

Notes from Workshop 2 – Diversity

Chaired by Suzanne Marshall, CDN

DIVERSITY SUMMARY

- Explored the make-up of occupations particularly around gender, questions surrounding what other data is needed to support diversity.
- How do we develop inclusive environments?
Who decides what is inclusive?
Do those in minority/underrepresented groups think these occupations are inclusive?
- Reasonable adjustments and challenges around this need to be considered. Especially when we consider competencies required by professional bodies
- Access to men into professional care is an interesting programme that could help with diversity in the nursing career. Providing a good route for men to enter the care setting and provides good support for the students
- Can the model be sustained and developed further?

Presentations by Kristi Long Equality and Diversity Adviser NES
Patricia Currie and Lynn Campbell Glasgow Kelvin College

There was a wide-ranging debate during the workshop. Feeling that the conference had only scratched the surface and a demand for more opportunities for these dialogues to continue.

Questions raised were:

- Q1. How would you define an inclusive learning or working environment?
- Q2. Do we have them? What would studies say? Do you think they are less inclusive? Are there groups of students you think they are less inclusive for and why is that?
- Q3. Why does it matter?

A1. All sexes have a fair opportunity.

Open minded staff to encourage diversity.

Need to challenge negative stereotypes.

Acknowledge that there have been considerable advances made in diversity but still more to do.

How can we make recruitment more attractive to men, challenging the stereotypes within the workplace?

There are though other groups where inclusion is important for example with refugees.

A2. Do need to consider in a competency-based profession that patient safety is paramount. Require to be honest in connection with fitness to practice. There are other areas that people can work with in the NHS. For example, students who are academically able but have physical difficulties to meet the requirements.

The competency should be met at the level it is defined.

A3. From the Tackling gender imbalance in the care profession, there was a recognition that the current practice of going into primary schools with the mini NHS nurses' uniform was having a good effect in challenging how a nurse is portrayed. Appreciation that there were a number of good projects.

CONTACT: College development Network. Leading. Creating, Sharing

Email: info@cdn.ac.uk

Web page: www.cdn.ac.uk

Facebook: [collegedevelopmentnetwork](https://www.facebook.com/collegedevelopmentnetwork)

Twitter: [@coldevnet](https://twitter.com/coldevnet)

Telephone: 01786 272 400