# North East and Yorkshire Inclusive Pharmacy Practice Checklist

This checklist includes recommendations to promote inclusive pharmacy practices within the pharmacy workforce. It covers key areas such as leadership, recruitment, training, to foster an inclusive, and supportive environment for all staff.

1. Leadership and Workforce

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|  | **Actioned (Tick)** |
| Include Inclusive Pharmacy Practice in pharmacy strategies and workforce planning documents. |  |
| Use available data (e.g., PWRES, NHS and local staff surveys) to inform and track progress on inclusivity goals. |  |
| To access ESR equality, diversity and inclusion dashboard for the managed sector -  [https://eproduct.hee.nhs.uk/dashboards-and-reporting](https://teams.microsoft.com/l/message/19:meeting_YjgwOGM3NTEtZGFiMC00MTAwLTlhNGYtZTczNTcxYTNkMjM3@thread.v2/1712150915803?context=%7B%22contextType%22%3A%22chat%22%7D). If you require a login for this complete this form: <https://forms.office.com/Pages/ResponsePage.aspx?id=slTDN7CF9UeyIge0jXdO41fWdvHVUHBEsPXqH4rvjAhUMTE1RUhJTFRSWERGWTk5VFQxMFg5R1VSTSQlQCN0PWcu> |  |
| To access NHS staff survey - [NHS Staff Survey dashboard (nhssurveys.co.uk)](https://nhssurveys.co.uk/nss/survey-information/) |  |
| Conduct thematic analysis of exit interviews to identify inclusivity concerns and take actionable steps based on feedback. |  |
| Take positive action in talent management and leadership development, such as implementing reciprocal mentoring programs and link into to wider organisational EDI networks. |  |
| Ensure inclusive leadership by providing appropriate training and development opportunities for pharmacy staff. E.g. NHS Leadership Academy Inclusive Leadership in Health and Care - [Core Managers: Developing Inclusive Workplaces programme: Course 1 – Leadership Academy](https://www.leadershipacademy.nhs.uk/programme-course-1-inclusive-leadership-in-health-and-care/) |  |
| Signing the RPS Pledge for Inclusion and Wellbeing [Pledge-For-Business.pdf](https://www.rpharms.com/Portals/0/RPS%20document%20library/Open%20access/Campaigns/Inclusion%20and%20Wellbeing%20Pledge/Pledge%20for%20businesses.pdf?ver=ZhTGmMPh07XEhHx8ZvACRw%3D%3D#:~:text=Our%20pledge%20aims%20to%20support,the%20diverse%20communities%20we%20serve) including creating three actions to work on when signing the pledge, sharing this within your and other organisations. |  |

1. Team Meetings and Inclusivity

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|  | **Actioned (Tick)** |
| Include inclusivity as a standing agenda item in senior team meetings to address its impact on patient care and workforce decisions. |  |
| Visibility: Empower staff from diverse backgrounds (LGBTQ+, ethnic minorities, disabilities) to share their experiences and perspectives. |  |
| Have EDI champions within organisations and departments who will advocate for IPP. |  |

1. Language and Communication

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|  | **Actioned (Tick)** |
| Encourage the use of pronouns in email sign-offs and provide education on the importance of personal pronouns. [What Are Personal Pronouns and Why Do They Matter?](https://pronouns.org/what-and-why) |  |
| Use gender-neutral language, such as "partner" instead of "husband" or "wife." |  |
| Be mindful of language sensitivity in relation to diverse groups, such as disability and cultural/religious considerations. |  |

1. Recruitment and Outreach

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|  | **Actioned (Tick)** |
| Engage with under-represented communities in recruitment efforts, including school career fairs, work experience, and outreach initiatives. |  |
| Use a variety of recruitment platforms to maximise reach and encourage diverse applications e.g. social media, video campaigns. |  |
| Establish mentoring schemes to support underrepresented groups in their career progression. |  |
| Remove gender marking in job titles and descriptions to avoid bias. ([Gender-Decoder.Katmanfield](https://gender-decoder.katmatfield.com/)) |  |
| Bias-free job descriptions: Ensure job descriptions are written with inclusive language that avoids gender, age, or ability bias. |  |
| Ensure that interview panels include EDI champions who provide objective feedback and challenge biases. |  |
| Ensure the accessibility of the interview process (e.g., step-free access, virtual options) and offer reasonable adjustments for applicants. |  |
| Ensuring that Human Resources (HR) / recruitment systems routinely anonymise candidates during shortlisting. This includes the removal of professional body registration numbers to ensure a person cannot be identified until the latter stages of the process. |  |
| Ensure all interviewers receive training on unconscious bias, EDI values, and active bystander practices. [Active Bystander Training | Challenging Antisocial Behaviour - The Active Bystander Training Company](https://www.activebystander.co.uk/) |  |
| Thinking creatively to offer flexible working options at all stages from recruitment through employment. Have a transparent and equitable process in supporting flexible working opportunities. |  |

1. Training and Development

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|  | **Actioned (Tick)** |
| Provide cultural competence training for all staff, including modules on unconscious bias, neurodivergence, and active allyship. e.g. Centre for Postgraduate Pharmacy Education (CPPE) (for all pharmacy professionals) or the e-learning for health module [Cultural Competence and Cultural Safety](https://www.e-lfh.org.uk/programmes/cultural-competence/) |  |
| Health Equity Education: Ensure staff understand the social determinants of health and their impact on patient care and pharmacy services. |  |
| All members of the pharmacy team should seek to understand what we mean by IPP and EDI and the different terms associated with EDI. The NEY Leadership Academy has some great resources [Leadership Learning Zone Modules](https://nhs-my.sharepoint.com/personal/david_smith192_nhs_net/Documents/IPP/IPP%20docs%20support.docx). |  |
| Consider utilising specialist facilitators to support pharmacy team education and learning events in relation to the EDI agenda for example, [Yorkshire MESMAC](https://www.mesmac.co.uk/) can support sessions around LGBTQ+ awareness. |  |
| Ensure equitable access to progression opportunities, including for part-time and flexible workers. |  |
| Actively support underrepresented staff to apply for leadership roles and professional development programs. |  |
| Consider the Safe Learning Environment [NHS England » Safe Learning Environment Charter – what good looks like](https://www.england.nhs.uk/long-read/safe-learning-environment-charter/) |  |

1. Supportive Work Practices

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|  | **Actioned (Tick)** |
| Flexible Working: Offer flexible work hours or shifts to accommodate employees’ diverse needs, including religious practices, caregiving responsibilities, or health issues. |  |
| Religious and Cultural Accommodations: Respect religious observances (e.g., prayer times, fasting) and cultural holidays, allowing employees to take time off or adjust schedules as needed. |  |
| Ensure workplace accommodations are available for employees with disabilities, including physical, sensory, neurodivergence or mental health conditions. |  |

1. Inclusive Pharmacy Practice (IPP) Smart Action Plan

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| **Action** | **Specific** | **Measurable** | **Achievable** | **Relevant** | **Time-Bound** |
| **Example:** Implement CPPE (for all pharmacy professionals) Cultural Competency Training | Develop and deliver training on cultural competency for pharmacy staff. | At least 90% of staff complete the training | Partner with EDI experts and pharmacy bodies to facilitate training. | Ensures staff understand and address health inequalities. | Launch within 3 months and review impact annually. |

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| **Action** | **Specific** | **Measurable** | **Achievable** | **Relevant** | **Time-Bound** |
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