

 For information

**>LSC**

Leading learning and skills

# Race Equality in Employment Standard

## November 2005

Of interest to the post-16 education sector



The proposed new Race Equality in Employment Standard (REES) offers organisations a simple and coherent framework for embedding good race equality practice into employment and human resources (HR) functions.

The standard has five stages of attainment, each subject to internal audit and scrutiny.

It sets out clear performance indicators and examples of evidence to support internal audit and self-assessment activities at both corporate and departmental level. It supports a whole-organisation approach to continuous improvement.

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# Introduction

## Background

**1**  
In July 2002, the Commission for Black Staff in Further Education<sup>1</sup> (the Commission) put forward important and wide-ranging recommendations for improving the status and career prospects of Black<sup>2</sup> staff across the learning and skills sector. This Race Equality in Employment Standard (REES) has been developed to support the Commission's recommendations by assisting colleges, adult and community learning (ACL) and work-based learning (WBL) providers with over 150 employees, to address issues of race equality in employment systematically. The standard was approved in draft form by many of the sector's key stakeholders.<sup>3</sup> It has been improved and further refined during a year-long pilot involving 16 LSCs and 33 local providers who volunteered to take part.

## Why adopt the standard?

**2**  
The proposed new REES offers organisations a simple and coherent framework for embedding good race equality practice into employment and human resources (HR) functions. It complements a number of sector-wide requirements, including the following.

- **Compliance with the Race Relations (Amendment) Act 2000 (RRAA)** – REES provides a framework for complying with the general and specific duties of the RRAA.
- **LSC development planning process** – the REES complements the monitoring requirements of the development planning process and can be linked to local equality and diversity impact measures (EDIMs).

- **Success for All** – the REES helps providers to build on good practice outlined in *Success for All* relating to employment, tackling staff under-representation and promoting access and take-up of continuing professional development.
- **Inspection** – the REES provides guidance and performance indicators that support Ofsted or Adult Learning Inspectorate (ALI) inspection requirements and promote best practice across the whole organisation. A detailed statement is contained in the *Handbook for Inspecting Colleges*.<sup>4</sup>
- **Promoting equalities** – the REES provides a transferable template for the monitoring and review of other equality policy commitments. It is easily incorporated into existing strategic and performance management frameworks, helping to reinforce other quality assurance and self-assessment activities. It can also be linked to regional Beacon awards and internal incentives.
- **Sector-wide commitment** – the REES can also be adopted and adapted to provide a voluntary framework by ACL and WBL providers and others working in partnership with the learning and skills sector who are not legally bound by the RRAA.

**3**  
The REES therefore offers:

- a timely mechanism for ensuring RRAA compliance by providers, and other listed public bodies in the learning and skills sector
- a means of measuring, monitoring and regularly reviewing progress
- a practical tool for large organisations located in both diverse and predominantly White areas
- a local, regional and national incentive for continuous improvement across the learning and skills sector.

<sup>1</sup> The Commission's terms of reference were to examine:

- the current employment profile of Black staff in further education
- the factors that might dissuade Black people from entering careers in further education and those that encourage them to work in the sector
- the institutional factors that might undermine Black staff
- the institutional factors that might inhibit the progression of Black people throughout the sector
- practices in recruitment and selection.

<sup>2</sup> The Commission defined Black as "members of the African, African Caribbean, Asian and other visible minority ethnic communities who may face racism".

<sup>3</sup> Initial consultation to seek approval of the proposed standard included members of the Department for Education and Skills (DfES) Stakeholder Steering Group, a strategic planning partnership set up to ensure sector-wide progress with the Commission's recommendations. It included the Learning and Skills Council (LSC), Adult Learning Inspectorate (ALI), FENTO National Training Organisation, Office for Standards in Education (Ofsted), DfES Standards Unit, Commission for Racial Equality (CRE), Association of Colleges (AoC), Black Leadership Initiative (BLI), NATFHE and UNISON.

<sup>4</sup> The *Handbook for Inspecting Colleges* contains a detailed statement of what inspectors are looking for in relation to colleges' response to race relations legislation, including staffing, under the section on Leadership and Management (para 269,270).  
[www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3911](http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3911)

## How does the REES work?

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The standard has five stages of attainment, each subject to internal audit and scrutiny. It sets out clear performance indicators and examples of evidence to support internal audit and self-assessment activities at both corporate and departmental level. It supports a whole-organisation approach to continuous improvement, since large organisations cannot achieve a higher stage than their lowest performing departments. It is linked to clear advice and guidance provided in the Commission's three good practice guides and its on-line e-learning resource *Home Truths*. For other related publications, see inside back cover.

## What does the REES require?

### 5

The REES requires effective staff training and resources to support and encourage best practice. In particular, it requires commitment from governors and senior managers and empowerment of both new and existing staff to develop:

- an awareness of the importance of promoting race equality in employment
- an appreciation of the value of using baseline data to evaluate the success of employment and HR policies
- an understanding of racial discrimination and its impact on the lives of employees (and, by inference, learners and communities)
- knowledge of specific strategies to meet the needs of different ethnic groups and address specific employment barriers they may encounter
- consultation with relevant staff when developing and reviewing employment, HR and other relevant policies, procedures and services.

## Extending the REES

### 6

The LSC and its stakeholders have agreed to build on the outcomes of the REES pilot by exploring the scope for extending or adapting the standard to address other equality and diversity requirements. The possibilities include:

- a generic equality and diversity standard to promote legal compliance in other areas of employment, including age, disability, gender and sexual preference
- a race equality standard for teaching, learning and the curriculum
- a generic equality and diversity standard to promote good practice in teaching, learning and the curriculum.

## How to use the REES

### The five stages

### 7

The standard consists of five stages:

- **Stage 1:** Starting out
- **Stage 2:** Critical analysis
- **Stage 3:** Action planning and implementing change
- **Stage 4:** Reviewing outcomes and achievements
- **Stage 5:** Championing race equality in employment.

### 8

The stages are progressive and move from an initial planning and setting-up stage through analysis, implementation and review to championing race equality.

### The statements

### 9

Each stage consists of no more than seven statements which demonstrate that a provider has met all that is required at that stage. The stages and statements are summarised in an overall summary.

### The indicators

### 10

Each statement has a set of indicators to demonstrate how the statement should be achieved. This is the main content of the standard.

## The evidence

### 11

Against each indicator are some examples of the kind of evidence to be collected in order to demonstrate how the indicator has been met.

## The key questions

### 12

To help providers understand what is required of each indicator, some key questions have been developed. These suggest things that the provider could do to meet the requirements of the indicator. Some questions will be more relevant to a large provider with a high Black staff profile, for example questions pertaining to departmental breakdowns and consultation at departmental level.

## The sources of guidance

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There is already much guidance on race equality and training. The specific guidance mentioned in this standard relates to:

- the duty to promote race equality: a guide for further and higher education institutions (Commission for Racial Equality)
- attracting people who want to get in: recruitment and selection (Commission for Black Staff in Further Education)
- keeping people who want to stay: retention and progression (Commission for Black Staff in Further Education)
- training people who need to know: staff development (Commission for Black Staff in Further Education).

## The case for a national race equality standard for employment

### Introduction

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Racial Equality Means Quality (REMQ) is the national race equality standard for local government developed by the Commission for Racial Equality in 1995. It requires all local authorities to:

- determine which level they have reached by means of an audit or similar performance review mechanism
- use their findings to develop race equality action plans outlining how they intend to achieve the next level up within a specified timeframe.

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The standard was further developed to incorporate other equality and diversity requirements, resulting in the generic equality standard for local government (EQS), which was introduced in April 2002. The EQS builds on the principles of quality, leadership and community involvement and depends on partnership between the council and the community. It also requires effective performance management of equality and diversity policies. Many local councils continue to use the race equality standard alongside the EQS to encourage continuing progress and promote RRAA compliance.

### 16

The Office of the Deputy Prime Minister's requirement that local authorities indicate which level of the EQS they have achieved is now one of the performance indicators against which all local authorities are audited. It is also a performance indicator within the Government's Best Value performance review framework.<sup>5</sup> The level of attainment of individual authorities is subject to inspection by the Audit Commission, and established through a process of internal audit. The level declared by an authority cannot be higher than that of its lowest performing department.

<sup>5</sup> Best Value equality indicators include:

- the level of the EQS to which the Council conforms (BV2)
- the percentage of top 5 per cent earners and the percentage of local authority employees from black and minority ethnic communities (BV11b and BV17) **excluding staff in LEA-maintained schools**
- the number of racial incidents per 100,000 population (BV 174)
- the percentage of racial incidents resulting in further action (BV175)
- the annual percentage of pupils permanently excluded from LEA-maintained schools per 1,000 pupils by race and gender (BV44).

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This model has provided a transferable framework for use by providers throughout the learning and skills sector. Unlike a kite mark, which suggests a one-off achievement that may be periodically reviewed, the notion of a standard emphasises the need for continuous improvement, and an expectation that the organisation's strategic planning will be guided by the incentive to achieve the next stage up. It also allows for colleges and large ACL or WBL providers in less diverse communities to work towards the most appropriate stage for themselves and the communities they serve, taking full account of guidance and feedback from:

- inspection reports
- development plans
- local EDIMs
- scrutiny of local labour market information and Census data
- changing community profiles.

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By launching the REES to support the recommendations of the Commission for Black Staff in Further Education, a number of stakeholder priorities have been addressed. Most importantly, the REES provides a coherent framework for promoting race equality that complements existing requirements.

- **RRAA compliance** – the REES provides a clear framework for complying with the requirements of the RRAA.
- **Inspection** – the REES can be used to support the self-assessment process.
- **LSC development plans** – the REES complements the development planning process and can be linked to local EDIMs.
- **LSC agenda for change** – the REES can be used as a means of developing a culture of self-improvement.

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While the Commission's remit is confined to race equality, it recognises that the development of the REES provides a basic framework for the eventual monitoring and review of all areas of equality. However, to avoid overload and a loss of focus on race equality, it would wish to see other equality areas introduced incrementally using the REES as the pre-established model.

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To take account of the current climate of work overload and avoid an unnecessary extra tier of bureaucracy, the REES needs to complement existing performance management frameworks. This can be achieved by building it into existing strategic frameworks so that it complements and reinforces ongoing quality assurance and self-assessment activities. If developed and mainstreamed in this way, the REES will provide:

- a timely mechanism for ensuring RRAA compliance
- a means of measuring, monitoring and regularly reviewing progress
- an incentive for continuous improvement.

**21**

Multi-agency support for the REES, if encouraged, will provide a useful focus for staff and community consultation and a sense of common purpose in the organisation's endeavours to achieve the next stage.

**22**

The Commission recognised that implementation of the standard will need to be supported by effective training, including materials and resources to support best practice. To this end, it has produced *Home Truths*, an e-learning resource that reinforces key messages from its three good practice guides. It is intended that this will enable governors, senior managers and targeted groups of staff to develop:

- an understanding of racial discrimination and its implications for employment (and, by inference, service delivery)
- an appreciation of the value of using baseline data to evaluate the success of policies and services
- an awareness of specific strategies to meet the needs of different groups and address specific barriers they may encounter
- an understanding of the need to consult with and involve both staff and local communities in the development of policies and services.

## Benefits of using the REES

### 23

The REES has been piloted extensively and modified during the pilot phase. Examples of the benefits of using the REES are set out below.

- One college used the opportunity provided by the REES to examine and explore how it could better market and advertise job and other opportunities at the college. The framework was discussed at a meeting of the Corporation as well as the senior management team. An open day was held for Black and minority ethnic communities to explore what they thought of the college and what it had to offer, and how the college could develop better and more sustainable dialogue with local Black communities.
- When using the REES framework, a grammar school found that although it had a large number of Black learners, this was not reflected proportionately in its staffing make up. The school decided to use the opportunity presented by the REES framework to reflect on and develop a race equality plan to enhance its policies and practices around increasing the recruitment of Black staff, and potentially also female staff.
- A further education (FE) college found that although it had good employment policies in place and these were regularly reviewed, staff did not know about them. As a result the college will do an awareness raising and consultation exercise for staff next year.
- An FE college worked on a specific race equality subsection of its existing equality and diversity policy, using the CRE guidance for further education as a model. It incorporated a specific section on the main responsibilities of governors, the principal, senior managers, the HR director and all staff.
- An ACL college found that it obtained a poor response from a staff survey which was specifically on ethnicity. On discussing this problem with other providers as part of the pilot process, the college undertook a more comprehensive staff survey which included a question on ethnicity. The response was greater because staff felt that ethnicity was not the main issue, but was just one question amongst a range of questions.
- A WBL provider was not formally bound by the RRAA but was interested in developing a more strategic approach to tackling race equality. The REES framework was used to initiate this discussion within the organisation and the standard was studied by and discussed with the organisation's quality assurance manager and the managing director.



# Summary

## Stage 1: Starting out

**At Stage 1 you will meet the further education general and specific duties of the Race Relations (Amendment) Act 2000 (policies).**

To achieve Stage 1 you will need to demonstrate that you have:

- 1.1 prepared a written statement of your policy for promoting race equality and have undertaken Corporation or Board training in the responsibilities that it requires
- 1.2 undertaken a preliminary review of your recruitment, selection, retention, procurement and race equality policies to consider the impact these may have on staff from different ethnic groups<sup>1</sup>
- 1.3 consulted with staff and stakeholders and incorporated their views and perspectives on the impact of your policies, including your race equality policy
- 1.4 set up systems, by reference to ethnic groups, to monitor the recruitment, selection, career progression and retention of your staff, as well as the recruitment and selection of the Corporation or Board of Directors
- 1.5 ensured that your race equality policy will be published.

## Stage 2: Critical analysis

**At Stage 2 you will analyse your race equality monitoring data and identify areas that require further action.**

To achieve Stage 2 you will need to demonstrate that you have:

- 2.1 critically analysed the race equality monitoring statistics, including those of the Corporation or Board of Directors
- 2.2 consulted with staff and stakeholder groups on the analysis of statistics and discussed potential targets to be achieved within a set time period
- 2.3 modified employment policies and procedures in line with the findings of the review of policies and the analysis of statistics
- 2.4 developed a system for ensuring training contractors who are involved in training students and employers providing work placements or on-the-job training on your behalf have considered the race equality impact of their policies
- 2.5 trained all recruiters and job interviewers in the implementation of the recruitment and selection policies laid down in your race equality or equal opportunities policy
- 2.6 developed information and monitoring systems that will allow you to assess progress in achieving the targets to be set at Stage 3
- 2.7 ensured that the analysis of your monitoring will be published annually.

<sup>1</sup> This means all ethnic groups, including White groups, as defined by the Office for National Statistics and used in the Census.

### Stage 3: Action planning and implementing change

**At Stage 3 you will use the findings from the analysis and consultation from Stage 2 to set targets for improvement. You will also develop, agree and implement an action plan.**

To achieve Stage 3 you will need to demonstrate that you have:

- 3.1 made the Corporation or Board of Directors more diverse
- 3.2 used both statistical and qualitative monitoring data to identify and analyse patterns
- 3.3 set race equality staff targets at all levels
- 3.4 developed and implemented an action plan to achieve the set targets
- 3.5 undertaken training for the Corporation/Board of Directors and all staff through leadership training, induction training and ongoing staff development
- 3.6 published and made widely available the action plan.

### Stage 4: Reviewing outcomes and achievements

**At Stage 4 you will review the action plan and critically review outcomes against the targets set.**

To achieve Stage 4 you will need to demonstrate that you have:

- 4.1 measured progress against the targets set, and identified areas for further action
- 4.2 reviewed the progress of the action plan in partnership with staff and/or employee representatives
- 4.3 applied race equality procedures for training contractors who are involved in training students and employers who are providing work placements or on-the-job training on your behalf
- 4.4 published the outcomes and achievements of your race equality action plan and proposed new actions.

### Stage 5: Championing race equality in employment

**At Stage 5 you will become a champion of race equality in employment.**

To achieve Stage 5 you will need to demonstrate that you have:

- 5.1 demonstrated that the performance of your institution exceeds that of comparable providers
- 5.2 proactively promoted good practice in race equality in employment, locally, regionally, or nationally
- 5.3 received public, stakeholder and peer acknowledgement for your actions and outcomes in race equality in employment
- 5.4 contracted only with training providers and employers who have complied with race equality in employment
- 5.5 ensured that all staff are competent to incorporate race equality issues into all aspects of their work.

# The standard

## Stage 1: Starting out

### 1.1 You have prepared a written statement of your policy for promoting race equality and have undertaken Corporation or Board training in the responsibilities that it requires.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has prepared and endorsed a draft race equality policy, or a section within the equal opportunities or diversity policy that is specific to race equality.</p> <p><b>Evidence: draft race equality policy or section within equal opportunities or diversity policy</b></p>	<ul style="list-style-type: none"> <li>Has race equality been incorporated into policies affecting both staff and learners? For staff, the following policies are relevant:               <ul style="list-style-type: none"> <li>policy on racial harassment and bullying</li> <li>policy or practice on ensuring diversity in both management and governing body</li> <li>promoting race equality in your relationships with partners and community</li> <li>staff recruitment, training and career development policies.</li> </ul> </li> </ul> <p><b>p 13 and pp 26–32 Appendix 1 CRE Guidance<sup>1</sup></b></p>
<p>The Corporation or Board of Directors has linked the equal opportunities or race equality policy to its mission and strategic aims and objectives.</p> <p><b>Evidence: race equality values incorporated into overall mission</b></p>	<ul style="list-style-type: none"> <li>Do the values stated in the mission statement include a commitment to race equality?</li> </ul>
<p>The Corporation or Board of Directors has integrated the race equality policy into its development plan.</p> <p><b>Evidence: race equality embedded into development plan</b></p>	<ul style="list-style-type: none"> <li>Does the development plan mention the race equality actions to be taken to increase the diversity of staff at all levels?</li> </ul>
<p>The Corporation or Board of Directors understands its responsibilities for delivering the race equality policy.</p> <p><b>Evidence: training module or other development opportunities on equal opportunities (including race equality)</b></p>	<ul style="list-style-type: none"> <li>Has specific training for the Corporation or Board of Directors been held on its responsibilities for implementing the race equality policy?</li> </ul> <p><b>p 43 Book 3 CfBSiFE<sup>2</sup></b></p>

<sup>1</sup> Commission for Racial Equality (CRE), *The Duty to Promote Race Equality: A Guide for Further and Higher Education Institutions*.

<sup>2</sup> Commission for Black Staff in Further Education, Book 3: *Training People who Need to Know*.

## 1.2 You have undertaken a preliminary review of your recruitment, selection, retention, procurement and race equality policies to consider the impact on staff from different ethnic groups.<sup>3</sup>

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has demonstrated corporate engagement in a review of the impact of its policies on different ethnic groups.</p> <p><b>Evidence: mention of impact assessment in minutes and annual plans</b></p>	<ul style="list-style-type: none"> <li>Has the Corporation or Board of Directors asked for a review to be made of the impact of its policies on different ethnic groups?</li> </ul> <p><b>pp 15–16 CRE Guidance</b></p>
<p>The Corporation or Board of Directors has developed a mechanism for assessing the development of corporate and departmental race equality in employment objectives and targets.</p> <p><b>Evidence: mention of race equality objectives and target development in Corporation or Board of Directors minutes</b></p>	<ul style="list-style-type: none"> <li>Has the Corporation or Board of Directors committed itself to develop a system whereby it can set and measure employment objectives and targets?</li> </ul>
<p>Senior management has engaged in reviewing the impact of employment policies on different ethnic groups.</p> <p><b>Evidence: impact assessment analysis</b></p>	<ul style="list-style-type: none"> <li>Has senior management made a preliminary review of personnel policies and procedures as to their relevance to race equality?</li> </ul> <p><b>pp 15–16 and pp 32–35 Appendix 1 CRE Guidance pp 36–37 Book 1 CfBSiFE<sup>4</sup></b></p>
<p>Senior management has reviewed the impact on services of procurement function and contracted services.</p> <p><b>Evidence: review of procurement</b></p>	<ul style="list-style-type: none"> <li>Has the organisation looked at how to influence its training sub-contractors' or employers' race equality policies?</li> </ul> <p><b>p 8 CRE Guidance</b></p>

<sup>3</sup> This means all ethnic groups, including White groups, as defined by the Office for National Statistics and used in the Census.

<sup>4</sup> Commission for Black Staff in Further Education, Book 1: *Recruitment and Selection*.

### 1.3 You have consulted with staff and stakeholders, and incorporated their views and perspectives on the impact of your policies, including your race equality policy.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has engaged in consultation with staff, employee representatives and stakeholder groups at a corporate or departmental level on the employment aspects of the race equality policy.</p> <p><b>Evidence: minutes of consultation</b></p>	<ul style="list-style-type: none"> <li>• Has the draft race equality policy been circulated to employee representatives and stakeholder groups with a consultation timetable?</li> <li>• Have consultation events been run on the race equality policy with employee representatives and stakeholder groups?</li> <li>• Has each department run consultation events on the race equality policy with staff?</li> </ul> <p><b>p 14 CRE Guidance</b></p>
<p>Senior management has engaged with staff, employee representatives and stakeholder groups at a corporate or departmental level on the impact assessment of its employment policies.</p> <p><b>Evidence: minutes of consultation; strategy papers</b></p>	<ul style="list-style-type: none"> <li>• Have consultation events been held to review personnel policies with employee representatives and stakeholder groups?</li> <li>• Have consultation events been held to review personnel policies at a departmental level?</li> </ul> <p><b>p 17 CRE Guidance</b></p>

#### 1.4 You have set up systems, by reference to ethnic groups, to monitor the recruitment, selection, career progression and retention of your staff, as well as the recruitment and selection of the Corporation or Board of Directors.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has established systems, at both corporate and departmental level, to monitor all activities that relate to:</p> <ul style="list-style-type: none"> <li>- staff recruitment and selection</li> <li>- retention</li> <li>- career development and opportunities for promotion</li> <li>- recruitment and appointment to governing bodies.</li> </ul> <p><b>Evidence: ethnic monitoring system</b></p>	<ul style="list-style-type: none"> <li>• Has a system been designed to collect data on staff recruitment, retention and progression?</li> </ul> <p><b>p 23 CRE Guidance</b></p>
<p>The Corporation or Board of Directors has established a system to collect data about its recruitment and appointment.</p> <p><b>Evidence: Corporation or Board of Directors ethnic monitoring procedures</b></p>	<ul style="list-style-type: none"> <li>• Has a system been developed that looks at the ethnicity of applicants and their success rates to the Corporation or Board of Directors?</li> </ul>

#### 1.5 You have ensured that your race equality policy will be published.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has taken steps to publish the race equality policy.</p> <p><b>Evidence: race equality policy (or equal opportunities policy) published in annual report and/or website</b></p>	<ul style="list-style-type: none"> <li>• Has the Corporation or Board of Directors arranged for the race equality policy to be publicised annually (for example, on your website or circulated to staff)?</li> </ul> <p><b>p 21 CRE guidance</b></p>

## Stage 2: Critical analysis

### 2.1 You have critically analysed the race equality monitoring statistics, including those of the Corporation or Board of Directors.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has assessed its ethnic profile.</p> <p><b>Evidence: Corporation or Board of Directors minutes; Corporation or Board of Directors diversity training programme</b></p>	<ul style="list-style-type: none"> <li>Has the Corporation or Board of Directors had a discussion on the diversity of its membership and barriers to participation, perhaps at a training session?</li> </ul> <p><b>p 43 Book 3 CfBSiFE</b></p>
<p>Senior management has analysed and interpreted staff ethnic monitoring results and discussed this with the Corporation or Board of Directors.</p> <p><b>Evidence: analytical monitoring report; Corporation or Board of Directors minutes</b></p>	<ul style="list-style-type: none"> <li>Does the senior management team (SMT) regularly discuss the patterns emerging from its ethnic monitoring results?</li> <li>Has a format for reporting regularly to the Corporation or Board of Directors been devised?</li> <li>Does the Corporation or Board of Directors regularly discuss the implications? The following might help as a guide to a discussion with the Corporation or Board of Directors:             <ul style="list-style-type: none"> <li>How does the ethnic composition of staff overall compare to the benchmark used by the provider (for example, local population or student body)?</li> <li>What does this look like by department or by grade?</li> <li>How does the success rate of Black<sup>5</sup> applicants compare to that of White applicants?</li> <li>What is the proportion of Black staff undertaking various forms of training, compared to White staff?</li> <li>What is the progression rate of Black and White staff?</li> <li>What is the retention rate of Black and White staff?</li> </ul> </li> </ul> <p><b>p 24 CRE guidance</b></p>

<sup>5</sup> Black has been defined by the Commission for Black Staff in Further Education as "members of the African, African Caribbean, Asian and other visible minority ethnic communities who may face racism". However, the Commission is conscious that debate about terminology continues to develop.

## 2.2 You have consulted with staff and stakeholder groups on the analysis of statistics and discussed potential targets to be achieved within a set time period.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has consulted with staff and stakeholder groups about the analysis of monitoring statistics at corporate and departmental or service level.</p> <p><b>Evidence: staff committee and race equality or diversity committee minutes and reports</b></p>	<ul style="list-style-type: none"> <li>Does an analysis of the figures regularly go to the relevant staff committee or race equality or diversity committee?</li> </ul> <p><b>p 47 Book 3 CfBSiFE</b></p>
<p>Senior management has consulted with staff and stakeholder groups to help identify meaningful targets at corporate and departmental or service level, and a range of potential interventions to meet them.</p> <p><b>Evidence: staff committee and race equality or diversity committee minutes</b></p>	<ul style="list-style-type: none"> <li>Is there any mechanism by which the provider can discuss with staff how the figures can translate into improvement targets, for example through staff committees, Black staff groups, race equality or diversity committees?</li> <li>Does the discussion throw up ideas on what actions should be taken to improve on any figures?</li> </ul> <p><b>p 48 Book 2 CfBSiFE<sup>6</sup></b></p>

## 2.3 You have modified employment policies and procedures in line with the findings of the review of policies and the analysis of statistics.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has developed or modified policies and procedures to ensure that all staff are treated fairly.</p> <p><b>Evidence: modified policies and procedures, for example, recruitment and selection, training, racial harassment</b></p>	<ul style="list-style-type: none"> <li>Following on from your review of policies (in Stage 1), and the analysis of statistics, have you modified them to incorporate better practice where necessary, for example, applied the same recruitment process for part-time staff as full-time?</li> <li>Have your modified policies been incorporated into the staff handbook?</li> </ul> <p><b>pp 62–75 Book 1 CfBSiFE for ideas on better practice in recruitment and selection</b></p>

<sup>6</sup> Commission for Black Staff in Further Education, Book 2: *Retention and Progression*.

## 2.4 You have developed a system for ensuring training contractors who are involved in training learners and employers providing work placements or on-the-job training on your behalf have considered the race equality impact of their policies.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has put a system in place for ensuring contractors and employers consider the race equality impact of their policies on their staff and learners.</p> <p><b>Evidence: procurement procedure</b></p>	<ul style="list-style-type: none"> <li>Do you require contractors or employers to have equal opportunities or race equality policies as part of the contracting process?</li> <li>Have you developed a checklist of what constitutes good practice for how contractors or employers ensure equality is built into the way their own staff treat your learners?</li> </ul> <p><b>p 51 Book 3 CfBSiFE</b></p>

## 2.5 You have trained all recruiters and job interviewers in the implementation of the recruitment and selection policies laid down in your race equality or equal opportunities policy.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has ensured that all recruiters and interviewers are trained in the implementation of fair recruitment policies.</p> <p><b>Evidence: recruitment and selection training programme</b></p>	<ul style="list-style-type: none"> <li>Have you set up interviewer training for all those involved in the recruitment and selection process, including training for the Corporation or Board of Directors?</li> </ul> <p><b>p 46 Book 3 CfBSiFE</b></p>
<p>The Corporation or Board of Directors has endorsed the fact that race equality policy compliance should be built into all person specifications.</p> <p><b>Evidence: Corporation or Board of Directors minutes; sample person specifications and interview schedules</b></p>	<ul style="list-style-type: none"> <li>Has the Corporation or Board of Directors discussed how this will be done, for example, incorporating this into the person specification and introducing key questions into the interview schedule?</li> </ul>

## 2.6 You have developed information and monitoring systems that will allow you to assess progress in achieving the targets to be set at Stage 3.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has developed a mechanism that enables it to assess progress in achieving targets.</p> <p><b>Evidence: ethnic monitoring reports; Corporation or Board of Directors minutes</b></p>	<ul style="list-style-type: none"> <li>Does the Corporation or Board of Directors receive regular employment monitoring reports that enable it to assess progress?</li> <li>Does the Corporation or Board of Directors allow time to discuss the implications of progress?</li> </ul>

## Stage 3: Action planning and implementing change

### 3.1 You have made the Board of Directors or governors more diverse.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has taken action to make itself more diverse.</p> <p><b>Evidence: Corporation or Board of Directors minutes; record of actions</b></p>	<ul style="list-style-type: none"> <li>• Has the Corporation or Board of Directors used the findings from its initial discussion in Stage 2.1 to identify barriers to participation and discussed ways these could be overcome?</li> <li>• Has the Corporation or Board of Directors taken action to make itself more diverse, for example training or open days for learners and other stakeholders to see the work of the Corporation or Board of Directors?</li> </ul> <p><b>p 43 Book 3 CfBSiFE</b></p>

### 3.2 You have used both statistical and qualitative monitoring data to identify and analyse patterns.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has used ethnic monitoring data to assess whether the workforce profile fits the profile of the local labour market or student body and/or national profile, as appropriate.</p> <p><b>Evidence: analytical report on benchmarking and targets for staff profile</b></p>	<ul style="list-style-type: none"> <li>• Has the information about the workforce profile been compared to the most appropriate benchmark, for example local or national labour market or learner profile?</li> <li>• Is this broken down at the departmental or service area level?</li> <li>• Has this information been used to set appropriate improvement targets for the workforce profile?</li> </ul> <p><b>p 42 Book 1 CfBSiFE on benchmarks</b></p>
<p>Senior management has used ethnic monitoring data to assess patterns in progression and retention of staff.</p> <p><b>Evidence: analytical report on targets for progression and retention of staff</b></p>	<ul style="list-style-type: none"> <li>• Has the ethnic monitoring data on staff development, promotion and retention been analysed and used to set targets?</li> </ul> <p><b>pp 26–28 Book 2 CfBSiFE</b></p>

### 3.3 You have set race equality staff targets at all levels.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has developed race equality employment targets for recruitment, retention and workforce profile at corporate and, if appropriate, at departmental or service area level.</p> <p><b>Evidence: report on targets</b></p>	<ul style="list-style-type: none"> <li>• Has senior management developed a set of realistic corporate improvement targets for the year for key areas, for example:               <ul style="list-style-type: none"> <li>– Black staff overall to increase by X per cent</li> <li>– proportion of successful Black applicants to go up by Y per cent</li> <li>– retention rate of Black staff to improve by Z per cent?</li> </ul> </li> <li>• Do these targets relate to the analysis of management information data and data about the area?</li> <li>• If you are a large provider with a sizeable proportion of Black staff already, have you set more challenging targets, for example broken down by department and/or service area, or setting targets for the number of Black staff to progress to senior management?</li> </ul> <p><b>pp 39–45 Book 1 CfBSiFE</b> <b>pp 26–28 Book 2 CfBSiFE</b></p>
<p>The Corporation or Board of Directors has endorsed race equality staff targets corporately and for each department or function area.</p>	<ul style="list-style-type: none"> <li>• Has the Corporation or Board of Directors agreed the targets?</li> </ul>

### 3.4 You have developed and implemented an action plan to achieve the set targets.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has developed an action plan (at corporate and departmental or service levels) to achieve targets.</p> <p><b>Evidence: action plan</b></p>	<ul style="list-style-type: none"> <li>• Has a corporate action plan been developed with clear and measurable actions for the year which are linked to the achievement of corporate targets?</li> <li>• Has an action plan been developed at departmental or service area level, for example, to encourage the progression of Black staff in the English for speakers of other languages (ESOL) department to full-time contracts?</li> <li>• Have enough resources been allocated to implement the action plan?</li> <li>• Does the action plan include direct action which should see more Black staff being employed and being promoted, for example positive action for Black senior managers?</li> <li>• Does the action plan include some actions that ensure all staff are competent to promote race equality within their jobs?</li> <li>• Does the action plan include an item on implementing a system for ensuring training contractors or employers have considered the race equality impact of their policies on staff and learners?</li> </ul> <p><b>p 20 CRE Guidance for content of an action plan</b>  <b>pp 56–58 Book 1 CfBSiFE for guidance on positive action</b>  <b>p 51 Book 3 CfBSiFE for guidance on contracting</b>  <b>pp 52–62 Book 1 CfBSiFE for ideas for tackling under-representation</b></p>
<p>The Corporation or Board of Directors has endorsed the corporate and departmental or service level action plans.</p> <p><b>Evidence: Corporation or Board of Directors minutes</b></p>	<ul style="list-style-type: none"> <li>• Has the Corporation or Board of Directors agreed the action plans?</li> </ul>
<p>Senior management has started to implement the action plan.</p> <p><b>Evidence: action plan monitoring report</b></p>	<ul style="list-style-type: none"> <li>• Does the SMT or equal opportunities or race equality committee have a system for monitoring the action plan?</li> </ul>

### 3.5 You have undertaken training for the Corporation or Board of Directors and all staff through leadership training, induction training and ongoing staff development.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has ensured that leadership training in target setting and action planning is undertaken by the Corporation or Board of Directors and appropriate staff.</p> <p><b>Evidence: training programme on target setting</b></p>	<ul style="list-style-type: none"> <li>• Does leadership training cover the case for target setting and how to do it?</li> <li>• Does leadership training cover what sort of actions might lead to targets being reached?</li> </ul> <p><b>p 14 Book 3 CfBSiFE</b></p>
<p>Senior management has implemented a programme of race equality training or other development opportunities to support the employment aspects of the race equality policy.</p> <p><b>Evidence: staff development and training programme</b></p>	<ul style="list-style-type: none"> <li>• Do induction training and ongoing staff development include a package of targeted training to promote staff awareness of the race equality policy and race equality issues?</li> </ul> <p><b>Ch 3 Book 3 CfBSiFE for approaches to training</b>  <b>Ch 3 for discussion on targeted training</b>  <b>Ch 4 for challenges and strategies</b></p>
<p>Senior management has ensured that training is provided for procurement staff to ensure that they work with training contractors and employers on race equality issues.</p> <p><b>Evidence: procurement staff training programme</b></p>	<ul style="list-style-type: none"> <li>• Has senior management provided training for all staff who are responsible for contractual relationships with training contractors and employers to implement the procedure developed in Stage 2.4?</li> </ul> <p><b>p 51 Book 3 CfBSiFE</b></p>

### 3.6 You have published and made widely available the action plan.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has ensured that its commitment to race equality is communicated to external partners.</p> <p><b>Evidence: publicity material on targets</b></p>	<ul style="list-style-type: none"> <li>• Has the Corporation or Board of Directors circulated its race equality policy to training contractors, employers, and other partners?</li> <li>• Has the Corporation or Board of Directors published its race equality targets and action plan, for example on the organisation's website?</li> </ul>

## Stage 4: Reviewing outcomes and achievements

### 4.1 You have measured progress against the targets set and identified areas for further action.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has reviewed the action plan and targets and produced reports for the Corporation or Board of Directors.</p> <p><b>Evidence: monitoring review report on progress towards targets</b></p>	<ul style="list-style-type: none"> <li>• Has the action plan been reviewed?</li> <li>• Has ethnic monitoring data been used to assess whether workforce profiles more closely fit the benchmark set?</li> <li>• Has ethnic monitoring data been used to assess how far progression and retention of staff has met the target set?</li> <li>• Has the SMT written progress reports using this data to assess achievements against targets?</li> <li>• Have the results been fed back into policy review, targeting and revised action plans?</li> </ul>
<p>The Corporation or Board of Directors has responded to the review of progress on targets and the action plan and has set challenging new targets and a new action plan.</p> <p><b>Evidence: Corporation or Board of Directors minutes</b></p>	<ul style="list-style-type: none"> <li>• Are the progress reports reported to the Corporation or Board of Directors on at least an annual basis?</li> <li>• Have realistic but challenging objectives and performance indicators at departmental level been built into senior managers' performance appraisals?</li> <li>• Has the provider sustained and built on its achievements, reviewed outcomes and set new targets?</li> </ul>

### 4.2 You have reviewed the progress of the action plan in partnership with staff and/or employee representatives.

Indicators and evidence	Key questions and sources of guidance
<p>Senior management has circulated monitoring and progress review reports to designated groups of staff, employee representatives and stakeholder groups and engaged in consultation.</p> <p><b>Evidence: minutes of staff committees and race equality or diversity committees</b></p>	<ul style="list-style-type: none"> <li>• Is progress on the targets and action plan reported on at least an annual basis at staff meetings, equality committees and so on?</li> <li>• Are staff, employee representatives and stakeholder groups engaged in reviewing the progress of the organisation's race equality action plan and developing new targets and actions?</li> <li>• Have the results of any staff surveys been used to identify changing HR needs?</li> </ul>

4.3 You have applied race equality procedures for training contractors who are involved in training learners and employers who are providing work placements or on-the-job training on your behalf.	
Indicators and evidence	Key questions and sources of guidance
<p>Senior management has ensured that race equality procedures with training contractors and employers are applied.</p> <p><b>Evidence: monitoring of procurement procedures</b></p>	<ul style="list-style-type: none"> <li>• Have the procedures for working with training contractors and employers on race equality issues been implemented?</li> </ul>

4.4 You have published the outcomes and achievements of your race equality action plan and the proposed new actions.	
Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has published its outcomes and achievements as well as new actions for the coming year.</p> <p><b>Evidence: annual report or website</b></p>	<ul style="list-style-type: none"> <li>• Has the progress been published, for example in the annual report, on the website?</li> </ul> <p><b>p 21 CRE Guide</b></p>

## Stage 5: Championing race equality in employment

### 5.1 You have demonstrated that the performance of your institutions exceeds that of comparable providers.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has benchmarked its performance against comparable others and finds that it exceeds them.</p> <p><b>Evidence: Corporation or Board of Directors minutes</b></p>	<ul style="list-style-type: none"> <li>Has the Corporation or Board of Directors looked at the performance of other similar providers and compared your organisation with them?</li> </ul> <p><b>p 42 Book 1 CfBSiFE on benchmarks</b></p>
<p>The provider has achieved a representative workforce that reflects local, regional or national benchmarks at all levels.</p> <p><b>Evidence: ethnic monitoring reports</b></p>	<ul style="list-style-type: none"> <li>Has the provider a workforce that reflects the benchmarks chosen at all levels and within all departments/service areas?</li> </ul>

### 5.2 You have proactively promoted good practice in race equality in employment, locally, regionally, or nationally.

Indicators and evidence	Key questions and sources of guidance
<p>The Corporation or Board of Directors has demonstrated a commitment to sharing and promoting good race equality practice both within the organisation and externally.</p> <p><b>Evidence: leadership training programmes; conference reports; peer feedback; inspection reports</b></p>	<ul style="list-style-type: none"> <li>Is good practice in race equality within employment incorporated as part of the organisation's senior management or leadership training?</li> <li>Has the organisation identified opportunities for sharing the experience of developing race equality in employment policies and practice, for example, organised external conferences or workshops about good practice in race equality in employment or been featured in the trade press?</li> </ul>

### 5.3 You have received public, stakeholder and peer acknowledgement for your actions and outcomes in race equality in employment.

Indicators and evidence	Key questions and sources of guidance
<p>The provider has received acknowledgements for its positive stance on race equality in employment.</p> <p><b>Evidence: report of consultations; inspection report; awards or other recognition</b></p>	<ul style="list-style-type: none"> <li>• Have consultations with staff and stakeholder groups shown that race equality targets and action plans are relevant to their needs and concerns?</li> <li>• Has the organisation received positive feedback from local communities about the quality and range of race equality measures that have been put into place to promote fair employment?</li> <li>• Have the organisation's race equality programmes, practices and achievements been acknowledged publicly, for example through a positive inspection report, Beacon status award for equality or other national recognition for its race equality achievements?</li> </ul>

### 5.4 Your training contractors and employers have complied with race equality in employment.

Indicators and evidence	Key questions and sources of guidance
<p>Producing evidence of race equality policies, programmes and achievements is a contractual requirement for employers and training contractors.</p> <p><b>Evidence: contracts</b></p>	<ul style="list-style-type: none"> <li>• Have the procurement procedures implemented in Stage 4.3 resulted in improved race equality practice amongst employers and training contractors?</li> </ul>

### 5.5 You have ensured that all staff are competent to incorporate race equality issues into all aspects of their work.

Indicators and evidence	Key questions and sources of guidance
<p>Staff are competent in incorporating race equality issues into the curriculum and other relevant areas of service delivery.</p> <p><b>Evidence: person specification; interview schedules; training materials; lesson observation</b></p>	<ul style="list-style-type: none"> <li>• Are staff required at interview to demonstrate how they would incorporate race equality issues into their work?</li> <li>• Has the curriculum been reviewed against identified race equality criteria?</li> <li>• Does the provider have appropriate training materials?</li> </ul>



# Annex:

# Guidance notes

## Race equality policy

**1**

An effective race equality policy is defined as a written statement linked to an action plan. It should:

- set out the provider's commitment to tackling racial discrimination and promoting race equality
- explain what this means for everyone concerned
- give details of how the provider will regularly monitor and assess its effectiveness
- clearly define roles and responsibilities
- clearly explain what the provider will do if the policy is not followed.

**2**

The scope of the policy will include both the recruitment and treatment of learners and the employment of staff.

## Impact assessment

**3**

Impact assessment is a specific duty for further education (FE) colleges under the Race Relations (Amendment) Act 2000 (RRAA). Stage 1 of the standard requires a preliminary review and Stage 2 requires a provider to complete a fuller impact analysis based on the preliminary review and the analysis of statistics. The activity is relevant whether the number of Black staff in the college is small or significant.

**4**

The monitoring of policies for any adverse impact on race equality involves:

- assessing and consulting on the likely impact of proposed policies (Stage 1)
- regularly reviewing policies that are relevant to the general duty for their effect on different racial groups (Stage 1)
- using data from internal monitoring and evidence from surveys and consultations to check whether there are any differences in progress or attainment (Stage 2)
- assessing whether these differences have an adverse impact on any particular group (Stage 2)
- revising any unfair policies, practices or procedures in light of the assessment (Stage 2).

**5**

Relevant policies are those identified in the organisation's race equality policy as having a direct bearing on race equality.

**6**

The provider's existing quality review cycle should already include provision for the scrutiny of key policies either annually or every three years, as appropriate. The review process can be readily adapted to incorporate impact assessment, using the following questions.

- Could this policy or procedure affect some racial groups differently?
- What does available statistical data tell us?
- Does the policy or procedure promote good race relations?
- Have we taken account of all relevant and available information, including staff or learner surveys and feedback from staff focus groups, responsible managers, the Equality and Diversity Committee and other key committees?
- Does the policy or procedure need to be revised in the light of this assessment?

**7**

Where unjustifiable differentials are identified, feedback from other internal groups, for example members of the Equality and Diversity Committee, recognised unions and Black staff and learners can be used both to verify the findings and to help identify solutions. External groups may also be able to provide feedback and advice, for example the Learning and Skills Council, the Centre for Excellence in Leadership/Black Leadership Initiative and the Network for Black Managers.

**8**

Where the findings from the impact assessment suggest that a particular policy is having a negative impact on one or more racial groups, the identified action points will need to be incorporated into strategic and/or departmental action plans.

## Monitoring

### 9

Ethnic monitoring is a specific duty for FE colleges under the RRAA. The Learning and Skills Council (LSC) also requires its providers to monitor the ethnicity of staff. Setting up ethnic monitoring systems is a requirement at Stage 1 of the standard and analysing the data is a requirement at Stage 2.

### 10

It is a continuous process that enables providers to collect, store and analyse data by ethnic or social background. Without ethnic monitoring, the provider has no objective evidence that its policies are working. However, it can only benefit the organisation if the information is:

- scrutinised
- analysed
- publicised
- discussed
- verified
- acted upon.

### 11

Data from the provider's internal monitoring of its staff should be closely and regularly scrutinised. The data analysis should set out to establish whether all racial groups experience fair recruitment, progression and treatment.

### 12

Data is not merely for external consumption by the LSC, the Adult Learning Inspectorate or Ofsted. The *Handbook for Inspecting Colleges* contains a detailed statement of what inspectors are looking for in relation to colleges' response to race relations legislation, including staffing, under the section on Leadership and Management.<sup>1</sup> The organisation's monitoring activities should also provide some invaluable internal benchmarks for staff involved in planning and review activities. For example, employment data can be used by staff in personnel or human resources to:

- compare the proportion of employees from different ethnic groups by department, grade or length of service to see whether the differences are narrowing, increasing or staying the same

- compare what happens to employees or applicants from different ethnic groups at each stage of an identified process (for example, recruitment or career progression)
- compare the trends, results or outcomes for staff from different ethnic groups to help verify perceptions of equal or unequal treatment
- inform staff and learners how well the provider, and its departments and areas, is performing compared to previous years
- provide evidence of progress or achievement.

### 13

The categories for ethnic monitoring were redefined in the 2001 census. All public authorities are expected to use the following core categories to facilitate benchmarking and the process of comparing like with like:

- A WHITE**  
British  
Irish  
Any other White background
- B MIXED**  
White and Black Caribbean  
White and Black African  
White and Asian  
Any other Mixed background
- C ASIAN OR ASIAN BRITISH**  
Indian  
Pakistani  
Bangladeshi  
Any other Asian background
- D BLACK OR BLACK BRITISH**  
Caribbean  
African  
Any other Black background
- E CHINESE OR OTHER ETHNIC GROUP**  
Chinese  
Any other

<sup>1</sup> [www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3911](http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3911)

#### 14

A provider may choose to broaden any of the core categories listed to more accurately reflect the communities served by including specific ethnic or national groups under the existing headings. Some examples are as follows.

- Any other White background could specify Turkish Cypriot, Kosovan, Roma, and so on.
- African background could specify Somali, Ghanaian, Nigerian, and so on.
- Any other Asian background could specify Vietnamese, Sri Lankan and so on.

#### 15

Employment monitoring can be used to:

- determine the staff ethnic profile and how this compares with learners and the local population
- identify and compare differentials in staff applications, appointments, retention and progression
- identify occupations, grades or areas of provision where people from a particular racial group are under- or over-represented
- highlight possible barriers to equality and investigate the underlying causes
- correct stereotypical assumptions based on guesswork or speculation
- take action to remove any identified barriers or disadvantages.

#### 16

The practical difficulties associated with ethnic monitoring include:

- clarifying the blurred distinction between national, racial and ethnic categories
- concerns about non-returns and the value of categories such as "other ethnic group"
- confusion over which box to tick
- lack of awareness of the reasons for monitoring and suspicions about how the data will be used
- compliance with the Data Protection Act in the way information is requested, accessed and stored.

#### 17

Monitoring will be most effective if it addresses these difficulties by ensuring that:

- application forms and surveys requiring data for monitoring purposes explain clearly why the information is needed, how it will be used and where it can be accessed
- the personal data provided by job candidates is detached from applications, to ensure that this information does not influence short-listing decisions
- the results from performance appraisals, staff supervision and employee surveys are used to verify the findings from analysis of data
- human resources, front-of-desk and other key staff are trained and regularly briefed to respond appropriately to monitoring queries.

#### 18

Results of the analysis should be highlighted in annual and departmental reports and widely publicised using the intranet, team meetings, staff focus groups, committee meetings and other appropriate methods. This encourages discussion and verification of the findings and ownership of the resulting actions. It is important to feed back the results of ethnic monitoring to those who supplied it. Both staff and learners need to see how the information is being used to identify adverse impact and promote race equality.

#### 19

Foyer displays showing the results of provider surveys in an accessible format can be an excellent way to encourage the completion of monitoring forms by demonstrating the value of the information supplied.

## Staff development

### 20

Training all staff to understand the general duty is a requirement of the RRAA and of Stage 3 of the standard. Training and staff development are an investment that will benefit the organisation, learners and individual employees.

### 21

Staff at all levels should be encouraged to see race equality training both as an entitlement and an essential requirement of their job.

### 22

If well facilitated, staff development can present a convincing rationale for promoting and delivering race equality. It will also encourage a better understanding of the practical implications for departments, teams and individual roles.

### 23

An effective training strategy will:

- help the organisation tailor its training and staff development programmes to address the specific needs and functions of different groups of staff
- build on existing strengths and maximise available resources, including in-house expertise and community partnerships
- specify mechanisms for evaluating both quantitative and qualitative feedback and ensuring that all trainers are fully briefed
- include core or refresher race equality training as a priority for all staff, beginning with the Corporation or Board of Directors and senior managers.

### 24

Staff development is not a panacea for all identified problems. Nevertheless, it can help to bring about organisational change if:

- the Corporation or Board, Principal or Director and senior managers are trained to recognise race equality as part of the provider's core business and central to its educational mission
- leaders and managers are trained to be accountable for race equality and responsible for its promotion and enforcing its delivery

- core messages about race equality are built into staff induction
- race equality is given the same high-profile status as health and safety requirements
- staff are encouraged, through training, to demonstrate a commitment to race equality and to understand that they have individual responsibility for its delivery
- regular discussion ensures that race equality is seen as naturally arising rather than a "bolt-on" or "troubleshooting" issue
- good practice is clearly defined and conveyed to staff via a rolling programme of induction, in-service education and training (INSET), refresher training and other appropriate methods
- training and career progression opportunities can be accessed by all staff
- clear and accessible guidance is available that clarifies policies with procedures and addresses the practical, day-to-day challenges of staff or learner diversity and legal compliance
- staff and managers have easy access via learning resources, the organisation's intranet and/or identified contact points to relevant reports, policies and procedures, disaggregated data and other information
- internal and external networks are actively used to identify and share good practice.

## Target-setting

### 25

Setting targets is a requirement at Stage 3 of the standard and a vital tool for measuring progress in tackling under-representation and other identified barriers to race equality. Targets can be strategic, departmental or linked to individual appraisals. They can also serve as EDIMs when adopted by local LSCs.

### 26

When benchmarked against local, regional or sector-wide performance, race equality targets serve as useful performance indicators when reviewing progress. When tied to strategic aims, quality assurance and/or individual appraisals, they provide incentive and direction to managers and key staff.

## 27

The most effective targets are:

- closely tied to the provider's mission and strategic aims
- derived from carefully analysed management information
- based on the percentage of minority ethnic groups within the local population in ethnically diverse areas or on national benchmarks in areas where they are under-represented
- developed in close consultation with the Corporation or Board of Directors, staff, relevant committees and focus groups
- SMART – that is, specific, measurable, achievable, realistic and timed
- integral to college self-assessment and quality assurance activities
- subject to regular monthly, bi-annual or annual review, as appropriate
- informed by external data from lead organisations and/or local labour market information, as appropriate
- based on internal data derived from the provider's monitoring activities
- expressed as a desired percentage increase or decrease in one or more specified areas
- actively used to measure progress.

## 28

Progress should be measured by means of targets or performance indicators that define small achievable steps. Unrealistic targets that the organisation has little hope of achieving will undermine the credibility of race equality policies and demotivate the staff responsible for their delivery.

## 29

Recruitment targets express the provider's short or long-term employment goals for recruiting Black staff into departments, occupations or grades where they are currently under-represented. They should not be confused with quotas, which would require (unlawful) positive discrimination. They should act as a motivator for key staff by encouraging them to identify the steps or initiatives needed to attract more Black teaching and support staff in a way that mirrors the ethnic profile of learners and the local community.

## 30

When identifying benchmarks for recruitment purposes, comparisons should take account of the markets for different jobs and whether they are more likely to be recruited locally, regionally or nationally; historical under-representation in management roles and particular professions; and "ghettoisation" in certain vocational areas such as English for speakers of other languages (ESOL) or security work.

## 31

Providers in predominantly White areas should aim to either match or exceed the national profile of ethnic minorities, as appropriate.

## 32

Targets need not be confined to recruitment. Subject to your organisation's strategic priorities, they can be used to promote race equality in a variety of key areas by:

- establishing priorities for individual managers and key staff
- measuring the progress of teams, departments and committees
- informing governors and senior managers of progress towards race equality
- increasing participation by targeted groups of staff in appraisals and employee reviews
- encouraging efforts to reduce the number of racist incidents
- improving response and resolution rates for complaints and grievances by targeted groups of staff
- improving the results of staff or learner satisfaction surveys
- improving take-up of staff and continuing development opportunities.

## 33

Targets alone will not bring about organisational change. This requires a clear and well-communicated implementation strategy, staff ownership of action plans and widespread support for the goals your college or organisation has set itself.

## Procurement

### 34

Providers and LSCs must observe the RRAA's general prohibitions against discrimination in access or "indirect access" to the goods, facilities and services they provide. The term "indirect access" refers to the actions of those providing services as contractors or franchisees. It includes local employers providing work-based training, companies supplying catering or security, external trainers providing staff development and all other relevant services.

### 35

To avoid the potential for vicarious liability, all contracts with external service providers should include reference to the organisation's race and equality policies. The procurement process and all partnership arrangements should include mutual scrutiny of race equality records and policy commitments.

### 36

External contractors should be required to comply with the provider's race equality policies and respond appropriately to the diverse needs of staff and clients. They must also comply with the law. This requirement should be written into all external contracts as a standard clause, along with any training, monitoring or procedural requirements you may wish to specify.

### 37

A requirement that people respect and adhere to the organisation's race equality policy should also be included in job descriptions, service agreements and learner contracts.





### **Related Publications**

The following publications can be accessed via links on the Learning and Skills Council website:  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

*The duty to promote race equality: a guide for further and higher education institutions*  
(Commission for Racial Equality)

*Attracting people who want to get in: recruitment and selection*  
(Commission for Black Staff in Further Education)

*Keeping people who want to stay: retention and progression*  
(Commission for Black Staff in Further Education)

*Training people who want to know: staff development*  
(Commission for Black Staff in Further Education)

Learning and Skills Council  
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