The importance of EDI data

National Support Line

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This session will cover:

❖What do we mean EDI data?

❖Why is EDI data important?

❖How do we use EDI data?

❖Evaluations

❖How/when to collect EDI data from callers

❖EDI category options on Dynamics

❖Support, advice and your questions answered

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What are the challenges?

Go to Menti.com and enter **2365 8822**

What do we mean by EDI data?

- Protected characteristics
  - Age
  - Gender
  - Ethnicity
  - Disability

- Personal information
  - Post codes (all services)
  - Language (example Refugee Services)
  - Living arrangements (example Independent Living)

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<u>Why is</u> EDI data important?

- Our <u>2030 Strategy</u> aims to prioritise unmet need, focusing on the most at-risk communities including those experiencing health inequalities

  – Are we reaching the people who need our services the most?

  – Are our services accessible and inclusive?

  – Do our People represent the diverse communities that we serve?

- Responding to the Covid-19 pandemic: We know that people have been disproportionately impacted. This includes: BAME people; carers; people living in more disadvantaged areas; and people with learning disabilities (amongst others).

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Why is EDI data important?

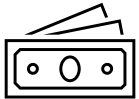Grenfell Tower response – what did we learn?

We should be proud of our response, but:

➢ There are perceptions of BRC that don't match our principles and ambitions.
➢ The people that make up BRC don't match the diversity of communities around us.

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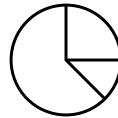
Why do we need accurate EDI data?
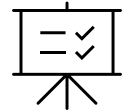
FUNDING FOR SERVICES

BUILDING PARTNERSHIPS

DIVERSITY AND INCLUSION INSIGHTS

SERVICE DEVELOPMENT

POLICY AND ADVOCACY

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Relevance of EDI questions for service delivery and development

- ✓ Person-centred support

- ✓ Safeguarding

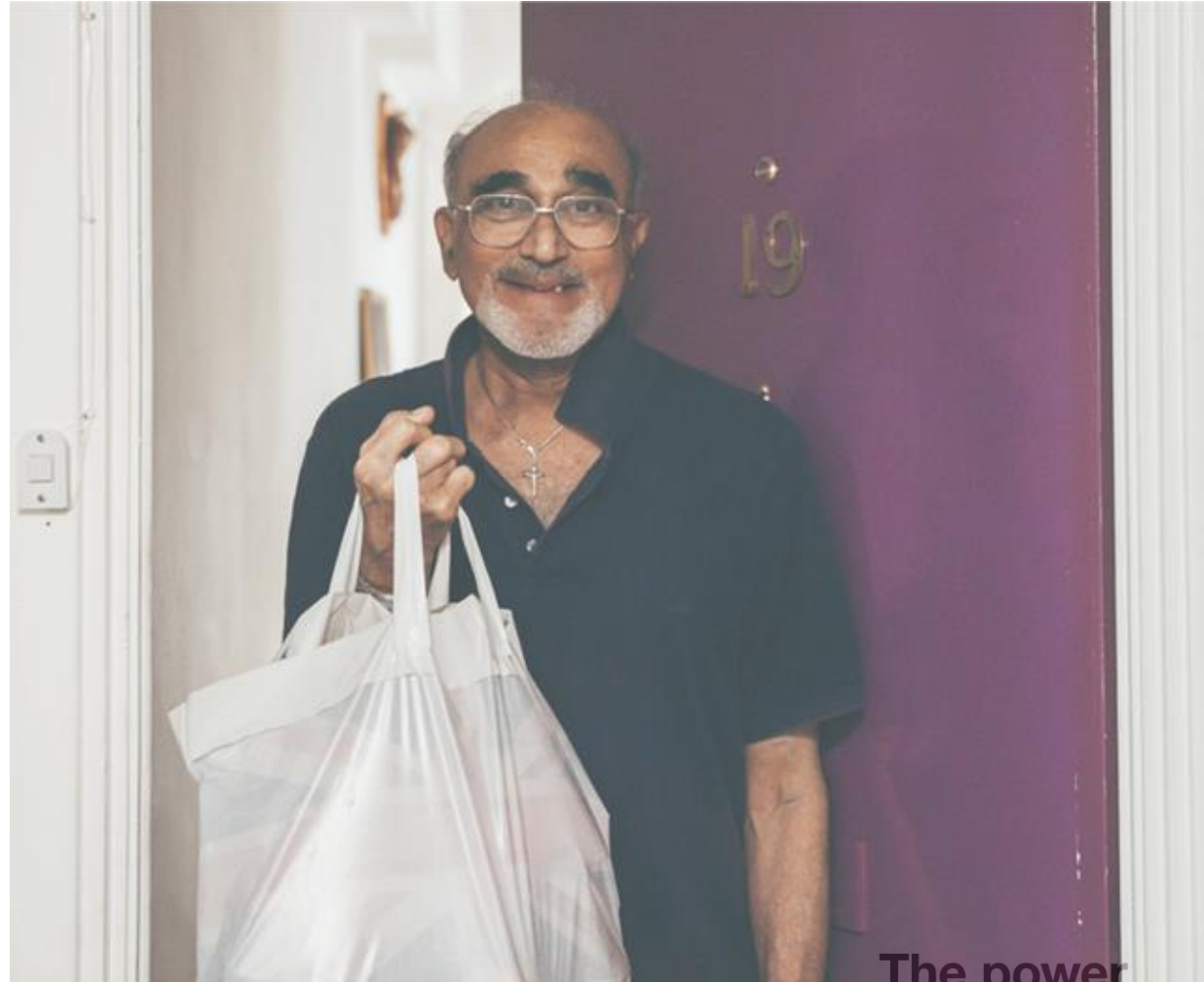- ✓ Identifying unmet need

- ✓ Evaluating objectives

Image: Betty Zapata/British Red Cross

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Support Line Objectives

- ✓ People high on the Vulnerability Index

- ✓ BAME* people

- ✓ Sharing data insights with stakeholders

- ✓ Using insights to improve the service

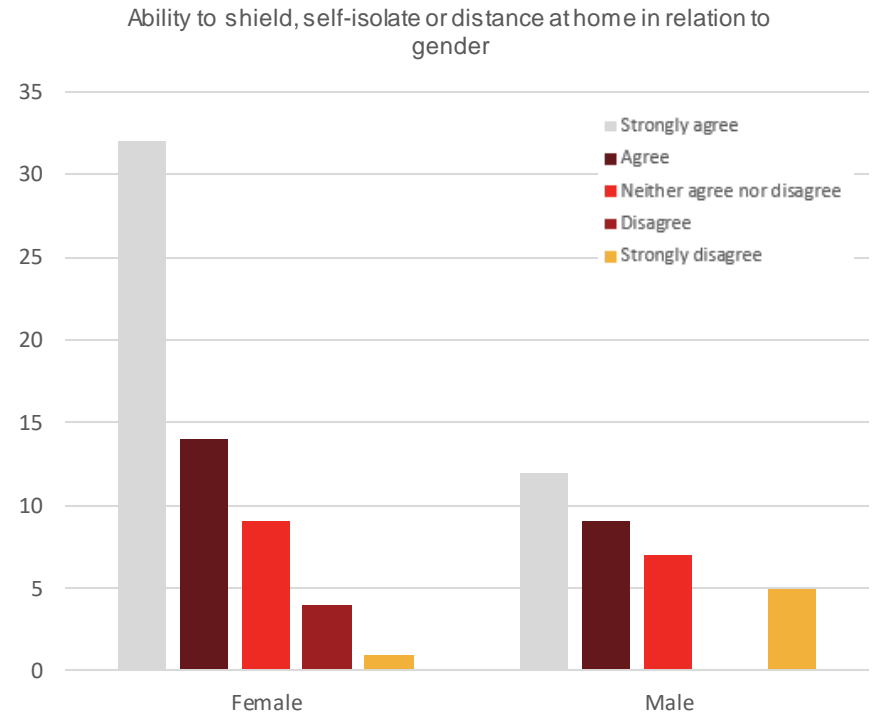- ✓ Ensuring support line is accessible to people with diverse needs

*Black, Asian and Minority Ethnic

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Evaluation using EDI data

- Knowing how service users from different backgrounds experience our service helps us tailor the service to meet the needs of everyone

- The more data we have the easier this is

- Currently EDI data is only collected from service users who choose to respond to our feedback survey sent through SMS

- This means our data sample is small and biased as only those who want to/are able to respond

- We're not getting a true representation of our service users

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Examples of how we can use EDI data in evaluation

Experience of service across genders

Legend:
- Very poor
- Poor
- Neither good nor poor
- Good
- Very good
- Don't know

Ability to shield, self-isolate or distance at home in relation to gender

Legend:
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

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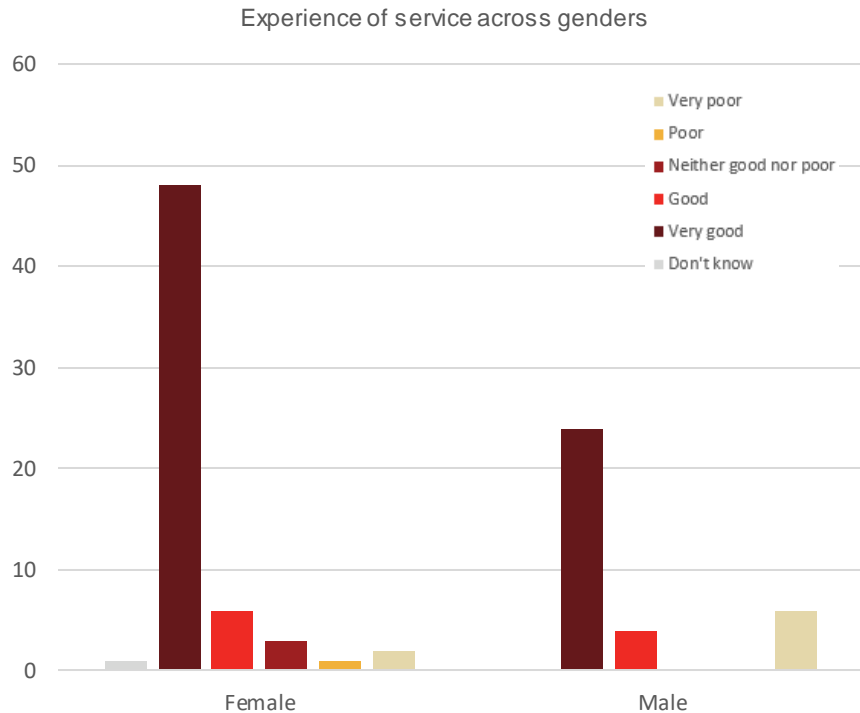
Collecting EDI data

Image: Devon County Council

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Introducing EDI questions

See 'Suggested Script' document

- Do you mind if I ask just a few more questions about yourself?

- We use this information to provide support that is relevant to you and for monitoring purposes.

- You can answer with 'prefer not to say' for any of these questions.

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Scenario 1 – ask at the same time as collecting personal information

- This would be our ideal scenario and we expect this approach for the majority of calls. It is easier to complete on the system and can inform support offered.

- When asking for personal details (name, contact details) check with caller if we can ask for some additional information.

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Scenario 2 – ask at the end of the call

- If a caller is upset or conveys the need for urgency when they call.

- Once needs have been discussed, ask caller if we can ask for some additional information.

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Scenario 3 – not appropriate to ask

- If a caller is distressed, at-risk and/or a safeguarding response is needed.

- Prioritise needs over information-gathering.

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Recording 'prefer not to say'

- If a caller is unsure about or unhappy with answering EDI questions, please record as 'prefer not to say'.

- It is important to complete this option to avoid a repeat caller being asked those questions again.

- This option can be monitored for any trends and we can separate from cases where it was not appropriate to ask.

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Inclusive language

See our Inclusive Language and Behaviour guidance

Avoid	Use instead
'Old person', 'Codger', 'Fogey' 'Youngster' 'Baby' 'Kid'	'Elderly person' 'Older person' 'Person is … years old' Young person, young man/woman 'Person is … years old'
'Transgendered', 'Transsexual,' 'It', 'he-she'	Trans/transgender/ person, woman or man Preferred gender pronoun by the individual (e.g. he, she, and they*). *They /their / them are commonly used gender-neutral singular pronouns
'(The) handicapped', '(the) disabled', 'crippled'. 'Afflicted by', 'suffers from', 'victim of…' 'In a wheelchair', 'wheelchair-bound', 'confined to a wheel'. 'Mentally unstable', 'poor mental health'.	Disabled person or people (plural) Has… {name of condition or impairment}. Wheelchair user. Person with a mental health condition. Has … [name of mental health condition]
'Coloured person' 'Half-caste' Asking for a person's 'Christian' name	'BAME (Black, Asian and minority ethnic)' 'ethnic minority' '...of [nation] origin' 'Mixed race', 'dual heritage' or 'mixed background' First name, forename

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Age

Additional fields added to database

CONTACT INFORMATION

First Name	*	EDI Test			Age Range	---
Last Name	*	McTest			Gender	---
Postcode	*	AB12 3CD			Ethnicity	---
Postcode (Lookup)	*	---			Home Phone	---
🔓 Region (Lookup)	*	---		Click to add text	Mobile Phone	+ ---
					Address Line 1	---

Age Range	--Select--	⌄
	--Select--	
Gender	under 26	
	26 - 35	
Ethnicity	36 - 45	
	46 - 55	
	56 - 65	
Home Phone	over 65	
	Prefer not to say	

Gender

If someone identifies as non-binary or 'other' it is important to check their preferred pronouns and ensure this is used in casenotes.

Image: Shutterstock

Recording on Dynamics

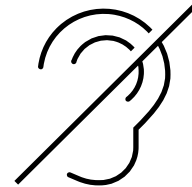|	
Age Range	---
Gender	--Select-- ⌄
	--Select--
	Male
Ethnicity	Female
	Non-Binary/Other
	Prefer not to say
Home Phone	
Mobile Phone	+ ---

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Disability

The way 'disability' is understood will affect how people respond to the question.

What are the common associations with the term 'disability'?

Asking about disability

What do we mean by disability?

'You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'*

People with cancer, HIV and Multiple Sclerosis (MS) are considered disabled from point of diagnosis.

Exclusions: hay fever, addictions, short-sightedness that can be corrected e.g. by wearing glasses

How should we ask the question?

Do any of the following apply to you? (read options)

Do you have any health issues that cause you a lot of difficulty?

Would you describe yourself as having a disability? This includes long-term physical or mental ill-health as well as any impairments.

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Recording disability on Dynamics

These are the categories from the database. Please note, you should add multiple options where relevant.

The disability option appears once a service user record is created on the summary page.

hearing impairment
visual impairment
physical impairment
learning impairment

learning difficulty e.g. dyslexia

memory impairment
speech impairment
long term mental ill health

long term medical condition

other, please specify
none
prefer not to say

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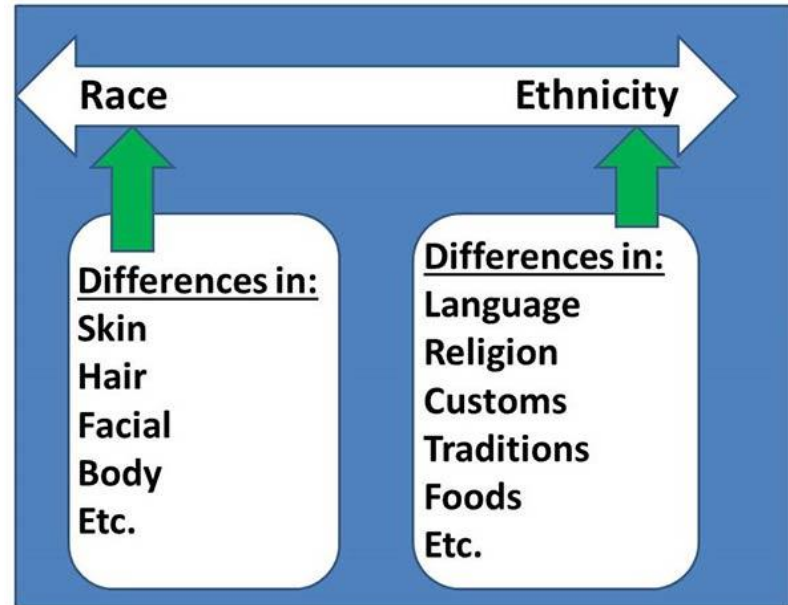
Ethnicity

Image: Kankakee Times

What do we mean by 'ethnicity'? How can we tell a person's ethnic group?

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Ethnicity

In the Equality Act, race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport.
Race also covers ethnic and racial groups*.

Race | Ethnicity

Differences in:
Skin
Hair
Facial
Body
Etc.

Differences in:
Language
Religion
Customs
Traditions
Foods
Etc.

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Ethnicity can be subjective. Some people identify strongly with their country of origin, and for other people, their ethnic identity may be more related to culture and/or religion. As with all EDI fields, we must ask the service user to provide this information.

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Recording ethnicity on the Dynamics

How should we ask the question?

How would you describe your ethnic group? / Which of these best describes your ethnic group?

Go through the condensed options: Arab, Asian, Black, Mixed, White, or Other. Then go through the options for that category.

Input on Dynamics

Arab

Asian: Bangladeshi
Asian: Chinese
Asian: Indian
Asian: Other
Asian: Pakistani

Black: African
Black: Caribbean
Black: Other

Mixed: Other Background
Mixed: White & Black African

Mixed: White & Black Caribbean
Mixed: White Asian

White: British
White: English
White: Gypsy or Irish Traveller
White: Irish
White: Northern Irish
White: Other
White: Scottish
White: Welsh

Other: Ethnic Other (Free text)

Prefer not to say

Unknown – where a service user is unsure

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Any questions?

I am worried about asking these questions…

It may help to have a couple of phrases handy:

- We ask everyone the same questions and we can't make any assumptions. Thanks for your patience.
- It's your information, so it's really important to us that you are happy with what's recorded.
- This information will only be used anonymously.

Remember:

- BRC is committed to monitoring diversity and inclusion. It is part of your role to collect this information and you can say that.

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Not sure how to record something...

- Familiarise yourself with EDI categories on BRM.

- If you don't know how their answer corresponds with our categories - ask them to choose from our options, if possible. If their answer falls outwith our categories, reassure them we will add a note somewhere else on the system (check if unsure how to do this).

- We are here to support you so flag any issues with line managers and/or myself

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Ongoing Support

Your suggestions

❖ (Additional) Training

❖ Have a pilot phase and then look at lessons learned

In progress

Guidance for frontline workers

❖ Understanding EDI terminology

❖ How we use EDI data

❖ Good practice for asking EDI questions

Continuing data quality activities

❖ Providing support to frontline teams

❖ Identifying the challenges

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Resources

❖ <u>Equality and Diversity Policy</u>

❖ See our <u>Inclusive Language and Behaviour</u> guidance

❖ <u>Data Quality Strategy</u> – including the data quality standards

❖ E-Learning:
  o Data Matters (new as of Feb 2021)
  o Various EDI mandatory and optional: See 'Our commitment to equality, diversity and inclusion' (4 mins)

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Thank you for attending the session!

The work you do to capture EDI data is hugely appreciated and will help us to understand more about the people using the service and support service development.

Comments/questions/feedback

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