We have recently, as part of our Trust Values Week 2019 developed an Inclusivity video, which has members of our LGBT+, Disability and BAME staff networks holding messages and statements designed to make our staff think about the challenges faced by protected groups and the positives of diversity and the benefits diversity has for our workplace and our patients. The final image on the video is of our new chief executive. This video now replaces the Chief Executive message that had been given at Trust Induction. There are several slides related to LGBT+ feelings and statements, some are Trans specific. These are included as evidence with the link to the video.

**Upload evidence for option A**

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/111493128/BZklElr3JF/

**Upload evidence for option B**

please be aware only **one** file is allowed per answer

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# The Employee Lifecycle: Part 2

## 2.4 Does the organisation enable non-binary employees to have their identities recognised on workplace systems?

**GUIDANCE:** Examples include being able to use the title Mx, the option to choose a gender marker other than male or female and the ability to have a passcard with two forms of gender expression present.

No

## 2.5 Does the organisation provide all-employee equality and diversity training which includes the following topics, explicitly covering LGBT people?
**Tick the completion rate for the training**

**GUIDANCE:** The training should reach as many employees as possible across your organisation. Training content should explicitly mention LGBT people and cover lesbian, gay, bi and trans in the context of each option selected. Examples of content you could upload are case studies, e-learning screenshots or PowerPoint presentations.

| A. Organisational policy and legislation | 76–100% |
|---|---|
| B. Language, stereotypes and assumptions | 76–100% |
| C. Challenging inappropriate behaviour | 76–100% |
| D. Routes to reporting bullying and harassment | 76–100% |

| | |
|---|---|
| Describe how you estimate completion rates: | Equality and Diversity Training is available online or face to face as part of Trust Induction (all employees can opt in to the statutory and mandatory training session if they prefer the training delivered face to face). Completion of the training is recorded on the Trust ESR system. Current compliance for Equality and Diversity Training is 93.53% (as of June 2019) |
| Describe the format of the training and the content you have uploaded: | Attached is a copy of the PowerPoint slides used in our online mandatory training. These same slides are used for the face to face training as part of Induction in addition to our new Inclusivity video. Staff are required to complete a short quiz to demonstrate that they have understood the content of the training. The learning outcomes of the training include:<br>To understand what is meant by the terms Equality & Diversity<br>To be aware of the relevant legislation, NHS Drivers and Trust Policies etc.<br>To understand the importance of having a positive approach to Equality & Diversity<br>To understand the importance of treating everyone with dignity, courtesy and respect<br>Recognise behaviours that undermine equality and inclusion<br>To know what to do to raise concerns |

## Upload evidence for option A

please be aware only **one** file is allowed per answer

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## Upload evidence for option B

please be aware only **one** file is allowed per answer

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## Upload evidence for option C

please be aware only **one** file is allowed per answer

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## Upload evidence for option D

please be aware only **one** file is allowed per answer

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**2.6 In the past year, which of the following messages have appeared in internal communications to all employees?**

**Tick all that apply**

**GUIDANCE:** Communications uploaded should have been sent, or made available to all employees (or as many as geographically possible through the specific communication method). Evidence could include emails and screenshots of intranet posts. IDAHoBiT refers to the International Day Against Homophobia, Biphobia and Transphobia. In your uploaded evidence, make clear who/how many employees the communication reached. Evidence provided for option A. must clearly include all identities within LGBT.

A. Information about LGBT History Month, Pride, Spirit Day and/or IDAHoBiT

D. Information about the LGBT Employee Network Group and allies activity

**Upload evidence for option A**

please be aware only **one** file is allowed per answer

https://stonewallsubmit.fluidreview.com/resp/111493128/HCRtTDwTW4/

**Upload evidence for option D**

please be aware only **one** file is allowed per answer

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| | |
|---|---|
| **Provide date for option A** | 18/02/2019 |
| **Provide date for option B** | (No response) |
| **Provide date for option C** | (No response) |
| **Provide date for option D** | 01/10/2018 |

# The Employee Lifecycle: Part 3

## 2.7 In the past year, which of the following career development opportunities has the organisation specifically communicated to LGBT employees?

**Tick all that apply**

**GUIDANCE:** Communications here can either be specific communications to LGBT people through the employee network group OR an all-employee communication making it clear you welcome LGBT employees on the programmes/opportunities.

A. General leadership and development programmes

C. LGBT specific seminars and conferences

| | |
|---|---|
| A. Describe the programmes and how these programmes are promoted to LGBT employees: | The Trust uses a personal development review (appraisal) including the Maximising Potential Conversation tool - an inclusive approach to identifying talent within the organisation. UHNM has a comprehensive leadership and development brochure for all staff - the Leadership Development Brochure. All applications and entry onto our leadership programmes is monitored to ensure it is representative of our workforce diversity. |
| C. Describe the programmes and how these programmes are promoted to LGBT employees: | Specific LGBT events are shared via the LGBT+ network, such as the Staffordshire Transgender Who Cares? event, where the two vice chairs of the LGBT+ network attended. Others are identified and cascaded for interest, for example the High Potential Scheme - a new career development scheme to help aspiring middle level leaders accelerate their career. It includes the statement 'Diversity & inclusion are at the heart of HPS applications from BAME, LGBT+, female, and staff with disabilities are particularly welcome. We are also offering anyone from these groups opportunities to access support to apply and for interview preparation'. |

**A. Provide a date on which these opportunities were communicated**    01/04/2019

**B. Provide a date on which these opportunities were communicated**    (No response)

**C. Provide a date on which these opportunities were communicated**    01/08/2019

## 2.8 Does the organisation proactively recognise contributions to the LGBT employee network group during employee performance appraisals?

**GUIDANCE:** The onus should be on the employer/manager to make explicit that network group activity links in with organisational values and count towards diversity goals. Please note, the recognition doesn't have to be financial, but should be systematic and applied to all performance appraisals, not just those of the network leads.

Yes

### Describe how contributions are recognised:

Our personal development review (appraisal) process has an emphasis on how our staff demonstrate our Trust Values - Together, Compassion, Safe, Improving. The appraisal toolkit looks at reviewing individual performance, behaviours and ambitions. The paperwork enables our staff to demonstrate how they have worked towards our compassion and together values, which have a focus on inclusivity and valuing difference, and this is when discussions take place about how an individual has contributed to the values through the activities they have been involved with the LGBT+ Staff Network. This is recorded on the appraisal documentation.

## 2.9 Does the organisation identify and act on any LGBT issues raised at exit interviews or on exit surveys?

**GUIDANCE:** Examples include giving employees an opportunity to raise any issues relating to discrimination they may have experienced in the organisation.

Yes

| | |
|---|---|
| Describe the exit interview/survey process and how LGBT issues would be identified or raised: | Every leaver is given the opportunity to complete a confidential online exit questionnaire (or the option to attend an exit interview face to face). The online questionnaire asks a specific question relating to discrimination: 'Have you experienced any discrimination, bullying or harassment during your employment with UHNM' and then a section to 'Please use this section to raise any issues relating to discrimination that you may have experienced during your employment at UHNM:' |
| Describe how any issues raised would be acted upon by the organisation: | The responses are confidentially managed by a member of the Human Resources team and a quarterly report produced that identifies trends but is completely anonymous. This report would alert to any particular concerns around discrimination in the workplace, either in a certain location or in the kind of discriminatory practice identified. Where this is the case targeted interventions take place, including the Workforce Equality Manager, Freedom to Speak Up Guardian and HR and Organisational Development specialists. |