Diversifying the South West Further Education and Training Workforce

Survey conducted on behalf of the SWitch Centre for Excellence in Teacher Training by the School of Education, University of the West of England, Bristol (UWE) in collaboration with Western Training Provider Network (WTPN)

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2. Executive Summary

The research

This research was conducted on behalf of the SWitch Centre for Excellence in Teacher Training by the School of Education, University of the West of England Bristol (UWE) in collaboration with Western Training Provider Network (WTPN). The aim was to evaluate the implementation in the south west of the Government’s 2007-12 Workforce Strategy for the Further Education Sector in England. It also offers recommendations for improvement in related practice.

The research was carried out during the academic year 2009/10 and involved a series of uniformly structured on-site interviews, at each of six further education colleges and at seven private providers of work based learning. These were with a HR Manager and a separate one to one interview was held with a teacher or trainer who was a member of an underrepresented group, relating to one of the equality ‘strands’ as set out and discussed by the Equality and Human Rights Commission. Statistical data was collected, to help with analysis of the institutions’ workforces in relation to the equality strands. The project generated 12 case studies each designed to illustrate impact on an individual member of the workforce, and sought answers to a series of research questions. The outcomes are summarized below, followed by a summary of report recommendations:

Research Outcomes

Question 1. What is the scope and interpretation of the inclusive legislation by various stakeholders?

- **Scope and interpretation.** All HR managers had a good understanding of the institutional policy implications of recent legislation, though it was clear in some cases that there were anxieties as to the adequacy of their preparation for inspection requirements. See next question:

**Question 2. What is the current demographic of teaching staff in a group of providers across the South West and to what extent does it ‘represent the communities they serve’,**

- **Data capture** is a general issue for the sector and inadequate statistics restricted the ability of the project always to arrive at an authoritative picture of the statistical breakdown of the workforce in the establishments researched. The same problem therefore applies to HR seeking to track progress in their institutions. In part this originated from inadequate, outdated,
approaches to data capture. However, even where the right kinds of data are requested, some teachers and trainers are apparently reluctant to disclose personal information to a manager.

- **Updating the HR E & D database.** The status of staff may well change – perhaps not with regard to all 'strands', but some 'strands' may be subject to different declaration as a career progresses, e.g. as a disability comes and goes. None of our providers have yet begun to use HR software which allows staff to take part in 'web based self-service' update of their personal information. We found at our main dissemination event that other providers are using this and expect it to have a positive impact wherever adopted.

- **Gender differences:** women comprised the majority of staff in most colleges and were never in the minority except in certain cohorts of trainee teachers.

- **BME staff** were more likely to be found in urban providers. Though we suspected that BME teachers formed a larger proportion of less qualified or unqualified teachers than of qualified teachers, there were insufficient data in our sample to substantiate this.

- **Disability** had been declared by far fewer than the proportion in the population as a whole. However, in some cases HR had collected no data. It may have been indicative that no formally self-declared disabled people found their way to interview and our only interviewee with reason to declare, had deliberately chosen not to disclose their status.

- **Lesbian, gay, bisexual and transgender (LGBT).** Information in these respects was almost nonexistent in the data. New data collection methods will build a database about incoming staff but we encountered no plans to request this information of current staff.

- **Age** profile statistics were not always available to our HR contacts. However, where we had figures, age profiles were variable and one college in particular seemed to have a very high proportion of over fifties, no doubt raising issues of succession planning!

- **Matching of staff to students:** Insofar as we found data, the staff BME demographic especially was closer to that of the general population (i.e. lower) than to that of students, which was significantly higher, especially in urban centres as discussed above. Providers have a huge task ahead as the new inspection regime requires them to show how they are matching staff to student profiles.

**Question 3**

What are the common experiences, if any, of teachers from underrepresented areas, in terms of career entry and trajectory?

- **Effects of positive action:** No one we met had found their job through a targeted recruitment initiative aimed at their 'equality strand', though the sector has been aiming to do this for many years.
Experience in employment: Predictably, once employed, experiences varied greatly. It was possible for a woman to experience subtle discrimination in one construction department and for another woman in a similar situation elsewhere to feel very comfortable. LGBT interviewees described enormous improvements in their work climate and attributed this in part to new inspection priorities. BME interviewees had apparently not experienced discrimination as such, though one felt that colleagues had attributed his promotion to positive discrimination, which disturbed him. There was no evidence that older or disabled staff experienced disadvantage, though we had little data upon which to base any inference.

Question 4. How are providers across the sector actively addressing the workforce strategy?

- **Comparison of WBL and college based further education.** There was both excellent and occasionally underdeveloped practice in both colleges and in work based learning providers. In other words, commitment to equality and diversity is not markedly higher in either of the two arms of further education.
- **Staff satisfaction.** Where there was less comprehensive Equality and Diversity practice, lower levels of staff satisfaction and morale were reported than in more advanced providers.
- **Barriers to action.** These include a feeling of helplessness in transforming easy rhetoric into strong deeds such as, for example, progressing from, say, a BME staff membership of 5%, to a percentage consistent with their student BME population of 16%. Another was a lack of ideas for recruiting diverse new staff and of course the difficulty of persuading existing staff to take a risk with personal information.
- **Costs.** The equality and diversity agenda may seem to some providers to be too expensive in hard up times. However, there is a persuasive business case as well as a moral and cultural one. Where providers diversified their workforce, they reported some positive impact on their student recruitment.
- **Personal commitment of managers.** HR managers, though clearly in part driven by the requirements of the Common Inspection Framework and the Equalities Act, were, just as clearly, personally committed to attracting all talents for the benefit of learners.
- **Changed attitudes.** A picture has emerged of a sector often working very hard to adapt to stringent new expectations. LGBT staff particularly have experienced a sea change in management attitudes, even in previously traditionally minded providers.
The recommendations.

Imaginative thinking will be promoted through talking with one another within and across provider boundaries, something demonstrated usefully during the dissemination phase of this research. Each provider should consult widely within its organisation to consider how it can best:

1. Improve data capture relating to new and existing staff
2. Ensure data includes gender identity, sexual orientation & age categories
3. Consider using new self-service e-software to track recruitment and staff profiles
4. Enlist the help of the workforce in finding safe, acceptable ways to collect sensitive data
5. Train recruitment staff
6. Analyse local demographics
7. Target underrepresented local populations in their own milieu
8. Stimulate word of mouth recommendations
9. ‘Grow’ its own teachers
10. Consider extending the ‘2 ticks’ policy to all underrepresented groups
11. Nurture unsuccessful candidates to reapply successfully
12. Establish staff interest groups and/or diversity support teams
13. Move enough resource and energy into recruitment and selection
14. Plan CPD from induction, e.g. ‘black leadership’ programmes
15. Track promotion and CPD
16. Undertake systematic exit interviews
17. Plan for succession to ensure equal opportunities for underrepresented colleagues
18. Build E & D specifically into appraisals
19. Build a repertoire of E&D study at appropriate levels inc e-learning
20. Consider shared staff activity dimension to whole college E&D themes
21. Clearly identify the roles and responsibilities of personnel employed to implement policies.
3. Preface

The CETT

To understand the intention of the research it helps to understand the nature of its sponsor. The SWitch Centre for Excellence in Teacher Training (CETT) was appointed and funded by the Learning & Skills Improvement Service (formerly the Quality Improvement Agency) with a very specific brief related to the development of the regional further education workforce. SWitch’s remit was to work with Learning & Skills (L&S) providers in the South West Region to improve and enhance both the quality of teacher training provision and the continuous professional development of L&S teachers. The partnership, co-ordinated by the Taunton-based Learning South West, consisted of over 60 regional member organisations from across the L&S sector. These included higher education institutions, further education colleges, work based learning providers, voluntary and community organisations, network and support organisations, adult and community learning and awarding bodies. The broad and growing SWitch membership collectively represented the breadth and variety of the sector itself. In April 2010 the process was reinforced with the merger of SWitch and another regional CETT (Peninsula CETT) to form SWCETT, thereby extending down into the far south west of England, and boosting its membership to over 80 organisations.

A core element of the SWitch vision was the commitment of all members to collaboration and diversity, and to this end the CETT partners worked together to identify Excellence in teacher training and to spread it within the region and beyond. In order to advance innovation and collaboration, SWitch commissioned project work which met its agreed priorities, empowering groups of constituent organisations to develop projects and disseminate learning.

By working in collaboration through the SWitch management structure, the membership of SWitch identified and agreed each year priorities taking forward their overall aims. For relevant identified priorities, a project brief was issued inviting tenders from SWitch members, working in partnership, to undertake project activity to address the relevant area of work. Each project activity team was led by a SWitch member organisation, but wherever possible had cross-sector representation. This report is on one such combined project seeking to advance the partnership’s aims.
4. The Research Team

The team needed to have certain strengths. At heart, the project aims to evaluate the implementation in the south west of the Government's 2007-12 Workforce Strategy for the Further Education Sector in England. It also offers recommendations for improvement in related practice.

The government strategy relates both to work based and college based learning. It is ‘designed to help shape the future workforce in the sector. Its purpose is to support all employers in the sector in implementing their own workforce plans to ensure the delivery of excellent learning provision’. Government extends the term further education workforce to cover the whole workforce of a sector in which is included 'all employees in further education colleges; sixth form colleges; specialist colleges; publicly funded work-based learning providers; local authority or voluntary and community sector learning providers (also known as adult and community learning providers); offender learning providers -this will include some third sector provision in receipt of public funding.

First, of course, it needed to have a research capability. The School of Education at the University of the West of England (UWE) has undertaken previous projects for the SWitch CETT. UWE’s record is good. The 2008 RAE submissions found UWE research into education was deemed to have a total of 65% of its research fall between category 2* ('recognised internationally in terms of originality, significance and rigour') and 4* ('world-leading'). As well as project director Dr Richard Waller, other senior staff from UWE’s BRILLE research centre were also involved in the project in an advisory capacity, including Professors David James and Ann-Marie Bathmaker.

The team also needed to be able to make fruitful contacts with further education colleges. UWE’s School of Education already has longstanding partnerships in delivery of teacher education programmes with several regional Further Education colleges.

Similar contacts needed to be made with providers of work based learning. The other partner, WTPN is an active founder member of the CETT and has close links with its many member providers in provision of work based learning (WBL).

A combination of experience, understanding and contacts on both sides has therefore allowed effective research both in further education colleges and in the private context, where WBL is also publicly funded.
The early outcomes of the research have been disseminated and discussed not only among the team, but also at two regional events in April 2010: a dedicated event at UWE, including a case study based workshop, and a team presentation at a SWitch conference 'It ain’t what you do. It’s the way that you do it!'. The authors hope to disseminate further through other relevant channels including the new national CETT journal.

5. Issues in delivering the research

The project is now complete and we hope its outcomes will be of value. As in any educational research there have been methodological and ethical issues and these are discussed in the appropriate chapter below. However, a true picture of the process and results should also acknowledge practical and organisational dimensions to the project.

A chief cause of delay was the unavoidable departure of two key team members at a mid point, which necessitated the adoption of new team members initially unfamiliar with the aims and methods.

A further source of delay was difficulty in making appointments to interview and obtaining data. The research asked a lot, especially of colleagues in Human Resources (HR) who were our principal ‘gatekeepers’. Some interviews had to be postponed until very late in the life of the project.
6. Research Aims and Objectives

6.1. Objectives
The tendered research objectives were as follows, to:

1. Work with SWitch member organizations to identify the current profile of staff working in Initial Teacher Training (ITT) & CPD delivery teams.

2. Work with organisations from across a range of constituent sectors to identify activity aimed at promoting and developing the diversity of their ITT & CPD teams and/or their teaching workforce.

3. Identify approaches used by organisations to support recruiting, retaining and providing career opportunities for staff in order to promote diversity in the workforce.

4. Create case study examples to illustrate examples of successful practice in addressing Equality & Diversity in the workforce.

5. Identify key learning points and offer recommendations for further activity to promote and support the development of a diverse workforce in the region.
6.2 Research questions
In particular we hoped to ascertain

1. What is the scope and interpretation of equalities legislation by various stakeholders, following **Priority Four** of ‘The Workforce Development Strategy’, (See Appendix 2) Ensuring equality and diversity are at the heart of strategy, policy making, planning and training?

2. What is the current demographic of teaching staff in a group of providers across the South West and to what extent does it ‘represent the communities they serve’, following **Priority One** of ‘the Strategy: Understanding the nature of the workforce’?

3. What are the common experiences, if any, of teachers from underrepresented areas, in terms of career entry and trajectory, following **Priority Two** of the Strategy: Attracting and recruiting the best people?

4. What are, if any, the possible barriers to creating a more diverse profession and ensuring effective succession planning, following **Priority Three** of the Strategy, Retaining and developing the modern, professionalised workforce?

5. How are providers across the sector actively addressing **Priority Two** and **Priority Three** of the strategy (See Appendix 2) to recruit and retain the best people?
7. Contextualisation

7.1 Historical context

‘Equality and diversity are central principles of our strategy. We want teachers to represent the communities they serve’

(‘Equipping Our Teachers for the Future’ DfES Consultation 2005. p7)

The current ‘Agenda for Reform’ taking effect in the PCET sector, including membership of a professional body and conferred status to teach, sets out clear aspirations for professionalising the sector and includes provision to ensure diversity within the workforce. As early as 1999 Avis pointed to an 'on-going transformation of what it is to be a college lecturer' (1999:260) and continuing changes of this kind will inevitably impact most on those already on the periphery of that role. These reforms include:

- the creation of Lifelong Learning UK (LLUK) the sector skills council
- the creation of the Quality Improvement Agency (QIA).
- the establishment of a professional body - Institute for Learning (IfL) to register membership and formalise the required 30 hours (pro-rata) Continued Professional Development (CPD) process, in addition to requirements for remaining in 'good standing', which are as yet undefined.
- Qualified Teaching, Learning and Skills (QTLS) must be achieved within 5 years for all new entrants to the sector. Associate status (ATLS) is defined for those who do not have full curriculum responsibility, rather than previous Human Resource definitions of the ‘associate’ role meaning to part-time staff.
- Ofsted targets for qualified staff will become part of the common inspection framework and auditing of where funding has been spent.
- the introduction of an associate and full role distinction, regarding levels of responsibility, rather than number of contact hours taught.

7.2 Recent legislative context

In addition to the above sector reforms, there have also been huge changes in wider legislative scope in recent years. For example, the Duties to Promote Race, Gender and Disability Equality. Additionally, the Single Equalities Bill, which received Royal Assent on April 8 2010, attempts to synthesise nine previous acts and approximately one hundred statutory instruments; providing a framework of anti-discrimination legislation and positive, enforceable legal
requirement. This moves from a position of no public equality duty ten years ago to the inclusion of new equality strands, evidence-based approaches and more prescriptive social responsibilities, such as:

- pregnancy and maternity, including protecting breastfeeding mothers
- gender reassignment and identity recognition
- ban on age discrimination outside the workplace
- addressing the gender pay gap
- reduction of socio-economic inequalities
- heightening powers of employment tribunals
- strengthening protection from discrimination for disabled people and simplified definitions
- extension of positive action initiatives

With these responsibilities comes a sector-wide role to ‘police’ partners, associated charities and private sector subcontractors through procurement policies to produce audits of diversity measures they have implemented; not based on a business case or marketing tactic, but by providing equality of outcome and enhancing the sector as a whole.

Specifically, the Act has introduced a series of new duties coming into force on a staggered timetable. They include:

- A ‘Public Sector Equality Duty’: April 2011
- Ban on age discrimination; 2012
- Compulsion for companies to reveal pay; 2013

These changes are compounded by the disappearance of the Learning and Skills Council (LSC) in the same year and the introduction of new, possibly more data-driven agencies and a new classroom-based inspection methodology. Similarly, the Equal Opportunities Commission (EOC), the Commission for Racial Equality (CRE) and the Disability Rights Commission (DRC) have been dissolved and replaced with a single equality body: The Equality and Human Rights Commission (EHRC).
8 Literature Review

8.1 Introduction

During the academic year 2007-2008 Waller et al (2009) interviewed twelve providers, from Adult and Community, Further Education and Universities, providing data on 18 discreet courses, collating research on models of good practice in teacher recruitment, initial assessment, induction and ongoing support for trainees on teacher training programmes. The courses covered pre-service and in-service teacher education from level 3 to 7, validated by both National Awarding Bodies and Universities. This was a collaborative project funded by the same local Centre for Excellence in Teacher Training (CETT) that funded the present enquiry. The study came to a number of conclusions with regard to interpretation of the new qualification framework and these were mostly situation dependent. However, its breadth did not allow for detailed analysis of (a) strategies that providers use to facilitate staff inclusivity; (b) possible contextualised reasons for the current lack of diversity in the profession; (c) an examination of career routes into the sector by traditionally under-represented groups. These are very important considerations:

*We believe that a diverse teaching workforce … will lead to wider participation in learning by the community. We will continue to work with our colleagues across the sector to explore ways, including targeted marketing, to attract into the profession people with the right gifts and talents from all sections of the community. We will ensure they have the support they need to enter and succeed in teaching.* (IfL 2009)

The limited diversity figures extrapolated from the original study confirm research reports by Lucas et al (2004), which show ‘a workforce with a diversity of qualifications and experience, but homogeneity in terms of gender and ethnicity’ (www.nrdc.org.uk). One reason behind the lack of diversity may be a result of long periods in which the professional identity of all staff has been undervalued, rather than lack of engagement with the agenda by providers, as testified by terms such as: 'benign neglect ... marginalisation ... low status' (McGinty and Fish 1993 cited in Guile and Green 1999:204), 'deprofessionalisation' (UCU 2006) and 'strategic drift' (Green and Lucas cited in Guile and Lucas 1999:203). This has done little to ensure credibility of the profession or breakdown potential barriers to attract a more diverse workforce. While research by the Centre for Educational Leadership (CEL) in 2008 found prospective BME staff thought the sector was attractive in terms of the high proportion of BME learners and its social cohesion ethos, they also regarded it as ‘invisible’ (CEL 2008: sec 1 p 9) as a potential employer.
Addressing this point, the present enquiry investigated recent attempts to raise the visibility of the sector through the new workforce strategy, not only to the BME population, but to those associating themselves with the other equality ‘strands’.

The recent economic difficulties of the United Kingdom have impacted on that population as on most others. Those most vulnerable to the economic slowdown include the underrepresented groups who are the subject of this project. The need to ensure attitudinal barriers are reduced and access to opportunities are maximised is more important than ever. The following strategies and governing organisations have a greater expectation now placed upon them, with providers under pressure to ensure they move from bare legislative compliance to a more inclusive cultural shift. These are dealt with in chronological order below, rather than by equality ‘strand’, to further highlight the momentum of change:

8.1.1 Network for Black Professionals (NBP)

The Network was established in 1998 (originally as the Network for Black Managers) to address the under-representation of BME staff in the PCET sector, particularly the disproportionately small numbers of senior managers and principals. The Foster review of the future of Further Education noted that:

‘Progress is being made through initiatives such as the Network for Black Managers (NBM) to influence policy makers and leaders in the system but more needs to be done to better reflect the population in which colleges are operating.’ (2005:22)

In the same year the NBP conducted a series of nineteen telephone interviews with BME college managers (six female and thirteen male) who had recently left the sector, revealing some negative experiences to consider in provider succession and retention planning. These included feelings of segregation, ignored for promotion and having to constantly ‘prove oneself’. Eleven of the nineteen participants left their final college post primarily for reasons relating to their ethnicity. The other four felt they were unlikely to progress as BME managers. The sector was also criticised for lacking an overall awareness of equality and diversity issues.

8.1.2 Black Leadership Initiative (BLI)

BLI was established in 2002 to introduce practical measures that would improve the professional development opportunities for BME tutors and managers working in the PCET sector. It was supported by the NBP and the Association of Colleges (AoC), with funding initially
from the LSC and latterly the Centre for Excellence in Leadership (CEL). The Government has also supported this with subsidised CEL and BLI leadership programmes for BME staff, which include compulsory diversity competence modules.

"Workforce training, such as that developed through the Black Leadership Initiative needs to become more widespread" (Foster 2005 cited on www.nbp.org.uk).

8.1.3 The Duty to Promote Race Equality, the Duty to Promote Disability Equality and the Gender Equality Duty

This legislation, introduced between 2002 and 2007, places positive statutory duties on public authorities and education providers to proactively address discrimination and disadvantage, promote equality of opportunity and good relations between people, encourage participation in public life and most importantly, take steps to prevent potential occurrences of inequality. Equality should be central to the organisational processes and attitudes, which for the purposes of this research includes positive action to realise the potential of staff. Work Based Learning (WBL) are also subject to the Duty, when in receipt of public funding.

8.1.4 Equality and Human Rights Commission (EHRC)

The EHRC was launched in 2007 as previously mentioned, and now includes responsibility for sexual orientation, age, religion and belief, and human rights. Their Business Plan sets out their role to ‘break down inequality, build opportunity, and support a society underpinned by fairness, respect and the right of the individual to a life of dignity’ (2009-10), which includes promoting and enforcing the public sector duties. This will initially include supporting providers to prepare for the new single public sector duty and equality impact assessments, but later intends to ensure equality performance measures are embedded in regulatory inspection frameworks. Actions to date have included transparency of practice moves and a positional paper challenging the fitness for purpose of the Equal Pay Act 1970.


Stonewall has campaigned for equality for over three million lesbian, gay and bisexual people across Britain since 1989. Their statement welcomes the opportunity to revisit many of the previous legislative exemptions, particularly by extending the current equality duties on public bodies to create an integrated single duty, which includes sexual orientation. However, the changes continue to fall short in perceptions of gender reassignment equality. It concludes that
positive action is justified where it directly addresses under-representation, ensuring targeted delivery of public services.

8.1.6 Commission for Disabled Staff in Lifelong Learning (CDS)
The Disability Equality Duty was introduced in 2006 and revealed that many staff were reluctant to disclose impairments, meaning essentially a representative workforce would be difficult to validate. This is reinforced by the CDS’s final report: *From Compliance to Culture Change* (2008). The Commission also highlighted low career aspirations among disabled staff, aggravated by systemic failures to put in place measures to ensure equality for disabled people.

8.1.7 Succession Planning and Racial Equality in the Further Education System
In 2002 the Commission for Black Staff in Further Education (CBSFE) reported on the underrepresentation and experiences of institutional racism of BME staff in the sector. In 2008 CEL revisited this research to measure the success of implementing the earlier CBSFE recommendations. The research included questionnaires, focus group discussions and one-to-one interviews with a survey achieving 194 responses for BME staff and found their position largely unchanged since 2002. Responses echoed those of the NBP research above, where BME staff had low morale, felt ignored, trapped beneath glass ceilings, failing to gain merit-based promotions, uneasy about opening compliant procedures. In terms of succession planning it found very few colleges had focused measures for the better recruitment, retention and progression of BME staff. It mentions ‘a colour-blind approach’ (CEL 2002: Sec1 p8) to surrounding issues. Positive action is often viewed as unnecessary attention by BME staff or there is widespread ignorance at Senior Management (SMT) level regarding its justification to enhance participation.

8.2 Existing statistical data
Although many initiatives have tackled some workforce inequalities and raised awareness of issues surrounding positive action, there is still a considerable distance to travel. This is best highlighted through the use of quantitative data, which in itself reveals restrictions around perceptions of categorisation and staff confidence in disclosure.

The most robust and comprehensive data for the PCET sector comes from college’s own Staff Individualised Records (SIRs), of which over 175,000 are returned annually, equating to over three-quarters of all staff in 2006-7 (see Table 1). This data is collated and analysed in the ‘LLUUK Annual Workforce Diversity Report’ which aims to highlight equality and diversity traits of
the further education workforce across England. Crude comparison is made here with appropriate categories from the 29th April 2001 Census to allow further benchmarking with participating college's own communities and nationally. It should be noted the categories highlighted do not include consideration of intersectionality of individual staff; for the purposes of this project supporting data and discussion will be limited surrounding this issue. It is acknowledged that a person's identity is far more complex than a single agenda or equality 'strand'.

Table 1 Total number of staff in the FE workforce in England in 2004-5 to 2006-7
(LLUK Annual Workforce Diversity Profile 2006-7:17)

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</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>222,164</td>
</tr>
<tr>
<td>2005/06</td>
<td>218,846</td>
</tr>
<tr>
<td>2006/07</td>
<td>175,025</td>
</tr>
</tbody>
</table>

However, both data are limited by several factors:

1) The number of colleges submitting SIR data varies annually. For example, the number of South West institutions returning SIR data has dropped 21.8% since 2004-5.

Table 2 Number of FE institutions returning SIR data in South West region
(LLUK Annual Workforce Diversity Profile 2006-7:17)

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of SIR returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-5</td>
<td>32</td>
</tr>
<tr>
<td>2005-6</td>
<td>30</td>
</tr>
<tr>
<td>2006-7</td>
<td>25</td>
</tr>
</tbody>
</table>

2) Overall 10% of SIR returns state ‘unknown/not provided’ meaning data is not fully representative or accurate (for example, Table 5). It should also be noted that this is not the same as 'prefer not to say' responses, which are not calculated in the data used here.
3) Available SIR data is lacking immediate currency for 2009 and this is even more relevant to the 2001 census trends.

4) It does not include SIR information regarding other providers within the sector, such as WBL and Adult and Community Learning (ACL).

5) The ethnic group categories employed are contentious, for example ‘Asian’ describes a broad geographical identity and categories differ between both studies. Therefore, for the purposes of this research ethnicity will include all BME groups and the category of ‘mixed race’.

6) Bristol City Council dispute the regional figures in some census categories as being an undercount of estimated numbers (http://www.bristol.gov.uk Issues to be Aware of when Analysing 2001 Census data)

7) Finally, there is no available data from the SIRs on three of the seven equality ‘strands’:
   - Gender Identity
   - Sexual orientation
   - Religion or belief

Therefore, for the purposes of this study the focus for existing data has been for the remaining four ‘strands’:

8.2.1 Age (see Tables 3 and 4)
8.2.2 Disability (See Tables 5, 6 and 7)
8.2.3 Ethnicity (See Tables 8, 9 and 10)
8.2.4 Gender (See Tables 11 and 12)

The following twelve tables (4-15) outline the reality of recruitment, progression and succession across the sector, within each equality ‘strand’ examined.

8.2.1 Age

The under 25 age range is significantly low in the workforce, however this is unremarkable and reflects an assumption from the literature search that vocational staff are predominately entering FE teaching as a second career opportunity (see Table 3) aged 40 upwards. What is unclear is how the curriculum subjects offered across the sector affect recruitment by age group. Are those aged 40 upwards more likely to be teaching in vocational fields, whereas the under 25 are graduates teaching academic subjects requiring less industry experience?
Similarly, responsibilities seem equally linked to ‘experience’ (see Table 4), with under 25s having only a 3.7% share of management roles. The peak of representation is at 50-54 years and this was evident visually from field trips to colleges during interviews. However, this is also the age threshold for declining representation in overall workforce profile numbers. What we are unable to determine from this data is the pattern of turnover for each age group, related to sector entry point. This in turn raises various issues related to workforce progression, which are difficult to conclude from this data:

- Are the age bands discussed obtaining the same number of years service in the sector before achieving promotion?
- Are those entering later gaining advantage with transferable skills and experience from industry?
- Do under 25s have equitable CPD opportunities to equip them with these skills or is there a ceiling related to credibility?
- In contrast, are vocational teachers entering the sector later not perceived as holding educational management experience and have less time to secure CPD, therefore those succeeding in management posts in these age groups are more likely to be from academic backgrounds?
8.2.2 Disability

The true picture of declared disability (see Tables 6 -8) is significantly skewed by the high number of ‘unknown’ responses, as mentioned earlier. The ‘not known’ category responses introduce a consistent margin of error which is far higher than the actual percentage of declared disabilities over the last five years. Potentially the level of disability could be 5 times higher than that declared (for example in 2006-7 that could be as high as 13.1%). The only reassurance of the values is the consistency in returns over the 5 year period, when compared with LLUK figures in Table 6.
The national picture of disability disclosure highlights a further disparity between staff and learner disclosures (see Table 6), possibly due to staff fears of self-identifying, which again raises issues of confidentiality in the workplace. However, even including the addition of ‘not known’ disclosures, as above, the levels of declared staff with disabilities in the sector is considerably less than the overall UK population numbers (18.2% or 9.5 million people in 2001 census) who say they have a ‘long-term illness, health problem or disability which limits their daily activities or the work they could do’ (http://www.statistics.gov.uk/census2001/profiles/commentaries/health.asp).

Table 6 Disability Disclosure 2006-7 (LLUK ‘Data Matters: Shaping Tomorrow’s workforce’ Conference 21st October 2009. Opening presentation by Min Rodriguez)

<table>
<thead>
<tr>
<th>Declared disabled in UK Population (%)</th>
<th>Learner Profile (%)</th>
<th>Managers (%)</th>
<th>Teaching Staff (%)</th>
<th>All Other Staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20.0</td>
<td>10.8</td>
<td>2.2</td>
<td>2.6</td>
<td>2.6</td>
</tr>
</tbody>
</table>

No comparative data is available for those without declared disabilities, but the working pattern of those with declared disabilities is an equal split part-time to full time, although falling slightly over the period 2004-5 to 2006-7. In 2006-7 there was a 7% increase in the numbers of those with declared disabilities securing permanent contracts (Ibid: pp26-7).

One area for direct comparison, is the overall picture of role responsibility (Table 7). However, this data is again unreliable due to the number of ‘unknown’ respondents and does not reflect further research by the former DRC that the differences between disclosed disabled and non-disabled public sector employees in terms of academic qualifications was negligible, except
at degree level where 22% of disabled employees compared with 30% of non-disabled employees held a degree qualification. This inevitably impacts on the likelihood of access to or progression within the sector to leadership roles (www.direct.gov.uk).

Table 7 Percentage of staff in the FE workforce in England by occupational group and within the declared disability groups 2006-7 (Ibid:26)

<table>
<thead>
<tr>
<th>Declared Disability</th>
<th>All-other staff</th>
<th>Teaching staff</th>
<th>Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>42.2%</td>
<td>42.5%</td>
<td>42.7%</td>
</tr>
<tr>
<td>No</td>
<td>12.1%</td>
<td>10.7%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Not known</td>
<td>6.6%</td>
<td>6.9%</td>
<td>4.4%</td>
</tr>
</tbody>
</table>

8.2.3 Ethnicity

‘White’ ethnic groups are by far the greatest numbers of staff recruited to the sector, at consistently over 80%.

Table 8 Percentage of staff in FE workforce in England by ethnicity 2004-5 to 2006-7 (Ibid:29)
The above graph reveals a total of 7.79% of the workforce identified as Black and Minority Ethnic (BME), including mixed race in the period 2006-7. This closely follows the regional (Bristol) and National population figures found in the 2001 Population Census, where the total BME and mixed race population reached 8.2% for Bristol and 8.7% nationally (see Table 9). This could be attributed to specific initiatives mentioned earlier (see Section 4.2).

Table 9 Key Statistics from 2001 Census by ethnic group
(2001 Census, Key Statistics for Local Authorities KS06. Crown Copyright)

<table>
<thead>
<tr>
<th>Number of people</th>
<th>Bristol %</th>
<th>England and Wales %</th>
</tr>
</thead>
<tbody>
<tr>
<td>All people</td>
<td>380,615</td>
<td>100.0</td>
</tr>
<tr>
<td>White British</td>
<td>335,085</td>
<td>88.0</td>
</tr>
<tr>
<td>White Irish</td>
<td>4,321</td>
<td>1.1</td>
</tr>
<tr>
<td>White Other</td>
<td>10,124</td>
<td>2.7</td>
</tr>
<tr>
<td>Mixed race</td>
<td>7,934</td>
<td>2.1</td>
</tr>
<tr>
<td>Black &amp; Minority Ethnic (BME)</td>
<td>23,151</td>
<td>6.1</td>
</tr>
</tbody>
</table>

Responsibility levels within ethnic groups have remained static over the periods examined by LLUK (see Table 10). Similar to the disability and gender ratios, there is a clear and consistent gap between ‘white’ ethnic staff and ‘non-white’ ethnic staff when examining those achieving management status. The highest achievement rate for ‘non-white’ staff is attained by the BME category at 5.4% trailing 1.5% behind the 6.9% achieved by ‘white’ staff. Given the year on year consistency of the data this depressed seniority profile for ‘non-white’ staff does not seem to be a self correcting anomaly instead it would suggest some underlying structural issues are at play.

‘Too many minority groups continue to be under-represented, especially at senior levels, and face barriers to progression in the sector’.

Table 10 Percentage of staff in the FE workforce in England by occupational group and within ethnic group 2006-7. (LLUK Annual Workforce Diversity Profile 2006-7:32)
This poses two critical questions for Human Resource Departments during the data gathering stage of this study:

1) What are colleges doing to tap into local diversity?
2) How do they retain and progress talent?

8.2.4 Gender

Although the actual workforce gender split is a steady two-thirds females to males (see table 12); gender occupational roles reveal that males are more likely than females to achieve managerial roles and more women hold ‘other’ roles in cleansing, support or administration (see Table 12) than males.

Table 11 Percentage of staff in the FE workforce in England by occupational group and within gender group 2006-7 (LLUK Annual Workforce Diversity Profile 2006-7:37)

Table 12 Percentage of staff in FE workforce in England by gender 2004-5 to 2006-7 (Ibid:35)
9. Methods and Methodologies

9.1. Research Objectives

The broad research objectives were as follows, to:

1. Work with SWitch member organisations to identify the current profile of staff working in Initial Teacher Training (ITT) & CPD delivery teams.

2. Work with organisations from across a range of constituent sectors to identify activity aimed at promoting and developing the diversity of their ITT & CPD teams and/or their teaching workforce.

3. Identify approaches used by organisations to support recruiting, retaining and providing career opportunities for staff in order to promote diversity in the workforce.

4. Create case study examples to illustrate examples of successful practice in addressing Equality & Diversity in the workforce.

5. Identify key learning points and offer recommendations for further activity to promote and support the development of a diverse workforce in the region.

9.2 Interviews

The more qualitative aspect of this research was carried out during the academic year 2009-2010, through a series of uniformly structured on-site interviews with an individual with responsibility for the role of HR Manager and a separate one to one interview with a single teaching staff member at further education colleges and at private providers of work based learning. Our intention was that the staff member should have declared membership of an underrepresented group relating to the equality ‘strands’ as set out and discussed by the Equality and Human Rights Commission: age, disability, gender, race, religion or belief and sexual orientation. The Commission also now adds gender identity as distinct from the others. Volunteers were put in touch with us by the relevant Human Resources function

Where this was made available, quantitative documentation pertaining to the teaching staff profile was taken away and analysed after the interviews, and the findings of this analysis contributed towards the overall project.
9.3 Breadth of study

Though we describe the range of research contacts below, there are, for research purposes, necessary restrictions on revealing the identity of informants and institutions. For example, under the new Common Inspection Framework, a provider’s performance in relation to equality and diversity can limit its overall grading by Ofsted and there may be other reputational penalties. Consequently, in order to create a situation where providers would offer us an accurate picture of practice and statistics across the region, we undertook to protect their identity. There is also in certain contexts a perception, at least, of potential risk in public disclosure of individual staff members’ identities even where they may have been declared to their organisation. This might include, for example, lesbian, gay, bisexual or transgender (LGBT) teachers. We have therefore protected the identities of individual staff informants by changing names and withholding gender or other information where this need not be given.

9.4 Data collected

Thirteen providers in total were visited and interviewed by team members. They included seven private providers of work based learning and six colleges of Further Education, ranging in type and size. The basis of selection was to obtain a representative sample most likely to allow typical patterns of similarity and variation to emerge for examination.

<table>
<thead>
<tr>
<th>Provider (College/WBL)</th>
<th>Statistical Spreadsheet completed</th>
<th>HR Interview</th>
<th>Teacher Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban College 1</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Urban College 2</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Suburban College</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Rural College</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>City College</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Inner-City College</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 1</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 2</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 3</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 4</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 5</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 6</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>WBL 7</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
9.5 Geographical distribution and size and function of providers

Providers chosen for the research are located across the region. Our selection includes colleges of further education located in northern, central and southern parts of the CETT region. We also visited providers of work based learning with bases extending from the extreme south west and up to the Bristol area.

Table 14: Size, location and function of providers

<table>
<thead>
<tr>
<th>Provider (College/WBL)</th>
<th>Approx teaching staff nos</th>
<th>Approx learner nos (for FE colleges giving only full time nos except where indicated*)</th>
<th>Location</th>
<th>Teaching/training activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban College 1</td>
<td>N/A (1000 inc non teaching)</td>
<td>4000 (*16-18)</td>
<td>South CETT region</td>
<td>FE College</td>
</tr>
<tr>
<td>Urban College 2</td>
<td>118</td>
<td>1400 ft</td>
<td>North CETT region</td>
<td>FE College</td>
</tr>
<tr>
<td>Suburban College</td>
<td>103</td>
<td>1500 ft</td>
<td>Mid CETT region</td>
<td>FE College</td>
</tr>
<tr>
<td>Rural College</td>
<td>160</td>
<td>1400 ft</td>
<td>North CETT region</td>
<td>FE College</td>
</tr>
<tr>
<td>City College</td>
<td>297</td>
<td>4000 ft</td>
<td>North CETT region</td>
<td>FE College</td>
</tr>
<tr>
<td>Inner-City College</td>
<td>N/A</td>
<td>6750 ft</td>
<td>Mid CETT region</td>
<td>FE College</td>
</tr>
<tr>
<td>WBL 1</td>
<td>50+</td>
<td>1000+</td>
<td>Bath, Bristol, Gloucester &amp; Plymouth</td>
<td>Business, health &amp; social care; leisure</td>
</tr>
<tr>
<td>WBL 2</td>
<td>10+</td>
<td>N/A</td>
<td>Kingswood, Southmead and Yate</td>
<td>Business apprenticeships; train to gain; E2E</td>
</tr>
<tr>
<td>WBL 3</td>
<td>N/A</td>
<td>250+</td>
<td>Bristol</td>
<td>Construction and apprenticeships</td>
</tr>
<tr>
<td>WBL 4</td>
<td>15</td>
<td>N/A</td>
<td>Bristol and Birmingham</td>
<td>Hair and beauty apprenticeships</td>
</tr>
<tr>
<td>WBL 5</td>
<td>N/A</td>
<td>750+</td>
<td>Bristol and UK</td>
<td>Automotive training apprenticeships</td>
</tr>
<tr>
<td>WBL 6</td>
<td>N/A</td>
<td>1750+</td>
<td>Penzance, Cornwall to Bristol</td>
<td>Health &amp; social care; hair &amp; beauty; business</td>
</tr>
<tr>
<td>WBL 7</td>
<td>N/A</td>
<td>90 (20000+ nationally)</td>
<td>Bristol (and UK)</td>
<td>National charity. Apprenticeships and E2E</td>
</tr>
</tbody>
</table>
9.6 Data gathering and analysis

A significant degree of standardisation was deemed necessary to allow for comparison and evidence building across the scope of the project. This was in part achieved by the use of standard prompts and pro formas. Appendices include the data spreadsheet which the organisation completed, prompt sheets for the organisation and staff interviews as well as others for the data spreadsheet which forms the basis of this section.

Waller et al (2009) have pointed out the typology of interviews is often measured along a continuum between structured and unstructured (also Bell 2006, O’Leary 2007, Fielding 1993). Semi-structured has been found to be the most appropriate for this research (see the interview pro formas in Appendix 1), albeit whilst employing a pro forma for capturing the data. Benefits of semi-structured interviews include acknowledging the facilitation of ‘jointly produced discourses’ leaving both interviewer and interviewee free to direct the discussion as desired (Mishler, 1996:96). The use of a ‘prompt sheet’ or ‘aide memoire’ (Burgess, 1984) can also ensure the coverage of key topics, something that might be missed in unstructured interviews.

We have previously found semi-structured interviews allow not just flexibility in terms of the flow of conversation and facilitated reflexivity, but opportunities for on-the-spot theorising by the participants (Plummer, 2000; Sparkes, 2002). It also limits the potential for influence in interpretation from the team of interviewers used, and imposes an attempt to standardise responses for comparison (Burns 2000). However, as Bell (2006:157) further states ‘a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questions can never do’.

The combination of prompts and summary boxes elicited data which could be quickly collated and analysed. We also intended that the combination of interviews – one with the HR function and one with a staff member of an underrepresented group – would allow triangulation of findings (Bell 2006), that is, to analyse essentially the same phenomenon from a different perspective.
9.7 Ethical considerations

Given the sensitivity of the information involved, following British Educational Research Association (BERA) protocols, ‘informed consent’ was sought from the participants. In addition, each individual staff member was shown and asked to comment upon the case study that related to them. In one case study, the subject of the study selected their own pseudonym in preference to the one allocated!

It has been mentioned above that there were delays in making arrangements to interview some institutions. This was attributed to the time demands placed on HR personnel at a time of inspection for certain of the colleges. However, it would not have been surprising if some potential informants wished to defer, until after inspection, discussions about the domain of equality and diversity, which is now a ‘limiting condition’ in Ofsted inspections. Despite our assurances of anonymity, colleges may have felt a need to control access to the data at a sensitive time.

Additionally, we were asking for an interview with a member of staff willing to be interviewed in relation to an equality ‘strand’. This last request may have presented HR with both ethical and practical problems. In fact we were impressed by the ability of HR in eleven of the thirteen selected institutions to put us in contact with a suitable member of staff prepared to identify him or herself as a member of an underrepresented group. The Equalities and Human Rights Commission (EHRC) warn against clumsy assumptions and crude monitoring of the equality ‘strands’. For example, in the case of gender identity

‘The monitoring of gender identity needs to be undertaken with great care and only once your policies and approach towards trans people are sound. Make sure people can see beforehand that there is a positive reason why you’d wish to count how many trans staff you have. EHRC 2010

As in Waller et al. (2009), where the interviewee gave permission, interviews were recorded to enable the interviewer to revisit the event but also to allow an interpretation or hearing to be checked with another member of the team.
9.8 Preliminary presentation of data

Preliminary results were presented to audiences of practitioners. The same audience were shown the case studies which emerged from interviews. At the first dissemination event participants were also asked to complete a form giving their own suggestions for ‘best practice’, which are taken into account in this paper.

Participants at this (21/04/2010) and the second (29/04/2010) of our two dissemination events contributed some useful insights and aided our data analysis process.

9.9 The irony of ‘data capture’ problems

The collection and collation of statistical data relating to the workforce and proportions of staff representing the equality ‘strands’ was impeded by a combination of unreturned spreadsheets (one college agreed to be interviewed but was not willing to complete the form and another college did not complete the form in time). Four WBL providers did not complete the spreadsheet, though some data was obtained at interview. LGBT data was all but unavailable from any provider and age data was available only from some. Information about the ‘equality-based profiles’ of staff in non qualified or qualifying cohorts of staff was also unavailable from some providers.

The team, and indeed HR colleagues, were well aware that there is an irony to this difficulty in accessing data, given that a major outcome of the study is the desirability of efficient monitoring and tracking in this domain.

9.10 Deficiencies in the notion of Best Practice

Waller et al (2009) have already pointed out that to ‘valorise’ one approach as ‘the best’ is naïve in the extreme as it ignores the context of the trainee’s prior experience(s), their workplace and their site of study. Good practice in a large FE college may become a disproportionate drain on resources for a very small work based learning agency. What comes across as best practice should therefore be read with reference to the context and the setting.
10. Results and Findings

Overview

The Workforce Strategy for the FE Sector in England 2007-2012 (see Appendix 2) identifies four priorities and these are the basis for our questions, analysis and recommendations:

- **Priority One** ‘Understanding the Nature of the Workforce’
- **Priority Two** ‘Attracting and Recruiting the Best People’
- **Priority Three** ‘Retaining and Developing the Modern Professionalised workforce’
- **Priority Four** ‘Ensuring equality and diversity are at the heart of strategy, policy making, planning and training’

The sections that follow take the first three Priorities one at a time, providing description and discussion of the following:

- What is perceived as best practice;
- What areas for development have been identified.

The sections will deal first with the work based learning providers and then FE colleges.

10.1 Priority One ‘Understanding the Nature of the Workforce’

In this part of the paper we concentrate on the statistics which were made available to us. We also discuss what they mean. We do not intend to lay claim to presenting a corpus of data necessarily statistically representative of the CETT or south west region overall. The decision was taken at the outset of research to concentrate on in-depth studies of just thirteen institutions, six being further education colleges and the remaining seven, providers of work based learning. As these comprise a relatively small proportion of providers, the chosen methodology does not therefore allow measures of statistical significance representative of the region. However, even given substantial gaps in the data we managed to obtain from our informants, which are described above, a picture has emerged of real colleges and WBL providers, of certain interesting commonalities and differences, and of transcendent issues for the region to tackle.

The next section will take the relevant equality ‘strands’ one at a time and consider the position of our sample institutions. It will also compare the situation in WBL and FE college contexts.
First, we present the data in tables:

**Priority One Results ‘Understanding the Nature of the Workforce’**

Table 15: Percentages of teaching staff against equality strands in each provider. Fem = female; dis’d = disabled; LGBT = Lesbian, Gay, Bisexual or Transgender; DNK = not known.

<table>
<thead>
<tr>
<th>Prov’n</th>
<th>Trainer nos.</th>
<th>Fem %</th>
<th>BME %</th>
<th>BME DNK%</th>
<th>dis’d %</th>
<th>LGBT %</th>
<th>LGBT DNK%</th>
<th>% UP TO 34 yrs</th>
<th>% 50+ yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urb Coll 1.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Urb Coll 2.</td>
<td>118</td>
<td>50</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>100</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Sub Coll</td>
<td>102</td>
<td>57</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>95.5</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Rur Coll</td>
<td>160</td>
<td>59</td>
<td>2</td>
<td>0</td>
<td>2.5</td>
<td>0</td>
<td>100</td>
<td>44</td>
<td>17</td>
</tr>
<tr>
<td>City Coll</td>
<td>297</td>
<td>56</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>100</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>In-Cit Coll</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>WBL 1</td>
<td>51</td>
<td>90</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>98</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td>WBL 2</td>
<td>13</td>
<td>69</td>
<td>8</td>
<td>0</td>
<td>1.5</td>
<td>0</td>
<td>100</td>
<td>46</td>
<td>31</td>
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<td>0</td>
<td>100</td>
<td>26 (25-34)</td>
<td>31</td>
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<tr>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
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<td>15</td>
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Table 16: Percentages of BME in each provider by qualification status.
BME w QTLS = BME with full CertEd/PGCE/DTLLS;
BME with ATLS = BME qualified as Associate Teachers;
BME total without ATLS/QTLS = total yet to qualify;
BME enrolled QTLS = taking a full DTLLS;
BME enrolled ATLS = BME taking CTLLS;
BME not yet enrolled any course = not yet started any training course; n = raw number;
% = percentage of total people in that category, all ethnicities

<table>
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<tr>
<th>Prov’r</th>
<th>N = no. of teach staff</th>
<th>BME with QTLS</th>
<th>BME with ATLS</th>
<th>BME total without ATLS/QTLS</th>
<th>BME enrolled on QTLS</th>
<th>BME enrolled on ATLS</th>
<th>BME not yet enrolled any course</th>
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<td>n/a</td>
<td>n/a</td>
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<td>1 = 1%</td>
<td>1 = 1%</td>
<td>0 = 0%</td>
<td>0 = 0%</td>
<td>1 = 1%</td>
</tr>
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<td>0 = 0%</td>
<td>0 = 0%</td>
<td>0 = 0%</td>
<td>0 = 0%</td>
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<tr>
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<td>0 = 0%</td>
<td>0 = 0%</td>
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</tr>
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<td>8 = 13%</td>
<td>0 = 0%</td>
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<td>In-Cit Coll</td>
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<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
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<tr>
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<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
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<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Prov’r</td>
<td>N = no. of staff</td>
<td>Fs with QTLS n/%</td>
<td>Fs with ATLS n/%</td>
<td>Fs total without ATLS/QTLS n/%</td>
<td>Fs enrolled on QTLS n/%</td>
<td>Fs enrolled on ATLS n/%</td>
<td>Fs not yet enrolled any course n/%</td>
</tr>
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</tr>
<tr>
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<td>n/a</td>
<td>n/a</td>
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<td>15 = 36%</td>
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<td>0 = 0%</td>
<td>0 = 0%</td>
<td>0 = 0%</td>
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<td>44 = 60%</td>
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</tr>
<tr>
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<td>4 = 50%</td>
<td>0 = 0%</td>
<td>1 = 100%</td>
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<tr>
<td>WBL 3</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>WBL 4</td>
<td>N = 16</td>
<td>2 = 66%</td>
<td>12 = 92%</td>
<td>0 = 0%</td>
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</tr>
<tr>
<td>WBL 5</td>
<td>N = n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>WBL 6</td>
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<td>n/a</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<td>WBL 7</td>
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<td>n/a</td>
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</table>
10.1.1 Significant Aspects of the Data

Here we describe the data as it relates to gender, ethnicity, disability, LGBT and age, and make some comparisons.

10.1.1.1 Gender

Overall gender proportions among teachers/trainers
Women accounted for the majority of teachers or trainers in both the work based learning (WBL - range 50% to 90%) and FE College - range 50 – 59%) contexts. These figures compare with national FE/WBL workforce (LLUK Annual Workforce & Diversity Profile 2007/8) figures for women (66%).

Reports of gender related changes in provider profiles
We asked each HR contact whether they had the impression there had been any significant changes in their staff profile in recent years. This was a hard question to answer, but none of the sample HR informants mentioned a change in gender profile.

Relationship with provider location and specialism
Table 15 shows the highest proportion of female college teaching staff (59%) was at a land college with a large equine department and the lowest (50%) at a small college with a significant construction dept. In WBL, the highest percentages (87% and 90%) were in providers specialising respectively in hair and beauty and in health and social care. The highest percentage of male college staff was at a college with a large construction department and the same applied in the WBL case, where men comprised 50% of trainers in a provider specialising in construction training and apprenticeships.

Proportions among qualified teachers
Teachers fall into a number of categories in terms of qualifications. At any time most are fully qualified, but some are partially qualified as Associate Teachers (ATLS) and others are on the road towards one or other of these qualifications. We explored whether gender differences were associated with differences among these categories.

Table 17 shows among fully qualified college teachers with qualified teacher learning and skills status (QTLS), women still represented the majority (range 57 – 60%). In the two WBL providers for which we have these figures, women also held the majority of the fully qualified, with 66% and 100%, though the numbers these are based upon are very small.
Among qualified Associate Teachers in the four colleges, women also were in the majority, representing 72% and 80% of this group. The same almost applies in the WBL context, where we have data for two establishments where women represented 50% and 92% of Associate Teachers.

**Proportions among trainees**
We now turn to those who are on the way to qualifying. Here, unexpectedly, men are in the majority at two of three colleges. (We have data for four colleges but apparently, as a sixth form college, Suburban College employed no trainees). However, at Urban College 2 and at City College, in each case, 61% of QTLS trainees were male. At Rural College, however, women comprised 62% of QTLS trainees.

**10.1.1.2 Ethnicity**

**Overall BME proportions among teaching staff**
Among the WBL sample the range was between 0% and 15%. The FE college range was smaller at between 1% and 5%. These figures compare with 8.5% of the national FE workforce (LLUK Annual Workforce & Diversity Profile 2007/8).and 4.7% for the whole south west workforce (SWLSC E&D Action Plan).

**Reports of BME related changes in provider profiles**
Two of the sample HR informants reported an impression of increase in BME proportions in recent years but we did not collect historic data to substantiate this.

**Relationship with provider location and specialism**
The colleges with the highest BME constituent (4% and 5%) are both within a conurbation. The smallest proportions are found in colleges outside the conurbation. The two WBL providers with the highest percentages (8% and 15%) of BME staff are both in the Bristol area. However, other Bristol based providers have a lower constituent, in one case at 0%. This needs further investigation.

**BME proportions among qualified teachers**
Once the workforce is broken down in this way, the small numbers make it very hard to say much of value about teachers with QTLS. For what it’s worth we can say the range varies from 0% to 2% BME (that 2% is just 5 people) among fully qualified teachers at colleges. Among those with ATLS, i.e. Associate Teacher status, the percentage is 8% (never more than 1
person). The WBL data we have is for just one BME person (at WBL 2) with QTLS, i.e. 25% of 4 trainers.

Proportions among trainees
At City College, of employees taking the full DTLLS/CertEd/PGCE qualification, 13% are BME. It would appear that these are the only BME trainees in our sample.

10.1.1.3 Disability
WBL establishments reported a range of 0-15%, overall 3%. The range for FE college teaching staff was between 1 and 2% overall. Among fully qualified teachers it was 0 – 3%. This 3% is in line with the 3% of the national FE workforce who have declared a disability, though that figure includes the entire FE workforce and our figures relate only to teaching staff. On the other hand these figures compare poorly with those for the whole south west population of working age, which includes 18.5% disabled.

HR figures in two cases show a high rate of ‘not known’, being as high as 37% in WBL contexts and 41% in one city college. This needs further investigation by the organisations concerned considering the length of time that Disability Discrimination legislation and the public sector duty to promote disability equality have been in force.

10.1.1.4 Lesbian, Gay, Bisexual and Transgender (LGBT)
Here we found that unlike college HR, who provided no data, some WBL managers were able to provide limited information. At one provider 2% of WBL staff were reported as LGBT. At another provider, HR informed us they knew 4.5% in one case were not LGBT. Again, this requires further investigation by the organisations concerned with regard to the internal systems used to capture this type of data.

10.1.1.5 Age
Distribution according to age
In WBL contexts a high proportion was aged 34 years or less, ranging from 46% to 76%. Between 4% and 31% were over 50. This is a slightly younger profile than that of the FE colleges where the younger age group represented between 21% and 44%. The college 50 plus age group ranged between 17% and 34%.
10.1.2 Issues emerging

Our sample offers no overall surprises within the workforce diversity profile across our South West WBL and FE college providers. There are indications, however, of interesting differences across providers. These seem to reflect societal influences on individual providers.

In particular we have noticed variation in the proportions of women at different institutions. Presumably this relates, in part at least, to the types of programmes on offer. We may speculate that where there is included a large department in a traditionally male area such as construction, e.g. Rural College which employs 50/50 men and women, more men can be expected. Where a substantial offer is made in subjects that are traditionally more female, such as hair, social care, or, as in the case of Rural College, equine studies, with 59% women, the proportions of women are likely to be higher.

The gender profile of trainees is not altogether consistent with that of qualified teachers or trainers. City College and Urban College 2, have streams of QTLS trainees comprising more men than women. This may be coincidence but we are wondering whether these male trainee majorities, which are at variance with the picture among fully qualified teachers/trainers, may reflect the recession or late qualifiers ‘catching up’.

Returning to the question of links with urban or rural locations, there may be slight evidence above for a hypothesis that location relates to proportions of BME teachers or trainers, with urban establishments having higher numbers. Some WBL providers employ a higher proportion of BME trainers than do colleges, but these figures are based on very small numbers.

Though we have speculated on ways in which specialisms might attract a particular gender, the specialisms of providers do not relate obviously to different levels of BME participation. We note that WBL 7 (15%) is a national charity and that, like WBL2 (8%), another relatively high BME employer, it offers apprenticeships and Entry to Employment (E2E) programmes. However, other WBL providers also offer apprenticeships and their BME participation rates are lower. Among colleges, we might infer that Rural College (2%) with its sports and equine specialisms, deals in subjects not stereotypically attractive to BME career seekers. Urban College 2 with its large construction department employs a similarly small percentage. Is this a factor in the ethnicity profile of staff, or is its country town location a main contributory factor here just as it may be for Rural College, set away as it is from even a town?
Data capture has been an issue for this project but it must also be an issue for providers, especially under future inspection using the Common Inspection Framework.

In the collection of data for monitoring and tracking, especially disability data, we have noticed that HR figures in two cases show a high rate of ‘not known’. This applied in WBL 1 (100%) and in City College (41%). Such ‘not known’ figures seem unduly high especially considering the intentions of the Disability Discrimination Act (DDA) and Disability equality Duty to increase effective practice in this field. However, these two providers are not typical of the remainder of the sample.

Overall regional disability figures of 18.5% would lead us to expect a higher percentage in the teaching workforce than the reported 0% to 2%. Teachers and trainers have many good reasons not to disclose disability and, even for those who might be aware of a need for support or adjustment by an employer, disability may still remain a protected characteristic. An interview with a teacher with a disability certainly raised the question as to why a staff member would voluntarily disclose a disability where it was perceived simply as a ‘box ticking exercise’ and of no clear advantage to the college or the individual. Our informant even felt there was some risk in disclosure of a ‘weakness’ if it got to be known by students.

A more extreme, though entirely understandable, question of incomplete data capture emerges in relation to LGBT, where only Suburban College and WBL 1 were able to state any information about LGBT employees. Uniquely, Suburban College reports knowing the LGBT identity of 4.5% of employees but reports none of these few known staff is LGBT. WBL 1 reports 2% of its workforce of 51 to be LGBT. LGBT status of teaching staff is wholly unknown everywhere else. The picture will clarify over time as recent addition of LGBT as a selectable category in paperwork on entry to employment starts to build a usable database capable of use for monitoring and tracking purposes.

10.1.3 Perceptions of best practice in data capture

HR managers all had the ambition of improving the collection of data. No doubt they are responding to the new emphasis on the ‘Equality and Diversity agenda’ in the Ofsted ‘Common Inspection Framework’ but there was also a genuine commitment to extending education to all.

The practical implementation of improvement in part rests in extending and modifying Management and Information Systems (MIS). However, an essential prerequisite of such a system is a willingness of staff to declare their status in relation to the equality ‘strands’. It is not
therefore surprising that there was a clear interest in promotion of the equality and diversity agenda in such a way as to persuade staff to identify themselves. At the same time, HR were aware of many staff's perception of risk in disclosure of protected characteristics and the need to ensure total security of data. A common preoccupation was how the provider can persuade staff to declare and various suggestions were made, sometimes reflecting current practice and sometimes possible ways forward. These are discussed in the next section, which deals with general issues of policy and practice relating to:

**Priority Two**  ‘Attracting and Recruiting the Best People’

**Priority Three**  ‘Retaining and Developing the Modern Professionalised workforce’

**Priority Four**  ‘Ensuring equality and diversity are at the heart of strategy, policy making, planning and training’

As described above, the interview with HR at each provider followed a series of questions directly related to one or more of the priorities. The full prompt sheet can be seen in Appendix 1. The sections below describe the separate responses received in work based learning (WBL) and in Further Education (FE) college contexts.

**10.1.4 All Priorities: General policy and practice**

**10.1.4.1 WBL responses:**

**Perceived general strengths in WBL providers**

There are clearly widespread perceptions of strengths in overall policy and intention and we found great commonality, possibly attributable to common membership of the CETT. All providers claimed a comprehensive equality policy.

A representative and typical report (of the interview with WBL 1) tells us ‘The organisation operates a comprehensive equality and diversity policy which is regularly reviewed and updated, and the mission statement of the organisation is ‘creating a high performing, diverse culture where people are motivated and encouraged to maximise their potential, enable their career aspirations, drive performance, accountability, profit and growth and to become an employer provider of choice’.

The policies clearly needed a person to coordinate them, and most organisations also told us they employ a Diversity Manager or have a named individual with responsibility for leading and driving the equality and diversity agenda forward within the organisation.
Implementation also involves meetings. Another typical provider (WBL 4) told us ‘Regular equality and diversity meetings take place internally across the organisation, including SMT meetings’.

**Identified areas for general development in WBL providers**

Managers described a number of ambitions for improvement. These were surprisingly homogeneous. For example, WBL 4 volunteered the following typical aspirations:

- Ensuring that management systems are in place to comprehensively assess data collected, and which allow for actions to be planned in response to issues emerging.
- Ensuring that Equality Impact Assessment (EIA) is used as a central method for identifying improvement issues.
- Ensuring that management systems are in place to comprehensively monitor and review equality and diversity issues in all areas of the organisation.

**10.1.4.2 Further Education College responses:**

**Perceived general strengths in FE College providers**

We asked how colleges would ensure equality and diversity is central to their business activities to comply with the new Common Inspection Framework. Colleges which had been inspected recently had taken this more seriously than others. Urban College 2 told us:

- *The College has been developing E & D over the past year in this respect. The SAR is modelled on Common Inspection Framework (CIF). Staff have had a lot of training in CIF. The recent Ofsted inspection was good practice and we gained a ‘2’ despite being at an early point in the cycle.*

HR commented that they have made ‘enormous strides’ in collecting the learner voice. Both students and governors are represented on the Equality and Diversity Group. We were interested at the comment that followed to the effect that the staff voice had also been collected but only to a point.
Urban College 1 has recently undergone a successful Ofsted inspection under the new Framework. However, what we were told about its Equality and Diversity Policy was typical of the six colleges. We were told:

- The policy includes a general statement of policy and a series of specific statements/actions to do with work with students, staff and organisational matters. It addresses what is reported on in the various areas covered by the policy.

HR went on to explain that areas currently covered by the policy include:

- Staff profiles (e.g. age, gender, ethnicity, disability, recruitment patterns, progression, CPD and staff development)
- Analysis of data and consideration of trends and patterns
- Actions arising in relation to the policy
- The policy is updated and changed over a period of time, particularly in the light of changes in national policy, legislation or external requirements
- Part of the policy involves regular reporting of progress in relation to E&D to college governors.

Like most other colleges the College had a passionate mission statement:

*We will inspire the people of the communities we serve to achieve success by providing:*
- the best possible opportunities for learning and skills development
- a creative and exciting partnership with our staff
- a welcoming, safe and supportive environment.

As Ofsted found, Urban College 1 is particularly keen on putting these words into practice.

- There are regular sessions where college SMT (10 staff) and CMT (70 staff) get together. E&D has been agreed as a focus of those meetings over the current 12 months, and the place of E&D as a limiting grade in the new CIF has driven this area to the fore. The current position of that activity is an ongoing discussion across the management team about the expectations and responsibilities in the revised CIF and how to develop common frameworks, responses and expectations of staff and the current strategic and curriculum planning processes and procedures.

City College has a similar commitment.

- City College has a number of policies and standards to ensure the best possible experience for our staff and students. We are fully committed to ensuring equal opportunities and the active promotion of diversity for all our learners, customers and employees.
All colleges, in order to co-ordinate their policies, have established a Diversity Committee of some sort. At Rural College, this is chaired by a governor, but at other colleges the committee is chaired by a SMT member or Diversity co-ordinator.

Urban College 2 told our interviewer that their policy, which includes bullying as well as other discrimination:

- was created and is monitored by a cross section of the College community who comprise an Equality and Diversity Group. The Group aims to promote E and D as well as monitor compliance with the policies. It meets formally three times a year but there are also sub committees.

This college asserts its policy in every classroom by means of a poster. The poster links a number of behavioural themes and is a key component in staff as well as student induction.

College HR Managers were asked what their strengths were. City College HR Manager saw their policy as having a very practical effect on staff behaviour. She told us:

- Our inclusivity. We’re really as a college embedding E & D. We meet some people who have difficulties so it’s how we bring them round (meaning occasionally staff are not compliant with E & D values, but having an embedded policy helps to change them).

HR at Urban College 1 shared this belief in embedding but also identified their reputation and materials used.

- The college is seen as a good employer locally and nationally.
- Publicity and marketing materials - targeting
- E&D embedded in all key aspects of college operations

Our colleague at Urban College 2 summed up the idealism that often surfaced in these interviews:

- Commitment, belief, passion. It doesn’t matter what methods are used. The effect of employing staff from underrepresented groups is to enrich and bring skills and understanding and also to attract learners. They can offer useful insights such as not to engage in activities creating food smells in Ramadan week!

**Identified areas for general development in FE College providers**

City College is following a theme of the Equality and Human Rights Commission, who recognised that staff who coordinate the equalities work within public bodies may prefer to produce Single Equality Schemes (SES) to meet the requirements of the various equality areas, as opposed to producing separate schemes relating to individual equality ‘strands’.

Our interviewer was informed
A Single Equality Scheme is being developed. The distinct policies are being revised to incorporate six equality strands (does not include sexual identity). Equality and Diversity policies aim 'to support the College in taking forward Strategic Plan Aim 4 – transforming the College and ensuring the college is meeting its equality and diversity requirements and promoting equality and diversity.' A Curriculum and Quality Committee considers E & D regularly and there is an Equality and Assurance Group.

City College is typical of all our colleges in this as an eventual aspiration. Rural College, for example, told us they also are currently working on designing a SES.

We learned Suburban College intended to assess its impact upon the groups it seeks to recruit:

- An Equality Impact Assessment (EIA) is a way of systematically and thoroughly assessing the effects that a proposed policy or project is likely to have on different groups within the city. We will carry out an Impact assessment for all policies, procedures, plans and practices using a common template. Equality Action Plans (EAP) will then be put in place to address any needs highlighted by the Assessments.

Our college providers were all keen to improve the integration of their responses to the various equality strands and all were working towards fuller integration.

The interview included a blue skies question. HR managers were asked ‘if money, time and staffing were no object is there anything that you would like to do differently?'

Answers included the following:
- Enter into discussion with underrepresented groups and find out as soon as possible what the barriers were.
- More time and energy gathering performance measures.
- Keep my E & D coordinator (there was a question of losing this post because of cuts)

10.2 Priority 2 ‘Attracting and recruiting the best people’

Our questions here allowed us to probe policy, practice and ambition in the area of recruitment and selection.

10.2.1 WBL responses:

Perceived general strengths in WBL providers in Priority 2 ‘Attracting and recruiting the best people’
WBL providers appear to aim to train all staff in Equality and Diversity, but we heard staff especially associated with recruitment and selection receive extra training in this area.

WBL 1 told us:

- **All managers involved in the recruitment and selection process attend a Recruiting within the Law training session which specifically addresses equality and diversity, discrimination and positive action. All recruitment interviews involve equality and diversity considerations.**

The same goes for WBL 3:

- **Fair Recruitment and Selection Training has been attended by those involved in recruitment and selection and this has been followed-up by half-day sessions. WBL 2 operates a Policy whereby managers are unable to be involved in the recruitment process unless they have completed the course and associated assignment.**

All claim to be collecting diversity data. For example:

WBL 1

- **Recruitment data is collected centrally by the Group with regard to equality and diversity.**

And WBL 3

- **HR specialists monitor recruitment based on equalities criteria. Outcomes in relation to the internal Performance Management and Development System are monitored on this same basis.**

Then there are specific initiatives:

- **WBL 1 works with a nursery providing care for Muslim children and as a result of this, assessors have been trained to have an understanding of learner’s beliefs and customs.**

WBL 5 reported

- **Specific work in BME communities has been undertaken in order to promote Apprenticeships.**

Providers report using various other methods to reach candidates:

WBL 2 informed our interviewer:

- **A wide range of recruitment methods are used including website, newspapers, newsletters, college teacher training departments, community centres, networking and word of mouth.**

WBL 3 had actually found a link between recruitment of more women and employment of women:
More female apprentices have been attracted due to the employment of female outreach workers.

Another provider, (this echoed also by a College HR manager), valued word of mouth:

WBL 2 reports that the most successful method of attracting applicants from under-represented groups has been word of mouth.

Two providers were unequivocal as to the benefits for student recruitment inherent in diversifying the body of trainers. WBL 2 reports a higher ratio of learners who are representative of these groups, when they employ a higher ratio of tutors from those under-represented groups. Specific recruitment initiatives have been used by WBL 4 in order to target people with specific skills in African Caribbean hair.

Specific marketing has been conducted with regard to this and as a result the organisation has found that using specific national hairdressing media is more successful in gaining interest than using local press.

WBL 4 told us they have found that where tutors from BAME groups have been in place, there has been a particular affinity with learners representing those groups.

One provider was very clear as to diverse recruitment could be achieved in future:

WBL 3 told us:

Assessors/verifiers have trade experience and historically, the number of people from under-represented groups with this experience has restricted the number of applications received. However, a supported package for specific learner groups would in time change the profile of assessors/verifiers.

Identified WBL areas for development in Priority 2 ‘Attracting and recruiting the best people’

The aspirations of HR are typified by our interviewer’s notes for WBL 1, which are more or less identical with those for the other work based learning providers. Essentially they identify shortcomings in monitoring and tracking of the recruitment process. Areas for improvement include:
• Ensuring that comprehensive monitoring systems are in place to analyse the level of applications received from all communities, as well as the success rate of those applications, and using this data to target recruitment campaigns.

• Ensuring that systems are in place which enable the comprehensive monitoring of learner recruitment and progress and that data gathered is assessed in terms of equality and diversity.

10.2.2 Further Education College responses:

Perceived strengths in FE College providers in Priority 2 ‘Attracting and recruiting the best people’

A chief preoccupation of all colleges was reaching the diverse populations they wished to recruit. Urban College 1 were able to supply examples of specific recruitment initiatives.

• For staff recruitment the college has taken measures in advertising to encourage female applicants for posts in subjects where one gender is under-represented, and this has resulted in a shift of the gender balance in two of those areas.

• The same approach has been used in publicity and marketing for students in subjects where there is a gender imbalance, and this has shifted recruitment to some degree.

• The college is aware of the need to promote positive images of staff to students and students to other students.

This college was doing two things we did not hear about elsewhere. One was to offer unsuccessful job applicants from underrepresented groups a place on a PTLLS course. Another was to offer interview and application training to such applicants.

Suburban College had no doubt as to the value of recruiting from underrepresented groups:

• We had a Black visitor and Black students were really keen to see whether he was a teacher. The college tutor wished he would have been.

HR was pessimistic about achieving its hopes of a diverse workforce but nonetheless the College always made an attempt. For example:

• We include pictures of underrepresented groups – women, BME etc; we advertise in TES and (local paper) websites. In the past we may have tried to target underrepresented groups but to no avail. (Meaning they have in the past tried to reach people directly).
HR suspected ‘word of mouth’ may be the most powerful medium which mirrors the experience of WBL providers.

**Identified areas for development in FE College providers in Priority 2 ‘Attracting and recruiting the best people’**

Interviewers asked our five HR Managers freely to tick on the list below, what, in their opinion, are the barriers that their organisation faces to recruiting people from a wide diversity of groups.

These were the responses:

- Lack of applications **four ticks**
- Limited Experience **three ticks**
- Lack of applications with the necessary level of qualifications **two ticks**
- Financial cost of making adjustments **two ticks**

No one indicated **any** of the following:

- Not enough time to make workplace adjustments
- Concern over high levels of sickness absence
- Lack of knowledge in the area of equality and diversity by those undertaking the recruitment process
- Perceptions of other staff/team members of working with people from certain groups
- Fear of the effects on other staff members
- Customers wouldn’t like dealing with people from certain groups.

Interviewees were asked to name any other barriers. One HR manager said:

- ‘Keep my E&D coordinator’

Another said

- **There are not many with a physical ailment. We had a recent applicant with a physical disability but she withdrew. We’re very specific on qualifications.**

And a third said

- **Mainly not getting people through the door in the first place! Maybe there just aren’t any Asians out there who teach!**
There had in fact been some strenuous attempts to get people through the door. Rural College described an initiative where the College built on links with a Bangladeshi community centre and held an open day there hoping to attract new staff. This event created local interest and HR were interviewed on a BME focussed radio station. Though this led to a visit by one person to the College, no applications resulted.

The College was now thinking of extending its sports ‘offer’ to a sport that would appeal to BME applicants.

Not all colleges were able to give examples of specific recruitment initiatives. City College told us:

- Colleagues have looked at local demographics to try to increase BME participation, for example via local initiatives.

The interviewee explained that the College aims to mount special initiatives but HR did not have any specific examples to offer.

A research interest was how colleges prepared for recruitment and selection. Suburban College told us recruiters and interviewers are provided with a guidance paper. It was also clear that HR personnel generally attended interviews and would be prepared to intervene if Equality and Diversity policy was being contravened.

We asked, however, whether colleges offer any special Equality and Diversity training of recruitment staff beyond what all managers and staff would receive. It seems colleges differ from WBL providers in this respect, though urban College 1 did tell us

- Formal training in safeguarding awareness takes place for those involved in recruitment.

Perhaps colleges hold that the general training for all managers may be of a sufficient intensity for all purposes. See City College’s very full schedule below in relation to Priority Three Retaining and Developing...

We wanted to know how providers reviewed and monitored their recruitment practices from an equality and diversity perspective. Urban College 1 was evolving but self critical:
The college has a number of approaches in place in relation to analysis of staff profiles, and this is continuing to develop. This can involve analysis around a number of themes including: who gets recruited, what their access to induction, staff development, CPD and career progression is, and how that may impact on their career trajectory. Patterns which may emerge from analysis of job applicants (e.g. the college employs a greater proportion of staff from ethnic minorities than the regional population); the college also receives a greater level of applications from those from ethnic minorities than the proportion in the population – however fewer of those applicants gain posts with the college than those white UK applicants. The reasons for this are complex, and are not easy to explain, but the college is starting to develop an understanding of the need to consider these issues, and an awareness of the questions to consider.

Rural College told us:

We have statistics we collect and report to the E & D committee.

These statistics related to how applications broke down. Rural College had just introduced a new and substantial upgrade to the management information system and the committee would look at these figures. The committee was proactive. For example, the committee had recently queried a 'non appointment' though there had been ten applicants for a post.

Another HR manager focussed on the process of data collection so necessary to undertake monitoring and tracking:

There's a box on the appraisal form. What's written up is another matter!

In fact, in discussion, the out-of-dateness of recent available data on appointments suggested to the HR manager that College recruitment practices are not being monitored formally. However it was possible there was monitoring at a higher level.

City College also saw data collection as central to monitoring. However there were problems:

All recruitment and application forms have a tear off slip. This is removed and the data recorded. Some applicants do not declare, especially a disability.

We learned they are changing the form to relate to safeguarding policy and to include child protection within it.

Urban College 1 hoped increasingly to recruit a diverse workforce from their own former students. This they referred to as a 'grow your own' policy.
10.3 Priority Three ‘Retaining and Developing the Modern, Professionalised Workforce’

Here, we explored how HR and management worked to retain and develop staff and where they hoped to see improvement.

10.3.1 WBL responses:

Perceived WBL strengths in Priority Three ‘Retaining and developing staff’

Providers were very clear in describing their values. For example, WBL 1 told us:

- *Flexibility in approaches to people management is a key strength.*

One provider had confidence enough in its own practice, to produce materials for others in this field:

- *WBL 2 has conducted research work with employers aimed at providing assistance and guidance on equality and diversity issues. This work resulted in the production of a comprehensive electronic training resource which WBL 2 now delivers to all employers.*

All providers engaged in development work with staff and Equality and Diversity itself was a common theme of this training. For example, WBL 3 told us:

- *All staff receive half-day equality and diversity training sessions. All managers attend full-day equality and diversity training sessions and additionally a 2-day Equality Impact Assessment (EIA) training course has been delivered internally. All of the courses attended are subject to regular review by the corporate Equalities, Diversity and Cohesion Team.*

WBL 4, not a very large employer with only 15 trainers, nonetheless took special care of new staff:

- *The organisation operates a comprehensive Equality and Diversity Policy and this is promoted within a 3-month induction process for all new staff. The induction process centres on a development plan for each team member, a ‘buddying’ system and a mentoring system where new staff are mentored by a senior staff member.*

One larger employer, WBL 5, recognised faith related needs of staff:
A prayer room has been implemented for use by both learners and staff.

One provider was keen to know in advance if there were any complaints that might lead staff to resign. WBL 7 informed us how they monitored staff issues:

Staff satisfaction levels are monitored via an annual survey.

WBL 6, in common with some colleges, had a way of checking on staff reasons once they had decided to leave:

Exit interviews are conducted with all leavers and the system specifically includes the coverage of any equality and diversity (issues).

Identified areas for further development in WBL in Priority Three ‘Retaining and developing staff’:

Essentially, the aim here was to acquire more and make better use of equality and diversity information throughout the employment process. WBL 3 was typical:

Ensuring that Equality Impact Assessment (EIA) is used as a central method for identifying improvement issues.

Ensuring that staff and learner consultation mechanisms specifically incorporate equality data.

10.3.2 FE responses:

Perceived FE College strengths in Priority Three ‘Retaining and developing staff’

City College has a particularly robust strategy. HR described this to us:

Induction is 3 days for teaching staff and 1.5 for others (no pedagogy).

There is an E & D co-ordinator. Monthly themes include famous women this month. Last month was gay and lesbian themes. Staff training email information on publication and events. Training packages include ‘diversity in the workplace; Child Protection. Disability. These are taken during a six week probationary period. The coordinator X leads Friday pm support sessions and has created an E & D Sharepoint site.
There are three College Development Days per annum. Centres receive a half day. The next event is April 1: on a whole college approach to Safeguarding and E & D. People say ‘I’ve done the online training. Do I have to go?’ Yes they do! It may be done in groups.

All colleges carry out Equality and Diversity induction of new staff but also ongoing training. Managers may receive extra training. For example, Urban College 2 told our interviewer:

HR runs regular sessions and staff must attend every other year for a refresher. Manager training is bought from the consultancy agency Protocol. Optional Level 2 awards in E & D awareness and Level 3 awards in managing E & D are available.

They are thinking of making these courses compulsory.

The Equality Act has a theme of transparency and Suburban College is an example of an institution that publishes its commitment to future development in this:

We are committed to transparent communication of our progress in equality and diversity. We will use the following ways to do this:

- Collate Management Information relating to Equality and Diversity.
- Publish this data on a quarterly basis.
- Results of Impact Assessments will be published on the College website together with details of action plans and projects.
- Work closely with our various stakeholders to continually improve on College equality policies, plans, procedures and practices
- We would welcome comments and feedback regarding any aspect of this scheme. If you do wish to comment please write to Vice Principal or Human Resources Manager at Suburban College.’

All FE colleges were aware of the value in retaining staff of providing for cultural, especially faith related, differences. Urban College 1 told us not only did they provide a prayer area but:

There is a variety of different food outlets – we are able to adjust to specific needs as they are declared.

Allowances are made for staff with specific religious affiliations with respect to holy days, events or religious requirements.

Another HR manager at a smaller college wondered however, what the limits of adjustment might be:
Problems of timetabling might arise if the College had to provide teachers with breaks for prayer. There is less difficulty with disability. For example, two members of staff have quite a lot of time off. However, if you were a parent with a young family and unable to take, say, public service students, away this could perhaps impact on your career.

Identified FE College areas for further development in Priority Three ‘Retaining and developing staff’

All our informants were committed in principle to developing staff skills in accord with their talents. They were aware that this could assist in retaining staff as well as developing the service.

However, HR at one college said that while they had previously allowed latitude in the choice of CPD activity, recent policy was to ensure CPD was consonant with both college targets and the restricted budget.

One of our questions probed how providers reviewed and monitored staff appraisals and training and promotion opportunities from an Equality and Diversity perspective. Everyone offered staff appraisals but City College were already thinking about further development:

- The appraisal scheme is for everyone. It may become mandatory to offer training and development opportunities. They need to review applications where it relates more directly to a staff member’s personal needs than to the College. Managers are briefed to operate to the E & D policy.

Another HR manager responded to this question by saying:
- ‘There’s a box on the appraisal form. What’s written up is another matter!’

This manager was made aware by our questions that the College was short of data on its staff and that recent appointments had not been analysed and entered into the records. They were not aware whether promotions and career paths were being tracked.

Suburban College told us:

- I’d say we don’t. No monitoring. We ought to. We could look back at women. There was a theme of supporting women towards promotion opportunities.
- We have not looked at age, ethnicity, etc. but numbers are very small.
On the other hand, Urban College 1 HR was able to tell us:

- *collection and analysis of a wider range of data relating to staff opportunities and career trajectories is developing.*

They went on to comment:

- *Staff development is widely available to all staff so few applications for SD are turned down in any case.*

Staff exit interviews are a potentially useful source of feedback on staff development and career trajectories and we asked what the practice was. Most of the colleges said these happened but there did not seem necessarily to be a common agenda.

Urban College 1 told us:

- *The Principal invites staff leavers to meet with them to provide an opportunity to thank them and also gain any other feedback about their experience. This is shared as relevant at regular meetings between the Principalship and the Staff & Quality Services team*

We wondered whether the Principal would always be the best person to conduct exit interviews, given staff may be reluctant to jeopardise a good reference by seeming to be a disaffected employee.
10.4 Individual Case Studies: the Perspective of the Individual Teacher or Trainer

An important part of the project was to hear the staff voice – specifically the voice of the teacher or trainer who identifies with one of the equality ‘strands’. This would be a form of triangulation and enable us to test the impact of the policies described by HR managers. It would also, we hoped, bring policies to life.

In order to achieve this, at each of the sample of providers, an interview was held with a member of staff fitting this description. We did not try to control the choice in any way beyond asking whether we could meet a self declared member of an ‘underrepresented group’.

The HR manager at each provider kindly arranged this for us and we were impressed that in each case a genuine volunteer was found, though we were aware what we were asking was potentially sensitive if, for example, a staff member was wrongly identified, or where a protected characteristic was exposed against the wishes of the teacher or trainer him/herself.

In the event, we felt it was a credit to our HR contacts that they knew their workforce well enough to make this possible without controversy. Interviewees were clearly genuinely volunteers and when the code of anonymity and consent was explained, were willing to give consent to their interview forming part of the research corpus. Case studies were shown to these informants for comment and correction or withdrawal of permission before publication.

We were aware of the risk inherent in our selection process of reducing and misrepresenting our interviewees through an assumption that a particular equality ‘strand’ was the dominant characteristic or that their interests or wishes were predictable because of their association with an equality ‘strand’. This is known as ‘essentialisation’ and would always have been inappropriate. Jones L. & Moore R. in Ahier J. et al (1996) p. 320 describe a major problem with the EO (equal opportunities) paradigm as ‘its reliance upon essentialist models of ‘image’, identity’ and ‘self’ which simplify the very processes with which teachers could most productively engage in the classroom.’

The same simplification had to be avoided in our work with teachers. However, our questions were tuned to elicit personal experience and the answers we were given in interview were grounded in this.
The cases formed an important part of the dissemination event of April 21, 2010, when they were presented to participants together with themed questions designed to stimulate useful discussion of best practice. The cases followed the following template:

<table>
<thead>
<tr>
<th>Background (<strong>current role, contract type and teaching context</strong>)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline</strong> <em>(the interview invited interviewees to create or describe to the interviewer a timeline of critical incidents in their life.)</em></td>
</tr>
<tr>
<td>Priority 2 – Attracting and recruiting the best people</td>
</tr>
<tr>
<td>Priority 3 – Retaining and developing the professionalized workforce: <em>(include some of the areas below in the narrative and direct quotes where possible)</em></td>
</tr>
<tr>
<td>CPD opportunities</td>
</tr>
<tr>
<td>Disadvantage in the workplace</td>
</tr>
<tr>
<td>Employer values</td>
</tr>
</tbody>
</table>

The next section presents each of the 11 case studies of trainers and discussion of aspects in which they can shed light on the implementation of Priorities 2 and 3, as in the template above. Case Studies 1 to 5 are employed currently as trainers in the work based learning sector and Case Studies 6 to 11 are in FE colleges. Where possible, we leave gender ambiguous and unnecessary details which might help identify the interviewee or their workplaces have been left out.
10.5 Summary and Discussion of the Case Studies

Work based learning employees

Case Study 1
They have been teaching in the Further Education sector since 2009 and currently hold the position of Tutor.

Background

Case Study 1 was born outside of the UK to parents of Pakistani origin. In 1992 the family moved to the UK and Case Study 1 started secondary school, taking a traditional route through the UK’s education system, achieving GCSEs and A-Levels before graduating from University in 2002 with a BSc (Hons) Degree. After successfully completing their University course, they “just wanted to earn and afford my own home” and commenced work in a large Aerospace organisation, progressing from an administration position to a quality engineer’s position.

Case Study 1 had “always wanted to do teaching”, their mother’s career had been in teaching, and from a very young age they had “always enjoyed playing the role of teacher in games with siblings and helping nieces and nephews with their homework” and decided they would “give it a go whilst I am young”. They proactively went about searching for work and found a two-month work placement within a small training provider. This resulted in being an extremely positive experience and Case Study 1 gained a full time, permanent position of Tutor within the training provider organisation.

Their role involves teaching Numeracy and IT and they are also the organisation’s VLE Champion. “Being able to teach and use my IT skills is the best of both worlds” and they gain a high level of job satisfaction from “using my skills”, “providing one to one support” and finding that “teaching is a two-way stream – I also learn something from my learners everyday”. Case Study 1 has found their training provider an inclusive organisation, with a high level of commitment to equality and diversity practices, and offering a broad scope of positive opportunities within a small organisation which translates into “a clear acknowledgement of work and achievements”, resulting in a recognition that “a job in this sector pushes me, I love the challenges and coming to work every day”.

Priority 2 – Attracting and recruiting the best people

They are currently nearing completion of their PGCE course and are registered with the IfL. The completion of work experience at the training provider offered a sound insight into the sector for Case Study 1 and a clear route into gaining a permanent position. The organisation offers opportunity for flexibility in working patterns and represents equalities issues through a range of avenues including policy, strategy, staff training and awareness raising experiences and via regular internal meetings and practical sessions. “There have always been people from diverse communities working in this organisation” and it is felt that this has been a factor in attracting young learners as well as providing positive role models within the sector.

Priority 3 – Retaining and developing the professionalized workforce

A wide range of CPD activity has been conducted and these opportunities aligned with the organisation’s comprehensive approaches and their own passion for the sector has resulted in them having a desire to “carry on working in this sector” with an ambition to “run my own training
organisation in the future”.

<table>
<thead>
<tr>
<th>CPD opportunities</th>
<th>Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>These achievements have been possible due to the extensive opportunities and approaches of the training provider organisation.</td>
<td>As an ambitious practitioner career pathways are numerous and within a small organisation development ideas are welcomed and work is well recognised.</td>
</tr>
</tbody>
</table>

**Employer values**

It is clear that BME role models inspire applications from underrepresented groups.

**Comment**

This is clearly a satisfied employee in an organisation which works hard to offer opportunities and respect for its workforce. Case Study 1 believes in the value of employing teachers who will be role models to students.
Case Study 2
They have been teaching in the Further Education sector for 20 years and currently hold the position of Learning Support and Key Skills Manager.

Background

Case Study 2 commenced their career as a secretary in the civil service, a role which utilised skills they had gained from attending college. Just prior to their children being born, they commenced a part-time role as an assistant youth worker and their work this area continued for some 15 years. In addition to conducting outreach work, their role also entailed managing volunteers and they took on additional roles with the pre-school committee and volunteering at their children’s school. As their children got older, Case Study 2 undertook IT courses and qualifications as well as teaching qualifications, which led to a part-time, fixed-term role teaching word processing at a local college. This role then led to teaching evening courses in IT for adults and at the same time they studied for a BSc degree in Combined Studies with a diploma in Sociology.

When their children were older, Case Study 2 “decided to go back to full-time work” and gained a position as a trainer in IT and basic skills for a local authority. This role continued for 10 years and involved a variety of activities including delivering training for unemployed people, people whose first language was not English and people with special needs. This was a highly enjoyable time for Case Study 2 “as I could deliver practical activities such as taking learners on open top bus tours of cities, reading timetables at train stations and visiting Job Centres to teach how to search for jobs and helping with form filling”.

After being made redundant, Case Study 2 gained a job for a Training Provider in teaching key skills. The Provider then started to use Initial Assessments to test literacy and numeracy levels which led to the development of focussed and comprehensive learning support activity. Case Study 2 now works in managing and delivering learning support and managing Key Skills as well as having line management responsibility.

Priority 2 – Attracting and recruiting the best people

They conduct IV work and are registered with the IfL. The Training Provider offers opportunity for staff to progress within their roles and Case Study 2 has gained their current role via internal promotion. The Provider represents equalities issues through a range of avenues including policy, strategy, staff training and awareness raising experiences and via induction activities for both staff and learners.

Priority 3 – Retaining and developing the professionalized workforce

A wide range of CPD activity has been conducted and these opportunities aligned with the organisation’s comprehensive approaches and their own passion for the sector has resulted in them having a highly positive experience of their organisation.

CPD opportunities

These achievements have been possible due to the extensive opportunities and approaches of the training provider organisation.

Job Satisfaction

Career pathways are numerous and within a small organisation development ideas are welcomed, work is well recognised and there is ample opportunity to work with a high level of autonomy.
Employer values

It is clear that there is now more representation from both genders within ‘non-traditional’ sectors, i.e. women in construction, men in hair and beauty.

Comment

This is another satisfied employee in a work based learning provider. We note that this is despite being in a subject area not traditionally associated with their gender. However, the employee is very open to busting gender stereotypes.
**Case Study 3**
They have been working in the Further Education sector for 4 years and currently hold the position of Trainer/Assessor.

**Background**

When studying at school, their mother “pushed me to succeed education wise” and Case Study 3 “always wanted to be a teacher”. The school which they attended had forged close links with working within the local community and this afforded them the opportunity to conduct regular voluntary work at a Special School as part of their studies. Case Study 3 completed AS Levels at school and after achieving these qualifications went to work in an office for three years. A career move, then saw Case Study 3 work in a nursery for three-and-a-half years where they achieved an NVQ Level 3. After achieving this, their Assessor informed them of a vacancy at their current training organisation and this encouraged them to apply for their current role as a Trainer/Assessor, a role which they have been conducting now for four years. Their role involves visiting workplaces and assessing learners who are pursuing qualifications in Children’s Care Learning and Development at Levels 2 and 3. As part of this role, Case Study 3 has been closely involved with assessing learners working at a Muslim Nursery. This has seen Case Study 3 learn a great deal about a diverse range of “values and beliefs”. The adapted/different to the norm approaches that the training organisation has taken to working with this Nursery has been seen as “business as usual” as opposed to being seen as additional/extra work for staff to consider. This overall approach has seen the training organisation forge a positive relationship with the Nursery concerned.

**Priority 2 – Attracting and recruiting the best people**

They are registered with the IfL and have completed the A1 Units. The Provider and represents equalities issues through a range of avenues including policy, strategy, staff training and awareness raising experiences, via induction activities for both staff and learners, a national and a regional Equality and Diversity Representative for the organisation and also via annual appraisals, regular reviews with the Training Manager and as a standing item within all monthly team meetings.

**Priority 3 – Retaining and developing the professionalized workforce**

A wide range of CPD activity has been conducted. Additionally, Case Study 3 works in a full-time, permanent capacity and their employer has offered flexibility in their approaches as hours are delivered over four days which allows Case Study 3 to attend University one day each week to study for a Foundation Degree in Early Years. These opportunities aligned with the organisation’s comprehensive approaches and their own passion for the sector has resulted in them having a highly positive experience of their organisation.

**CPD opportunities**

These achievements have been possible due to the extensive opportunities and approaches of the training provider organisation.

**Job Satisfaction**

Career pathways are numerous and within a small organisation development ideas are welcomed, work is well recognised and there is ample opportunity to work with a high level of autonomy.

**Employer values**

It is clear that there is excellent staff retention of people from underrepresented communities and this has a clear link to the organisation’s comprehensive approaches to Equality and Diversity as well as the overall values, principles and ethos of the training organisation.
Comment
Case Study 3 gives a reminder that ‘adjustment’ is not simply something required of the employer.
Case Study 4
They have been working in the Further Education sector for 2 years and currently hold the position of Trainer/Assessor.

Background

Case Study 4 is of mixed African heritage and worked as a legal secretary for 10 years before coming to England. Their idea for their own career had been to become a solicitor, “my brother was a solicitor”. However, within the family, their father “pushed me to achieve academically, he was a teacher and the majority of my family were teachers”. When they came to England, Case Study 4 became interested Health Care and attended Colleges to achieve both their NVQ Level 2 and Level 3 in Health and Social Care.

The Assessor who had worked with Case Study 4 at NVQ Level 3 discussed the role of assessing with them. As a result of this, Case Study 4 applied for a part-time position at a College, which they were unsuccessful in obtaining; however, the process “got my interest piqued” and “having completed my training and having a good knowledge of procedures, my confidence levels were increased and I would challenge my own employer regarding their practices”. “I am passionate about caring for people” and Case Study 5 realised that “if I go into teaching, I can influence good practice in the sector”. Their experiences and own passion for the curriculum area as well as their personal beliefs led them to apply for and successfully gain their current position within the Training Provider organisation.

Priority 2 – Attracting and recruiting the best people

They are registered with the IfL. Their Provider organisation represents equalities issues through a range of avenues including policy, strategy, staff training and awareness raising experiences, via induction activities for both staff and learners, a national and a regional Equality and Diversity Representative for the organisation and also via annual appraisals, regular reviews with the Training Manager and as a standing item within all monthly team meetings.

Priority 3 – Retaining and developing the professionalized workforce

A wide range of CPD activity has been conducted and Case Study 5 has completed the A1 Unit and PTTLS. Additionally, Case Study 4 is currently working towards a BSC (Hons) degree in Health and Social Care. Their Provider has an excellent appraisal system in place and they have regular contact with their subject mentor. Their next career step is not necessarily clear, however there are clear opportunities to progress and there is a high level of support in this area from their organisation.

CPD opportunities

These achievements have been possible due to the extensive opportunities and approaches of the training provider organisation.

Job Satisfaction

Career pathways are numerous and within a small organisation development ideas are welcomed, work is well recognised and there is ample opportunity to work with a high level of autonomy.

Employer values

It is clear that there is excellent staff retention of people from underrepresented communities and this has a clear link to the organisation’s comprehensive approaches to Equality and Diversity as well as the overall values, principles and ethos of the training organisation.
Comment
Case Study 4 has made a link between the high level of staff retention of people from under-represented communities and the organisation having comprehensive approaches to managing equality and diversity. In other words, equality and diversity activity is not seen as being ‘tokenistic’ or ‘bolt on’ to the activity of the organisation, it is seen as integral to all activity and is clearly embedded in both policy and practice.
Case Study 5
They have been working in the Further Education sector for 2 years and currently hold the position of Skills Advisor.

Background
Case Study 5 is a female Skills Advisor working in the curriculum area of Construction and Engineering. They work within the Apprenticeship Programme which involves a high level of contact with employers who wish to train their workforce and offers assistance and support to employers within the sectors.

Case Study 5 left school at 16 and started work within the family business at 19 years of age as a labourer. They then conducted two Apprenticeships and took on a site supervisory role. They completed full time ONC and HNC courses in Building Studies whilst at the same time also working full time which led them to taking on the role of Workshop Manager within the family business which involved overseeing training and apprentices for the business. Case Study 5 became a Director of the business some years before the family eventually sold the business.

Case Study 5 gained their current employment when they found out that there was a vacancy via a manager working within their current training organisation. Due to their previous experience within the family business, they had a valuable employer’s viewpoint on how Apprenticeships were run and had often found that they needed to train their own staff as Apprenticeships, via a managing agency with a variety of FE Colleges in the South West, didn’t necessarily match with the needs of their business. This experience offered the training organisation a valuable perspective and level of experience.

Case Study 5 has noted many issues within the sector which relate to the broad issue of gender equality and which contribute in both obvious and subtle ways to women being and feeling excluded. An overall premise often cited by the father of Case Study 5 is that “If you’re a woman in this industry you can’t be as good as a man, you must be better than a man in order to get on”. In turn, this has a clear impact on both learners and staff, “It is overwhelming and daunting for women who wish to come into a male dominated sector of industry”. For example, from a learner’s perspective “when a prospective female learner sees a group of male learners at the front of the training building, this can lead to the female learner being put off from even entering the building in the first place”; “the building is also old and dirty which can lead to an impression that there is not much pride within the learning environment and this can lead to women (as well as men) being put off from even making an initial application for courses”. A clear example of the direct exclusion of women is that “the building has only one female toilet and this is for staff only; female learners need to go to the reception desk and ask for the key to the disabled toilet”. The fact that the training site is currently solely dedicated to the construction and engineering curriculum area may well be a factor associated with these issues and “moving to a site where a range of curriculum areas are taught could help to influence women’s impressions as they would clearly see a mix of male and female learners”. An overall stereotype cited by Case Study 5 is that “women are clearly under-valued within the sector unless they have taken an academic route to roles such as architects”, this is evidenced by “women often carrying out the administrative type roles only” which serves to add to the assumption that building and engineering career paths are only for men. A clear example of subtle exclusion was where “a female applicant was started on a course at a lower level than a male applicant” where “the reality clearly showed that the female should have started at a higher level”. This leads to the question of how internal systems are structured and implemented to
objectively inform decision making. A question has also been raised with regard to age where Case Study 5 cited that “A female applicant would feel more confident to apply at an older age as they are potentially more mature and able to deal with such issues surrounding gender exclusion in a more positive way than a younger woman might”. This indicates a subtle exclusion of younger females who may be interested in the sector.

In the sector there are many apparent and “strong pre-conceived ideas and prejudices”, male staff can reinforce these prejudices and stereotypes by applying different values to each gender, for example, “watch your language because there is a female present” or “hold open the door for this person because they are a female”; “there is nothing wrong with having values, however, it has a different impact when the person in authority imposes values which lead to male learners getting into trouble for not implementing them – sound values should be implemented for all”. This can lead to frustration and a very real sense of exclusion for the female (whether learner or staff member) as male counterparts can often complain that “females get special treatment” and “we get told off because of her”. This leads to clear exclusion on the grounds of gender and overall Case Study 5 cites that “I don't want to be in this industry because I am female, but because I bring skills and value to the organisation”. Case Study 5 has found a range of subtle issues surrounding gender equality within her role, for example, “women are often seen as poking their nose in, by staff, when if the ideas and suggestions had originated from a male colleague, it is often clear that this type of response would not have been made”. Case Study 5 is aware of complaints being made by both staff and learners with regard to gender equality which have been upheld, however, “in reality they have been brushed under the carpet and the results of the complaint not acted upon as male managers do not see the issues as being of a serious nature”. This can lead to an approach where “if a female complains then it may make it hard for her to continue”. Case Study 5 also cites that this type of exclusion on the grounds of gender can be reinforced by women where they can fall into actively “role-playing a role more suited to that of a woman 30 or 40 years ago – one that women have tried so hard to get away from”. Overall, “a great deal of time is wasted by the organisation on dealing with equalities issues” that are either direct complaints or dealing with the effects and impacts of subtle exclusion on an ongoing basis.

Priority 2 – Attracting and recruiting the best people

They are registered with the IfL and have achieved an HNC as well as PTTLS.

Priority 3 – Retaining and developing the professionalized workforce

A wide range of CPD activity has been conducted and Case Study 5 is currently studying for DTLLS. There is limited support from the employer for part-time workers and as the vast majority of part-time work is conducted by women, this has a knock-on effect for women wishing to join the sector. Their next career step is unclear because of not feeling valued within the workforce and a feeling of the equality and diversity agenda being purely a ‘tick box’ approach. Staff retention of women seems low and any positive action initiatives, for example, women into management, appear to be unlikely due to objections by male members of staff.

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<tr>
<th>CPD opportunities</th>
<th>Job Satisfaction</th>
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<tr>
<td>There are a range of CPD opportunities offered by the organisation.</td>
<td>Case Study 5 feels “split in two”. This is due to enjoying the work involved within the sector, however, at the same time, having limited opportunity and/or autonomy to influence or make basic changes, often due to gender barriers.</td>
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</table>
**Employer values**

It is clear that there are a range of gender barriers in place, potentially due to equality and diversity being dealt with as a ‘tick box’ issue as opposed to being a real issue associated with business improvement. Case Study 5 would like to see a range of changes including:

Changing the image of construction, where women feel able to step over the threshold and look around; the values and beliefs of staff being changed to have a more consistent inclusive impact; a larger female presence in the building; more female managers in place - both operational and occupational; and overall creating an environment where “women who are capable of doing the job are respected and valued”.

There is potential for academia to view ‘the trades’ as being of generally lesser value than other curriculum and vocational areas and this can have a negative impact, including with regard to gender equality. “Women are generally valued and respected by the training provider, this is clearly evident in other curriculum and vocational areas and as a whole, but this has not necessarily filtered through to construction as yet. Perhaps the irony is that there aren’t the women out there to recruit to FE as there aren’t women training in construction – this is a self-perpetuating cycle”.

**Comment**

Case Study 5 is doing her best to progress but the employer seems to be locked into an earlier time and attitudes. There is clearly much to learn from other WBL providers we visited.
## Case Study 6

**Alex**

### Background

Alex is a Subject Leader in a practical subject at a college of further education and is on the middle management scale, being responsible for approximately 200 students on various part and full time Diplomas and approved short courses. S/he is on a full time, permanent contract and works about a 50 hour week including careers mornings etc. S/he is in their early thirties.

Alex knew from the age of 4 s/he wanted to be in the chosen subject area. From the age of 14 or 15 s/he further knew s/he wanted to be involved in retail in the same area. Alex was one of the few at school who knew always what they wanted to do.

In 1999 graduation was followed by full employment within 3 days of leaving. At first s/he was assistant manager and then further promoted within a chain. After 2 years there s/he moved and eventually became a general manager. This made Alex begin to think s/he did not want to be a full general manager as this took time away from the basis of his interest.

Eventually Alex realised s/he had an interest in training in the subject and joined the college on a part time basis in 2003 and then became a full timer in 2004. Alex’s interest in education has expanded and as well as a PGCE, s/he has just completed a Masters.

Alex cannot say what has brought her/him into teaching. S/he is now the highest qualified member of the immediate family. Alex’s partner, whom s/he met after finishing university, works in another branch of retail.

### Priority 2 – Attracting and recruiting the best people

Alex told us the job was perhaps advertised with her/him in mind. Jobs are advertised on the internet and very likely in local papers but then, occasionally, depending on the subject area, in specialist publications. Contracts can be flexible. One of the application form questions is ‘Would you consider doing a job share?’ People may work on a part time consultancy basis.

### CPD opportunities

Alex appreciates the college for granting half a day remission during the MA. The college also temporarily removed 0.1 of the contract to allow Alex to finish it. This meant s/he did not have to teach the most stressful students!

### Job Satisfaction

Alex ‘always looks forward to coming to work.’ The greatest areas of satisfaction are student contact ‘which can be brilliant or fall about your ears’ but also ‘the business side’. What Alex would most wish for is investment in the department s/he runs. Alex hopes to become a HOD next.
**Disadvantage in the Workplace**

Line managers are well geared up in E&D. There is a student LGBT group facilitated by the college counsellor, but no staff group. After an uncertain start the college has recently begun to offer ‘active co-operation’ to the LGBT student group. During the MA, Alex attended a staff LGBT group at the university but found this was inappropriate as s/he was a student. Alex has suffered no direct harassment, prejudice, discrimination or disadvantage. Nor has s/he felt overlooked or undervalued. In the past s/he did have problems when, having left university where it was known Alex was gay/lesbian, s/he did not know whether to disclose sexual orientation. This is described as ‘Not feeling comfortable – you always feel you’re holding yourself back’. Only in the last 2 years, as Alex’s job has expanded beyond the department has Alex felt happier about disclosing. Even now, not everyone has known even when Alex thought they must and there have been some embarrassing moments for colleagues who made the heterosexual assumption. There are no known black lecturers except in the outreach staff. Alex knows one TG staff member and one ‘out’ gay.

**Employer values**

The employer gained a good Ofsted grade in E&D. In the Ofsted context, there is now an E&D committee. Adverts are equal opportunities badged. The college supports its members. E&D is gaining momentum. Posters, campaigns and policies are in place ‘though not promoted as they should’. The Ofsted grade may be more based on its treatment of disability and socio economic issues than other strands. However, in the LGBT context, HR is keen to find out how the college might become a Stonewall Diversity Champion though this would cost £2K. A new application form asks new applicants to identify their sexual orientation but there is no re-monitoring of ‘old’ staff. Alex thinks this should take place. Alex cannot tell whether any particular group experiences better or worse retention.

**Comment**

It is interesting that Case Study 6 felt s/he had been particularly empowered to participate in college equality and diversity discussions after being promoted. A senior position is felt to offer protection and this reminds us that we ask more of junior or main grade staff when we invite them to declare protected characteristics.
Case Study 7

Chris

**Background**

Chris is on a full time fixed term temporary contract at a college, teaching level 3 BTEC. Chris is covering for a teacher on one year’s leave but hopes for a permanent position. This was the third month of employment.

Chris got 4 GCSEs at school but went to college and gained 3 good A levels. However, in the final year Chris was walking into things and an employer suggested a doctor. It turned out Chris needed treatment for a brain tumour. Unable to return to paid work for an extended period, Chris nonetheless undertook voluntary work at a museum and wildlife trust. Chris worked first as an Administrator at a school and later obtained a secondary teaching qualification followed by an Open University Year 1 Certificate. Chris then taught in a school for 2 years, followed by supply teaching and the present job. Chris was the first in family to go to university. The only residual effect of the tumour on work life is a lack of balance in extreme situations, preventing them, for example, standing on a chair to adjust a ceiling mounted data projector. They say they can easily cope and obtain help if necessary. They have therefore not declared as disabled. They comment that both parents probably suffered from depression and this also has sharpened awareness of mental health issues. Chris is in the late twenties.

**Priority 2 – Attracting and recruiting the best people**

They were recruited to the present work by a supply agency. They are impressed by the flexibility available at the college. ‘**Hours can be negotiated to part time. Staff can finish early on a Wednesday or start late on a Friday**’.

**CPD opportunities**

‘**I’ve not been here that long**’. However, Chris was told at induction there was a pot of money for CPD. Moodle training was given on the afternoon of the interview. Chris has since taken a safeguarding course on line. Various training is known about including specific Edexcel courses in the subject area.

**Job Satisfaction**

‘**Quite a bit**’. But Chris would like a permanent job ideally at the college but is keeping an eye on other opportunities. Chris likes ‘empowering students.’ Subject to schemes of work, Chris feels there is quite a lot of autonomy.

**Disadvantage in the Workplace**

None in present job. In a previous employment Chris may have come across as needy but no support was offered and no encouragement to apply for promotion though opportunities existed in the subject area. Chris was unusual in being young and single. ‘**The girls threatened to contact my line manager. I got an email on Friday afternoon asking me to come in on Monday and talk about my relationships with the students (a notoriously difficult tutor group). I got the trade union rep to sit in**.’ No mention was then actually made of relationships and the meeting dealt only with marking procedures.
**Employer values**

Chris feels well looked after and though there is no formal mentor, works happily with a permanent colleague who has given a subject induction. No appraisal as yet. Uses predecessor’s desk. ‘**Staff are a mixed bunch. People seem to be employed on their skills.**’ Chris has not needed to experience positive action. ‘**The Supply Agency did not seem to be looking for a special group.**’ ‘**Bristol is a diverse area anyway and my impression is the College represents it.**’ Chris offers the diverse names of staff as possible evidence here.

**Comment**

Case Study 7 say they have not declared as disabled. It was clear that declaring a disability was seen as making an unnecessary fuss possibly weakening their standing at a time when they hoped for a permanent position to be made available.
## Background

Gill’s work at a further education college is split between hourly paid student support and hourly paid work as a visiting lecturer in ACE (Access to Education) and with E2E students. ACE is her home department. She normally works 30 hours per week but is guaranteed fewer. Most of her work is in the construction department. She had just applied for a permanent lectureship with ACE. Gill also works as a volunteer in a primary school, which she has done for many years.

At the time of the interview Gill had worked at the college for 15 months, but had lectured only for the previous 9. Gill wrote comments against our Timeline headings as follows:

- **Personal:**
- **Community:** Chairperson charitable Nursery 2-4 year old/manage
- **Work:** Supporting in Construction/teaching ace dept (maths)
- **Family:** fabulous very positive & supportive
- **Education:** School just about OK – college fantastic

Gill’s parents were not especially educationally oriented while she was growing up though mother took a degree in history later in life. Gill’s says her biggest motivation to teach is based on her own poor school experiences: ‘if one student cannot have the negative experiences I had in secondary school’. The majority of teachers were male and made derogatory comments about female students and why they were at school.’ ‘I didn’t see it at the time ….The only student expected to go to university was the daughter of two doctors.’ The only teacher she found effective was her history teacher, a local poet. After school she went at 16 to the college she is now working at. Here she had a model maths teacher ‘who made the subject really interesting and relevant and valued all our opinions.’

Gill’s says her biggest motivation to teach is based on her own poor school experiences: ‘if one student cannot have the negative experiences I had in secondary school’. Gill now days uses her methods such as, ‘praise what you can even though the student is wrong.’

Gill told us her husband has a construction business and she was the project manager for some substantial projects. In the late eighties she had the first of three sons, the third being born in 2003. During this period she acquired qualifications in Learning Support, which led to ongoing employment as a Teaching Assistant. In 2008 she joined the college as a student support worker and herself took Level 2 maths and English and a PTLLS. Later that year she began a Cert Ed, which she is completing in-service at the college.

## Priority 2 – Attracting and recruiting the best people

Gill was recruited via an advert in the local paper. Contracts can be flexible, including hourly paid, claims based. ‘When I was recruited they had me in mind for Construction’. This is significant to Gill as she feels it indicates the College’s commitment to diversity, she being female, and this being an unusual gender in construction departments.

## CPD opportunities

Gill has attended various courses including training in E&D, literacy/numeracy screening, ELM and POVA (protection of

## Job Satisfaction

100% satisfied. Her greatest satisfaction is ‘when a student masters something.’ She is ‘left to get on with things’. Initially she was ‘chucked off the top diving
vulnerable adults) All courses are contained within a day. POVA was almost a full day. Gill says her immediate ambition is to be a maths teacher but she would love to do further studies in construction. She says this is a ‘bit of a dilemma’. She rates the appraisal system highly – she ‘had an appraisal a week last Thursday’.

board. Thankfully I am a good swimmer.’ She would most wish for a full time teaching job.

Disadvantage in the Workplace

She has experienced no discrimination at college. Nor has she needed the complaints procedure. She has never felt overlooked or her skill set and experience undervalued. She is used to working in an all male environment. She feels they respect her especially ‘when they discover my subject knowledge’. She knows of no specific positive action by the employer. Of 120 applicants for her job maybe 1/3 were male but she could not say whether the interviews were designed to reach out to males or females. She is unaware of any staff interest groups. Ideally to advance the E&D agenda, though this is happening with E&D, she would go into secondary schools more aggressively. ‘We should stick with it’. 

Employer values

Gill has a mentor, who knows her subject area well. Her line manager is very committed to E&D. (Being in her position) she ‘could not say how it is with more senior managers’.

Comment

She says she is 100% satisfied with her workplace. . Her greatest satisfaction is ‘when a student masters something.’ She is ‘left to get on with things’. Initially she was ‘chucked off the top diving board. Thankfully I am a good swimmer.’ She would most wish for a full time teaching job, however, but we wondered whether she was being given adequate advice about her career prospects as a maths teacher given her present qualifications, which may not be suitable.
Case Study 9

Nicky

Background

Nicky has a permanent full time management role supporting teachers. Nicky works long hours – approximately 50 a week. E&D is a major theme in her work. For example, Nicky designs Inset sessions on making teaching more diversity focused.

Born in the early 1950s, Nicky always wanted to be a teacher. Even before school Nicky would await the arrival home of sisters who would tell Nicky what had happened at school. Taking the role of teacher, Nicky would then re-enact the scenes described, with the sisters as pupils. Nicky does not really know where the pedagogic urge came from. ‘Mother was a mother’ and ‘Dad was not on the scene’ till Nicky was 21. After school Nicky took a school Cert Ed. After 3 years teaching Nicky became a HOD. A Lecturer 2 college teaching job followed where Nicky acquired a range of management skills, including doing the timetable for 100 staff. A BA Education with the OU, a PG Dip Management and currently a MSc have followed. 15 years ago redundancy crested an opportunity to set up a B and B business with friends. Nicky also worked for a while as a trainer for a large supermarket chain. Eventually the business closed and Nicky acquired an offsite tutorship at the college which is now the employer. This led to a position as an Advanced Practitioner and eventually to the present more senior position.

Priority 2 – Attracting and recruiting the best people

The current role was advertised in TES. Nicky says the college is seeking to recruit minorities and the targets of advertising vary according to the job. Working patterns vary depending on the positions. Staff are expected to work 8.30 to 5 at college unless specific permission is given otherwise. The IT system allows home working. ‘It’s OK to keep a part time job’. Staff are encouraged to progress though those who do not wish this are accepted as such.

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<tr>
<td>Nicky feels very positive and is supported in taking the current Masters degree and in relevant conference attendance. Nicky has been allowed to take holiday time to pursue studies.</td>
<td>‘I love the job’. Nicky most enjoys seeing people achieving in their role when Nicky had a hand in it, also the induction of staff. Nicky has a sense of autonomy and notes that the job involves direct dealing with all levels including colleagues at principal level. Nothing would improve Nicky’s satisfaction except perhaps a more senior appointment in the same area.</td>
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Disadvantage in the Workplace

Nicky is unaware of any discrimination against him/her. Nicky describes how they ‘work hard to get a broad, fair playing field to work in’. Nicky has felt able to ‘come out’ as gay/lesbian at the present college. Reflecting on the difference from previous employments, Nicky says ‘Coming out at work has made me feel differently about myself – you’re hiding something – it almost makes you ashamed (i.e. when you have not come out).’ ‘Because I was not out at the other college I couldn’t be sure whether it was because I was gay or not’. Nicky ‘didn’t have the nerve’ to attend the current college LGBT group (now defunct) but subsequently came out because when talking
confidentially to a close colleague about Nicky’s life partner, the colleague said ‘Do you not think people here have sussed it?’ There are no current specific staff interest groups but ‘maybe now’s the time. There’s a small number of black and Asian staff. Maybe they’d benefit.’

**Employer values**

Managers are very committed to the E&D agenda. A VP heads the E&D group and is scrupulous. For example, this colleague researched the correct term to describe a civil partnership for College records when this information was recently introduced. Nicky describes the E&D group, posters and a current application for the Investors in Diversity Kite mark as further evidence. Every single member of staff is encouraged to take E&D qualifications.

**Comment**

It appears in her/his view times have improved for someone in her/his position. S/he is unaware of any discrimination against him/her. S/he describes how the College ‘works hard to get a broad, fair playing field to work in’. S/he has felt able to ‘come out’ as gay/lesbian at the present college. Reflecting on the difference from previous employments, S/he says ‘Coming out at work has made me feel differently about myself – you’re hiding something – it almost makes you ashamed (i.e. when you have not come out).’ ‘Because I was not out at the other college I couldn’t be sure whether it was because I was gay or not’. S/he ‘didn’t have the nerve’ to attend the current college LGBT group (now defunct) but subsequently came out because when talking confidentially to a close colleague about her/his life partner, the colleague said ‘Do you not think people here have sussed it?’ There are no current specific staff interest groups but ‘maybe now’s the time. There’s a small number of black and Asian staff. Maybe they’d benefit.’

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Background

Samantha was born in another European country, and came to the UK 35 years ago.

When a child she played at being a teacher, and wanted to teach from an early age. Her motivation to teach ‘goes back a long time’ and was fostered by teachers she admired, and by positive experiences as a pupil when in education.

Samantha was more influenced in her career choice by her teachers than by her family, and some of the positive school experiences ‘stayed with me’.

Initially worked in UK in administration with an imports company to use languages, but all the time felt ‘teaching was my vocation’.

Got started in teaching by offering twilight language courses to secondary school GCSE pupils, and then started teaching adult education during the evening at the college where she is still employed. This fitted in with the responsibilities of having a young family.

Teaching secondary school pupils was very different from teaching adults and although the younger school pupils may have had more ability, they did not have the ‘same satisfaction and willingness to learn’ of the adult learners. This early phase of teaching was ‘very satisfying and gratifying’.

Priority 2 – Attracting and recruiting the best people

When her children got old enough Samantha started teaching during more the day, undertook a PGCE, and built her teaching work up over a number of years. Since starting at the college she has built up her specialist subject across the college curriculum, and it now features in all levels and with all students including adults and young people.

Samantha explained how the whole process of securing a job was less complicated some years ago than now. The process of being interviewed and undertaking the other activities which are part of the selection process would have made securing work more difficult for her at the time if these procedures had been in place then.

She was confident her employers both take diversity seriously, and ensure equality and diversity is given a high profile in marketing and recruitment policies and procedures.

Priority 3 – Retaining and developing the professionalized workforce

Samantha has undertaken a variety of other teaching related roles during her career at this one college including personal tutor, IT champion and advanced practitioner.

Samantha has progressed in career terms well, and compared the situation for new starters when she commenced teaching with the current day. Then she had little interaction with other college staff or
managers as an evening class tutor and did not recognise a visiting vice principal. New staff at this college now get support and are all greeted by the college principal when they start teaching.

Samantha has ‘never’ felt any disadvantage because of nationality and has ‘never felt discriminated against’

She did indicate she finds appraisals can at time appear to have little value, and are not the best way to have staff views taken account of. They can appear to be a way of senior management making sure their agenda is met.

What she would like to have changed is for more attention paid to ‘what we say’.

Overall she is ‘very happy’ in her work and with her employer.

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<tbody>
<tr>
<td>Samantha undertakes external CPD when appropriate and available, and has ‘never had no said to me about staff development’</td>
<td>Samantha has had great satisfaction from her work and her different roles and responsibilities, and continues to do so.</td>
</tr>
<tr>
<td>CPD relating to Equality and Diversity and a themed college week on E &amp; D for staff and students appeared to Samantha to indicate a positive approach to CPD in this area.</td>
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**Employer values**

Samantha has a strong belief that her college does well with Equality and Diversity for staff and students. Her line managers and senior managers ‘have a good understanding of Equality & Diversity’.

She believes the employer has promoted the embedding of E&D in the curriculum and ‘our curriculum addresses cultural values and race’

She did have some difficulties with a colleague in a competing subject area, but kept continuing to argue her case and decided she would ‘take the sweet with the sour’ as she didn’t want to make things worse for herself. Over time this approach did resolve the situation.

Although confident in the approaches use to promote and embed equality and diversity she does retain some scepticism about relationships with staff overall. At times she is not entirely sure that her employers ‘really appreciate what we do’

**Comment**

Her attitude to appraisals as possibly of little value does raise the question as to what the alternatives are and we are reminded that one other medium for the staff voice of underrepresented teachers or trainers is the staff interest group – LGBT, for example. However, although HR apparently would be happy to work with them and even help to set them up, these have not come about in most colleges.
## Case Study 11: Stef
He/she has been teaching in the Post-Compulsory sector for 20 years or so and currently holds a Head of School position.

### Background
As a young person Stef was seen as the “family black sheep” and left school with no GCSEs, despite high parental and community expectations. After a period of helping in the family business and travelling he/she decided to improve their prospects by attending college. “Education changed my life” and he/she returned to FE as a mature student with more focus and determination – “the penny just dropped”. He/she went on to complete several professional exams whilst working and successfully completed undergraduate studies.

He/she initially gained employment in the civil service, which pleased parents, but the white, middle class traditionalist culture was very isolating and at this point he/she considered teaching. However, This was not as highly regarded by the community as Stef’s previous. He/she undertook a full time PGCE and was the only BME student in that cohort. The course was very challenging and intense, especially the block placement, but Stef found great support from the PGCE tutor. This was a life changing decision.

Their first interview experience and job offer were positive, but needed to check with parents that accepting the job and relocating was ok. These cultural procedures validated their support and helped exorcise previous academic failures. Stef was warned at Stef’s initial rural post about potential racism, within a very white community. However, he/she has never faced any prejudice, but based interactions on mutual respect and dialogue, so students “never felt they were taught by a foreigner”.

### Priority 2 – Attracting and recruiting the best people
Moved into a more urban setting after two years to seek further promotion opportunities. He/she subsequently achieved a Head of School position, despite having just 5 years sector experience as he/she were able to demonstrate transferable skills. However this caused initial resentment from longer standing members of staff and may have been perceived as positive discrimination. Stef found this a lonely experience. Although support came from other managers, it necessitated networking within a predominately white culture.

### Priority 3 – Retaining and developing the professionalized workforce
At Stef’s point he/she set new ambitions to achieve a senior management role within 7-8 years and undertook several cross-college roles to enhance skills and raise profile. There then followed a hurtful process of working in an acting senior capacity, which was eventually devolved. Stef’s led to looking for work externally, before securing current post. Although he/she did not feel this was a discriminatory process as such, essentially poorly handled by HR, it could have been interpreted that way.

### CPD opportunities
These achievements have only been possible due to extensive family support and sacrifices made to promote Stef’s career

### Job Satisfaction
As an ambitious practitioner career pathways are not always clear, or involved waiting for team members to retire. This often prompts colleagues to look elsewhere for opportunities.
Employer values

There is a lack of BME role models to mentor or inspire applications from underrepresented areas and those currently in employment are often exploited to take on E&D roles.

Comment

S/he felt undermined by the possibility that colleagues saw her/his promotion as an example of positive discrimination. We wondered whether HR gave enough attention to the issue of people’s confusion over the difference between positive action, which is encouraged and positive discrimination, which is not and which is illegal.
11. Best Practice Suggestions

Finally, at our first dissemination event we asked participants to write down their own best practice and issues they were encountering. This is what people kindly wrote in the form we provided:

‘Teacher Trainer’.
Best practice: Clear and open communication channels; transparent management systems. Whole organisation involved.

‘Deputy HR manager at a FE College’.
Best practice: Currently implementing a new HR software package to include web based self service – staff will be able to update their personal information which hope will have a positive impact on disclosure of the protected characteristics. Sub(?) staff & learner committees that feed into E&D committee.

Issues encountering: Role of HR within organisation – encouraging staff to disclose; isolation of staff.

Anon

HR Bond – software. We use it for booking leave. Encourages staff to go and amend personal details.

‘Advanced Practitioner’
Best practice: Proactively identifying examples of positive (& negative) E & D issues in teaching & learning situations & sharing with other staff.

Issues encountered: Making others aware of importance of E & D issues.

Another ‘Advanced Practitioner’

Anon
Best practice: *Psycho Social Risk Assessments Quarterly*

- **Core training to all staff annually** – includes E & OD training.
- **Have EO adviser within company for staff & learners**
- **For 6 years have EDIMS stats for all programmes** (highlighted favourably by Ofsted)
- **Annual EOD declarations from staff.**
12. Conclusions

We now return to our original questions

Question 1. What is the scope and interpretation of the inclusive legislation by various stakeholders?

The answer to the first question is positive. Nearly all providers were informed about the legislation. The staff we met were also mostly informed and both sides knew that change was expected. They knew broadly what kinds of change, though it was clear in some cases that there were worries on both sides as to the adequacy of their practice plans to inspection requirements.

Question 2. What is the current demographic of teaching staff in a group of providers across the South West and to what extent does it ‘represent the communities they serve’?

Data capture is a general issue for the sector. However, it was clear that women comprised the majority of staff in most colleges and were never the minority except in certain cohorts of trainee teachers.

In terms of the other equality ‘strands’ it was clear that the staff demographic was closer to that of the general population than to that of students. Providers have a huge task ahead as new inspection regimes require them to show how they are matching staff to student profiles.

BME staff were more likely to be found in urban providers but though we suspected that BME teachers form a larger proportion of less qualified or unqualified teachers than of qualified teachers there were insufficient data in our sample to substantiate this.

Disability was scarcely declared and often simply unknown. It may have been significant that no formally self declared disabled people found their way to interview and our only contact in this respect had deliberately chosen not to disclose their status. LGBT status is even less well known and even, in some cases, age profiles were not supplied. However, where we had them, age profiles were variable and one college in particular seemed to have a very high proportion of over fifties, no doubt raising issues of succession planning!

Question 3

What are the common experiences, if any, of teachers from underrepresented areas, in terms of career entry and trajectory?
No one had found their way to work through a targeted recruitment initiative with their ‘strand’, though the sector has been aiming to do this for many years. Predictably, once employed, experiences vary greatly. It was possible for a woman (Case Study 5) to experience subtle discrimination in one construction department and for another woman in a similar situation elsewhere (Case Study 8) to feel very comfortable.

LGBT interviewees described enormous improvements in their work climate and attributed this in part to new inspection priorities. BME interviewees did not report discrimination, though poor management had made them wonder sometimes. One interviewee had felt that colleagues had attributed his promotion to positive discrimination, which disturbed him.

**Question 4. How are providers across the sector actively addressing the workforce strategy?**

We began the project with some preconceptions about the lifelong learning sector. One of these was that commitment to equality and diversity in the colleges was likely to be better developed than in the commercial arm of further education. This is not true. There was both excellent and sometimes rather inadequate practice on both sides.

Another preconception was that despite recent problems with SIR data, all providers would have responded by now to the impact of the Common Inspection Framework and collected a full statistical breakdown of their staffs in relation to the chief equality ‘strands’. This was not so. Where it was available, we expected such data could be readily accessed. This was also not true. We were disappointed to find that even where data was provided it was in some cases problematic and much was omitted, especially information about LGBT status, disability and sometimes, age. We had underestimated the demands being placed on institutions and one of our conclusions is that providers need help.

Data capture was another running theme, as mentioned above. Teachers and trainers need to have good reasons to disclose personal information to a manager. They need to know a) that the information will be protected b) that it will be useful, either to them or to a cause they believe in such as perhaps the wellbeing of learners. There is also the question of updating the HR database. The status of staff may well change – perhaps not with regard to all ‘strands’, but all some ‘strands’ may be subject to different declaration as a career progresses.
Some providers have begun to use HR software which allows staff to take part in ‘web based self service’ in order to update their personal information and which we hope will have a positive impact on disclosure of the protected characteristics.

A further expectation was that the equality and diversity agenda was being powered entirely by the need for compliance with inspection frameworks. This was untrue. We found our meetings with nearly all HR managers were illumined by their warm and genuine commitment to attracting all talents for the benefit of learners.

Taking our visits to colleges as a whole, a picture has emerged of a sector often working very hard to adapt to stringent new expectations. Only one provider was left in the dark ages. The climate in other, even previously traditionally minded, providers is transforming. Our LGBT interviewees left us in no doubt as to the sea change that they, for example, have experienced, as the old subtle barriers have started to come down and a new language of inclusivity is dominant.

However, HR and managers are sometimes feeling a little helpless about transforming easy rhetoric into strong deeds. This is understandable when HR are confronted with an expectation, for example, that they should have plans to progress from, say, a BME staff membership of 5%, to a percentage consonant with their student BME population of 16%!

We encountered two particular sources of anxiety. One is a lack of ideas for recruiting diverse new staff and another relates to the difficulty of persuading existing staff to take a risk with personal information. In fact, none of the staff we interviewed had been attracted to their job by deliberate targeting of their ‘strand’ on the part of the provider. However, having found their way to the employer, most were struck by the inclusive climate where this existed and this contributed to a positive attitude about the work and no doubt to reducing staff ‘churn’. Certainly, as Case Study 5 shows, where there was less comprehensive Equality and Diversity practice, lower levels of staff satisfaction and morale were reported than in more advanced providers.

The equality and diversity agenda may seem to some providers to be too expensive in hard up times. Small colleges, for example, are under serious economic threat, even against their survival. However, there is a persuasive business case as well as a moral and cultural one. Even in our small sample, where providers diversified their workforce, they reported some positive impact on their student recruitment. Despite political comings and goings at the national level, it seems the ‘E & D agenda’ is here to stay, is supported by all major political parties and
will become progressively embedded in the culture of all institutions as the Equality Act bites. Yet the feeling of helplessness remains for some.

The answer rests, in part, in imaginative thinking and talking with one another within and across provider boundaries. Each centre should, for example, consider what it could mean to ‘grow your own teachers’ but also find out how others are starting to do this.

Talking it through is very helpful. In the process of our interviews we found that even answering our simple research questions stimulated new thinking in some HR interviewees, for example about moving more resource into training for recruitment and selection in one case, or, in another, encouraging staff interest groups.

Helplessness however is best overcome through the effective sharing of best practice. We have questioned this notion in an earlier section of the report, but of course, subject to context, good ways should be shared. This project has been an example of ways in which the CETT can help.
13. Recommendations to providers

13.1 Priority One Understanding the Nature of the Workforce
Progress is being made but data capture for monitoring and tracking of equality and diversity is at a very early stage and needs robust attention. Unless this is done, providers will be unable to monitor general trends and respond to recruitment patterns or the individual progress of staff from underrepresented groups in, for example, CPD or promotion. However, responses can be misunderstood as there is a common confusion between positive action and positive discrimination. The equality and diversity agenda will fail if staff as a whole fail to understand the benefits of the equality and diversity project. Involvement of all staff in making the business case as well as the social and moral case is essential.

13.2 Priority Two Attracting and recruiting the best people
Ofsted’s Common Inspection Framework has been a strong force in driving improvement in recruitment and selection but equality and diversity policy should be justified in terms of the values of the provider rather than as a response to inspection.

Those involved in recruitment and selection should receive specific training in this area.

Targeted marketing is carried out half heartedly and rarely works for our sample. Specific good ideas such as analysing local demographics or advertising on, for example, Asian websites need to be shared more.

Word of mouth is a strong force. Consider how to promote it. Where certain providers recruited staff from underrepresented groups, they may not have changed marketing practice but learner groups increased by word of mouth.

‘Grow your own’ is worth considering for a provider seeking to diversify the workforce but unable to provoke applications from minorities.

Consider also nurturing unsuccessful candidates by offering programmes of development such as PTLLS (threshold certificate) courses or help with skills of application.
Consider extending the ‘two ticks’ system beyond disability to other equality ‘strands’.
13.3 Priority Three Retaining and developing the modern, professionalised workforce

Update data collection processes to take all ‘strands’ into account, especially (trans) gender identity, which has been added to the other ‘strands’ along with age and sexual orientation. Consider using specialist self service HR software.

Build a repertoire of equality and diversity related study for teachers and managers at appropriate levels

Draw on the range of e-learning now available in the field of equality and diversity.

Build equality and diversity issues explicitly into appraisals.

Consider recruiting a ‘diversity team’ of colleagues.

Sell the idea of declaration to existing staff and update the staff database.

Track, record and monitor CPD and promotions from the diversity angle.

Link CPD planning to outcomes of the induction process and to ongoing appraisal, e.g. ‘black leadership’ courses.

Engage actively in equality and diversity related succession planning.

Consider how to encourage the formation of and links with staff interest groups.

Systematic exit interviews should be conducted by HR.

Consider how there could be a staff dimension to (e.g. monthly) whole college equality and diversity themes.

13.4 Priority Four Ensuring equality and diversity are at the heart of strategy, policy making, planning and training: general Implementation of Policy
Remember that ‘adjustment’ has usually been required of the employee before it ever becomes an issue for the employer.

Share good practice. Providers are at different stages of developing their Equality and Diversity practice, some already planning Equality Impact Assessment (EIA), others wondering what to do.

Remember examples of good or excellent practice can be found in both the private, work based learning side of the sector and in the further education colleges.

Remember staff satisfaction among members of underrepresented groups was found in both sides of the sector.

Remember staff who felt most satisfied, and who felt their voice was being heard and their interests taken to heart by the employer worked for providers where there were robust systems, better data and a wider diversity of staff in relation to the equality ‘strands’.

Remember where there were robust policies and practice, clearly identified roles and responsibilities were also in place.
14. References

Reference List
1. Annual Workforce Diversity Profile 2006-7 LLUK
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15. The Further Education Teachers' Qualifications (ENG) Regulations 2007 No 2264
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50. Statistic data taken from 'Pursuing Excellence: an outline improvement strategy for consultation' regional event organised by QIA and LSC (June 2006)

51. Lucas, C 2008, email, 26th January 2008.<address withheld>


59. The Chartered Institute of Personnel and Development: Managing Diversity, Linking Theory and Practice to Business Performance

60. The Chartered Institute of Personnel and Development: Managing Diversity, Measuring Success

APPENDICES

Appendix 1  One-to-one teacher/trainer interview prompts
Appendix 2  ‘The Workforce Development Strategy’ priorities
Appendix 1

Diversifying the Workforce

Notes to Inteviewer: (allow about 1-1½ hrs for discussion)

Where possible this interview should be electronically recorded for later moderation. As a follow up it would be useful to contact the participant again to ensure our representation of the discussion is as intended.

When the interview is finished please check the following 3 are done:
1. Timeline completed?
2. Arrange follow up to share written representation of discussion
3. Signed informed consent?

The questions below are semi-structured, so feel free to jump about and follow any interesting avenues, whilst ensuring the overarching topics are covered. For this reason it is best not to share these pages with the respondent as it removes the spontaneity of the discussion!

1) **Current contextualisation**

What do you do?
- job title, curriculum area and current responsibilities?
- number of years in sector and in current role?
- how many hours do you work per week and on what type of contract?

2) **Background**

How did I end up here?
- using the timeline, discuss your journey to this current role.
- include: critical incidents, fateful moments, epiphanies, external drivers (family or community), internal drivers (motivation and aspirations), previous educational experiences etc.
- you may want to revisit/refer to this throughout the interview
- this discussion should include their motivations to join the sector.

3) **The Workforce Strategy**

(below are the two key priorities to our research in terms of employer engagement with this agenda)

Priority 2 – Attracting and recruiting the best people
- how were you recruited to the current role?
- what is your highest qualification?
- what is your teaching/assessing qualification or current studies?
- are you registered with a professional body, such as IfL or CORGI?
- how are posts recruited to and advertised?
- what contracts or flexibility of working patterns are offered?
how does your employer represent E&D issues? E.g. posters, policies or campaigns etc.

Priority 3 – Retaining and developing the professionalized workforce

CPD
- what Continuing Professional Development have you undertaken, supported by your employer, which has enhanced your skills, confidence or knowledge in the workplace?
- is your next career step clear and how are you being supported to achieve this? E.g. Where will you be in 5 or 10 years time?
- how would your rate the appraisal system?
- do you have a subject mentor? How does this relationship work?

Job Satisfaction
- how much job satisfaction do you have? Discuss areas of greatest satisfaction etc.
- how much autonomy do you have?
- are part time staff treated the same as full time staff?
- what would have the biggest positive impact on your role at this point?
- overall impressions of working in the sector, compared with this current employment.

Disadvantage in the workplace
- what commitment or understanding does your line manager and senior managers demonstrate of the E&D agenda?
- have you ever suffered any form of harassment, prejudice, discrimination or disadvantage - directly intended or otherwise? Pls describe? How was this dealt with?
- do you know what the complaints procedure is and have you ever had to use it for discrimination in the workplace?
- have you ever felt overlooked or your skills set and experience undervalued? Determine whether this was related to E&D issues or just poor management!

Employer values
- what is your impression of staff retention within underrepresented communities?
- do you know of any positive action or initiatives your employer has engaged with to ensure a more diverse workforce? Particularly in recruiting managers?
- have you ever experienced positive action? Pls describe? What are the perceptions of your colleagues of these actions?
- are there any specific staff interest groups e.g. LGBT, BME etc and have you participated?
- what would you differently if you could to further address E&D issues? What can’t you do it differently?
Appendix 2 ‘The Workforce Development Strategy’ priorities

The Workforce Strategy
for the Further Education Sector
in England, 2007-2012

The journey from vision to implementation

Implementation

Theme 1
Gathering robust data on the workforce.
Theme 2
Using data to understand the workforce and improve future planning.
Theme 3
Using data to understand workforce diversity and target actions.

Theme 4
Recruiting the people we need.
Theme 5
Increasing the diversity of the workforce at all levels.
Theme 6
Improving and promoting the workforce image.

Theme 7
Professionalising the workforce through relevant training and continuing professional development.
Theme 8
Identifying, planning and delivering the required skills needs of the workforce.

Theme 9
Ensuring appropriate leadership and management development exists at all levels throughout the organisation.
Theme 10
Ensuring there is a flexible, fair and supportive working environment for the workforce.

Vision

Priority 1
Understanding the nature of the workforce.
Priority 2
Attracting and recruiting the best people.
Priority 3
Retaining and developing the modern, professionalised workforce.

Priority 4
Ensuring equality and diversity are at the heart of strategy, policy-making, planning and training.
Priority 1
Understanding the nature of the workforce

The sector vision for the future includes a step-change in the professionalism and quality of the sector’s workforce. This can only be achieved by having a thorough understanding of the current and future workforce, gathered in a systematic way at regular intervals throughout the implementation of the strategy.

Why is this a priority?
- Reliable information on the workforce and its diversity supports forecasting, policy development and decision making at national and local level.
- Reliable assessment of workforce skills enables employers to predict the specific needs of their workforce as the environment changes.
- High-quality information about the sector workforce and context enables the strategy itself to be developed as circumstances change.

Priority 2
Attracting and recruiting the best people

In order to provide a first-rate experience for all learners, it is essential that the sector identifies, attracts and recruits outstanding individuals from a diverse talent pool. The sector needs to attract new entrants and those recruited from within and outside the sector need to be adaptable and committed to developing their careers and skills.

Why is this a priority?
- Providers need to meet the changing needs of the 14 to 19 curricula and the learning requirements of the increasing numbers of 16 to 19 year olds staying on in education.
- As the environment becomes increasingly demand-led, it is vital that providers can respond with flexibility to the changing requirements of learners and their employers.
- The workforce needs to reflect and understand the diversity of its learner base and the local communities it serves so that it provides an inclusive and responsive approach to meet needs more effectively.
Priority 3
Retaining and developing the modern, professionalised workforce

As the sector faces a changing environment, it is vital that the skills and knowledge of the workforce remain comprehensive, relevant and current and that staff are confident in the use of digital technology. This requires an effective professional development system for all levels of the workforce. The sector also needs to retain experienced staff who can provide this professionalism.

Why is this a priority?
- To support staff in a changing and challenging environment, sector employers need to be committed to the personal and professional development of their workforce.
- The sector requires a workforce that can adapt to the changing needs of the business environment and society. This ability to adapt can be achieved through professional development and building on experience.
- Professionals need to continually reflect on and develop their skills and expertise towards excellence.

Priority 4
Ensuring equality and diversity are at the heart of strategy, policy-making, planning and training

One advantage of the British workforce is its diverse nature but it is only an advantage if individuals can participate on an equal basis. The influence of the sector on individual learners, their employers and their communities can be profound. It is important therefore that the sector presents a workforce that reflects and understands the diverse communities of which it is a part.

Why is this a priority?
- Ensuring equality of opportunity and outcome within the sector enables employers to draw on the widest talent pool possible.
- The promotion of equality and diversity results in social and economic benefits and is a legal requirement.
- Active promotion demonstrates fairness within the further education sector workforce and sets a model for others.