Policy

EQUAL OPPORTUNITIES AND REASONABLE ADJUSTMENTS POLICY

SETTING	Pharmacy Workforce Development South (PWDS)
FOR STAFF	All learners/trainees, educational supervisors, designated supervisors, training programme directors, assessors and staff involved in the delivery of PWDS education and training programmes.
ISSUE	Equal Opportunities and Reasonable Adjustments Policy

1. Purpose

Pharmacy Workforce Development South (PWDS) is committed to promoting equality, diversity and inclusion across all education and training programmes.

We aim to ensure that all learners/trainees and programme participants are treated fairly, with dignity and respect, and are provided with an equitable opportunity to achieve the learning outcomes of their programme.

PWDS recognises its responsibility to make reasonable adjustments for learners/trainees with disabilities, long-term health conditions or specific learning needs, in accordance with the Equality Act 2010.

2. Scope:

This policy applies to all learners/trainees, educational supervisors, designated supervisors, training programme directors, assessors and staff involved in the delivery of PWDS education and training programmes.

3. Policy Statement:

PWDS is committed to creating an inclusive learning environment that reflects and values the diversity of the healthcare workforce and the communities it serves.

No learner will be disadvantaged or discriminated against on the grounds of:

- Age
- Disability
- Gender reassignment

- Marriage or civil partnership
- Pregnancy or maternity
- Race, ethnicity or nationality
- Religion or belief
- Sex
- Sexual orientation
- Socio-economic background
- Caring or family responsibilities
- Neurodiversity or learning differences

PWDS is committed to the principles set out in the **South West Inclusive Pharmacy Practice (SW IPP) Manifesto**[1], which promotes equality, diversity, inclusion, belonging and culturally competent practice across the pharmacy workforce. We recognise that creating an inclusive learning environment is essential to supporting both workforce wellbeing and equitable patient care. Through this policy, PWDS seeks to remove barriers to participation, value the diverse experiences and perspectives of our learners, and ensure that all individuals are treated with fairness, dignity and respect. This commitment aligns with the SW IPP Manifesto's ambition to create inclusive workplaces, address inequalities, and enable all members of the pharmacy workforce to thrive and reach their full potential.

This policy also supports our responsibilities under the **NHS England Safe Learning Environment Charter (SLEC)**[2]. By promoting reasonable adjustments, psychological safety, inclusion, flexibility and equitable access to learning opportunities, PWDS contributes to the Charter's priorities of respect and feeling valued, positive identity, wellbeing, effective communication, flexibility, supervision, and meeting individual teaching and learning needs. We are committed to fostering learning environments where learners feel safe, supported and empowered to succeed, and where equality, diversity and inclusion remain a central principle underpinning all educational activity

4. Reasonable Adjustments

PWDS recognises that some learners/trainees may require additional support or adjustments to ensure equitable access to learning, training and assessment activities.

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A reasonable adjustment is a change to learning, teaching, assessment or programme arrangements that reduces disadvantage experienced by a learner due to a disability, learning difficulty, neurodivergence, mental health condition or long-term health condition. Reasonable adjustments are intended to remove barriers to participation while maintaining the integrity, validity and required standards of programme outcomes and assessments.

Adjustments will be considered on an individual basis and may include support related to:

- Learning activities
- Training events and workshops
- Assessments and examinations
- Workplace-based learning
- Digital and online learning
- Communication and accessibility requirements

5. PWDS Commitments

To support equality and inclusion, PWDS will:

- Provide advice and guidance that is responsive to individual learner needs.
- Deliver programmes and assessments fairly and consistently.
- Consider requests for reasonable adjustments in a timely and supportive manner.
- Ensure adjustments do not compromise required learning outcomes or professional standards.
- Provide learning materials that are accessible and inclusive wherever possible.
- Support educational supervisors and programme teams to implement agreed adjustments.
- Maintain confidentiality when handling personal information.
- Monitor learner experience and programme quality to promote continuous improvement.
- Operate fair and transparent quality assurance processes.

6. Requesting Support or Adjustments

Learners/trainees who believe they require additional support or reasonable adjustments should discuss their needs as early as possible with:

- Their Designated Supervisor; or

- Their Educational Supervisor; or
- Their Training Programme Director.

Learners/trainees are encouraged to provide relevant information or evidence to support adjustment requests where this is necessary to determine appropriate support. All requests will be treated in the strictest confidence

7. Requesting Support or Adjustments

Where a learner believes an adjustment is required to enable them to complete an assessment fairly, the request should be discussed with their Educational Supervisor in the first instance. Any agreed adjustment must:

- Address the identified disadvantage.
- Reflect, wherever possible, normal learning or working practices.
- Maintain the validity and reliability of the assessment.
- Ensure programme outcomes and professional standards continue to be met.

PWDS will review requests on an individual basis and work with learners/trainees and supervisors to identify appropriate arrangements.

8. Roles and Responsibilities

PWDS

PWDS will:

- Promote equality, diversity and inclusion.
- Consider and implement reasonable adjustments where appropriate.
- Provide guidance to learners/trainees and supervisors.
- Maintain confidential records of agreed support arrangements.
- Ensure policies are applied consistently.

Educational and Designated Supervisors

Supervisors will:

- Support learners/trainees in identifying potential barriers to learning.
- Signpost learners/trainees to available support.
- Implement agreed reasonable adjustments where appropriate.

- Communicate concerns promptly to PWDS.

Learners/Trainees

Learners/Trainees are responsible for:

- Informing PWDS of any support needs as early as possible.
- Engaging with discussions regarding reasonable adjustments.
- Providing relevant information where required.
- Raising concerns if agreed support is not being implemented effectively.

9. Confidentiality

PWDS recognises that requests for support may involve sensitive personal information. Information relating to disabilities, health conditions or learning needs will be treated confidentially and only shared on a need-to-know basis, with the learner's knowledge and, where appropriate, consent, in accordance with relevant data protection legislation.

10. Concerns, Complaints and Appeals

Learners/trainees who believe they have not been treated fairly under this policy or who wish to raise a concern should contact their Training Programme Director in the first instance.
If the matter cannot be resolved informally, learners/trainees may follow the relevant PWDS Appeals or Complaints Procedure, details of which are available:

- Within programme resources; and
- On the PWDS website.

11. Relationship to Employer Policies

Learners/trainees employed by NHS organisations are also subject to the equality, diversity, inclusion and reasonable adjustment policies of their employing organisation.
PWDS will work collaboratively with employers where appropriate to support learners/trainees and ensure consistency of support arrangements.

12. Monitoring and Review

This policy will be reviewed every two years, or sooner if required by legislative, regulatory or organisational changes.

Appendix 1: Guidance and Examples of Reasonable Adjustments

The support required will vary according to the individual learner and their circumstances. The examples below are intended as guidance and are not exhaustive.

Learning Environment and Resources

Examples include:

- Quiet working areas or breakout spaces.
- Visual timers.
- Colour overlays.
- Fidget tools.
- Non-verbal communication cards.
- Coloured pens and highlighters.
- Accessible electronic resources.

Accessible Learning Materials

Consider:

- Use of accessible fonts such as Arial or Calibri.
- Off-white backgrounds where appropriate.
- Large font sizes.
- Clear headings and layouts.
- Use of images, diagrams, flowcharts and mind maps.
- Avoiding reliance on colour alone to convey information.
- Providing subtitles and captions for recorded content.
- Recording online sessions where appropriate.

Communication and Teaching Approaches

Consider:

- Clear written and verbal instructions.
- Explicit expectations and timelines.
- Advance sharing of agendas and learning materials.
- Follow-up emails with key actions.
- Non-judgemental and inclusive language.
- Opportunities for alternative methods of participation (e.g. Mentimeter).

Training Events

Consider:

- Regular breaks.
- Flexible arrival times where possible.
- Information about venue access, transport and parking.
- Information about expected noise levels and event structure.
- Familiar groupings where appropriate.
- Adequate personal space and seating arrangements.

Flexible Assessment and Task Completion

Where appropriate:

- Additional time for written assessments.
- Breaking tasks into smaller steps.
- Alternative submission formats (written, oral, presentation, video or voice recording).
- Templates or exemplar materials.
- Flexible deadlines.
- Remote participation options.
- Additional preparation time.

Assistive Practices

Learners/trainees may benefit from:

- Ear defenders or ear plugs.
- Sunglasses.
- Note-taking devices.
- Session recordings.
- Headphones during independent work.
- Standing or walking during learning sessions.
- Doodling or stimming behaviours.
- Use of mobile devices for learning purposes.

Ongoing Support

Consider:

- One-to-one support sessions.
- Regular wellbeing check-ins.

- Reminder emails for key events and deadlines.
- Provision of induction materials and guidance resources.
- Option to keep cameras off during virtual sessions where appropriate.

References:

1. *South West Inclusive Pharmacy Practice (SW IPP) Manifesto*, NHS England South West (2024) South West Inclusive Pharmacy Practice Manifesto. Available at: https://pwds.nhs.uk/wp-content/uploads/2024/01/CS56083-NHSE-SW-Inclusive-Pharmacy-Practice-Manifesto-FINAL.pdf (Accessed: 5 October 2026).

2. *Safe Learning Environment Charter (SLEC), NHS England (2024)* Safe Learning Environment Charter – What Good Looks Like. Available at: https://www.england.nhs.uk/long-read/safe-learning-environment-charter/ (Accessed: 5 October 2026).

Document Change Control

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