

The  
Education  
& Training  
Foundation

**Developing a Leadership Pipeline for BAME Staff in  
Further Education and Training  
Action Plan**

This action plan sets out the key recommendations from the accompanying report '*Developing a Leadership Pipeline for BAME Staff in Further Education and Training*'.

The Education and Training Foundation accepts the recommendations set out in this action plan. Actions are intended to be carried out in the phases set out below subject to availability of future funding.

**Phase 1:** September 2016- March 2017

**Phase 2:** April 2017 – November 2017

**Phase 3:** December 2017 – March 2018

**Recommendations for potential commissioned work**

<b>Responsibility</b>	<b>Recommendation</b>	<b>Action</b>	<b>Outcome</b>	<b>KPI/Impact measure</b>	<b>Schedule</b>
Leadership and System Change Team, ETF	<b>1. A framework which maps skills and expertise to senior roles to help middle managers to better plan their progression.</b>	<p>A comprehensive review of the requirements of senior roles in the Further Education and Training sector.</p> <p>The development of a framework which clearly outlines pathways for middle managers</p> <p>Identification and/or development of a training and support programme for BAME middle managers and aspiring leaders</p> <p>Delivery of training and support to BAME middle managers and aspiring leaders</p>	<p>Review report</p> <p>Pathways for middle managers and aspiring leaders</p> <p>BAME pipeline programme</p> <p>Number of BAME middle managers and aspiring leaders access training and support programme</p>	<p>Report signed off by senior management team or stakeholder group</p> <p>Framework signed off by senior management team or stakeholder group</p> <p>Pipeline promoted on ELMAG</p> <p>BAME middle managers and aspiring leaders secure senior leadership roles within the sector</p>	Phase 1
Leadership and System Change Team, ETF	<b>2. Greater range of technical/professional courses for middle managers.</b>	<p>Identification and/or development of sector specific technical and professional courses</p>	<p>Programme of technical/professional training and support targeting BAME middle</p>	<p>Number of BAME middle managers and aspiring leaders with enhance performance development reviews</p>	Phase 2

			managers and aspiring leaders available on ELMAG	Evaluation of the impact from this intervention	
Leadership and System Change team, ETF	<b>3. Access to tailored support for tackling inequality in staffing structures.</b>	Identification and/or development of fast pace, high impact tailored support packages	Packages of support available on ELMAG	Number of providers accessing support  Evaluation of the impact from this intervention	Phase 1
Leadership and System Change team, ETF	<b>4. There also needs to more Equality, Diversity and Inclusion (EDI) opportunities available via portals like ELMAG and the visibility of these opportunities could be enhanced.</b>	Identification and/or development of EDI training and support	Enhanced EDI programme available on ELMAG	Number of staff accessing EDI  Evaluation of the impact from this intervention	Phase 1
ETF and Contractor Leadership and System Change team, ETF	<b>5. The bursaries need to be more vigorously promoted to encourage greater take up. The aim to support more diverse leadership pipelines would also benefit from more prominence not only on the ELMAG portal but throughout the entire website and through other forms of social media (facebook, twitter, blogs etc.)</b>	Development of marketing and promotion strategy	Greater visibility of bursaries on ELMAG and throughout ETF promotions	Number of staff accessing bursaries  Evaluation of the impact from this intervention	Phase 1

<b>Recommendations for Senior Leaders: Executives and Non-Executives</b>					
<b>Responsibility</b>	<b>Recommendation</b>	<b>Action</b>	<b>Outcome</b>	<b>KPI/Impact measure</b>	<b>Schedule</b>
ETF EDI strategy lead	<b>6. Engaging all major stakeholders in the development of new sector wide approaches to tackling inequality in staffing structures, linked to funding, contracting, and inspection.</b>	Bring together and facilitate <b>Wider Stakeholder Group</b> including representatives from the Department of Business Innovation and Skills, Skills Funding Agency, OFSTED, and sector membership bodies as well as providers and Equality Networks	Wider Stakeholder Group  Round table discussion/high level seminar agenda to include Sector wide approach/model for tackling inequality	Sector wide engagement and roll out of model	Phase 2
Leadership and System Change team, ETF	<b>7. Work placements/Secondment opportunities both within and external to the sector as part of a wider programme of leadership support.</b>	Round table discussion/high level seminar agenda to include work placements/secondments (linked to development of a sector wide approach above)	Providers sign up to an agreed approach	Number of BAME staff accessing work placements and secondment opportunities  Evaluation of the impact from this intervention	Phase 2
Leadership and System Change team, ETF	<b>8. A whole organisation approach to implementing the leadership pipeline which does not only focus on the training, skills or development needs of BAME staff would</b>	Round table discussion/high level seminar agenda to include development of a whole organisation approach to tackling inequality in staffing structures	Whole organisation development framework	Number of organisations supported to implement the framework  Evaluation of the impact from this intervention	Phase 1

	<b>support a sustainable leadership pipeline for all staff.</b>				
<b>Recommendations for ETF and wider stakeholders</b>					
<b>Responsibility</b>	<b>Recommendation</b>	<b>Action</b>	<b>Outcome</b>	<b>KPI/Impact measure</b>	<b>Schedule</b>
ETF EDI Strategy Lead/Wider Stakeholder Group	<b>9. Further research is needed to better understand how the culture within Further Education impacts on its staff and learners, and how negative impacts can be rectified.</b>	Option 1: Internal research project Option 2: Commissioned research	Research report	Clear evidence of how the culture in the sector impacts on staff and recommendations on how it can be enhanced	Phase 2
ETF EDI Strategy Lead/Wider Stakeholder Group	<b>10. Research to identify any gaps in the curriculum and appropriate courses, materials and resource for a diverse curriculum.</b>	Option 1: Internal research project Option 2: Commissioned research	Research report	Clear evidence of gaps in curriculum and suggested resource/curriculum	Phase 2
ETF EDI Strategy Lead/Wider Stakeholder Group	<b>11. Commissioning research which identifies the workforce race equality indicators and can inform the development of race equality standards for the sector.</b>	Commission research	Race Equality Standards for the Further Education and Training sector	Roll out of standards across sector	Phase 3
ETF EDI Strategy Lead/Wider	<b>12. Further engagement with the equality networks and forums would open opportunities for the</b>	<b>Nominate Equality Lead to engage with equality forums</b>	Equality network	Input to a wider sector equality strategy	Phase 3

Stakeholder Group	<b>sharing of effective practice and a huge network of professionals with a lot of experience of equality, diversity and inclusion</b>				
<b>Recommendations for sector HR staff</b>					
<b>Responsibility</b>	<b>Recommendation</b>	<b>Action</b>	<b>Outcome</b>	<b>KPI/Impact measure</b>	<b>Schedule</b>
Providers	<b>13. Nameless application forms.</b> Removing the name requirement and perhaps even the requirement to give specific details of where qualifications have been achieved from the initial form could enhance the chances of BAME applicants being selected.	Recommendation made through Senior Stakeholder Group and Wider Stakeholder Group to providers	Providers adopt this approach	More BAME staff reaching interview stage	Phase 3
Providers	<b>14. Having BAME staff on every interview selection panel.</b>	Recommendation made through Senior Stakeholder Group and Wider Stakeholder Group to providers	Providers adopt this approach	BAME staff feel more confident with interview processes	Phase 3
Providers	<b>15. Positive action/discrimination.</b>	Recommendation made through Senior Stakeholder Group and Wider Stakeholder Group to providers	Providers adopt this approach	More BAME staff secure senior leadership roles	Phase 3