

Step By Step Guide Reaching the Equalities Standard and Indicators of Cultural Competency

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Introduction

The Equality, Diversity and Inclusion Toolkit

In April 2013 the Diversity Trust published an 'Equalities Standard' for Substance Misuse Service providers in partnership with Bristol City Council and Safer Bristol Partnership.

The Step By Step Guide

This document is a new resources that compliments the Equalities Standard making it more accessible. Indicators of Cultural Competency and a Step by Step Guide will make change the way you work.

Providers to need to take practical steps towards achieve equality, diversity and inclusion and to building a culturally competent workforce. Our step by step guidance will help providers take the necessary step to progress and achieving these goals.

The step by step guide tells us how and when to do things.

It simplifies the Equalities standard into a practical and realistically achievable process.

This means that it is like having an equality and diversity officer with you at each step and that resource can be used to maximum affect.

Cultural Competency Indicators

This gives us an agreed definition and helps us to identity the parts of our work that demonstrate cultural competency.

This resource aims to:

Provide practitioners with the tools to identify what is meant by Cultural Competency.

Support providers to achieve Cultural Competency within the provision of services.

All of the resources will be available to download at www.diversitytrust.org.uk



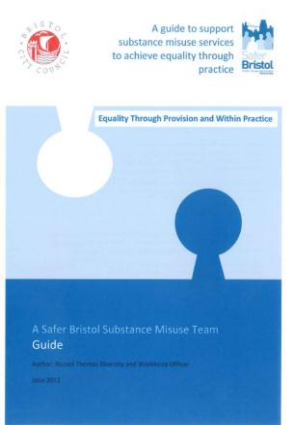
The Equality, Diversity and Inclusion Toolkit

The Toolkit consists of 3 resources:

- The Equality Through Provision and Within Practice Guide (The Guide)
- Diversity Toolkit (DVD)
- Equalities Standard

The Guide

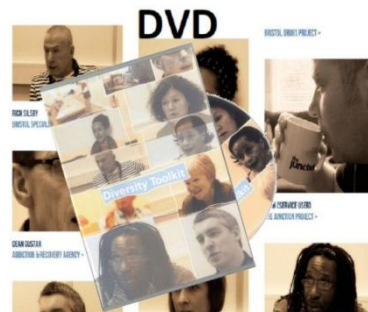
The Guide supports providers to deliver discrimination free services and promote and respect the equality and diversity needs of service users and staff.



DVD

This DVD includes examples of good practice from providers, peer mentors and service users to depict a unique picture of Bristol's substance misuse provision.

Diversity Toolkit



The Equalities Standard

The Standard introduces 4 levels of achievement:

- Foundation
- Preliminary
- Intermediate
- Advanced



Step By Step Guide

This guide uses the following process to change the Equalities Standard in to steps according to the required 'level of achievement'

The process followed is :

- Review
- Implement
- Monitor
- Preparation

See figure 1.1 Below

It systematically re-organises the grids order to follow this process.

Advanced CYCLE- Review				
Gathering and understanding				Scope and Priorities
Use good quality evidence, that is regularly updated and used, of the equalities profile of its communities, and changing needs. MG	Review the impact of initiatives developed and delivered at the "intermediate level".	Be confident that there is strong knowledge about the needs and aspirations of equalities communities. MG	With partners identify how equalities communities are changing and the impact it may have on equality and diversity priorities. MG	Have a coherent vision for equality and diversity which is shared and owned by partners in the local community. CC
Resources, Measures and Targets				
		Set targets and outcomes that meet the needs and aspirations of equalities communities. MG	Set targets that will ensure the workforce is cultural competent and has a clear understanding of equality and diversity. CC	Retain successful initiatives and ensure targets and outcomes continue to be met. MG
Advanced CYCLE- Implementation				
Planning				
Ensure impact analysis/assessments are built into all aspects of decision making, policies and service reviews. They are reviewed regularly with the most up-to-date information. All results are made public. MG	Ensure equality and diversity objectives identified from impact analysis/assessments are integrated into strategic plans. CC	Implement appraisal and objective setting in equality and diversity and allocate performance targets for the whole workforce. CC	Ensure effective forums are in place to challenge, scrutinise and evaluate priorities. ER	Ensure all equalities communities are satisfied that they have had their views taken into account by the provider. ER

Foundation	
Preliminary	
Intermediate	
Advanced	

Figure 1.1: Change Process



Step By Step Guide

The overall number of grids have been reduced to required actions.
See page...

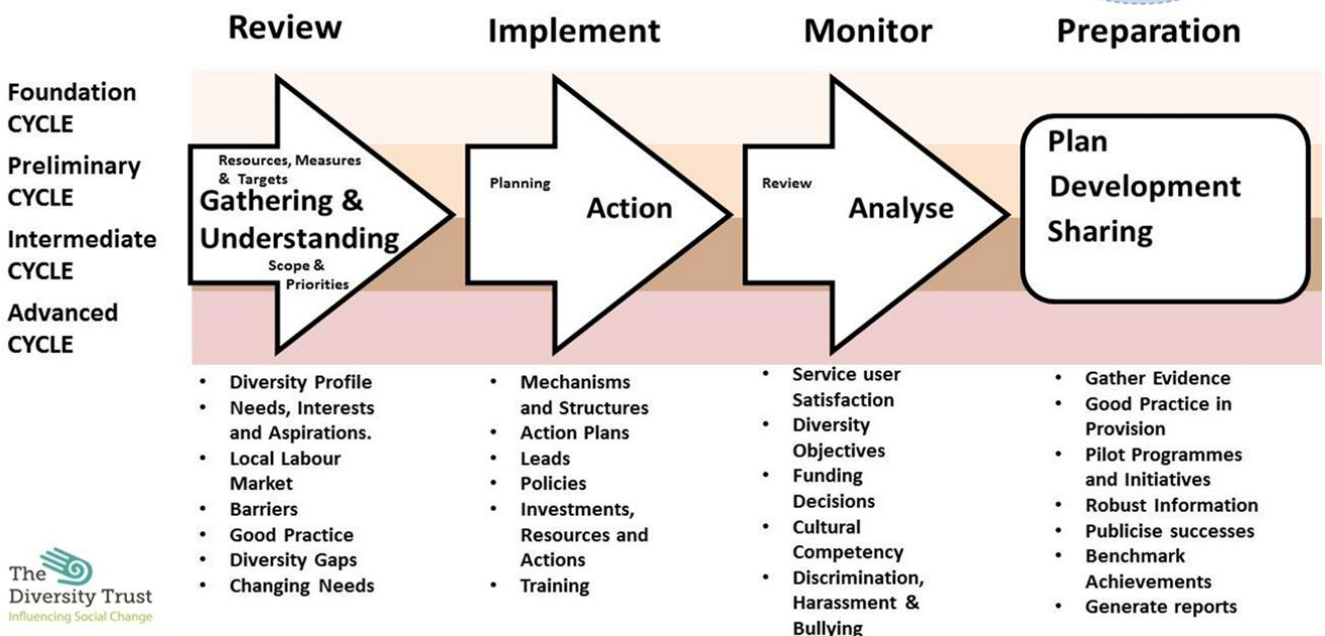
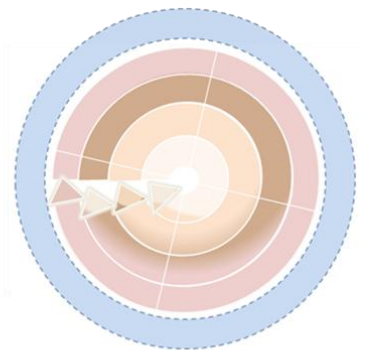
The follow pages will provide more specific information on the actions required to meet each level of achievement.

These actions have been simplified into one accessible poster.

See figure 1.2

Figure 1.2: Step by Step Poster

EQUALITIES TOOLKIT STEP BY STEP GUIDE





- Diversity Profile
- Needs, Interests and Aspirations.
- Local Labour Market
- Barriers
- Good Practice
- Diversity Gaps
- Changing Needs

Review

Foundation

Explore the extent to which you are achieving EnD and inclusion in all areas.

Engage with and find out about the needs and aspirations of ECs.

Recognise existing good practice in EnD and Inclusion.

Set targets to increase representation

Plan ways to meet the needs of ECs.

Preliminary

Review EnD information and engage and consult ECs.

Identify good practice initiatives, and work in partnerships to achieve these.

Examine your understanding of the barriers ECs face and the challenges to engagement and employment.

Ensure you understand the interests and needs of ECs.

Intermediate

Collect information on ECs using a range of techniques.

Identify EnD and inclusion needs and gaps.

Ensure appropriate partnerships are in place to set and achieve joint EnD and inclusion objectives.

Analyse and mitigate adverse impact by allocating resources and actions.

Ensure contracts and agreements take account of EnD and inclusion.

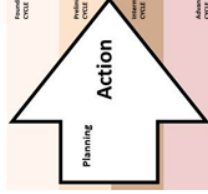
Advanced

Check the quality evidence on ECs and changing needs and Trends.

Review the impact of initiatives, resources and actions, keeping what is successful and most effective.

Have a shared vision for EnD and inclusion with targets that meet the needs and aspirations of ECs.

Set targets towards GC ensuring all have a clear understanding of EnD and inclusion.



- Mechanisms and Structures
- Action Plans
- Leads
- Policies
- Investments, Resources and Actions
- Training

Implement

Foundation CYCLE

Assess decisions for adverse impacts on ECs	Consider EnD and ECs in funding and resource decisions	Prioritise for a diverse and representative workforce.	Identify, prevent and deal with discrimination, harassment and bullying	Promote your EDP through Ecs Groups and orgs
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Preliminary CYCLE

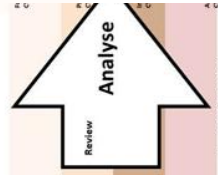
Ensure ECs are effectively consulted/engaged in service planning and delivery.	Ensure partnerships are sustainable and that strategies identify EnD objectives.	Assess adverse impacts on equalities communities.	Allocate resources to improve and benefit under-represented ECs
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Intermediate CYCLE

Actively Ensure ECs. influence priorities and YSWD feedback is given.	Improve EnD outcomes.	Key stakeholders to understand EnD actions and the EDP to be shared with all.	Take steps to ensure that the workforce are CC and understand EnD.	EnD information to be included in induction, performance reviews and appraisals.
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Advanced CYCLE

Have effective forums in place to challenge, scrutinise and evaluate priorities.	Ensure all ECs are satisfied that they have had their views taken into account.	Ensure that the EnD policy exceeds expectations and adds value.	Action a range of innovative processes that deliver EnD and CC outcomes.
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Monitor

Foundation CYCLE

Monitor EnD in contracts and agreements that impact ECs	Carry out a TNA of staff establishing the profile of those accessing training.	Monitor the local labour market and barriers to a diverse workforce.
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Preliminary CYCLE

Assess whether service services are appropriately delivering EnD objectives.	Carry out a TNA with a focus on EnD that identifies the levels of equalities awareness and CC.	Assess the relevant policies that directly effect ECs and amend or developing new ones.
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Intermediate CYCLE

Monitor level of satisfaction and if needs are being met.	Assess whether outcomes have improved.	Monitor the benefits EnD training, initiatives, pilots, funding and allocation of resources to ECs	Monitor and analyse discrimination, harassment and bullying complaints, including agreed actions to be taken, outcomes and levels of victim satisfaction.
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Advanced CYCLE

Review and share a robust EDR.	Increase frequency of monitoring and reviews ensuring EnD outcomes and the needs of all ECs are met .	Review whether all resources and budgeting decisions pay 'due regard' to the 'PSED and all ECs.	Regularly monitor and review the level of access to services by ECs.
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Preparation

Plan

Development Sharing

- Gather Evidence
- Good Practice in Provision
- Pilot Programmes and Initiatives
- Robust Information
- Publicise successes
- Benchmark
- Achievements
- Generate reports

Foundation CYCLE

Prioritise Assessing relevant policies and procedures that impact directly on ECs	Develop a way to measure and analyse data related to ECs to access services.	Develop a way to collect, measure and analyse data related to ECs needs and aspirations.	List identified EC groups and orgs to engage and consult	Identify key EnD priorities for ECs
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Preliminary CYCLE

Ensure there is a satisfactory understanding of good practice in EnD and promote examples.	Have measures to ensure that the diverse needs of all ECs are met.	Identify pilot programmes and initiatives to increase participation.	Collect information and data about ECs and their needs and aspirations.
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Intermediate CYCLE

Ensure those inside and outside the service have a good awareness of the successes in working toward EnD.	Identify Additional needs for ECs	Collate good evidence from monitoring, analysis that you are compliant with equalities legislation.	Collate good evidence quality that the needs and aspirations of ECs are being met.	Ensure that community engagement structures are working effectively.
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Advanced CYCLE

Ensure EnD remains priority throughout service delivery.	Using the outcomes to demonstrate successes and improvements in EnD	Share good practice across the sector and ensure successes are made public.	Benchmark achievements against comparable others.
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Cultural Competency and Recovery Capital

ROADS providers need to have a diverse and representative workforce and should continuously work to become culturally competent.

The Strang 2012, strongly suggests that recovery should:

- Help people to find opportunities to participate in wider society
- Be culturally appropriate

Furthermore Strang speaks of the importance of 'recovery capital':

'We have been clear about the importance of building on the 'recovery capital' someone needs in order to attain and sustain their recovery: their social, physical, human and cultural resources...treatment's part can, and for many should, be vital and substantial'

Strang highlights the 4 most important kinds of 'Recovery Capital', or resource:

- **Social:** support from and obligations to family, partners, children, friends and peers
- **Physical:** finances and safe accommodation
- **Human:** skills, mental and physical health, a job
- **Cultural:** values, beliefs and attitudes held by the individual.

It is essential that practices value cultural, religious, sexual and other forms of diversity as sources of identity and community .

A Recovery-oriented provision requires an understanding of an individual in their cultural context and a willingness to provide flexible services which respect individual and family cultural identities.



Cultural Competency

Cultural competency (CC) is a process it is a contiguous cycle of engagement, learning and development.

‘It is a process of becoming culturally competent, not being culturally competent’

There are a number of models that have been developed to explain cultural competence. This model focuses both on the levels of development and the components and uses definitions and terms that directly relate the Equalities Standard.

This model list 3 essential areas that contribute to an institution’s or agency’s ability to level of culturally competency:

Areas:

- Commitment and Communication
- Mapping and Gapping
- Engagement and Representation

Commitment and Communication

- Demonstrating a Desire (Driving and shaping change)
- Listening and Connecting (Openness and Response to feedback)

Mapping and Gapping

- Knowledge and Awareness
- Targeting and Achieving

Engagement and Representation

- Opportunities for Participation and Influence
- Access and Resources

Performance Areas

Commitment and Communication

Demonstrating a Desire (Driving and shaping change):

- Demonstrating a desire and steps to ensure a learning, developing and inclusive culture within the 'organisational infrastructure' and 'service provision'.
- Services should have a commitment to ensuring equality and diversity considerations are integral to their performance and strategic aims.
- Evidence of organisational commitment in terms of resource allocation, compliance with the Public Sector Equality Duty, service planning and contract management.
- Providers will be committed to evidence based policy and practice in relation to their work on equality and diversity.
- Staff should value diversity and want to become cultural competent.

Listening and Connecting (Openness and Response to feedback):

- Inclusive, clear, transparent and appropriate communication with different equalities communities to enable consultation and identification of needs.
- Understanding an exploring a service users treatment journey and journey to treatment.
- Indication from service users from all equalities communities that their needs have been met and that their voices have been heard.
- 'Holistic' approaches that takes account the needs of individuals and equalities communities.
- Gaining equalities communities respect and trust.
- Having a positive reputation for delivering equality, diversity and inclusive outcomes.
- Sharing knowledge and evidence with other partners in the voluntary, community and public sector.

Performance Areas



Mapping and Gapping

Knowledge and Awareness

- Institutionalised knowledge and awareness of the local communities.
- Equality mapping make use of both national and local data.
- Recognising that the local community is becoming increasingly diverse.
- Understanding differences within equalities communities.
- Being conscious of the dynamics when cultures interact.
- Understanding where equality gaps are for different communities.
- Identifying priorities and key outcomes.
- Providers and staff need to understand the importance of equality and diversity and reducing inequalities.
- Providers should be monitoring the impact of their work in reducing inequality.
- The workforce having opportunities for cultural tours and encounters.
- Having the capacity for cultural competency self-assessment.

Targeting and Achieving

- Identifying key equality and diversity gaps in order to inform priorities.
- Ability to provide responsive services and consider the needs, identity and culture of service users and the workforce.
- Providers should also be working with partners both regionally and locally to improve the availability and access to local equality data.
- Clear evidence that effort to improve results and outcomes equalities communities have been effective.
- Clear evidence that gaps between service users has been reduced.
- Improved levels of service user and staff satisfaction.
- Working together on equalities as an efficient way of addressing local inequalities.
- Developed adaptations of service delivery reflecting an understanding of cultural diversity.
- Success and results with communities above and beyond meeting their cultural needs.



Performance Areas

Engagement and Representation

Opportunities for Participation and Influence

- Services should be actively provide opportunities for equalities communities to effectively engage on every level including; through consultation, decision making, service provision and in treatment
- Improved and effective community and workforce engagement involving individuals, groups and equalities communities who may experience disadvantage and inequality.
- Services finding creative and innovative ways of involving equalities communities, service users and the workforce.
- Service having the means to involve equalities communities in decision making as well as service and workforce development.
- Effective engagement should result in the reciprocal transfer of knowledge and skills among all partners.

Access and Resources

- Services must be working towards and achieving a modern and diverse workforce that looks to represent the service user demographics.
- Service to demonstrate improvements in diversity and growth of service users from under-represented equalities communities.
- The portion entering, actively engaging and successfully completing in treatment remains balanced.
- Services work to meet the needs of those under-represented equalities communities.

Cultural Competency Indicators

The Equality Standard highlights a number of examples of Cultural Competency as shown below:

Indicators of Cultural Competency

The image displays nine tables arranged in a 3x3 grid, illustrating indicators of cultural competency. The bottom-left table is labeled 'Preliminary OCL' and the bottom-middle table is labeled 'Intermediate OCL'. Each table contains a grid of text with some cells highlighted in yellow, representing specific examples of cultural competency.

These highlighted areas have been simplified and made more accessible and reduced to 2 levels:

- Foundation – Preliminary
- Intermediate – Advanced

The first has an emphasis on approaches and attempts.

The second provides more measurable and richer outcomes.

'Equalities Communities'

For the purpose of the training we are defining 'equalities communities' in relation to the 'protected characteristics' in the Equality Act (2010), these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Definitions

For the purpose of the model we have used the following definitions for the terms **equality**, **diversity** and **inclusion**.

- **Equality** is about creating a fairer society, where everyone can participate and has the opportunity to fulfill their potential.

- **Diversity** literally means difference. When it is used as a contrast or addition to equality, it is about recognising individual as well as group differences, treating people as individuals, and placing positive value on diversity in the community and in the workforce.

- **Inclusion** is seen as a universal human right and aims at embracing all people irrespective of their protected characteristic. It is about giving equal access and opportunities and getting rid of discrimination and removing barriers.