

RACE EQUALITY IN EMPLOYMENT STANDARD

	STANDARD	ACTION	EVIDENCE
1.	STARTING OUT		
1.1	<p>Prepared a written statement of your policy for promoting race equality and have undertaken Corporation training in the responsibilities it requires.</p> <p><i>DONE</i></p>	<ul style="list-style-type: none"> ○ The Corporation has prepared and endorsed a Race Equality Policy (Equal Opportunities and Race Equality Policy). To Equal Opportunities Sub Group 6.3.2002. To the full Governing Body July 2002 and reviewed June 2005. ○ As part of the Equal Opportunities and Race Equality Policy the College has introduced standards and an action plan (for annual review). Last reviewed and updated June 2005 by Equal Opportunities Sub Group and reported to Personnel Committee ○ Governors have received training on their legal responsibilities under the Race Relations Regulations. Training was undertaken in-house to ensure wide coverage. ○ Governors are sponsored to attend national conferences and regional events. 	<ul style="list-style-type: none"> ○ Equal Opportunities and Race Equality Policy. ○ Minutes of meetings
1.2	<p>Undertaken a preliminary review of your recruitment, selection, retention, procurement and race equality policies to consider the impact these may have on staff from different ethnic groups.</p> <p><i>DONE (AND ON-GOING PROCESS)</i> <i>(The College does not have a procurement policy)</i></p>	<ul style="list-style-type: none"> ○ All policies inclusive of the Equal Opportunities and Race Equality reviewed by Equal Opportunities Sub Committee and Personnel Committee to ensure equality has been incorporated into the policies. ○ Recruitment procedures are continually reviewed (Equal Opportunities monitoring questionnaire, shortlisting, interview questions, skills tests,) to ensure equality of opportunity to all candidates 	<ul style="list-style-type: none"> ○ Minutes of meetings ○ Recruitment procedures

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<p>1.3</p>	<p>Consulted with staff and stakeholders and incorporated their views and perspectives on the impact of your policies including race equality policy.</p> <p><i>DONE</i></p>	<ul style="list-style-type: none"> ○ Specific action plans incorporated into the College’s overall annual development plan have been shared and agreed with LNLSC officers. ○ Thematic Inspection on the progress and good practice in FE sector colleges in implementing the Race Relations (Amendment) Act 2000. Ofsted inspection 2.6.05 ○ Investors in People ○ Staff updated re. changes to personnel policies and consulted as appropriate. ○ Staff Satisfaction Survey (annual) 	<ul style="list-style-type: none"> ○ Annual development plan ○ Feedback from Ofsted inspection ○ Staff Satisfaction Survey
<p>1.4</p>	<p>Set up systems, by reference to ethnic groups, to monitor the recruitment, selection, career progression and retention of your staff, as well as the recruitment and selection of Corporation members.</p> <p><i>DONE in respect of recruitment and selection of staff. NOT DONE in respect of retention of staff and career progression. NOT NECESSARY in respect of recruitment and selection of Corporation Members as Search Committee maintains overall awareness and has taken (and will continue to review) positive action.</i></p>	<ul style="list-style-type: none"> ○ HR systems in place to monitor recruitment, selection and retention of staff. ○ Annual paper on Equal Opportunities Monitoring – Recruitment and Retention of Staff to Personnel Committee and Equal Opportunities Sub Committee. ○ Annual paper on Equal Opportunities Monitoring – Recruitment and Retention of Staff placed on college intranet for all staff to access. ○ Staff encouraged to participate in black leadership initiative activities. ○ Comprehensive staff development programme is positively promoted to all staff. 	<ul style="list-style-type: none"> ○ Minutes of meetings ○ College intranet
<p>1.5</p>	<p>Ensured that your race equality policy will be published</p> <p><i>DONE</i></p>	<ul style="list-style-type: none"> ○ College intranet ○ Circulated to all job applicants as part of the recruitment process. ○ Publication Scheme on College website. 	<ul style="list-style-type: none"> ○ Personnel files.

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2.	CRITICAL ANALYSIS		
2.1	<p>Critically analysed the race equality monitoring statistics, including those of the Corporation.</p> <p><i>DONE in respect of staffing – although further benchmarking could be undertaken subject to availability of benchmarking information.</i> <i>NOT APPROPRIATE in respect of the Corporation (positive action taken when there is an opportunity)</i></p>	<ul style="list-style-type: none"> ○ The Search Committee noted the need to strengthen ethnic representation on the Governing Body and recommended that Enfield Racial Equality Committee nominate a Local Community Representative. (October 1999). ○ Whilst the Search Committee maintains an awareness of the need to strengthen under-represented groups on the Governing Body, the Governing Body's focus on membership with understanding and experience of the College's specialist programmes limits the field. ○ Personnel Committee annually consider and discuss race equality monitoring statistics. Some benchmarking statistics are used where available. Paper also copied to Equal Opportunities Sub Committee for information / discussion. 	<ul style="list-style-type: none"> ○ Search Committee Minutes ○ Ethnic Monitoring reports ○ Personnel Committee minutes ○ Equal Opportunities Sub Committee minutes reflect discussion and further action.
2.2	<p>Consulted with staff and stakeholder groups on the analysis of statistics, including those of the Corporation</p> <p><i>DONE in respect of staffing</i> <i>NOT DONE in respect of the Corporation.</i></p>	<ul style="list-style-type: none"> ○ Discussion at Equal Opportunities Sub Committee and Personnel Committee – actions to improve figures discussed. ○ Reported to Personnel Committee (June 2004) that the Equal Opportunities Steering Group agreed staffing targets are for year-on-year improvement – precise percentage targets were not meaningful. ○ Monitoring, evaluation and review of equal opportunities and race equality objectives integrated in School Business Plans. ○ Time constraints currently a barrier to going out and talking to community groups about staffing opportunities. (Discussed by Equal Opportunities Committee) ○ Equal Opportunities and Race Equality Policy – Standards and Action Plan reviewed and updated annually by Equal Opportunities Sub Committee – and reported to Personnel Committee. 	<ul style="list-style-type: none"> ○ Ethnic monitoring reports ○ Minutes of meetings (Equal Opportunities Sub Group and Personnel Committee) ○ School Business Plans

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	STANDARD	ACTION	EVIDENCE
2.3	<p>Modified employment policies and procedures in line with the findings of the review of policies and the analysis of statistics.</p> <p><i>DONE</i></p>	<ul style="list-style-type: none"> ○ Rolling programme of three year review of personnel policies by Senior Management – in addition to review of policies in response to legislation/better practice changes. Policies reviewed by Equal Opportunities Committee to ensure equality. ○ Any modified policies incorporated into staff handbook and updated on intranet. All staff advised (e-mail or “Manor Matters”) 	<ul style="list-style-type: none"> ○ Three year rolling programme of personnel policy review. ○ Intranet / staff handbooks / staff communications
2.4	<p>Developed a system for ensuring training contractors who are involved in training students and employers providing work-placements or on-the-job training on your behalf have considered the race equality impact on their policies</p> <p><i>DONE IN PART</i></p>	<ul style="list-style-type: none"> ○ Where training is franchised a health check is conducted which includes review of promotion of equal opportunities; ○ Where employers are sponsoring apprentices, all aspects of the trainees’ experience are explored at the start and at twelve weekly review meetings; ○ Where students secure short work-experience placements a comprehensive review of organisational policies is not conducted. However, email contact and tutor visits would reveal any difficulties, including non-observance of race equality. 	<ul style="list-style-type: none"> ○ Organisational health checks for franchised partners ○ Placement set-up documentation; ○ Apprenticeship reviews
2.5	<p>Trained all recruiters and job interviewers in the implementation of the recruitment and selection policies laid down in your race equality or equal opportunities policy</p> <p><i>NOT DONE</i></p>	<ul style="list-style-type: none"> ○ A member of personnel attends all interviews for established staff with senior managers. Job Descriptions, person specifications, set interview questions, skills tests and sound short-listing procedures support equality of opportunity. ○ Owing to time constraints - decision taken by Staff Development Committee to focus on improving induction procedures for staff. 	<ul style="list-style-type: none"> ○ Recruitment records
2.6	<p>Developed information and monitoring systems that will allow you to assess progress in achieving the targets to be set at Stage 3.</p> <p><i>DONE</i></p>	<ul style="list-style-type: none"> ○ Year on year improvement is College’s target (rather than percentage improvement). Monitoring systems in place and annual reports made and discussed for action / improvement. 	<ul style="list-style-type: none"> ○ Ethnic Monitoring Reports ○ Minutes of Equal Opportunities Sub Committee and Personnel Committee.

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2.7	Ensured that the analysis of your monitoring will be published annually. <i>DONE</i>	<ul style="list-style-type: none"> ○ Analysis published on intranet. Staff advised. ○ Through College's Publication Scheme (posted on Capel website) 	

	STANDARD	ACTION	EVIDENCE
3.	ACTION PLANNING AND IMPLEMENTING CHANGE		
3.1	Made the Corporation more diverse	<ul style="list-style-type: none"> ○ The Corporation has become more diverse – since 1999 there has been a reduction in the percentage of business governors and a corresponding increase in the number of Local Community and Local Authority members to include Enfield Racial Equality Council. ○ The number of female governors on the Board has increased. 	<ul style="list-style-type: none"> ○ Search Committee papers/minutes ○ Governing Body minutes
3.2	Used both statistical and qualitative monitoring data to identify and analyse patterns <i>Some benchmarking undertaken but alternative sources of comparative data may be available.</i>	<ul style="list-style-type: none"> ○ Reports on ethnic monitoring data contain some benchmarking and patterns are analysed. ○ Information is not broken down departmentally (small numbers) ○ No monitoring data on staff development, promotion and retention has been analysed and used to set targets. 	<ul style="list-style-type: none"> ○ Monitoring reports ○ Minutes of Equal Opportunities Sub Committee and Personnel Committee
3.3	Set race equality staff targets at all levels <i>NOT APPROPRIATE</i>	<ul style="list-style-type: none"> ○ Reported to Personnel Committee (June 2004) that the Equal Opportunities Steering Group agreed staffing targets are for year-on-year improvement – precise percentage targets were not meaningful 	

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3.4	Developed and implemented an action plan to achieve the set targets. <i>NOT APPROPRIATE</i>	<ul style="list-style-type: none"> ○ Whilst the College does not set targets, the College does have Equal Opportunities and Race Equality Policy – Standards and Action Plan where actions are monitored. 	
3.5	Undertaken training for the Corporation and all staff through leadership training, induction training and on-going staff development	<ul style="list-style-type: none"> ○ Whilst the College actively promotes staff development and specific training has been undertaken on equal opportunities and diversity, there is no induction package of targeted training to promote staff awareness of the race equality policy and race equality issues. 	
3.6	Published and made widely available the action plan <i>DONE</i>	<ul style="list-style-type: none"> ○ The College's Equal Opportunities and Race Equality Policy is widely publicised as detailed above 	
4.	REVIEWING OUTCOMES AND ACHIEVEMENT		
4.1	Measured progress against the targets set, and identified areas for further action <i>NOT APPROPRIATE</i>		
4.2	Reviewed the progress of the action plan in partnership with staff and/or employee representatives	<ul style="list-style-type: none"> ○ Equal Opportunities and Race Equality Policy – Standards and Action Plan – reviewed annually by Equal Opportunities Sub Committee and reported to Personnel Committee 	
4.3	Applied race equality procedures for training contractors who are involved in training students and employers who are providing work placements or on-the-job training on your behalf	<ul style="list-style-type: none"> ○ Exception reporting through complaints procedure, grievance procedure and tutorial feedback 	<ul style="list-style-type: none"> ○ One instance (2004) of inadequate apprenticeship placement
4.4	Published the outcomes and achievements of your race equality action plan and proposed new actions <i>DONE</i>	<ul style="list-style-type: none"> ○ Published as detailed above. 	

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5.	CHAMPIONING RACE EQUALITY IN EMPLOYMENT		
5.1	Demonstrated that the performance of your institution exceeds that of comparable providers <i>NOT DONE</i>	<ul style="list-style-type: none"> ○ Some benchmarking undertaken ○ Data unavailable on performance of other similar providers 	<ul style="list-style-type: none"> ○ Reports and minutes to Equal Opportunities Sub Committee and Personnel Committee
5.2	Proactively promoted good practice in race equality in employment locally, regionally or nationally <i>ON-GOING</i>	<ul style="list-style-type: none"> ○ Capel Consultancy e.g. <ul style="list-style-type: none"> ○ Capacity Building – BME Community Groups ○ Provision of introduction management programme for new/aspiring WBL providers – CC and CoCaP delivery targeting BMEs ○ Work with EREC and Community Groups 	<ul style="list-style-type: none"> ○ Capel Consultancy reports and minutes
5.3	Received public, stakeholder and peer acknowledgements for your actions and outcomes in race equality in employment	<ul style="list-style-type: none"> ○ Thematic Inspection on the progress and good practice in FE sector colleges in implementing the Race Relations (Amendment) Act 2000. Ofsted Inspection 2.6.05 	<ul style="list-style-type: none"> ○ Inspection report
5.4	Contracted only with training providers and employers who have complied with race equality in employment <i>DONE IN PART</i>	See 2.4	
5.5	Ensured that all staff are competent to incorporate race equality issues into all aspects of their work	<ul style="list-style-type: none"> ○ All teaching staff are required to undertake CPD including initial teaching training. ITT includes a focus on incorporation of diversity – including race equality into curricula. 	