

The Association of National Specialist Colleges



**Effective Recruitment Practice:
Recruiting a Diverse Workforce in
Independent Specialist Colleges (ISCs)**

A survey report identifying and sharing effective practice

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Effective recruitment practice: recruiting a diverse workforce in Independent Specialist Colleges (ISCs)

1.0 Race equality, BME staff and the Independent Sector College context

- 1.1 Independent Specialist Colleges (ISCs) provide further education or training for learners with learning difficulties and/or disabilities whose learning and support needs cannot be best met locally.
- 1.2 The aftermath of the Macpherson report (1999) and the subsequent findings and recommendations of the Commission for Black Staff in FE (2002), saw the Learning and Skills sector implement a number of key policy initiatives including the Black Leadership Initiative (BLI), First Steps to Leadership and Introduction to Leadership programmes for Black and Minority Ethnic (BME) staff. These were aimed at tackling the problems of recruiting and retaining BME staff (further details and useful links can be found in Annex one, Further Information section).
- 1.3 In November 2005, an Ofsted report in response to the Race Equality Act (2000) reported that *“Independent specialist colleges (had) made the least progress in developing their responses to the legislation”* (p6).
- 1.4 ISCs have had access to some of these initiatives to support them with addressing race equality and the issue of under-representation; however, these have not been well communicated or promoted as much as they have been in mainstream FE colleges.
- 1.5 The business case and benefit of having a diverse workforce has been well documented and Lifelong Learning UK’s Annual Workforce Diversity Profile of 2008/09 (published February 2011) includes the observations that:

“A representative workforce and senior management team act as an indicator to the local community that the college understands and values all parts of the community and may help with community engagement and promoting good relations between different groups.

A diverse workforce brings with it a diverse range of backgrounds, histories and experiences, which may help inform college practice and policies to benefit everyone working and learning at the college.” (p16)

- 1.6 Research and reports in recent years indicate an under-representation of BME people at all levels in ISCs; feedback from attendance at a recent Natspec Human Resources (HR) forum indicated, in particular, the serious under-representation of BME senior staff, managers and governors of ISCs. ISCs are examining and discussing their current practices and are developing strategies with support from the Association of National Specialist Colleges (Natspec), and other stakeholders, to share effective race equality practices in their recruitment and selection processes with aim of addressing this under-representation.
- 1.7 ISCs have not all systematically collected data regarding the diversity of their staff and national specialist colleges were only invited to participate in the Learning and Skills sector staff data collection exercise conducted by the Lifelong Learning UK, now part of LSIS, for the first time in 2008-2009. Eight national specialist colleges responded in 2009-2010, an increase of two from the previous year.
- 1.8 The national specialist colleges' responses formed two percent of all further education (FE) colleges in the Lifelong Learning UK 2009/10 staff individualised records (SIR), and represent nine per cent of Natspec specialist colleges. For information, those responding to the Lifelong Learning UK survey are indicated in Annex two.

2.0 Independent Specialist Colleges' duties under the Equality Act 2010

- 2.1 As has been documented in a number of sector documents on Equality and Diversity legislation and duties (e.g. the Lifelong Learning UK's Annual Workforce Diversity Profile 2008/09), FE colleges generally and ISCs have a legal obligation to promote equality and good relations in employment on the grounds of race.
- 2.2 The Equality Act 2010 reiterates the duty to promote equality through public sector equality duties in race, and extends this to include religion or belief. In this context ISCs should pay '*due regard*' to advancing and '*promoting equality of opportunity...*' which includes monitoring by racial group, staff recruitment and career progress. The revised draft regulations will require public bodies to:
- Produce equality objectives every four years;
 - publish information annually to demonstrate their compliance with the general Equality Duty;

- publish information relating to their employees (for bodies with 150 or more staff)
- 2.3 In specific circumstances, the Equality Act 2010 allows for positive action as a way of overcoming racial inequality. The new positive action provisions mean that it is not unlawful to recruit or promote a candidate who is of equal merit to another candidate, if the employer reasonably thinks the candidate:
- has a protected characteristic that is under-represented in the workforce; or
 - that people with that characteristic suffer a disadvantage connected to that characteristic.
- 2.4 However, positive action does not allow an employer to appoint a **less suitable candidate** just because that candidate has a protected characteristic that is under-represented or disadvantaged.

3.0 The “Effective recruitment practice: recruiting a diverse workforce” project

- 3.1 Natspec has indicated in its own Workforce Development Strategy (2010-1013) that:

“Independent Specialist Colleges (ISCs) have much in common with the rest of the post-16 sector, but the diverse range of professionals working in ISCs, the relatively small size of the colleges and the residential component of many, means that some key elements of the *‘Workforce Strategy for the Further Education Sector’*¹ require alternative or additional approaches.”

- 3.2 This project report identifies a number of actions that will support Natspec’s members to develop their workforce over the next three years, in line with both strategies including;
- Encouraging ISCs to share examples of good recruitment practice, in particular through the Human Resources (HR) forum and regional groups
 - Compiling existing strategies for targeted advertising and sharing with Natspec members

¹ Lifelong Learning UK ‘The Workforce Strategy for the Further Education Sector in England, 2007-2012 (Revised version:2009-2010)

- Encouraging ISCs to share examples of good practice in recruiting a diverse workforce, in particular through the HR forum and regional groups
 - Promoting further Equality and Diversity recruitment activities in collaboration with Learning and Skills Improvement Service (LSIS) linked to the Equalities Manifesto.
- 3.3 This project has been commissioned by Natspec to examine Black and Minority Ethnic (BME) staff recruitment and selection practices and to encourage ISCs to share examples of effective recruitment practice for a diverse workforce.
- 3.4 As part of the project, a survey has been conducted which looks at the assessment by ISCs of the impact of their recruitment and selection practices and at their monitoring, by racial group, of BME staff recruitment and appointments.
- 3.5 Natspec has established a Human Resources (HR) forum to promote and support workforce issues and the survey for this project was conducted through the forum and regional groups. Questionnaires were distributed to members of the HR forum from all regions of England representing 24 ISCs and attracted a 42 percent response rate (Annex 3).
- 3.6 ISCs were invited to contribute questions to the survey during a Natspec HR forum meeting, in advance of the distribution of questionnaires (see Annex 4). Most ISCs were generous with their time in completing the questionnaire and we would like to thank all who participated.
- 3.7 The project includes the key findings of the survey with some case studies. It offers a set of recommendations based on this and other evidence obtained from the authors own specialist experience, reviews of previous research and relevant studies and reports on recruiting a diverse workforce.
- 3.8 A draft leaflet of advice and guidance is provided (Annex 5) for review, which includes tips and strategies devised from the recommendations that have been suggested as a result of the findings of the project.

4.0 Findings

- 4.1 Of the 24 questionnaires distributed, ten colleges responded, representing a percentage return of 42 percent. This is a relatively satisfactory response rate.
- 4.2 Five of the seven colleges contacted from the Midland regions responded, demonstrating that the colleges in this region may be more responsive to this agenda. This may be due to the fact that these regions demographically have a higher number of BME communities and the colleges were more able to respond to the questions. Other regions did not attract the same level of response, in relation to the questionnaires distributed. The South East and South West demonstrated a response of 33 and 20 percent respectively.
- 4.3 60 percent of colleges who responded reported having employed particular measures to recruit and retain BME staff. One particularly effective strategy to recruit staff included senior staff visiting local community centres.
- 4.4 All colleges saw particular benefits for encouraging the recruitment and selection of BME staff with 70 percent reporting that their college gave due consideration to recruiting BME staff. This demonstrates that all colleges have a fundamental commitment to diversifying their workforce which is echoed in the Natspec workforce strategy which states that *“ISC principals demonstrate an enormous commitment to workforce development and to maintaining a diverse and highly skilled workforce.”*
- 4.5 However, this fundamental commitment at times appears to be an ideology and sentiment that is not always followed through with specific actions. Only half of respondents said their colleges had a climate that encouraged and/or facilitated open and constructive discussions about BME recruitment.
- 4.6 Most of those who responded recognised there was a need to develop a culture of E&D awareness with one respondent describing a *‘shocking’* situation where BME and white staff did not communicate at all and where *‘BME staff did not feel a part of the college’*.

Case Study A

The college has regular dialogue with minority ethnic groups, through local community forums. Designated outreach staff go into local community groups to talk about the work of the College and provide information on College employment opportunities. Local trustees and governors have also visited community groups and staff have on occasion provided talks on making applications and writing CVs which are delivered in the community centres. Information about the college and courses are displayed in these centres which gives the local community and residents a feel for the type of learners who attend the college and the range of programmes they deliver.

- 4.7 Other respondents recognised that they needed to do more to promote themselves to BME local areas and communities with one stating that they started the process to be more effective in this area when they;

“recognised that we were under the general ethnicity profile for the region and developed an EDIM (E&D impact measurement) for increasing our BME staffing number to at least match the regional profile”.

Case Study B

Following the delivery of an equality and diversity training day run by an external agency, where staff were encouraged to express their views about E&D, the college discovered some fundamental issues regarding the perception of the college culture and ethos by BME staff. Following this revelation, the college developed an extensive programme of mandatory staff training and induction, including sessions on managing diversity and the promotion of equality and diversity through the curriculum. The college consulted with existing BME staff about ways of targeting adverts and improving the recruitment and selection process.

All staff are required to agree at least one personal target each year indicating how they can contribute to the promotion of E&D opportunities. There are three ‘equality champions’ whose roles are to work with staff to improve quality through E&D practice, raise E&D awareness, develop good understanding of the purpose of E&D monitoring and supporting the planning of events related to ‘celebrating diversity’. This has been effective in changing the perception of the organisation around E&D, instilling a sense of awareness and understanding of E&D processes for all staff and importantly it has raised confidence in existing BME staff, who now communicate this to their local community and therefore prospective staff.

- 4.8 The setting of targets for monitoring information strategically as a basis for human resources planning was not well developed in the majority of colleges, with 60 percent reporting that there was inadequate analysis and use of data to inform planning. Although seven out of the ten returns included attempts to complete staff ethnicity data, respondents reported the difficulty in collecting the information with some supplying partial information and 30 percent not completing the question.
- 4.9 When asked what was needed to improve the quality and comprehensiveness of staff and other ethnic monitoring data requirements, respondents suggested:

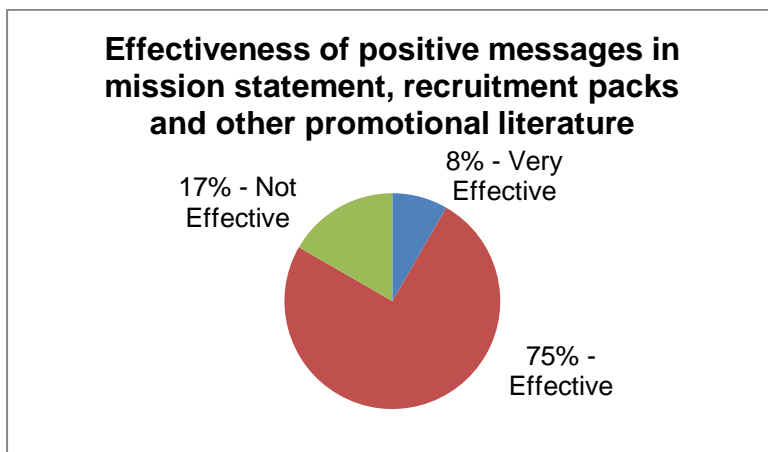
- More encouragement from senior staff and leaders
- More training and communication of the understanding of why the data has to be collected and how it was going to be used in a 'positive' way
- Simplification of the data collection process

4.10 The most common steps that colleges had taken to attract and recruit BME staff were;

- Having a standard statement in all advertisements welcoming applications from ethnic minorities
- Including positive messages about diversity in College mission statements, recruitment packs and other promotional literature

4.11 Figure 1 demonstrates that only one respondent reported that positive messages in all promotional literature were very effective, with the remaining respondents stating that these strategies were either effective or not effective.

Figure 1:



Case Study C

The college includes positive messages about diversity in all promotional literature and places a high degree of importance in ensuring that marketing materials promote an image of inclusivity for all protected characteristics. This has resulted in the embedding of a culture of equality and diversity both internally and externally and has resulted in an increase in the number of BME applicants for positions at all levels.

Case Study D

The college is a residential establishment, located in a rural area with a very small BME student population. It has set ambitious recruitment targets for BME employees, and has made a little progress towards meeting them. The college is persisting with the targets and the strategies required to meet them,

as they are aware of the importance of all learners seeing positive role models from a range of cultures that reflect the wider community. Included in the strategies is a commitment to use alternative media for all positions in order to attract BME applicants. Dedicated staff go into the local job centre to discuss vacancies with job centre staff and travel to the nearest city to BME community centres when invited. At a recent Ofsted visit, positive comments were made about the imaginative strategies and determination of the college in pursuing its objective to increase the diversity of its staff.

- 4.12 None of the colleges who responded to the survey were using positive action programmes to support the recruitment and selection of BME staff. One college reported that they were about to embark on a positive action strategy
- 4.13 There was a very mixed response in terms of how successful colleges thought they were in recruiting BME staff, with 20% saying they thought they were very successful and other responses reflecting the difference in perception of successes of the strategies being implemented.
- 4.14 ISCs in multicultural areas with a high proportion of BME communities were the most likely to have embedded a more strategic approach to the recruitment of BME staff. One respondent stated that they were situated close to an inner city and therefore did not '*have problems receiving BME applications*'.

5.0 Recommendations

- 5.1 The recommendations build on and support those implemented by the equality and diversity strategic themes of the *Workforce Strategy for the Further Education Sector in England, 2007-2012* (themes 2, 3, 5 and 9) (Lifelong Learning UK, 2009) and the Workforce Strategy developed by Natspec (2010).
- 5.2 The recommendations are targeted at Human Resource (HR) staff, curriculum and service managers, leaders and stakeholders of Independent Specialist Colleges.
- 5.3 HR teams should continue to be trained and briefed on the importance of collecting E&D data and details from employees. HR should make time to talk to all staff about the benefits of disclosing equality data, clearly explaining issues such as confidentiality and how the data will be stored. They should be transparent about staff profiles to encourage under-represented groups to apply for vacancies.

- 5.4 HR should develop appropriate methods to collect and monitor equality data accurately; seeking advice and guidance from other providers, sector organisations and equality organisations to improve data collection and monitoring across all protected characteristics (data monitoring should include recruitment, promotion, training and staff leaving).
- 5.5 HR should take the lead in ensuring that;
- systematic action planning takes place that is based on the effective use of race-related data on staff recruitment and staff progress
 - target setting in relation to all aspects of staffing is established and monitored
 - methods for assessing and monitoring the impact of policies on the diversity of staff recruitment and selection are established
- 5.6 HR should constantly review college recruitment policies and marketing materials, explore and try out innovative and cost effective approaches to attract people who are under-represented.
- 5.7 HR and college managers and leaders should develop strategies that will enable closer working with local communities at all levels of the organisation. This should include developing partnerships and collaborative activities with under-represented groups and key organisations to attract staff from diverse backgrounds.
- 5.8 HR and college managers and leaders should promote an organisational culture that encourages staff to value diversity through, for example, acknowledging and supporting the celebration of cultural events even where the student population does not necessarily reflect that culture or ethnicity.
- 5.9 In order to demonstrate a commitment to diversifying the staff workforce at all levels, HR and college managers should take advantage of national initiatives and programmes that provide professional development opportunities and positive action initiatives including mentoring, coaching, job-shadowing through organisations such as the Black Leadership Initiative and LSIS positive action programmes.
- 5.10 HR and college managers should develop internal and external strategies to share good practice with other organisations in supporting the diversification of the staff workforce.

Annex 1: Further Information

Challenging racism: further education leading the way, Commission for Black staff in FE (Association of Colleges), (2002)

Race equality in further education, Commission for Black staff in FE (Association of Colleges) Good practice guides in relation to staffing and employment practices:

- *Book One: recruitment and selection*
- *Book Two: retention and progression*
- *Book Three: staff development*

Equality act 2010: what do I need to know? A quick start guide to using positive action in recruitment and promotion: available online at

<http://www.equalities.gov.uk/pdf/Positive%20Action%20in%20Recruitment%20and%20Promotion%20Guide%201.pdf>

Annual Workforce Diversity Profile 2008/09, Lifelong Learning UK (2011) available online at: http://www.lluk.org/emailsig/AWDP_Report_web%20small.pdf

Annex 2: List of ISCs participating in the Lifelong Learning UK FE workforce data collection process (SIR)

Independent Specialist College	Number of contracts	Year
Linkage College	826	2009-10
Orchard Hill College	203	2009-10
Northern Counties College	78	2009-10
Ruskin Mill Educational Trust	896	2009-10
National Star College	610	2009-10
Derwen College	368	2009-10
The Royal National College for the Blind (RNCB)	205	2008-09
Queen Alexandra College	156	2008-09

Extracted from Further Education College Workforce Data for England 2009-2010 by Lifelong Learning UK

Annex 3:

‘Effective recruitment practice: recruiting a diverse workforce in ISCs’. List of colleges participating in the Natspec HR forum

College	Region
Homefield College	East Midlands
RNIB College, Loughborough	East Midlands
Northern Counties College	North East
Mencap (National)	North East, Wales, South West
Royal College Manchester	North West
Dorton College	South East
Fortune Centre of Riding Therapy	South East
Nash College	South East
St Johns College	South East
Treloar College	South East
Westgate College	South East
Fairfield Farm College	South West
Foxes Academy	South West
National Star	South West
Oakwood Court College	South West
William Morris House	South West
Coleg Elidyr	Wales
Derwen College	West Midlands
Hereward College	West Midlands
New College Worcester	West Midlands
Queen Alexandra College	West Midlands
Royal National College for the Blind	West Midlands
Doncaster College for the Deaf	Yorkshire & Humber
Linkage College	Yorkshire & Humber
Ruskin Mill educational trust (covers 3 colleges)	Yorkshire & Humber, South West

Colleges returning survey questionnaires	
Homefield College	East Midlands
Northern Counties College	North East
Royal College Manchester	North West
Fortune Centre of Riding Therapy	South East
Nash College	South East
Fairfield Farm College	South West
Derwen College	West Midlands
New College Worcester	West Midlands
Queen Alexandra College	West Midlands
Royal National College for the Blind	West Midlands

Annex 4: The Survey Questionnaire

ISCs may find the survey questionnaire helpful as a checklist for their work on recruiting a diverse workforce. Originally designed for electronic completion and analysis, it is included here.



Independent Specialist Colleges: Recruiting a Diverse Workforce

Human Resources Questionnaire

NOTES:

a) For the purpose of this study, the generic term of Black & Minority Ethnic (BME) staff refer to members of African, African Caribbean, Asian and other visible minority ethnic communities who may face racism. We are however conscious that debate about terminology continues to develop.

b) Unless indicated, all questions relate to paid workers only and do not include voluntary staff

1. In which region is your college located?

East Midlands	<input type="checkbox"/>
East of England	<input type="checkbox"/>
Greater London	<input type="checkbox"/>
North East	<input type="checkbox"/>
North West	<input type="checkbox"/>
South East	<input type="checkbox"/>
South West	<input type="checkbox"/>
West Midlands	<input type="checkbox"/>
Yorkshire and Humberside	<input type="checkbox"/>

2. Has your college employed particular measures to recruit and retain BME staff?

Yes No

3. Do you see any particular benefits to your college for encouraging the recruitment and selection of BME staff?

Yes No

3a) If Yes, what are they?

.....
.....
.....

3b) If no, can you say why not?

.....
.....
.....

4. Do you feel that your college gives due consideration to recruiting BME staff?

Yes No

5. Does your college advertise its vacancies in the minority press?

Yes No

6. If yes, do you find this to be an effective way of encouraging BME people to apply for jobs at your college?

Yes No N/A

7. How successful do you think your college is in recruiting and retaining BME staff?

Very successful Fairly successful
 Not very successful Not at all successful

8. Where applications are received, are there any patterns of skill gaps, immigration/overseas worker issues or other factors that hinder the selection of BME staff?

Yes No

8a) If Yes, what are they?

.....

8b) What initiatives/mechanisms do you think would help to address such weaknesses?

.....
.....

9. Has your college used any positive action initiatives as a mechanism for recruiting BMS staff?

Yes No

9a) If Yes, what were/was the initiative(s)?

.....

9b) How successful were they?

.....

10. Does your college have a climate that encourages/facilitates open and constructive discussion of BME recruitment?

Yes No

10a) If Yes, what led to this situation?

.....
.....

10b) If No, what do you think needs to happen to get to this stage?

.....
.....

11. What steps have you college taken to recruit and select members of the BME community?

STEPS TAKEN	Tick	How effective?		
		Very Effective	Effective	Not effective
We have a standard statement in all College advertisements welcoming applications from ethnic minorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We include positive messages about diversity in College mission statement, recruitment packs and other promotional literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We produce recruitment material that includes welcoming messages in relevant community languages to give a positive message to potential applicants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use alternative media to attract ethnic minority applicants – e.g. local radio stations that target minority audiences, Community Information websites, Cable TV and the internet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our staff go into local (or nearby city) schools, FE colleges, training providers and universities to talk about the work of the College and provide on College employment opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We meet with local BME community groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We provide targeted literature, posters in local community venues, job centres and recruitment stalls at local careers events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We run targeted open evenings, careers or 'taster' events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We consult with existing BME staff about ways of targeting ads and improving the recruitment and selection process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We actively encourage carers, guardians and parents of current or former students from minority groups to consider applying for vacancies, or tell their contacts about us.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We offer pre and post-entry training opportunities in work or specialist areas where BME staff are underrepresented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We headhunt BME people with particular skills or qualities and encourages them to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Do you have the active support of your SMT in recruiting and retaining BME staff?

- Yes No

12a) If No, what additional support do you need?

.....

13. Does your college use ethnic monitoring information strategically as a basis of human resources planning?

- Yes No

14. Please can you complete the following staff ethnicity data collection table:

Occupational group	Asian	Black	Chinese/ any other	Mixed	White British	White other	Not know n	Tota l
Senior Managers								
Other Managers								
Administrative/Professional staff								
Service/Technical Staff								
Teaching Staff								
Learner Support Staff								
Clerical/Secretarial Staff								
Others (e.g. volunteers)								

14a) Information available but not currently accessible

14b) Information not available

15. What actions do you think needs to be taken to improve the quality and comprehensiveness of staff data, to complete the Staff Individualised Record (SIR) Data Collection process and other ethnic monitoring data requirements?

.....

 16. Which of the following is true of your college?

	Always	Sometimes	Never
Places vacancies in the minority press	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have BME representatives on interview panels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets targets for recruiting BME staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets targets for retaining BME staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sets targets for promoting BME staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses formal recruitment procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses ethnic monitoring to inform staffing policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What help/support would you like sector agencies and other bodies (Natspec, AoC, SFA, YPLA, LSIS, NBP etc.) to contribute to your work to help with the recruiting and retaining BME staff to your college?

(The Network for Black Professionals (NBP) is a social justice, organisation committed to supporting Black, Asian and Minority Ethnic professionals to achieve their full career and civic potential. Their work includes career and professional development, capacity building and positive action initiatives)*

18. What do you see as the most significant barriers to BME recruitment and selection to Independent Specialist Colleges?

Further contribution to the research

As part of this project research, we will be visiting a small number of colleges in order to gather some case studies of effective BME recruitment and selection practices, which can be shared with other Independent Specialist Colleges. Would your college be willing in principle for us to either visit you or follow up with a telephone discussion?

<input type="checkbox"/> No	<input type="checkbox"/> Yes (<i>visit</i>)	<input type="checkbox"/> Yes (<i>telephone discussion</i>)	<input type="checkbox"/> Yes, <i>but I don't wish to identify myself here</i>
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If you answered 'Yes' to the previous question, please supply your details below if you are comfortable to do so.

Annex 5: Recruiting a diverse workforce – practical tips

TARGETED ADVERTISING

- ✓ Allocate time to researching the communities in local towns or cities
- ✓ Target staff recruitment initiatives in local towns or cities with more BME communities
- ✓ Include a standard statement in all advertisements and promotional material welcoming ethnic minorities and other under-represented groups
- ✓ Develop a system where staff are supported to go into local community groups or those in the nearest town or city
- ✓ Advertise in alternative media most likely to attract BME applicants – talk to BME staff or local community groups to identify relevant sources
- ✓ Promote the college as a potential employer to communications to carers, guardians of BME and other learners and other stakeholder organisations using traditional methods (e.g. leaflets included in standard letters) and online communications (e.g. web page)
- ✓ Consider other ways of reaching BME and other under-represented communities. Talk to BME staff and where appropriate learners, carers and guardians to identify these sources
- ✓ Use BME and other E&D networks (Network for Black Professionals, LSIS E&D Network, local mainstream college BME staff groups)

RECRUITMENT

- ✓ Use monitored data and staff information to inform recruitment and selection planning – set challenging recruitment BME staff recruitment targets
- ✓ Consult with existing BME staff to identify ways of reaching under-represented communities specifically and to discuss ways of improving the recruitment and selection process
- ✓ Include positive messages in all College mission statements, recruitment packs and promotional material
- ✓ Where there is a higher number of BME communities, consider including welcoming messages in relevant community languages
- ✓ Offer internal pre and post-entry training and development opportunities in specialist support where BME staff are under-represented – allow time for HR or other relevant staff to seek out funding opportunities which might support this
- ✓ List the publications that are used to advertise jobs, on the college website – make sure and include alternative media that you are using to attract BME applicants