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Leading learning and skills

Equality and Diversity
Practitioners Project

December 2007

Equal   ENTO   Miller Associates   EUROPEAN UNION European Social Fund

Equality and Diversity Practitioners Project

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Contents

In the interest of brevity there is no appendix to this report and the data from the research can be seen on the following websites:

www.lsc.gov.uk

www.diversityandequality.org

Foreword

The LSC is responsible for commissioning and funding post-16 education and training (other than higher education) in England. Our *Single Equality Scheme* demonstrates how we place equality and diversity at the heart of our responsibilities. We are committed to championing equality and diversity and to demonstrating best practice both in the work we do and as an employer. This project has therefore given us a welcome opportunity to research new and innovative ideas for improving the infrastructure for equality and diversity practitioners.

This research clearly shows that the equality and diversity practitioners we spoke to, believe that there is currently a gap in the support available to them in developing their skills and effectively championing equality and diversity. Although the LSC will have no ownership of any model that is developed as a result of the research, the proposed competency framework and models for an association present a positive vision. We believe that practitioners can build upon these to establish an infrastructure to support new development and career progression. Ultimately, this supports our drive to deliver better equality of opportunity for everyone.

I would like to take this opportunity to thank everyone who has contributed to the project, especially to all the Advisory Group members who gave up their time to contribute and advise on the project throughout its lifecycle, and to our two partners Miller Associates and ENTO who have worked with us to pull together this report.

Lee Probert
Director of Equality and Diversity

Introduction and background

The Learning and Skills Council (LSC) has led a project to explore the infrastructure associated with Equality and Diversity (E&D) practice across all sectors (including private, public and voluntary), with funding from the European Social Fund (ESF) EQUAL programme. The LSC and its partners have worked closely with practitioners and others to identify ways in which this infrastructure could be enhanced. One of the options being considered is an association and (if appropriate) a competency, qualifications and standards framework. The aim would be to support the development and career progression of E&D practitioners.

The project has aimed to:

- research the feasibility, benefits and potential role of a professional association for people working wholly or partly in E&D;

- develop and consult on a set of nationally-agreed competencies and standards for E&D practitioners; and

- examine the fit between nationally agreed competencies and the range of E&D products and services currently available.

This report brings together the results of two final pieces of research:

- a business plan for an association from Miller Associates

- supporting research from ENTO, building on the competency framework outlined by Focus.

Partnership

The LSC are grateful for the help of a number of organisations who have advised us through the project's Advisory Group and other mechanisms. A full list appears at the rear of each of the sections A & B but key contributors included:

- Department for Innovation Universities and Skills (DIUS)

- Department for Work and Pensions (DWP);

- Association of Colleges (AoC)

- DIALOG/IDEA

- Embankment/Shapiro Consultancy

- Equality and Human Rights Commission and former Commissions:

  – Equal Opportunities Commission(EOC)

  – Commission for Race Equality (CRE)

  – Disability Rights Commission (DRC)

- Equality Challenge Unit (ECU)

- Equality South West

- Higher Education Equal Opportunities Network (HEEON)

- Lifelong Learning UK (LLUK);

- University and Colleges Union (UCU)

- Ofsted

- Trade Union Congress (TUC)

- University for Industry (Ufi)

The EQUAL Project

EQUAL is a European Commission programme that provides funding for research and development projects to test new ways of addressing inequalities in the labour market. The programme is funded by the European Social Fund (ESF) and projects have to comply with ESF rules and meet key EQUAL programme principles.

The High Road project

The LSC is a development partner in the TUC's High Road project in the second round of the ESF's EQUAL programme. The project supports innovative ways to promote and facilitate equal opportunities in workplace learning and empower learners to gain the skills they require to enhance career progression. The High Road project

plays an important role in supporting the establishment of Unionlearn and the work of the Scottish Trade Union Congress (STUC) to create a Union Academy in Scotland.

The range of partners in the UK working with the High Road project reflects the importance and status of the work and its potential to influence policy and implementation on learning and skills nationally. Partners include the LSC, STUC, Ufi, the Scarman Trust, the Campaign for Learning, the National Institute of Adult Continuing Education (NIACE), Robert Gordon University, Disability Champions@ Work, Marchmont (University of Exeter), The Age Employment Network (TAEN) and the Open Learning Project.

Previous research and consultation

This report builds on a number of pieces of consultation and research throughout the project:

Amos background research

Amos carried out a small scale background consultation study with diversity managers, consultants, public bodies and other professional institutes.

The study identified the following:

- There is no current career structure in the diversity field. One consequence of this is that individuals leave the field resulting in a loss of knowledge and experience.

- It is difficult for purchasers of diversity services to judge the quality of consultants and training providers.

- Individuals working in the field have difficulty in identifying training and education to meet their development needs.

Feasibility Research Study

A feasibility study was carried out by Focus Consultancy in March 2007, with funding from the EQUAL programme, entitled "An Association for E&D Practitioners: A Focus Feasibility Study". This study was based on a questionnaire that was completed by over 200 respondents. The findings indicated that:

- Eighty per cent of respondents were in favour of an association of some variety.

- Opportunities for professional development appeared to be ad-hoc in E&D.

- A significant minority of respondents (23 per cent) felt they do not have adequate training to fulfill their role, with serious implications for those who depend on them.

- A competency framework could help E&D professionals achieve consistently high standards.

The study identified three key characteristics of an E&D professional:

- an awareness of one's own assumptions, values and biases.

- an ability to understand the worldview of a client.

- experience of developing intervention strategies and techniques.

Contributors to the feasibility study identified the following potential benefits of an association:

- It could set quality standards for the profession and professional behaviour, ensuring transparency and integrity.

- It could provide a professional voice.

- It could promote the sharing of experience and best practice.

It was recognised that 200 was a relatively small sample of practitioners, but that the outcome identified a need for more work in this area.

Unanswered questions

Following this feasibility study, there were still questions to be answered, for example:

- is there currently a gap in the infrastructure to support E&D practitioners? If so, would an association help to close it?

- what do existing associations and networks offer?

- if an association were to be launched, then:

  – what type of services, functions, information and support should it offer?

  – how would it be supported financially?

  – whom would it serve?

  – how could it set and improve standards while remaining inclusive?

  – what would be its working relationship with the new Equality and Human Rights Commission (EHRC)

Business plan for an association

These were key questions that we have tried to answer in preparing this report.

The role of Miller Associates has been to:

- determine what services individuals and organisations working in E&D would like to support their activities;

- develop a business plan for an organisation which could deliver these services.

Part A of this report documents this activity

Part B of this research documents the work of ENTO

The role of ENTO has been to:

- Develop on the Focus Consultancy feasibility research study which demonstrated a proposed equality and diversity competency framework to identify:

  – Whether existing provision meets the standards

  – Where there are gaps in existing products and services, and how these might be filled; what mechanism should be put in place (through the professional association) to maintain an overview of new E&D resources and to ensure that these meet the national competences

  – Whether existing E&D training courses should seek accreditation or whether new, accredited training provision should be developed

- To explore the role of an association in accrediting qualification requirements.

- To examine the potential role of an association in endorsing external E&D products and services to provide a 'kite marking' or quality assurance guarantee

Executive summary part A

This research

This research built upon the Focus Consultancy feasibility research study, which recommended:

Before a decision is taken to set up an association, more detailed work, including wider consultation with practitioners, should be undertaken on the value and benefits of accrediting individual practitioners as competent and fit to practice, the issue of exercising a regulatory function over the sector and the operational and professional relationship between the association and the CEHR [now the Equality and Human Rights Commission or EHRC].

We have thus used a range of methods to consult a wide spectrum of organisations and equality and diversity (E&D) practitioners to identify their views, ideas and attitudes. We have sought the advice of existing associations, including both those focused on E&D and other professional bodies, to research the reasons for their success and longevity and capture the 'essence' of what it would mean to be an effective support organisation to a professional sector.

The current scene

There are a number of organisations and networks already operating within this area of activity which respondents told us are supporting their professional or geographical areas very admirably and ably. However, practitioners from other professional areas appear to be able to access very little support, and would like an organisation to serve their needs. Additionally, although there are a plethora of networks, they seem rather disparate and there appears to be a lack of co-operation between them. Comments within the online survey in particular speak of 'fragmentation' and a lack of 'mutual support'.

What this research told us

From the online survey, almost three out of four respondents felt there was a large or quite a large gap in the E&D infrastructure and 69% felt that an association might help to fill this gap. Overwhelming numbers of respondents thought that the following services would be 'quite' or 'very' useful: support, advice and guidance (97.4%), benchmarking and best practice tools (94.5%) and training and skills development (96.3%).

There was a significant amount of support for the development of services which may be seen to further 'professionalise' E&D practice and bring additional credibility, although the support varied depending upon how the questions were posed.

A minority were vociferously opposed to the idea of an association because of fears around the abdication of individual responsibility and the homogenisation of E&D. These are very reasonable fears which would need taking into consideration if an association is developed as a result of this research.

Throughout this report we have tried to offer the reader a balance of views and have included comments from those in favour and from those against. Within the email survey, which was the largest component of the research with 517 respondents, a total of 27 said that there was no gap in the E&D infrastructure.

In trying to ascertain what those who thought there was a gap might want, we proposed five organisational 'models' which had progressively stronger remits. 85.9% (402) of respondents were in favour of a body providing networking and support while 60% were in favour of a custodian of standards.

We researched a number of different models for associations and funding structures upon which we have based our recommendations. We have also developed a hypothetical outline business plan, to demonstrate the likely costs and processes. It must be stressed that this is merely hypothetical.

Recommendations in brief

Our recommendations from the research are that an association should be developed which could:

- **act as an underpinning resource for all the networks which currently exist, not an umbrella organisation which might suppress the current activities, but a body that could work with the existing networks to help them build links and further develop their own activities**

- **find mechanisms to recognise the expertise of experienced practitioners**

- **further research and potentially develop a coherent range of accredited qualifications for those working at all levels within E&D which would allow for the development of clear career pathways to support this developing profession**

- **offer training and development to E&D practitioners and support continuing professional development (CPD) via events, conferences and forums.**

How might this be achieved?

There was considerable support for a membership organisation, and whilst some respondents thought that membership ought to be free, there was a general acceptance that there would be a cost to this and that this cost would be borne by the members.

Therefore a membership 'package' of services and support for both individual and group members would need to be developed.

The report proposes two potential development options for an association:

Option one
An organisation which supports individuals and networks involved in E&D practice.

Option two
An organisation which supports, maintains and enhances the professional development of E&D practice.

For this document we have favoured option two and built an outline hypothetical business plan based on this.

Throughout this document we have used the term 'an association' broadly to mean an organisation to support E&D practice without making any assumptions about what it may look like. The term is understood differently by different people, but is the term that has been used throughout the research and with which contributors have come familiar. Towards the end of the research period, respondents were invited to complete an ancillary survey in which we asked 'What would you like an organisation of this type to be referred to? Only a relatively small sample responded, so the results are only indicative. However, of 83 responses, 'Institute' was marginally the most popular of six options, although 'Association', Network' and 'Centre of Excellence' all received high levels of support.

We would like to thank the many hundreds of people who have taken the time to contribute to this research. The names of the organisations are in the brief appendix at the back of the document.

The research data, including results of the online survey, can be found on the following websites:

www.diversityandequality.org
www.lsc.gov.uk

Executive summary part B

1. Competency Framework

A Competency Framework is a set of competencies or behaviours that are deemed to be important for successful performance in a particular job role.

Work was undertaken to develop the proposed equality and diversity competency framework included in Focus Consultancy's Feasibility Study (March 2007).

Consultation responses can be summarised as follows:

- A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback.

- Competency was understood to mean the skills, knowledge and experience needed to perform the job well. It was agreed that any framework should be based on competency/practical outcomes.

- In order to use a competency framework effectively, respondents stated that any framework which was developed should have measurable outcomes.

- Any framework should be accessible and inclusive. It should allow people starting at different points to use it and should enable prior learning/experience to be recognised.

- Respondents did not provide specific details about their requirements for the content of a framework. No examples of suitable existing frameworks were suggested, but National Occupational Standards were suggested as a possible basis for a framework and accreditation.

- Respondents agreed that accreditation based on the framework would be useful but that it should not be mandatory.

The National Occupational Standards units which exist in the field of equality and diversity were identified and those units which most closely matched the competency framework set down in the Focus Feasibility report were extracted.

In addition to specific skills in the field of equality and diversity the Focus Study identified the need for practitioners to take an active role in their own learning and development, and to communicate effectively. Key Skills units for "Improving Own Learning and Performance" and "Communication" already exist and can be accredited.

Using the identified National Occupational Standards and Key Skills a revised competency framework has been developed (please see full report for details).

Recommendation: The revised Competency framework to be tested by potential members when the purpose and structure of an association has been agreed.

2. Accreditation

Existing qualifications in equality and diversity were researched. No exact match to the proposed Competency Framework was found.

Using the National Occupational Standards and Key Skills to develop a Competency Framework will enable those potential members who have achieved these qualifications previously to demonstrate competence on application. It would also be possible for any association developed to work with awarding bodies to develop a specifically tailored qualification(s) based on the Competency Framework to meet its needs.

Recommendation: The requirements for accreditation to be decided when the purpose and structure of an association has been agreed.

3. Entry Requirements

Entry requirements for membership of existing associations are very varied. However, a number of common features are identifiable:

- Student, or sometimes affiliate, membership is possible to enable those without experience or qualifications within the field to join in order to develop and progress to full membership.

- Accreditation of prior learning and achievement is possible in many cases and may establish the level of membership to be offered.

- Most associations have several levels/categories of membership. These can be accessed via the achievement of specified qualifications or qualifications at specified levels, experience and continuous professional development, or a combination of these.

- Some associations offer a corporate membership which enables individuals within the member organisation to access the benefits and services.

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback regarding entry requirements. A small number of specific comments were received and are included in the main report.

Recommendation: The entry requirements for an association to be decided when the purpose and structure of an association has been agreed.

4. Continuing Professional Development

Continuing Professional Development (CPD) is the systematic updating and enhancement of skills, knowledge and competence which takes place throughout working life.

Existing associations have a variety of CPD requirements for their members, for example:

- Most associations require their members to undertake CPD to retain their membership.

- Some associations include CPD requirements to enable members to move up their membership structure.

- Where CPD requirements are expressed in terms of numbers of hours to be undertaken this is on average between 20 and 35 hours per year.

- CPD requirements include development of technical, professional, commercial and personal skills.

- Some associations provide facilities for recording and evidencing CPD activity – for example, online records.

- Several associations provide support and CPD opportunities for their members, which include; training courses, events and seminars, guidance notes, telephone and/or website helplines.

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback regarding CPD requirements. A small number of specific comments were received and are included in the main report.

Recommendations:

- **CPD for the proposed association members to be supported by training events, seminars and support services, based on identified needs.**

- **Any CPD requirements to be decided when the structure of an association is agreed.**

5. Safeguarding minimum professional standards amongst potential membership and throughout the equality and diversity sector.

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback regarding safeguarding minimum professional standards. A small number of specific comments were received and are included in the main report.

Recommendations

- **The membership and possible Continuing Professional Development requirements along with the competency framework, and any accreditation requirements, would serve to develop better practice in the sector.**

- **Any association developed should concentrate on developing a well respected name for itself and its members, that is, members will be recognised as upholding good practice and professional competence. This will potentially raise awareness and encourage wider recognition of the sector amongst those not directly involved in it.**

6. Endorsing external equality and diversity products and services to provide a 'kite marking' or quality assurance guarantee.

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback regarding endorsing external equality and diversity products and services. A small number of specific comments were received and are included in the main report.

Recommendations

- **In order to maintain integrity, an association would need to be able to assess and validate all resources available. It is unlikely that sufficient resource would be available to do this.**

- **It is recommended that an association should facilitate the sharing of information about good quality resources and products between its members, thus maintaining its independence, and should use the available resources to identify and address members' skills and support needs.**
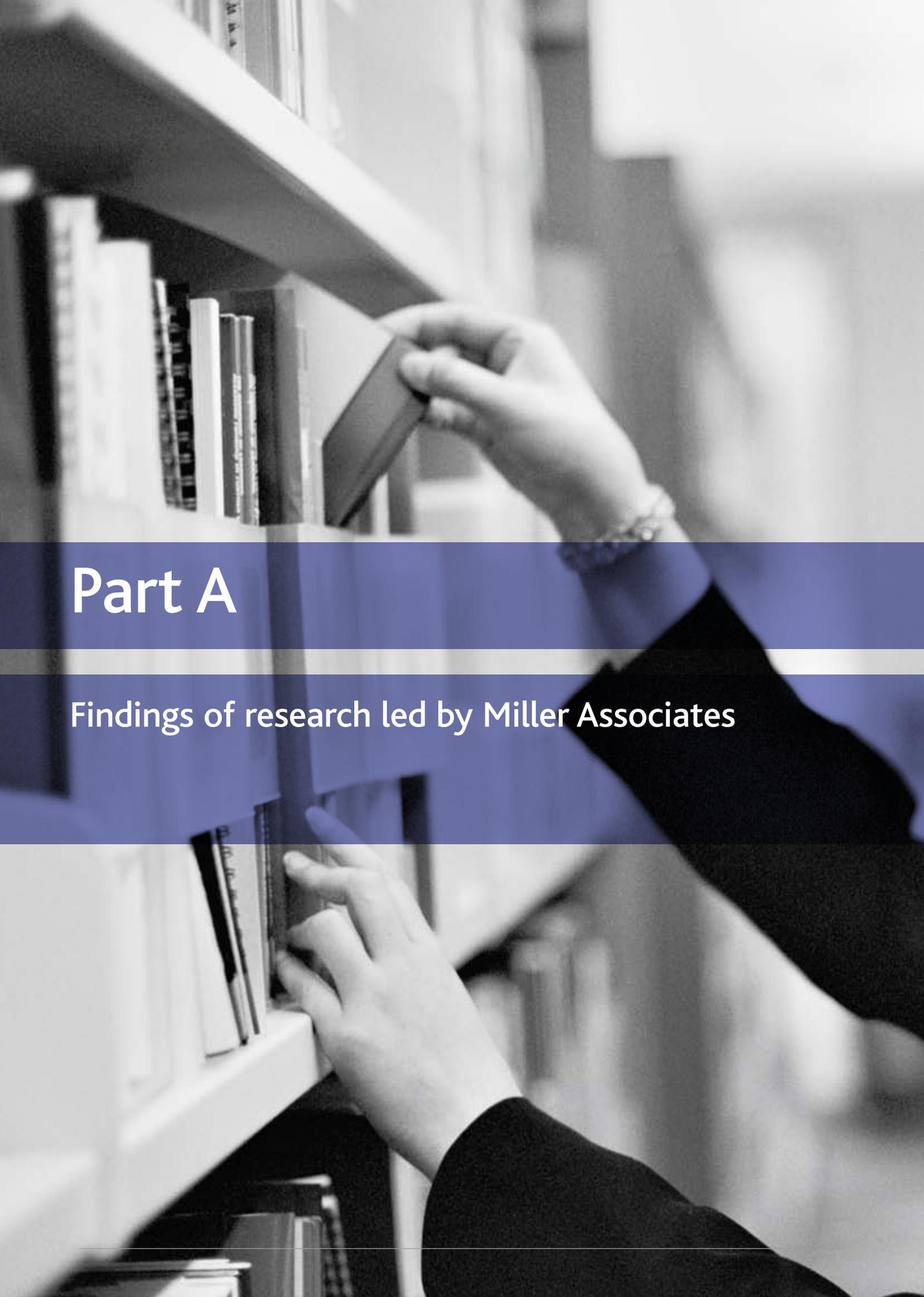
Part A

Findings of research led by Miller Associates

Contents

The research

1. The research and methodology

The current environment

The UK has undergone a considerable transformation in the last fifty years. The nation facing the new millennium is one with a diverse character and identity. This change is manifested not only in the ethnic, religious and cultural make up but also in the changing roles of women, the nature of work, family life and an awareness of the rights of marginalised groups.

Within the context of this unprecedented social change it is more important than ever to ensure that we have well supported professionals operating as E&D practitioners. We must also ensure that they have adequate access to support, information and guidance, as well as the opportunity to update their knowledge and skills to help them to maintain their professional 'edge' and credibility. This is not about compliance but more about ensuring that there are clear and unambiguous opportunities for individuals working within this area not only to have access to information and support, but potentially to have career routes and pathways available to them as this professional area grows.

"The time is right to address the need to create new structures to shape and gain advantage from the changes in configuration so as to make most of the opportunities presented and reduce the levels of unease" (Ruth Kelly, Secretary of State for Communities and Local Government, speaking at the launch of the Commission on Integrations and Cohesion in August 2006).

"...Britain's diversity is a huge asset to our country – economically, culturally and socially." (Guardian, Thursday August 24th 2006).

Why this research was commissioned

Earlier research from Focus Consultancy indicated considerable gaps within the infrastructural support for those employed within the arena of E&D. There was a tacit implication that this could have a negative impact upon the perception and further development of the professional area and of those working within it.

The brief

The brief therefore was to verify and build on this research to determine what services individuals and organisations working within the arena of E&D desired to support their activities and then to develop a business case and a business plan for the potential creation of an association.

The negotiated project outcomes were:

(A) Determine what services individuals and organisations working within the arena of E&D desire to support their activities, to include:

- a 'shopping list' of wants and needs, for example services and support in the following areas: – learning and study, knowledge and information, career support and progression, networking and access, guidance and regulation, championing and campaigning.

- further research on likely cost breakdown for 'membership'

- further research on the 'offer' of other associations and membership organisations

- accreditation

(B) Development of a business plan of the chosen model for the association to include:

Short term business goals

Longer term business goals

Forecasts and projections (business and financial)

Future product strategy:

- the basic offer
- individual membership levels
- corporate membership
- business services
- professional support and advice
- accreditation signposting or facilities
- CPD activity and training
- member resources
- trans-national networks

Our research methods

The research had six distinct areas:

1. a consultation event
2. an email survey
3. primary and secondary research into other 'associations'
4. primary research gathering the views of E&D networks
5. transnational activity and European funding
6. organisational structures

The research was carried out between September and November 2007, during which time we used a variety of research methods in an endeavour to capture data from a broad range of sources.

The aim of the research was to explore how best to support those within the field of E&D. Based on the findings of previous research and consultation, we focussed on the option of some form of organisation or association which could help to reinforce and enhance the development of the profession.

With this as our starting point, and building on the work done by Focus Consultancy we elected to build our research around a series of questions, a number of different stakeholders, and a variety of research techniques.

Earlier research had a relatively low response rate. The outcomes, although overwhelmingly in favour of the idea of an association, were questioned by the project's Advisory Group. It was therefore important to the LSC to verify this outcome, so they requested that we continue to ask questions about the need for a supporting organisation in different formats throughout the research.

We used a database of contacts built up throughout the project, most of whom had registered an interest in the project. We believe the response rate of approximately 25% of known individuals, to be typical of this type of targeted approach[1]. However, we asked our contacts to forward the survey to their networks, so the true response rate was probably somewhat lower, and we have no way of knowing the true rate.

Gathering information and views of other associations helped us to understand how they operate successfully and also allowed us to canvass potential partnership opportunities for an E&D association.

Primary research

We have gathered both qualitative and quantitative data in an effort to ensure that we have understood the key unresolved issues from earlier research.

Our primary research methods have included:

- face to face discussions and interviews with over 30 different organisations.
- telephone conversations and interviews with over 100 individuals.
- a consultation event of nearly 100 E&D practitioners, with forum discussion groups.
- an on-line survey completed by 517 respondents. This was an open survey, and our contacts were encouraged to circulate the link as widely as possible. The precise number of people sent the link is difficult to determine, but the figure is more than 2000.
- a supplementary survey was sent to those who completed the first.

Stakeholder groups

We have attempted to gather research from a broad range of individuals and organisations whom we thought would consider themselves 'stakeholders' in this process. Below is a list of some of those who participated in differing aspects of the research. This is not the full list but merely a flavour to demonstrate breadth.

- Independent practitioners
- In Company practitioners
- Training organisations
- E&D organisations
- E&D membership associations
- E&D forums
- Trade Unions
- Other membership bodies
- Lobbying organisations
- Government organisations
- The community sector
- Private sector
- Religious groups
- Transnational organisations
- Policy makers

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[1] **Targeted Approach:** We were targeting individuals who were likely to have an interest in this research area.

- Public sector services, including:

  - Local, district and metropolitan councils
  - Primary Care Trusts
  - Hospital trusts
  - Strategic Health Authorities
  - Prison service
  - Police service
  - Crown Prosecution Service
  - Universities
  - Further education colleges
  - Social services
  - Schools
  - Fire service

Data Capture

The raw data from the first survey is available from www.diversityandequality.org. Our aim has been to interpret this as fairly and even handedly as possible and without bias.

Secondary research

In addition we have carried out extensive secondary research to support our findings via on line and published sources. This included researching existing organisations and networks to support our primary research, and desk research into professional associations, including how they function, services and price charges.

Additionally, we researched:

- E&D activities across Europe
- organisational types and
- the variety of not for profit organisations from sources such as The Charities Commission.

References to the secondary research are available at:

www.lsc.gov.uk and www. diversityandequality.org

2. The Consultation Event

At the first consultation event, we had three primary objectives:

- to reiterate the question 'is an association needed?'
- to start to move the debate beyond the above question
- to look at how a qualifications framework might support the profession

We facilitated small focus groups, through which we collected and recorded participants' contributions. It was our intention to give those involved the opportunity to discuss the questions we posed and to explore the complex issues. This gave us entirely qualitative data.

We targeted people who had already contributed to or expressed an interest in the project. Ninety Seven people attended the event, out of 115 accepted invitations. Throughout the day we asked ten questions, to give us information to support both research aims.

The questions to assist in developing a business case for association were:

Do we need an Association?

What might it look like?

Who would it serve?

What services might it offer?

What key relationships would it need to foster?

The outcomes from the consultation

Do we need an association?
There was an overwhelming 'yes' to this question, though not without caveats.

Individuals were keen to back the idea of an association which could support the development of the sector and improve professional pathways and opportunities, but they felt that any association should be independent, avoid vested interests and have a clear mandate. Participants did not give a definitive response about their preferred shape of association.

Those who were not in favour wrote of a fear that E&D would be isolated, and favoured greater mainstreaming. There was a fear that others within organisations may abdicate their responsibilities to the E&D practitioners.

> **Key comments (paraphrased):**
>
> - it must be inclusive
> - it would standardise support and provide advice
> - yes with a clearly defined purpose, goals, strategy and remit
> - yes to professionalise the area and to give it more credibility
> - capacity building for E&D professionals to enter mainstream
> - to be able to articulate members' views at a high and strategic level.
> - to be an effective association for all sectors (not just private/ statutory)

What might it look like?
The answers to this question fell into two basic areas: those relating to form and those relating to function. Regarding an association's form, the delegates generally felt:

- any organisation developed ought to have a regional and a national presence, with a remit to help raise standards within the sector by providing pathways for professional development.
- it should be membership-based and perhaps not for profit.

With respect to the 'function' of any organisation, the delegates said that they wanted access to:

- networking, training and personal development pathways with the potential for accreditation
- support and
- information and advice.

> **Key comments (paraphrased):**
>
> - institute for E&D or Academy?
> - fee paying entry through examination
> - database of members available to the public
> - different levels of membership
> - research/case studies
> - regulatory body
> - courses for accreditation
> - networking
>   - involving key strategic partners – everyone to be involved through engagement e.g. regional networks, through a sub regional approach, e.g. universities, schools, local authorities, health and social services
> - members of an association pay subscriptions and have influence in determining what the association does

Who would it serve?
Delegates saw a need for an organisation to serve a number of different groups:

- existing practitioners
- individuals seeking advice and guidance
- organisations.

They felt that any web facilities could be a general resource for the public and could offer an independent and impartial voice.

There were several comments about the necessity to engage with the private sector, including small and medium enterprises.

Key comments (paraphrased):

- there should be a broad and inclusive network available to all – those who were from accountable bodies as well as those who were not

- it should serve all audiences including practitioners and users, so several strands of membership as appropriate

- different categories:

  1. Specific to the needs of professionals with organisational responsibility for E&D

  2. Generic Quality Assurance of delivery, advice and training in E&D.

- it should serve people who want training, awareness, a career in E&D.

- the private sector that need to know they are commissioning a deliverer of adequate standard in E&D training.

- [an association should serve] Everybody, at some point and at some level – Global perspective- act local/think global – inclusive – universal – consider those we affect outside our barriers – other countries – transcend barriers.

What services could it offer?

Within the confines of the day we aimed only to get a 'shopping list' of potential services an association could offer, and not a sense of their relative popularity, which was explored through the online survey.

Key outcomes

- support
- education and training
- accreditation
- qualifications
- advice and guidance
- career pathways
- research
- legal advice
- wed based tools
- develop national standards – benchmarking
- policy
- good practice – benchmarking
- membership
- networks
- events and conferences
- capacity building
- bursaries
- library
- the facility to gather and share
- good practice toolkits
- resources
- peer support

What key relationships and alliances would it need to foster?

The general feeling was that any organisation developed would need to foster relationships across the spectrum of society, from all sectors, including international links, and government departments as well as other 'movers and shakers' within the E&D arena.

Summary

The vast majority of those who attended this event were in principle in favour of an organisation to support the development of the profession, although a minority were strongly opposed. Those in favour envisaged an entity that would be broadly egalitarian and would allow them to foster networks and relationships. They envisaged an entity that would be broadly egalitarian and would allow them to foster networks and relationships. Any organisation should support the development of the profession with resources and information, and would serve individuals in developing their expertise and helping them adapt to an ever changing environment. Some respondents saw a need for more than just another networking body and wanted to explore the opportunity for developing standards which would support the profession.

The questions this raises

This raised a number of questions which helped us to frame the remainder of our research activities. The event appeared to support the outcomes of the feasibility research study, by demonstrating support for the idea of developing an association. However, the following still needed to be established:

- What it might look like?

- How it might operate?

- What services and support might be required?

- To what extent should it be a strategic organisation?

- Who would be the target market?

3. Email survey

A key aim of the project was to consult widely with E&D practitioners. To this end an online survey was designed and distributed by email and was available from 16 October to the 28 November 2007.

We aimed both to verify the results of earlier consultation exercises by asking questions to confirm the perceived need for an association, and to build on this by asking what such an association might look like.

The response rate was very encouraging. Over 500 replies were received from individuals across the UK, many of whom took the time to make detailed, written comments. Everyone who started the survey went on to complete it online, suggesting a high degree of interest.

This section presents key results from the survey. We look at:

- who replied, the sectors they work in and their job roles

- gaps identified in the infrastructure to support E&D activity, and views about whether an association would help

- the potential for an association – how it might look, be supported, and what activities it might undertake

In constructing the survey, we aimed to make the questions as open as possible, by allowing a range of answers to all questions, including a range of positive and negative responses, and a 'free text' option for many questions. Members of the project's Advisory Group were involved in developing it. Practitioners who were unable to access the questionnaire were given the opportunity to complete a version in Microsoft Word or by telephone.

As a result of the dual purpose of the survey (in other words verifying and building on the results of previous consultation), a small minority of respondents found some questions difficult to answer. These included a few who were opposed to an association, and three who felt the outcomes of the research were predetermined.

A sample of comments about the survey included:

- It sounds like a decision has already been taken to set up an E&D organisation.

- I found these questions quite difficult to answer because they force you in to a position of taking a stand on having a body, or not having a body to support E & D.

- I can't really answer this question because I don't think there should be a body

Who replied? (Figure 1 and 2)

Figure 1 shows the responses by sector. The respondents came from a wide range of organisations including the NHS, universities and colleges, the armed forces, multinational companies, trade unions, banks, government departments and agencies, charities, police forces, local councils, advice agencies, employer forums, housing corporations, theatre companies, trainers and consultants.

321 respondents came from the public sector, 57 from the private, 99 from the not for profit and 40 responded 'other'.

The 'other' section of the pie chart includes forty respondents in areas such as: Trades Unions or multi agency organisations. A small number responded by giving the sectors within which they operated (i.e. where their customers were) rather than which sectors they were in themselves.

Figure 1: Responses by sector

- Public — 62%
- Non profit — 19%
- Private — 11%
- Other — 8%
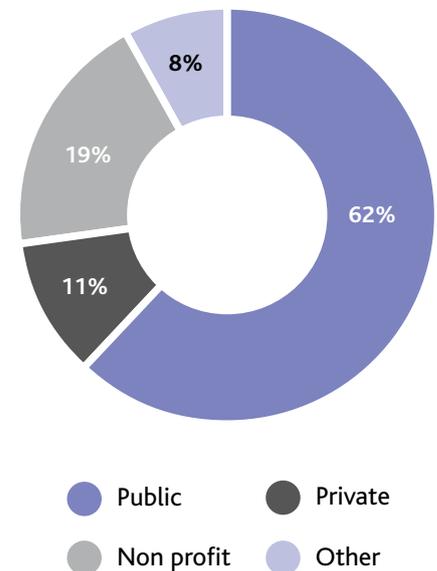
Figure 2 represents the outcome to the question 'What is your area of activity?' From this we can see that the largest response is from education (35%), but that respondents came from across the spectrum. The 'other' section includes: arts and media, broadcasting, employment services, consultancy and training, economic development, faith groups, disability charities, fire and rescue, IT services, oil and gas, regeneration, student unions, transport, work based learning and youth services.

This is a wide range, confirming the success of the survey in reaching many areas of employment and services. The appeal to a broad range of users would be essential to the success of any association in the field of E&D.

It would be interesting to know what proportion of respondents had E&D as the entire remit of their job role or whether E&D was just a part of their job, and how this might have affected their answers. 62% of respondents considered that they acted at both an operational and a strategic level. We can speculate that they may either be the sole representative working within

their field within their organisation, or perhaps that they are not engaged within a role which is identified as E&D and that they are operating across multiple functions.

The full list of organisations named in the responses is shown in the final section of the report; the overall number of respondents in this question appears to be greater than the total number of respondents because some individuals chose to tick more than one box.

Is there a gap in the infrastructure to support Equality and Diversity practitioners? (Figure 3)

Overall, almost three out of four respondents (73%) felt that there was a large or quite large gap within the infrastructure (see figure 3). However there were significant variations within the various professional areas about that perception. Within Health and Social Care for example, this rises to 78% while in Community and Commerce the figure rises even higher to over 80%. The indications are that the perceived need is greater within these areas, where perhaps the current infrastructure is not as well developed.

In Education and Housing, the figures are much lower at 66% and 58% respectively, suggesting that within these professional areas, people have access to resources and support from organisations such as the Higher Education Equal Opportunities Network (HEEON) and Equality Challenge Unit (ECU) or perhaps from regional networks such as Equality North East or Equality South West.

This has significant implications in determining exactly where help is needed the most and how any organisation developed as a result of this research would determine their primary target markets.

Figure 2: Responses by area of professional activity
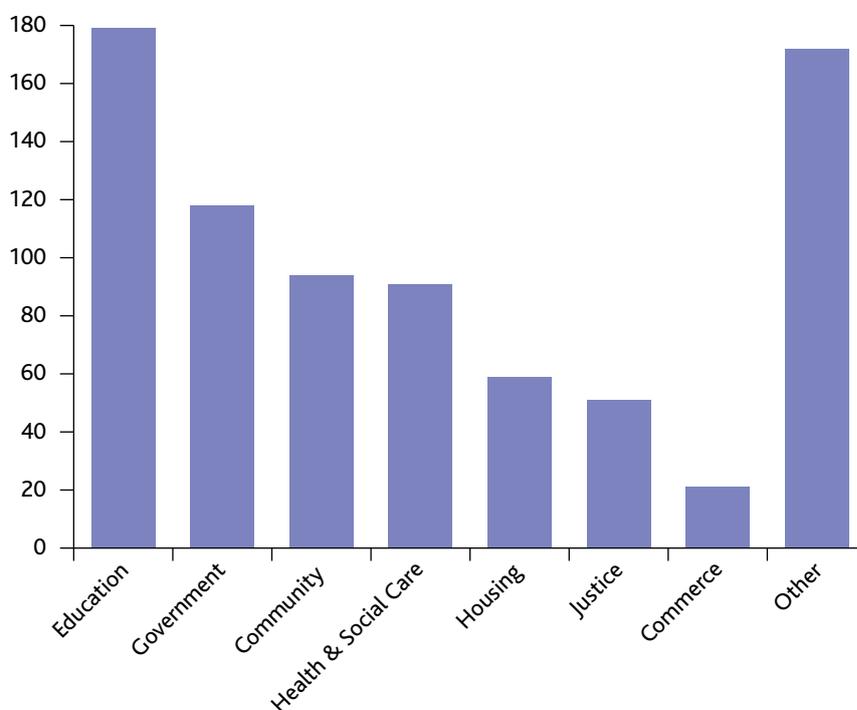
Figure 3: Is there a gap in the infrastructure to support Equality and Diversity practitioners?

A large gap   Quite a gap
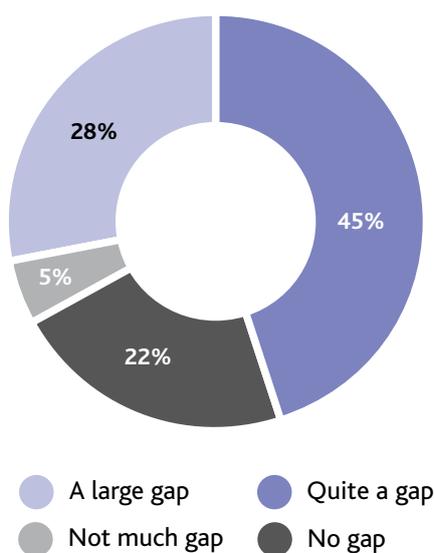
Not much gap   No gap

Of the 517 total respondents to the survey, only 27 felt there was 'no gap' within the current infrastructure. If we include those who thought there was 'not much gap' this figure rises to 141.

42% of these respondents (no gap or not much of a gap) were in the education sector, a group that generally seemed to consider itself to be relatively well supported. It is interesting to consider why those within education made up such a large component of the survey (almost one in three) and to consider what exactly comprises 'education'. For example, a private sector consultant may consider themselves to be in 'education' if they are involved in training, but so too might a disability advisor within a university. Understanding this anomaly would be an important factor for an association to better understand so that they can reach the market successfully and with an appropriate message.

Interestingly, of those who saw 'no gap' or 'not much gap', 45 of the respondents went on to answer that an association would possibly help.

If there is a gap would setting up a body or association help to fill this? (Figure 4)

90% of those who thought there was a large gap across all professional areas said yes they thought setting up an association might help, against 69% of all responses (figure 4).

This is a clear indication that the majority of respondents feel that an association would provide them with the support that they need.

A total of 152 respondents answered 'no' or 'probably not' to this question. There was not an opportunity to expand on this question but on the following question ('If setting up an association would help, how might it look?'), a total of twelve respondents chose to comment negatively about the prospect of an association. Some of these comments are listed below in an effort to give the reader the general tenor of the comments. Some of these respondents cite organisations which they feel already meet this need, and most of these organisations are sector-specific.

Figure 4: If there is a gap would setting up a body or association help to fill this?

- Yes – certainly
- Yes – perhaps
- Not sure
- No probably not
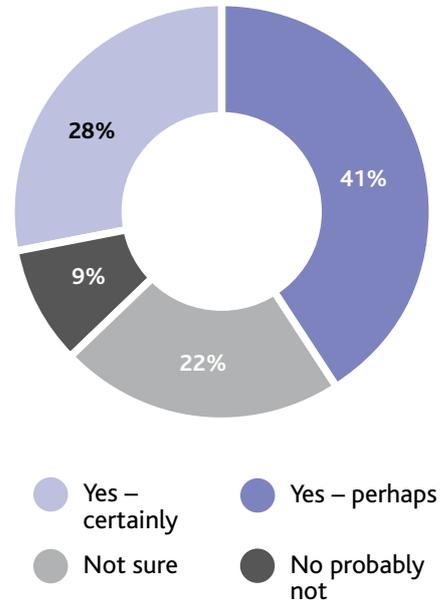
Verbatim responses

A common theme was the need for practical support:

There are some structures in place but they are generally ad-hoc

The success of setting up a body or association will only help if it has clear objectives, accountability, responsibility, credibility and authority. There are already a number of structures in place but they are fragmented and need cohesion.

There are valuable coalition organisations such as EDF [the Equality and Diversity Forum] and the Parents and Carers coalition, but more formalised support would be helpful especially in developing and disseminating good practice and helping practitioners to develop their skills.

[A leading professional association] have this remit, but they don't do a lot.

There is a structure but E&D work is still an optional add on extra for many – even though this isn't the corporate position

Yes there is a gap with a lack of training. An opportunity to network with other diversity practitioners would be very beneficial.

A feeling of isolation among practitioners is also a common theme:

Many organisations seem to think that one person is enough to drive this agenda, including providing training, developing writing and implementing schemes, ensuring legal compliance and supporting an organisational steering group amongst other duties.

Although I am on e-mail networks for info on E&D, I am very on my own at the ... I am held up as an "expert" and feel that there is a large gap in supporting me to be a source of knowledge and to continue to learn.

If Network – Equality NE didn't exist I would have no contact with other practitioners

I work in isolation both in terms of the public sector and within my organisation

No mutual support of practitioners and no recognition of their areas of expertise

Verbatim responses *(continued)*

Concerns were frequently expressed about the proliferation of support bodies, the need to recognise the contribution they already make and to avoid duplication:

> Concerned about the proliferation of such groups,' equalities' is in danger of becoming a monolithic industry instead of improving service delivery.

> Any body, with no qualification to undertake the role can set themselves up as an authority on the law or good practice. Often they give E&D a bad name.

> I was wondering what added value this structure would have considering the plethora of 'structures' and legislation already in place. I don't mind another one as long as it has 'teeth' to ensure the issues of E & D are mainstreamed and therefore integral to the workplace and learning environment.

There is no need to reinvent what already exists – diversity etc is not a stand alone discipline but an integral part of good business practice

No need to set up another advising body. Help the organisations already in existence

No organisation needed

In local government we already have a number of organisations supporting equalities, and providing frameworks for engagement and feedback.

There are already organisations in existence that provide networking and support, advice and guidance, capacity building etc. A membership association seems to be a way of making money out of practitioners for no added value. What could an association provide that existing email networks, CEHR [the Equality and Human Rights Commission], and bodies like IDEA [Improvement and Development Agency for local government] and ECU [Equality Challenge Unit] can't?

If setting up an organisation of some type would help, how might it look? (Figure 5a and 5b)

We gave respondents a number of options for how an organisation might look, and invited them to express their view of each option. Options 4 and 5 received less than majority support, so can be discounted for the purposes of this research.

The first three options had progressively stronger remits. 86% of respondents supported option 1, 71% supported option 2 and 61% favoured option 3, which had the strongest remit.

Since all three options received levels of support significantly above 50%, we would recommend that an association should aspire to be a combination of all the first three options, in other words an association with a wide and deep remit.

In the first instance, however, it should focus on a narrower remit. Later sections of the report offer a business plan and recommendations for the first year and the first three years of an association's existence.

Figure 5a

If setting up an organisation of some type would help, how might it look? *Approval ratings refer to figure 5b*	% yes definitely *rating 1*	% don't know *rating 0*	% definitely not *rating -1*
A body aimed at providing networking and support to practitioners, offering advice and guidance, and as a central up-to-date resource on equality developments. A reactive receptacle for good practice and debate	**85.9% (402)**	9.0% (42)	5.1% (24)
A capacity building organisation with the potential to help maintain standards and support people development including the potential for training and accreditation. A body for individuals and organisations providing clear pathways for progression within the profession?	**70.9% (333)**	20.6% (97)	8.5% (40)
An authority on E&D practice aimed at professionalising the sector. A custodian of standards with kite-marking, accreditation and teeth and with a remit to lobby government?	**60.6% (284)**	23.0% (108)	16.4% (77)
A Membership association (subscription funded) – led and governed by its board of members	23.2% (105)	**49.3% (223)**	27.4% (124)
Membership association – Non Departmental Public Body (NDPB) – answerable to the government?	12.6% (56)	42.6% (190)	**44.8% (200)**

Figure 5b: If setting up an organisation of some type would help, how might it look?

Preferred option

■ All responses   ☐ "quite & large gap" responses
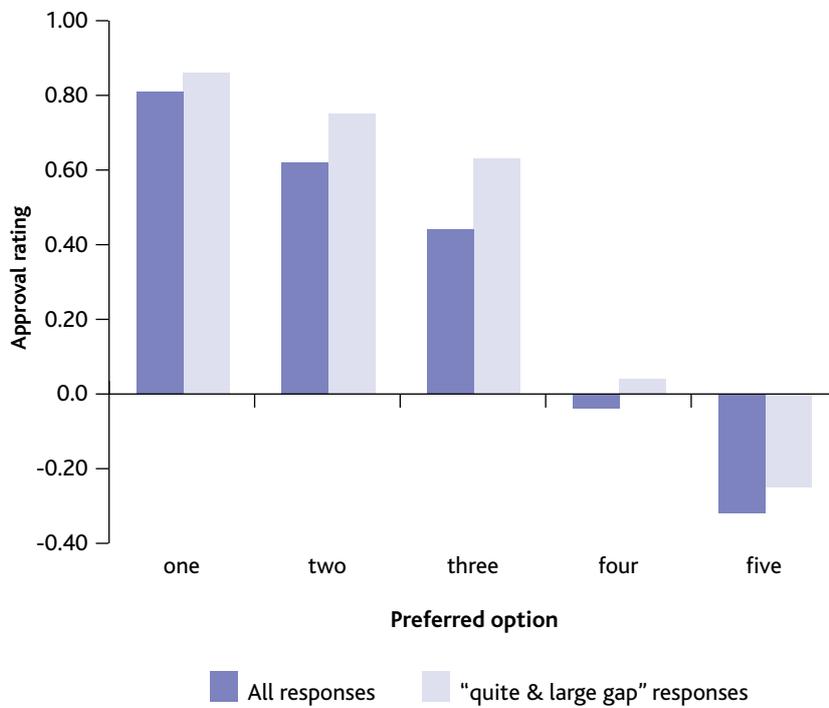
Figure 5b offers an alternative way of presenting the statistics. The approval ratings represent the weighted overall approval and disapproval scores for each option, where an approval rating of one would indicate 100% positive approval, minus one would indicate 100% disapproval and zero would indicate indifference. The figure shows the ratings for 'quite and large gap' respondents and 'all' respondents.

What is your preferred model for sustainability? (Figure 6a and 6b)

46% of the general population surveyed responded positively to the concept of paying a basic annual membership fee. This rises to 53% amongst those who perceived there to be a large gap. However, there were a large number of 'don't knows' which may indicate that this would depend upon the relative benefits that might be available. This indicates that it may be difficult for any organisation developed to support the profession to become self sustaining in the short term. An organisation would need to have developed services and accreditation to be seen to add value to those within the profession. The implication therefore is that there may need to be some initial pump priming support if an organisation were to be developed.

Typical responses included:
If people want to pay for individual services from an organisation then I think that is a good idea. I do not agree with what is essentially an exclusive 'club' for diversity practitioners. It must be acknowledged that practitioners come to diversity from different professions and through different routes. Why should we stifle this 'occupational diversity' by forcing people through one route?
Whatever happens, avoid setting up a *[leading professional association]* model – closed shop, expensive courses, low standards, and low credibility even among members.
You need to take into account that many equalities practitioners and their organisations already pay significant fees for equalities support to other groups…
No organisation needed.
Again, my concern is that it is a done deal. My preferred model of sustainability isn't mentioned in the above options. My preference is to put money into existing structures in order to strengthen what is already there.
The problem with membership is that it could exclude people who would benefit from the services on the basis of costs. We need to formulate a structure which would enable participation of practitioners without losing the aim of improving standards and quality of said structure.
Supplement membership fees income by applying for grants/contracts/sponsorship for particular projects.

Figure 6a

What is your preferred model for sustainability? *Approval ratings refer to graph figure 6b*	Yes definitely *rating 1*	Don't know *rating 0*	definitely not *rating -1*
An organisation without membership fee where people pay for services one by one, such as resources, training and support?	24.5% (97)	**47.0% (186)**	28.5% (113)
An open membership with a subscription fee where some services are free to members?	39.5% (154)	**43.1% (168)**	17.4% (68)
Tiered membership fees based upon experience where services are free to members and affiliated organisations?	29.7% (112)	**43.2% (163)**	27.1% (102)
Professionalised membership based on accreditation where services are free to members, with the cost of services covered by members paying a membership fee based on professional level?	33.8% (139)	**37.5% (154)**	28.7% (118)
Basic annual membership fee and pay additionally for further services such as training, events, qualifications but at a discounted membership rate?	**46.2% (195)**	36.0% (152)	17.8% (75)

Figure 6b: What is your preferred model for sustainability
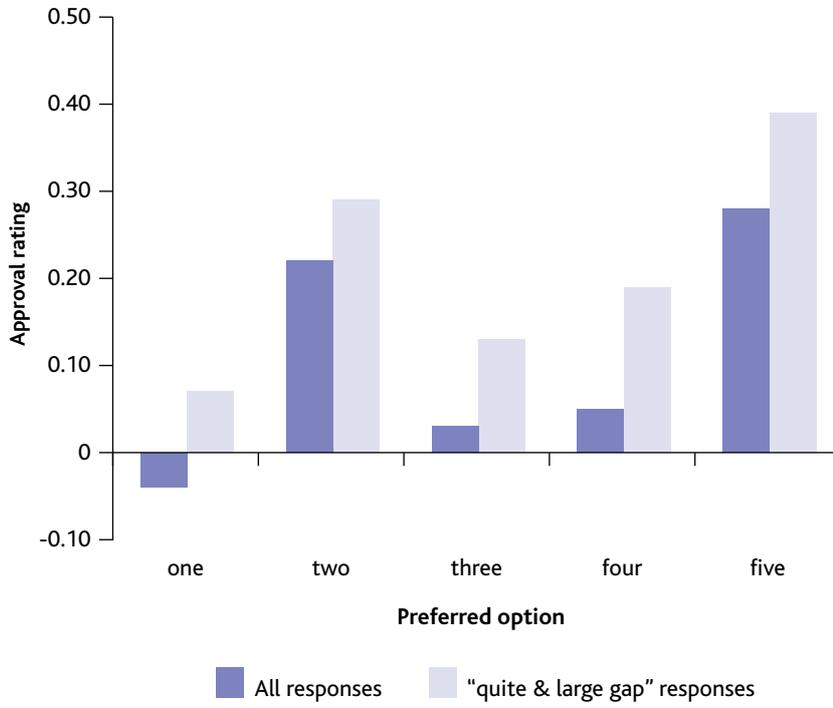
Figure 6b offers an alternative way of presenting the statistics. The approval ratings represent the weighted overall approval and disapproval scores for each option, where an approval rating of one would indicate 100% positive approval, minus one would indicate 100% disapproval and zero would indicate indifference. The figure shows the ratings for 'quite and large gap' respondents and 'all' respondents.

Rate these potential services for their usefulness

Within the qualitative comments from respondents in this and other aspects of our research, the ideas of standard setting, qualification pathways and accreditation were of keen interest and importance to respondents. However, the results in this particular aspect of the survey are somewhat contradictory. Standard setting comes in at number six, qualifications and competencies at number seven and monitoring and accreditation at number nine. To put these into a broader context, a number of other services offered on the survey came lower than tenth:

- Career pathways
- conferences and events
- membership
- access to likeminded organisations
- bulletins and magazines
- kite-marking of training
- regulation
- campaigning and
- legal advocacy.

Almost all these have seemed important enough to individual respondents to be mentioned within their open comments.

Comments

The respondents had a clear view of the services they perceived to be useful. The survey gave more options than are displayed, but figure 7 includes the top ten showing whether these options were perceived to be 'very useful' or 'quite useful'. To illustrate the strength of support for these services, we have included a column combining the 'very useful' and 'quite useful' responses. So, even though monitoring and accreditation came tenth, it had the support of nearly 84% of respondents.

Rate these potential services for usefulness

	very useful	quite useful	Very and quite useful combined	not much use	no use
Support, advice and guidance	**72%**	25%	97%	1%	1%
Training and skills development	**66%**	30%	96%	2%	2%
Web resources and research	**63%**	32%	95%	4%	2%
Benchmarking and best practice tools	**69%**	26%	95%	3%	3%
Networking	**61%**	33%	94%	4%	2%
Standard setting	**57%**	32%	89%	7%	4%
E&D qualification/ competencies/ standards framework	**51%**	36%	87%	6%	7%
A directory of E&D practitioners	**48%**	39%	87%	10%	3%
Legal advice	**49%**	37%	86%	10%	4%
Monitoring and accreditation	**46%**	38%	84%	11%	5%

Verbatim responses
Need to tie an E&D qualification framework to membership and affiliation. The body can shape the topic areas for study and the learning points to achieve.
I could not be more enthusiastic about the need for an E&D project... For us any body that cements E&D into the National mindset has to be a good thing. To that end it needs as many strings to its bow as possible. Clearly the proposed body needs to have systems that help it to develop and encourage inclusivity but at the same time it needs to be able to educate the 'antis.'
Most people are professional amateurs – there is a need to make the service more professional in its approach and its contribution to organisations with less emphasis on process and more on strategic relevance.
I think this is the wrong question – all of these are good in themselves, but whether they should be done by an association is another question.
not effective (just look at the Equality Standard for Local Government).
I wouldn't want this to become a "badge" that can be bought by consultants and training providers in order to tout for business. There's no need for an additional equality standard for organisations, outside each sector's own standards and governance frameworks.

If an E&D organisation is set up, should it encompass these strategic activities? (Figure 7)

Respondents took a slightly different view of the strategic areas of activity. Whilst they were reluctant to see these activities as services, they clearly indicated that an organisation should be involved in such activities at a strategic level (see figure 7 regarding service requirements). An interesting aspect of the responses is the fact that respondents thought that activities such as standard setting (77%), accreditation (68%) and kite-marking (67%) were activities in which an association ought to be engaged, even though these activities were not rated quite so highly as 'very useful' member services.

Figure 7: If an E&D organisation is set up, should it encompass these strategic opportunities?
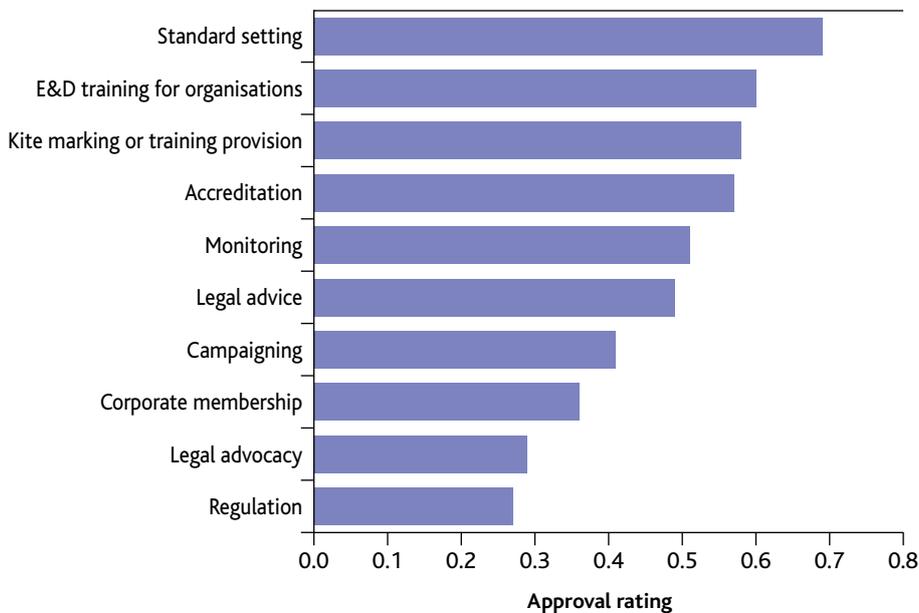
Approval rating

Figure 7 offers an alternative way of presenting the statistics. The approval ratings represent the weighted overall approval and disapproval scores for each option, where an approval rating of one would indicate 100% positive approval, minus one would indicate 100% disapproval and zero would indicate indifference. The figure shows the ratings for 'quite and large gap' respondents and 'all' respondents.

Please say briefly if an E&D organisation is set up, how might it look in five years time?

We asked the respondents how they thought an organisation set up to support E&D practice might look in five years time. This was an open question and respondents were not required to give their views. However, 303 individuals responded. Below are some which demonstrate the spectrum of views:

Verbatim responses
An organisation that has different advisors for the different sectors and therefore recognises the complexity of mainstreaming equalities throughout organisations but that is also capable of drawing best practice out from the different sectors. An organisation that facilitates better networking through E&D individuals and works as an information gathering body from the ground up, gathering evidence of what is happening in practice and feeding it into government policy and decision making. An organisation that is slick and well organised, capable of lobbying the government equality unit and the EHRC. An organisation that represents E&D professional, but that also promotes E&D to sectors and businesses that are still in need of recognising the benefits of E&D.
It should be a professional and regulatory body to manage all aspects of E&D issues.
I am not supportive of this initiative but I appreciate that many may be interested – it may look like an exclusive club i.e. if you can afford to pay the subscription you can come in.
Professional membership organisation, setting the standard for continuing development of practitioners and providing quality information on training, best practice , kite marking services etc.
A better version of [a leading professional organization]/similar structure but less exclusive and bureaucratic.
The concept begins from a flawed position as it relies on funds that are not available. It is replicating a body that already exists and considering creating an access point which has been created.
I would like to see an organisation that REALLY makes a difference to it members. All too often bodies are set up that are ineffectual at best and serve no great use to anybody. It would be better if you clearly set out your objectives from the start and had the capacity to effectively deal with them rather than trying to do too much.
I would hope that it would provide a clear pathway for qualification and accreditation, but would not result in the closed shop/vicious circle of [a leading professional organisation] – i.e. you need to be in the job before you can qualify etc
It should be instrumental in improving the embedding of EO&D in the UK. It should be an excellent resource for the education sector in particular but also throughout the public, private and not for profit sectors. We should see measurable improvement in reducing inequalities for example in employment... The organisation would have a high profile and excellent marketing.
Like the E&D section of [a local government body]- only better, not charging for every little thing they provide!!
an organisation that can assist in assessing and planning strategic direction around best practice, but also taking into account best fit, assist people to work together in partnership rather than alone, tie in with regulation but not to regulate, and to offer certificated qualifications to professionalise E&D work.
I don't mind what it looks like but it would be good if something could take a co-ordination role. There are so many external influences that touch on E&D and we get information, requirements for work and research etc from them all. A central co-coordinating body for all E and D would be ideal.
Membership organisation with kite mark at different levels that clients have confidence in. Lots of PR & endorsement by Government, lots of credibility with professionals and no dumbing down of standards. A resource for people with responsibility in businesses for equalities & D but recognising that they are highly skilled in their "day jobs" Joins together all of the strands and more with little or no imbalance that may cause problems. Signposting to other help/support orgs with names and updated information. Case studies, etc.
I don't think there should be one I think the needs can be met sufficiently within existing structures. Perhaps there is a need for regulation and standard setting for the private sector alone.

Verbatim responses *(continued)*

I would like to see a professional body, which operates along the current lines of the Chartered Institute for Personnel and Development. Only by focusing on how equality/ diversity can add value to organisations in the UK will it ever be close to a top priority for management boards. The body should be totally geared to ensuring that members make this a reality in their organisations.

I am seriously worried that such an organisation may construct an orthodox of view, exclude the participation of certain groups of people and restrict creativity and research. Such an organisation would become a monitoring, target driven organisation and in five years would have lost touch with its reason for being.

I hope it isn't just a flashy building in London with a London centric view to everything. The org should have centres/ representatives throughout the UK with a solid web presence, plenty of You Tube videos etc. and a real sense that the org is inclusive and exemplifies the best of E&D.

As I said before, I would like to see an E&D organisation with 'teeth'. Which would complement the work of the SEB (Single Equality Body) and make good use of its resources by raising the standards and quality of service for its users? Therefore in 5 years it should look professional and delivering on its strategic aims.

In five year time I would like to see the E&D organisation encompass all sectors, and not be limited to public sector, I would expect the organisation to be recognised as an important factor with credibility similar to [a leading professional organisation], although I do not think there should be a hierarchy of membership. I would expect the organisation to be recognised by government and supported.

The kite mark standard will be a recognisable brand which both public and private organisations will want to be able to display in their materials. It will also be recognised as the leading place for training in the E&D field. Conferences organised under the brand will be regarded as high quality and authoritative.

Broader than UK – working with organisations who are trying to understand and engage with the global agenda of Diversity.

No organisation needed. If it is set up it will be unlikely to survive for five years – or if it does it will become the political creature of some faction or other.

There would be an excellent website with lots of examples of good practice, cases studies and templates for organisations to use for E&D. An excellent team of consultants/trainers to provide professional support training and advice, guidance and support on legislative requirements and legal responsibilities. A helpline and/or as well as quarterly regional network meetings for practitioners. An annual conference with key speakers to champion E&D initiatives.

Summary of responses

This survey request gave respondents an opportunity to say how they thought an association, if set up, might look in five years time, and was designed to try and capture the 'essence' of what respondents thought about the entire concept.

Many respondents wrote at length and we have been able to capture only a small number here. On occasions the qualitative data is not necessarily supported by the quantitative data, and some individuals who seemed occasionally hemmed in by the requirements within some of the questions were often better able to articulate their views within the areas where they are free to express their views.

4. How do other member associations operate?

As a part of our research, we collected qualitative and quantitative data from primary and secondary sources to establish how existing associations operate. The secondary research was largely web-based. We looked at forty large, national, member-based organisations and collected data on their membership fee structures, membership numbers and services offered. We augmented this information by visiting a number of different regional and national membership organisations to ask them about their operations, history, ethos and success, to identify their success factors.

Primary Research

The primary research has enabled us to gather intelligence on factors like membership turnover, longevity and how and why these organisations have become successful.

We have collected information from a range of associations, some of which had many thousands of members. The questions and answers below are paraphrased.

What is the basis of your success?

Generally speaking, these membership organisations all had a number of things in common:

- having a relatively unique offer
- listening to their members
- being an authority within their professional area
- developing collaborations
- offering quality services
- establishing credibility
- having a clear purpose and objective

How are you financed?

Every organisation we asked was financed by member subscriptions to some extent and for all but three it was their primary source of funding. For these three, two were financed by public finances and the third by a public sector contract.

What collaborations do you have?

All had partnerships and collaborations. When asked if an alliance with an E&D association might be useful to them and their members, all replied 'yes' and saw opportunities for working together.

Tell us about your membership

- for most organisations, membership was still growing,
- most had gradations of membership
- renewal rates were generally between 70 – 90%
- some members remain for as long as 30 years

What challenges will you face in the next five years?

- maintaining membership levels
- financial stability
- globalisation
- responding to European integration
- maintaining profile
- changing political priorities
- diversifying income
- IT developments

What advice could you offer in running a successful organisation?

- Have clear objectives.
- Be sure there is a market.
- Ensure that CPD and professional development is central to your work.
- Ensure that members have their say.
- Financial sustainability is key.
- Get your governance structure right.
- Have an enthusiastic team.
- Have a passion and communicate it.
- Members are the lifeblood.

Secondary research

From the desk research, we were able to determine the average fees charged by this particular group of professional membership associations and this has given us a guide for the figures within the business plan. We were also able to determine the most prevalent services on offer to members.

Associations' fees and services offered

Membership fees

	student	graduate	associate	member	affiliate	unwaged	corporate	Fellow
Average	**65.00**	**82.00**	**104.00**	**189.00**	**76.00**	**22.50**	**665.00**	**118.00**
Lowest	free	41.00	24.00	26.00	25.00	free	540.00	45.00
Highest	195.00	177.00	250.00	600.00	165.00	30.00	900.00	165.00

Breakdown of services offered

Services	Physical offer	%
Communications	Publications, newsletters, briefings	58%
Networking	Conferences, Social events, Forums	53%
Legislation	Advice and Lobbying	55%
Training and development	Qualifications, accreditation, career development, jobs	67%
Resources	Library, technical, support, website, marketing, market research, help lines	83%

Summary

The information gathered within this aspect of the research has informed the business case and business plan. Although this was a relatively small sample of approximately seventy organisations in total, it has identified some critical success factors needed for any association or body that might be developed as a consequence of this research. One can draw a very clear picture of what key components an association would need to have in place to have longevity and sustainability. The final word comes from a Chief Executive of one of the organisations we visited.

Quote from one organisation's CEO

'...The authority that we have today..

...we are part of a large industry therefore we have great influence.

... When we speak then we are listened to.

...We are known by the type of people and expertise that we have. We have quality people to communicate with, and in order to succeed as an E&D association you need to communicate with your external agencies right down to your members...

5. E&D Networks

As part of our primary research, we identified and contacted 20 E&D networks which are supporting particular employment sectors or geographical areas. The networks are listed on the following websites:

www.lsc.gov.uk

and www.diversityandequality.org.uk

Respondents to the online survey noted that a number of active E&D networks are currently doing some excellent work, for example practitioners within Higher Education and Housing feel well served and supported. Networks within these employment areas appear to be giving considerable value to their members and growing in stature and confidence. Geographically, the South West, the North West and the North East have thriving networks.

However there are other areas of the community where the few networks that exist feel they would benefit from additional support, for example Health and Social Care. The current networks appear to be quite fragmented and currently have little opportunity or scope for working together.

The majority of the networks we contacted said that they would welcome the development of a wide-ranging, supportive organisation providing it was not 're-inventing the wheel' or duplicating their own activities. Where they perceived an organisation could add the most value was:

- training and development for practitioners

- the development of qualifications and accreditation

- development of a framework for career progression

- support around 'best practice'

- support in understanding and exploring legislative changes

- funding

- cross network/sector working

- events and forums

- general information

It was clear that respondents believed the networks had high levels of expertise with which to support their members. However, they had little by way of qualifications to demonstrate this.

We asked the E&D networks what fears they have around the development of a supportive overarching organisation. The primary fear was that a new body might pander to the needs of one particular group or sector and would not equally support the needs of all. Voluntary networks in particular currently felt quite isolated and thought they may be further marginalised if any organisation which was set up was biased towards the public sector for example.

Many of the public sector networks were operating on a goodwill basis and were dependent upon the activities of a few key individuals. These networks were generally run with very little infrastructure and few resources. Their achievements were a credit to very committed individuals who often took on considerable additional responsibilities and were achieving great things in the face of adversity and inadequate time and resources. These networks are by their very nature quite fragile and if those key individuals were to leave, their networks could very easily fold.

Without exception, these networks felt they would benefit greatly from the development of a body to support them. They saw accreditation as important, but so too was the idea of benchmarking best practice with other organisations. They saw a great value in the benefit of having an 'association' with other likeminded individuals and groups.

The private sector networks we spoke to were very interested to see support for the development of qualifications to support the sector. They were also keen to see how any network might deliver opportunities for partnerships and for working in different spheres. They thought that the development of an organisation would be an enabler in these respects.

Summary
None of the E&D network organisations we spoke to perceived a new body with a remit to operate across the broad spectrum of E&D as a threat. Rather they felt that an organisation of this type could support their own networks and pull disparate organisations and individuals together, leading to new developments and better sharing of best practice and resources.

6. Transnational Activity

There were two major aims from the transnational elements of this project:

- to learn from developments in other European countries

- to understand the potential for transnational activities to contribute towards enhancing the UK's E&D infrastructure

The background

Other organisations undertaking EQUAL and High Road projects have liaised with High Road transnational partners in France, Austria and Finland. This activity did not necessarily represent a good fit with this project, due to the specific nature of the work being undertaken so additional activities carried out by the LSC were as follows:

- Employment week in Brussels June 2007 was an opportunity to disseminate the work of the project. Information was given out to delegates who visited the High Road stand at the event. 150 leaflets about the project were available in English, Finnish, French and German. The leaflets were used to attract potential links with contacts who have:

1. an interest in the project or have similar objectives

2. experience or interest in developing competency frameworks and/ or qualification/accreditation processes

3. developed associations or similar models or belong to a specific body or association

- A showcase presentation was also conducted by Elisabeth Baines (EQUAL ESF Adviser) and Natasha Groocock (EQUAL Project Co-ordinator).

- Members of the project team attended an EQUAL "skills for life" project meeting in Vienna in March 2007 to exchange good practice.

- Information about the project was also disseminated at the 'Overcoming discriminatory practices against immigrants and ethnic minorities in employment' thematic network conference in Paris in November 2007.

Within this research project:

- We have developed further external contacts with an interest in E&D from other European countries.

- We have carried out further desk research on E&D in other European countries and email exchanges to develop links.

Support services for diversity practitioners across Europe

The recent focus in the UK has been on equal opportunities and the promotion and understanding of diversity within organisations. This focus on the management of diversity stresses the economic case for equal treatment, and seeks to ensure that everyone in an organisation is valued, and given the opportunity to develop their potential and make the maximum contribution.

The situation concerning E&D within other European countries and the focus of E&D practitioners is different. Partially due to these different approaches, we have not come across any comparable organisations to support E&D practitioners. However, we have learnt about:

- the individual approaches taken to E&D within other countries

- the importance of transnational links

- the potential for partnership in future activities in any structure developed as an outcome from the project.

If tapped, this work could enable the exchange of good practice, the potential of financial benefits from European membership, publicity and access to European funding programmes.

During Employment week in Brussels in June 2007 members of the project team networked with a wide range of delegates to:

- explore whether they knew of successful E&D networks or frameworks

- promote this project and encourage the sharing of good practice.

Unfortunately this did not generate any useful leads, although delegates showed a great deal of interest in the approaches to diversity in the workplace taken in the UK.

In Finland, research with E&D practitioners indicated that not only are there no support services, but there are very few people who consider themselves to be E&D practitioners. Diversity topics are included in organisational development alongside other topics and not in their own right. A representative from SINNI- a training organisation in E&D issues based at the University of Oulu- commented that much work within the field of E&D has been undertaken within EU projects and some of the best practices can lie unused after the funding period finishes.

The networks that do exist tend to focus on specific diversity strands (for example racism, gender equality and disability). Initial contact has been made with these organisations at a European level with a view to the possibility that a national association within the UK could build and develop these links. Such organisations can provide invaluable networking and publicity opportunities as well as links to national networks of relevant organisations. These organisations include: European Network against Racism, ENAR Anti-Racism and Diversity Intergroup, European Disability Forum, Inclusion Europe, International Gay and Lesbian Association – Europe, *AGE, the Older People's Platform, European Roma Information Office, European Women's Lobby (EWF) European Blind Union, European Union of the Deaf, Inclusion Europe* and *Autism Europe*.

This research has also shown the importance of transnational activities by allowing us to compare practices between different countries. It has demonstrated the importance of E&D issues is growing across Europe and offers an insight into the training currently provided for staff involved in E&D issues. Additionally it offers an insight into how equal opportunities legislation works across Europe.

Who are the E&D practitioners across Europe? What issues do they face?

Our experiences and research within the project lead us to the conclusion that there is not one definition of an 'E&D practitioner' across Europe and that different countries have different priorities and different focuses on their work within E&D.

Our research has shown that the term E&D practitioner is not a commonly used term. What is more common is that E&D practitioners can be more defined by their specific role and the priorities of their country. This can be focussed on equal rights legislation.

Through our research we did gain a greater understanding of the issues being faced within different countries and their attitudes to E&D. We came across many examples of different approaches to aspects of E&D and there are many different roles which could be identified as "E&D practitioners".

Examples from the different partner countries show the different ways that "E&D" practitioners can be defined.

- in France, the Averroes project focuses on "a new stage in the struggle against discrimination" whether it is based on race, religion or country of origin. This project involved among others, such blue chip French companies as the Adecco group, the Casino group, the Club Med group, and (as employers) such public authorities as the Greater Lyon, the Rhone-Alps Regional Council, the Cities of Lyon and Grenoble.

- in Finland, the E&D practitioner could be defined as the 'Multicultural Initiators' based within companies within the PETMO Equal project. These diversity "experts" develop familiarisation practices within their places of work. This follows a training programme undertaken within the PETMO project. The training was entitled "how to initiate multiculturalism in a working place".

- in Austria, the approach taken within the Equal project means that E&D practitioners could be defined as basic skills workers. One of the project outcomes was that one of the main barriers to improve equality was the lack of basic skills of some of the workforce. Therefore training was developed to improve this situation.

- in Finland, SINNI (part of the University of Oulu) has organised *E&D training* as part of an ESF project**,** providing tools for diversity management places of work. However, they found the marketing of the course was difficult due to the fact that companies did not understand the benefits of such issues and also because of a general lack of time and resources. The training recruited more public sector workers than private company personnel.

It has been important to learn from other research activities undertaken within other EQUAL projects. For example, the DEEP project undertaken by the Welsh Development Agency identified the following barriers to the development of diversity practice on a transnational basis:

- sources of information for equality issues and employment are fragmented and not very comprehensive.

- there are equality terminology issues and uncertainty regarding the approach an organisation should take in response to E&D issues in employment.

Recommendations for future transnational activities

Our research shows that developing a structure to support E&D practitioners would be an innovative development and would create interest across Europe. We do not believe there is an equivalent organisation and we believe that any structure developed could offer services in collaboration with others to access European funding. Perhaps a structure for the profession might in time, begin to develop a similar role across Europe by providing access to information, resources, research, good practice, training and networking. This could be a long-term objective if an association was established.

The key to success in project development and project funding would be in the ability to access existing transnational networks and the creation of new networks. It is unlikely that in the early stages, any structure developed would have the capacity to develop funding applications; however it is possible that it may be able to contribute to projects and their development.

At this stage, transnational links should be managed and organised in 3 ways.

- links should be established with important strategic European organisations. Consideration should be given to membership of these organisations due to the publicity and networking opportunities. It may be possible to do this on a reciprocal basis. Many UK organisations are already members of such organisations, and better use could be made of these connections.

- A database and network of other organisations should be maintained for publicity and marketing purposes

- other more detailed contacts can be maintained through funded programmes. A list of the most likely sources of European funding is below.

Lists of organisations identified for the above purposes will be provided in a separate document which will appear on our websites.

Financing an association

7. Financing an organisation to support E&D practice

There are a number of possible routes to fund the development and implementation of an association to support E&D practitioners. Here we explore different possible structures and the funding implication of each.

In the event of a decision to set up an association it may be provident to attempt to secure pump priming funds to enable the exploration of the various options, and to develop strategies to secure longer term funding. Small grant funding from the Equality and Human Rights Commission (ECHR) or the Learning and Skills Council may be possible options to initiate the project.

Introduction

Research has failed to identify any funding or finance opportunities which would directly fit the requirements for the development and long term support for an organisation. Funding routes are dependent on the services and functions an association would offer. Given what practitioners have asked for, many are unlikely to derive funding opportunities.

The funding of this organisation would largely depend upon its locality, complexity, terms of reference and membership. Other sections of this report explore the likely shape and services of an organization.

What follows explains funding options available:

Inter-professional collaboration

This model could look for a host organisation or an Associate/ Consultant who has an interest in the development of an association and the competency framework, who will undertake the basic administration required to bring members together. This model might involve the hosting of a number of seminars around the country against a pre-determined member agenda. This model is used successfully by the Local Government Core Cities Network.

Funding for this may be available via the Department for Trade and Industry (DTI) (the partnerships at work fund), Big Lottery Fund, LSC, Home Office or Trade Union Networks. Additionally, it could be supported through member contributions to the administration by charging for attendance at events.

Inter-agency collaboration

There are already a significant number of established associations, chartered institutes, 'centres for excellence' and continuing professional development organisations. In many cases they have a commitment to E&D for their members so there are opportunities to negotiate with one to encourage their management and development of an association. Further, there are a number of government-funded organisations such as the Improvement and Development Agency for local government (IDeA), Public Sector Network and the Academy of Sustainable Communities who have specific terms of reference for the development of professionals and separately for E&D. Both these approaches would require the development of a business case which would outline the benefits and implications for the host organisation.

Additionally, there could be negotiation with academic institutes who would see the value and potential business opportunities of developing and supporting an association which would ultimately provide academic qualifications from which they could derive an income.

However, the favoured approach would be to have an independent organisation which is responsible for its own affairs and direction. This is a feasible option and can take a number of funding routes. The five most deliverable options are:

Individual member contributions

A significant number of associations have been established on the basis of not-for-profit charities who charge a membership fee, for example, the Institute of Leadership and Management and Chartered Institute of Housing. In the majority of cases, these institutes supplement their income through the provision of consultancy services, tendering for specific pieces of research and offering advertising and sponsorship opportunities.

Trust Funding

Trusts, of which there are a significant number, such as Joseph Rowntree, Wellcome, and the Runnymede Trust, also have specific objective and values around E&D and are potential sources of funding. It is unlikely however, that one specific Trust would fund an association's costs but with careful management, specific aspects of an association's activities could attract support.

Corporate Contributions

A number of associations have been established by contributions from the employers of the members. For example, Environmental Campaigns (ENCAMS) charges local authorities an annual fee for membership which is then used to support development opportunities for their staff around the environment. A charge of between £1,000 and £5,000 per year for corporate membership of an association appears to be achievable as long as it delivers some corporate benefits such as internal advice on E&D.

Private Sector Funding

A number of existing associations have been successful in securing private sector funding from banks and organisations such as IBM. Professional organisations will increasingly have an interest in E&D and best practice, and could sponsor an association's costs. More deliverable, however, is a consortium of sponsors to cover costs. Additionally a number of major businesses have development funds which enable them to demonstrate that they are contributing to society and because of the nature of an association may, be interested in sponsoring such a structure.

Public Bodies

Public services bodies (central, regional and local) have a specific duty to promote E&D within their area of responsibility; therefore this leadership role may encourage them to fund an association which is aimed at ensuring quality of delivery around E&D.

The funding could come from established bodies such as the Centre of Excellence in local government leadership. An association once established could then look for grant funding to achieve its objectives.

Grants such as the Working Neighbourhoods Grant, Local Enterprise Growth Initiative (LEGI) and Access to Employment (A2E) could be options.

Transnational funding opportunities

European Commission Programme Progress (2007-2013)

Amongst its measure, PROGRESS supports the effective implementation of the principle of non-discrimination and diversity and the principle of gender equality.

The €700m budget will be spent on analysing, networking and sharing of information to improve policy and practice, together with information and publicity campaigns. An example of the funding available can be to develop EU networks to fight social exclusion and discrimination on the grounds of racial origin, sexual orientation, age disability or promoting gender equality. Further information about the programme is available from: http://ec.europa.eu/employment_social/progress/index_en.htm and deadlines are dependant on the calls and tenders issued by the EC. Information about calls for tenders are available from: http://ec.europa.eu/employment_social/emplweb/tenders/index_en.cfm

European Commission programme: Lifelong Learning

The European Union's Lifelong Learning Programme comprises of four sectoral programmes on school education (Comenius), higher education (Erasmus), vocational training (Leonardo da Vinci) and adult education (Grundtvig), and is supported by the transversal programme focusing on policy cooperation, languages, information and communication technology, and dissemination and exploitation of results. Of the programmes, the Leonardo programme with its focus on vocational training is potentially the most relevant. Bids must include partners from a minimum of 3 countries and the partners work together on common themes.

The promotion of intercultural dialogue is included in the objectives of the new generation of Lifelong Learning Programme for the years 2007-2013. Several parts of the programmes offer support for projects, partnerships and a range of other activities that relate to the theme of intercultural dialogue. The objectives and priorities of each programme or action define more precisely the various types of activities that may be funded. Deadlines: March 14 2008 and then annual bidding rounds http://www.lifelonglearningprogramme.org.uk

European Social Fund

The European Social Fund (ESF) aims to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfill their potential by giving them better skills and better job prospects. The programme is managed on a national (rather than European) basis, although funding is allocated regionally. A new programme (2007 onwards) is in the process of being introduced. In the UK, ESF funds are distributed through 'Co-financing Organisations' (CFOs). CFOs are public bodies which bring together ESF and domestic funding for employment and skills so that ESF complements national programmes. The LSC and the Department for Work and Pensions Delivery Directorate are CFOs in every region of England. In some regions, Regional Development Agencies (RDAs) and some local authorities are also CFOs.

Contracts are awarded following tenders issued by the CFO's. Initial information about tenders is available from http://www.esf.gov.uk/2007-2013_funding_opportunities the detailed information on tenders is available from the websites of the CFO's.

European Regional Development Fund

The European Regional Development Fund (ERDF) aims to promote regional economic development. The programme is managed on a national (rather than European) basis, although funding is allocated regionally. A new programme (2007 onwards) is in the process of being introduced and therefore final regional documents are not yet available. However within regional guidelines, E&D are generally

cross cutting, common themes which can attract funding. For example, in the North West, funding will be available to provide management\leadership training in equal opportunities and diversity. In Yorkshire and Humberside, the 2007-13 programme will have a dual approach to promoting gender equality and equal opportunities. This will be by funding specific activities which target women and disadvantaged groups as well as integrating equal opportunities into the planning, implementation, monitoring and evaluation of the programme as a whole. Partnership working will be required to develop funding applications and links should be made with Regional Development Agencies (RDAs), Government Offices and Business Links staff.

Deadlines: to be announced. Further information including links to Regional Government Offices is available from http://www.erdf.communities.gov.uk

2008 European Year of Intercultural Dialogue

Funding for the promotion intercultural dialogue within 2008 European Year of Intercultural Dialogue is included in the objectives of the new generation of EU programmes for education and training, youth, culture and citizenship for the years 2007-2013. Several parts of the programmes offer support for projects, partnerships and a range of other activities that relate to the theme of intercultural dialogue. The objectives and priorities of each programme or action define more precisely the various types of activities that may be funded. More information is available http://ec.europa.eu/culture/eac/dialogue/funding/funding_en.html

Sustainability

Sustaining the momentum of an organisation will depend on its value to its members. Clearly the two most sustainable options for the development of an organisation are corporate and individual membership. In both cases the sustainability arises from member engagement and as long as that patronage is valued they will continue to register and provide the finance. However, the project's Advisory Group expressed concerns that corporate membership could threaten the independence of an association.

The other models presented largely depend on the availability of funding and in today's uncertain and changing environment these may not be sustainable options but may enable the initial development to be funded.

8. Organisational structures

The primary aim of this part of the report is to demonstrate the principal benefits and disadvantages of a number of organisational models.

A myriad of legal structures exist which can provide a basis for the establishment of an organisation. For brevity and relevance it was felt prudent to concentrate on those structures which would be most applicable for the establishment of an association of professionals.

This report has focused its investigations on the following organisational models:

- charity
- social Enterprise
- private Sector Model (Ethical Management Model)

Organisational Models
Charity

For an organisation to be deemed as a charity, it must fall within the law's understanding of 'charity' and be subject to the jurisdiction of the High Court (Charities Act 1993,s.96(1). In order to fall within that definition, an organisation must have purposes which are exclusively charitable and must be set up for the benefit of the public. In order to determine which purposes are charitable, the law uses a process of precedent and analogy.

Charitable purposes have been classified under four heads. These are:

1. the relief of poverty
2. the advancement of education
3. the advancement of religion; and
4. other purposes beneficial to the community.

In response to changing social, economic and political circumstances, charitable purposes have been extended and developed over time by decisions of the courts and of the Charity Commissioners. The Charity Commission for England and Wales currently adopts a two-step test in the consideration of new charitable purposes, that is to determine that the purpose:

- is analogous to a purpose previously accepted as charitable; and
- satisfies the requirement that the purpose benefits the public.

The main advantages of being a charity are that charities:

- do not normally have to pay income/corporation tax (in the case of some types of income), capital gains tax, or stamp duty, and gifts to charities are free of inheritance tax;
- pay no more than 20% of normal business rates on the buildings which they use and occupy to further their charitable purposes;
- can get special VAT treatment in some circumstances;
- are often able to raise funds from the public, grant-making trusts and local government more easily than non-charitable bodies;
- can formally represent and help to meet the needs of the community;
- are able to give the public the assurance that they are being monitored and advised by the Charities Commission
- can seek advice from the Charities Commission.

The limitations of being a charity

- A charity must have exclusively charitable purposes. Some organisations may have a range of activities, some of them charitable, some of them not. To become a charity, that organisation would have to stop its non-charitable activities. (The non-charitable activities may continue if carried on by a separate non-charitable organisation.) The Charities Commission advise that organisations should consider carefully if becoming a charity will severely restrict their planned activities. If so, they advise, charitable status may not be right for that organisation:

- There are limits to the extent of political or campaigning activities which a charity can take on.

- Strict rules apply to trading by charities.

- Trustees are not allowed to receive financial benefits from the charity which they manage unless this is specifically authorised by the governing document of the charity or by the Charities Commission. Financial benefits include salaries, services, or the awarding of business contracts to a trustee's own business from the charity. Benefits which are incompatible with the establishment of an organisation for exclusively charitable purposes cannot be authorised at all. There are similar problems where the spouse, relative or partner of a trustee receives such benefits. Trustees are, however, entitled to be reimbursed for their reasonable out-of-pocket expenses.

- Trustees need to avoid any situation where charitable and personal interests conflict.

- Charity law imposes certain financial reporting obligations; these vary with the size of the charity.

Social Enterprise

The Department of Trade and Industry defined a Social Enterprise as *'A business with primarily social objectives whose surpluses are reinvested for that purpose in the business or in the community (rather than being driven by the need to deliver profit to shareholders and owners)'*.

This is not the only definition, but all definitions consulted during research had the following commonalities in relation to what constitutes a social enterprise. Social enterprises have:

- social aims
- social ownership
- surplus are distributed to the community or reinvested in the organisation
- trading activity – sale of products or services

Social enterprises may take a number of differing business structures: companies limited by guarantee, industrial and provident societies and community interest companies are the most common.

Companies limited by guarantee (Limited Company)

The most common route for a not-for-profit organisation is to incorporate as a company limited by guarantee. This type of company does not have shares or shareholders – it has members instead. Members agree, in the event of liquidation, to provide a sum of money that may be required to meet the demands of any creditors. The amount is defined in the Memorandum of Association and is usually set at ten pounds (£10.00). It is possible for a company limited by guarantee to seek charitable status.

Companies limited by guarantee have to register and file annual returns at Companies House. They also have to submit a set of memoranda and articles of association.

Industrial and provident societies

An industrial and provident society (IPS) is an incorporated body with the benefit of limited liability but without all the requirements associated with limited liability under the Companies Act. An IPS is an organisation undertaking a business or trade, either as a co-operative (Co-operative) or for the benefit of the community, (BenComm) and which is registered under the Industrial and Provident Societies Act 1965.

Co-operative societies are run for the mutual benefit of their members, usually with their surplus being reinvested into the organisation to provide improved services and facilities. Societies run for the benefit of the community provide services for people other than the members. Both BenComm's and Co-operatives are regulated by the FSA.

Community Interest Company

Community Interest Status can take the form of a private company limited by shares, a private company limited by guarantee or a public limited company.

CIC's are required to be registered at Companies House, additional documents need to be provided, and these include a community interest statement describing the organisation's social purpose. If the CIC is set up as a company limited by shares, there is the option of issuing shares that pay a capped dividend to investors. The cap is set by the CIC regulator to protect the asset lock.

To qualify as a CIC, an organisation's constitution must feature an 'asset lock', meaning that profits and assets must be employed in the community interest, rather than distributed to company members. The CIC has to produce annual accounts and an annual community interest company report for public record.

Private Sector Model (Ethical Management Model – Triple Bottom Line)

Various private sector models exist, however, if an aim of an association is to reconcile its organisational purpose with the needs and feelings of its stakeholders (staff, members, suppliers, local, national and international partners) alongside consideration for the planet in terms of sustainability, the environment, fair trade, other cultures and societies, a suggested model may be the triple bottom line ethical management model.

The Triple Bottom Line (People Profit Planet) model proposes that an organisation's licence to operate in society comes not just from satisfying stakeholders through improved profits (the economic bottom line), but by improving its environmental and social performance also. As such, it encompasses environmental responsibility, social awareness and economic profitability.

People, Planet and Profit are the three areas of concern in this model:

- people – fair and beneficial business practices towards employees and the community
- planet – sustainable environmental practices
- profit – the economic benefit enjoyed by the host society, the lasting economic impact the organisation has on its economic environment.

This model emphasises an organisation's moral obligations in addition to its legal ones, and extends these obligations to all its stakeholders.

Social Enterprises – Summary

	Summary: most typical features	Ownership, governance and constitution	Is it a legal entity distinct from those who own and/or run it?	Can its activities benefit those who own and/or run it?	Assets "locked in" for community benefit?	Can it be a charity and get charitable status tax benefits?	Differences in the law as it applies in Scotland or Northern Ireland?
Unincorporated association	Informal; no general regulation of this structure; need to make own rules.	Nobody owns: governed according to own rules.	No: can create problems for contracts, holding property and liability of members.	Depends on own rules.	Would need bespoke drafting to achieve this.	Yes if it meets the criteria for being a charity.	No specific differences.
Trust	A way of holding assets so as to separate legal ownership from economic interest.	Assets owned by trustees and managed in interests of beneficiaries on the terms of the trust.	No: trustees personally liable.	Trustees/ directors no, unless trust, court or Charity Commission permit.	Yes (if trust established for community benefit).	Yes if it meets the criteria for being a charity.	No, subject to differences between English and Scots trust law.
Limited company (other than Community Interest Company)	Most frequently adopted corporate legal structure; can be adapted to suit most purposes.	Directors manage business on behalf of members. Considerable flexibility over internal rules.	Yes; members' liability limited to amount unpaid on shares or by guarantee.	Yes (but no dividends etc to members if it is a company limited by guarantee).	Would need bespoke drafting in articles (which could be amended by members).	Yes if it meets the criteria for being a charity.	Scotland: no. Northern Ireland: separate but similar legislation.
Community interest company (CIC)	New "off-the-peg" limited company structure for social enterprise with secure "asset lock" and focus on community benefit.	As for other limited companies, but subject to additional regulation to ensure community benefits.	Yes; members' liability limited to amount unpaid on shares or by guarantee.	Yes, but must benefit wider community as well. Can pay limited dividends to private investors.	Yes, through standard provisions which all CICs must include in their constitutions.	No, but can become a charity if it ceases to be a CIC.	Scotland: no. Northern Ireland: legislation not yet in place.

	Summary: most typical features	Ownership, governance and constitution	Is it a legal entity distinct from those who own and/or run it?	Can its activities benefit those who own and/or run it?	Assets "locked in" for community benefit?	Can it be a charity and get charitable status tax benefits?	Differences in the law as it applies in Scotland or Northern Ireland?
Industrial & Provident Society (IPS) (Co-operative)	For bona fide co-operatives that serve members' interests by trading with them or otherwise supplying them with goods or services.	Committee / officers manage on behalf of members. One member, one vote (regardless of e.g. sizes of respective shareholdings).	Yes; members liability limited to amount unpaid on shares.	Yes, but should do so mostly by members trading with society, using its facilities etc, not as a result of e.g. shareholdings.	Would need bespoke drafting in articles (which could be amended by members).	No – would have to be constituted as community benefit type of IPS.	Scotland: no. Northern Ireland: separate (but similar) legislation.
Industrial & Provident Society (IPS) (Community Benefit Society (BenComm))	Benefit community other than just own members and have special reason not to be companies.	Like Co-op type, but new legislation provides option of more secure form of asset lock.	Yes; members liability limited to amount unpaid on shares.	Must primarily benefit non-members; asset lock applies.	Yes (asset lock only survives dissolution if new statutory form of asset lock adopted).	Yes if it meets the criteria for being a charity.	Scotland: no. Northern Ireland: legislation not yet in place.
Charitable Incorporated Organisation (CIO)	First ready-made corporate structure specifically designed for charities.	Similar to company but with different terminology (e.g. for "directors" read "charity trustees").	Yes; members either have no liability or limited liability.	Members: no. Charity trustees: only if constitution, court or Charity Commission permit.	Yes.	Cannot be anything but a charity, and must meet the criteria for being a charity.	Scotland: separate (but similar) legislation and Regulator. Northern Ireland: legislation not yet in place.

Table 1

Model	Benefits	Disadvantages
Charity	• Reduced taxation levels applicable to organisation • Increased ability of the organisation to source funding • Supported by the Charities Commission • Imbued positive perception by members • Reinvestment of profits	• Model can prove to be inflexible • Limitation to political or campaigning activities • Monitored by the Charities Commission • Can prove difficult to recruit and retain Trustees • Restrictions on raising funds • Strict reporting frameworks
Social Enterprise	• Tried and tested format used by similar Associations (companies limited by guarantee/provident society) • Some models provide liability limited to an initially agreed amount – usually a nominal sum defined in the Memorandum of Association • Some models offer the ability to have differing levels of membership with corresponding levels of rights and responsibilities • Imbued positive perception by members • Reinvestment of profits • Goodwill benefits	• Some Social Enterprise models can prove to be inflexible • Absence of legislation on SE in Northern Ireland
Ethical Management	• Explicit ethical stance • Limited liability options available • Greater freedom to operate	• Relatively new format • May prove complex & unwieldy to operate

On balance

A number of participants in the consultation event and a survey expressed a preference for a social entity in which members would have a voice in the governance and activities. We believe this would be more achievable within a social enterprise model than within a charity model which would be more restrictive.

Recommendations

9. Hypothetical Business Plan

This section is hypothetical and is included to demonstrate what a business plan for an association could look like. It therefore refers to 'the association', but this should not be taken to imply that any decision has been taken to launch such an association.

The Business

1. The plan assumes that the association is a 'not for profit' organisation, operating as a company limited by guarantee.

2. The sole aim of the association is the provision of facilities and services to members and other parties defined by (but not limited to) those set out in the memorandum of association.

Notes – Income

Membership of the association is open to all with an interest in E&D issues as well as those who work directly or indirectly in roles associated with E&D practice.

Note 1: Affiliate members are those who wish to participate in the development of E&D practice and participate in networks established and managed by the association in pursuit of its general aim.

Note 2: Associate members are those who work directly or indirectly in an E&D role, either as employees of public, private and third sector entities, or as self-employed practitioners or consultants. Associate membership facilitates entry into professional development and training aspects of the associations role, including routes to qualification, career path planning, CPD and participation in the practice councils set up by the association to develop and enhance aspects of E&D practice, profile and performance.

Note 3: Corporate membership is available to all companies, public, private and third sector entities which aim to embed guiding principles and good practice in E&D within their organisations. Corporate membership would allow up to a maximum of five practitioners from each organisation to participate as associate members in the association, within this membership fee and would include a range of services specifically designed for organisations.

Note 4: Revenues from the ordinary activities of the association have been estimated according to the recommendations of this report, based on research findings as outlined and summarised in the project report. These revenues will include; trading surpluses from events, publications and the provision of services, interest from investments, commissions received and receipts from licences and permissions.

Notes – Expenditure

Costs are assumed as actual and based on 'like for like' comparisons with organisations and associations in the sector. Establishment and development costs are estimates based on known requirements as defined by the findings, including: operational status at launch, developments in member services over time and researched promotional, marketing and website costs.

Note 5: The following is a hypothetical staffing model for the management of an association, based on the anticipated requirements. From our research into existing associations, we believe these to be broadly in line with market norms. Prior to launch, the association could appoint:

a) Operations Director – (1. 00 fte) £40,000

b) Development and Member Services Director – (1.00 fte) £ 30,000

c) Director of Finance and Administration – (0.3 fte) £10,000

d) General Administration/Secretarial Staff – (1.00 fte) £ 20,000

'On' costs include Employers National Insurance, but exclude provision for pensions, health insurance, etc.

Levels of staffing would be reviewed with the growth in the number of members and the development of member services. Other facilities, e.g. legal support, conferencing and training events, would initially be out-sourced (see Note 7)

Note 6: Member services will be provided from operation (day one). The findings identify areas of demand in this regard. Costs relating to member services can be attributed against a number of other centres, most notably staffing. Networking events, conferences and training would be self-financing. Formulation and dissemination of good practice, case studies, updates and policy would be primarily by electronic means.

Note 7: Sub-provision: Some areas of member services would be sub-contracted. We have assumed that an association could get 'leading edge' discounts from suppliers for a number of these services, and that this could mitigate against the cost of service provision. These areas could include: legal helpline and support for members, financial advice, insurance advice, further development and roll out of competency frameworks and supporting qualifications.

Note 8: Premises

(a) Location. The administrative and management functions would be located outside London. Footprint and premises costs are based on The Leeds Business District, Zone 2 (outside of city centre).

(b) Facilities. It is assumed that a lease-free tenancy of serviced office premises would be secured in the first instance.

Note 9: Development funding. The report findings confirm there are a number of potential sources for development funding which may be available to the association at or prior to its inception. The Business Plan assumes that necessary funds have been secured to allow for the development, marketing and launch of the association prior to 'going live' on operations (day 1).

Note 10: Membership development. The report findings support membership uptake and development projections as follows:

Year	Affiliate member numbers @ £50 pa	Associate member numbers @ £150 pa	Corporate member numbers @ £1000 pa
1	250	250	149
2	400	350	200
3	500	400	250

Association of Diversity and Equality Practitioners

Consolidated Income and Expenditure Projection Years 1 – 3			Year 1	Year 2	Year 3
Income					
Non Recurring					
Development Funding	note 9		£75,000	nil	nil
Recurring					
Membership Subscriptions	notes 1-3, 10				
Affiliate memberships		£12,500		£20,000	£25,000
Associate Memberships		£37,500		£52,500	£60,000
Corporate memberships		£149,000	£199,000	£200,000	£250,000
Income from Ordinary Activities	note 4		£10,000	£15,000	£20,000
Total Income			**£284,000**	**£287,500**	**£355,000**
Expenditure					
Non Recurring					
Development, Marketing and Launch	note 9		£60,000	nil	nil
Establishment Costs — Equipment		£10,000			
Fixtures		£5,000	£15,000	nil	nil
Recurring					
Staffing	note 5				
Salaries		£110,400		£124,500	£180,000
Staff Training		£5,000		£5,000	£5,000
Transport/Travel		£3,600	£119,000	£4,000	£4,000
Member Services	note 6 , 7				
Member Support		£15,000		£25,000	£30,000
Sub Provision		£6,000	£21,000	£10,000	£15,000

Consolidated Income and Expenditure Projection Years 1 – 3		Year 1		Year 2	Year 3
Office Costs					
Premises	note 8	£18,000		£20,000	£22,000
ICT & Web		£7,500		£10,000	£10,000
Heat & Light (5,500 Sq Ft)		£6,000		£7,000	£8,000
Telecoms		£6,000		£7,000	£8,000
Insurance (complex liabilities)		£4,800		£5,600	£6,800
PPP&S		£4,800	£47,100		
Professional Services					
Legal		£5,000		£5,000	£5,000
Audit & Accountancy		£5,000	£10,000	£5,500	£6,000
Provisions and Contingencies			£11,900	£25,000	£25,000
Marketing and Development				£20,000	£20,000
Total Expenditure			**£284,000**	**£273,600**	**£344,800**
Operational Surplus (Deficit) to Reserves			nil	£13,900	£10,200

10. Outcomes

The results of the consultation suggest that the case for an association is strong and demonstrated that there is perceived to be a clear need for an organisation which could:

- support existing networks
- provide training and development for practitioners
- provide an environment to foster development
- provide information and guidance
- narrow the current gap in the infrastructure.

An organisation offering the above services would gather support from a broad spectrum of E&D practitioners and organisations. Respondents were clear that they did not want an 'umbrella' association which could suppress their activities; rather they wanted an organisation which could provide a platform for their own networks and activities. Given the breadth of public sector practitioners alone, there would be a sufficiently large market to sustain an association which provided these services well, in timely fashion and for a reasonable membership fee.

There is also a very strong case to provide an additional range of services and strategic support, although they are arguably more controversial:

- benchmarking
- qualifications and accreditation
- career pathways
- kite marking
- standard setting

E&D practitioners are very passionate about the work that they do; we have tried to give a flavour of that passion throughout the body of this report. Within the UK, this is a growing profession because of demographic circumstance, societal change and legislation. These are indications that this is the time to develop a framework to support and further professionalise this area of work.

Some respondents have suggested that there is a dichotomy between the concepts of support and standard setting. This point was also made in the Focus consultancy report. There are comments from respondents suggesting that standard setting, regulation and over-definition would be a damaging development in an area of activity which should be seen as transient until such time as Equality and Diversity becomes mainstreamed within our society. Some respondents said that the introduction of standards, qualifications and professional pathways could even be counter productive. Evidence from our research suggests that whilst this is the view of a small minority and needs to be considered, it is not the view of the majority. Furthermore other professional bodies manage to juggle these potentially opposing areas adequately and are successful.

There was recognition from many that, although E&D would ideally be embedded, and therefore E&D-specific practitioners would be obsolete, this was unlikely within the foreseeable future, and therefore practical help was needed.

This research was based to some degree on earlier findings that there was a need to 'professionalise' this area of activity. This view is shared by many of those who participated in the consultation. A fear expressed by some was that without this additional layer of 'structure', there were no safeguards within the marketplace, and legitimate practitioners of merit had no way of demonstrating their credentials to potential customers. Additionally, those who were employed (as opposed to self employed) and practicing within the field, commented upon the lack of a career 'roadmap', signposting or CPD to support them on their career journey.

Most other professional areas have clear and structured pathways for career progression with milestones along the way, and this was what many hoped might be developed in the future.

Recommendations

The research shows that, in all but a few geographical areas, respondents felt that there was a gap in the support available for E&D practice, and that an association could help to fill that gap. Respondents from some areas of the public sector (for example education) felt slightly better supported, although many still felt that they needed the extra support that an association could offer. Those engaged within E&D from community and charitable organisations appeared strongly in favour of the development of an association, with 80% answering that an association would definitely or perhaps help to fill the perceived gap in support available.

Our first recommendation, therefore, would be that there is no immediate need to do any more research, as this research shows overwhelming support for an association.

Potential membership

The target market for an association should include all those currently engaged in the professional arena of E&D across the UK, most expressly:

- The professionals
  - those who require formal recognition of their professionalism
  - those who want to 'professionalise' E&D
- The unsupported
  - those who don't currently feel there are networks or support
  - those who would wish to expand their networks
- The experienced
  - those who have years of experience but no qualifications to show
- Future E&D professionals
  - Those who would like to enter the profession
  - students
- Corporate organisations
  - enlightened organisations that are committed to moving the E&D agenda forward

Two models

We suggest two potential models for an association, depending upon the financial support available. We have a preference for option two, but it would not be a sensible route without sufficient funding.

An association built around either model would need to:

- build a coherent membership offer which meets the needs of practitioners

- develop mechanisms for E&D networks to foster new relationships

- develop a range of membership benefits which add value

Option one

Option one is for an association which could provide a platform for other networks and associations to flourish and gather strength and support from each other. This association would provide services to support these networks, meetings, forums, conferences and events. It would provide an on-line platform to foster greater levels of communication and sharing of ideas and best practice. For individuals, the association would provide services that would help to continue the professional development of practitioners via support, advice and training. It would provide information in the form of library services and a well serviced web site to ensure that members had access to information such as demographic trends, government activity and legislation.

The primary purpose of organisation one would be to support those individuals and networks involved in equality and diversity practice.

Option two

Option two is for an association which could do all of the above, but **in addition** would have a remit for supporting the further development of this professional area by developing a framework for competency, with appropriate qualifications, training and support. In the medium term, additional services might be developed to provide income streams for sustainability, such as benchmarking tools and a 'job shop'.

Membership levels

An association built around option two should offer a number of levels of membership, as outlined below:

Individual membership

Affiliate membership

- for all those who are employed in or have an interest in E&D

- for students

- no qualification required for membership

- free access to some services

- other services available for a fee

Associate membership

- membership requires qualification or accreditation of prior knowledge

- eventual development of professional status

- free access to additional services

- voting rights on association council

Corporate membership

- open to all corporate organisations with an interest in E&D
- free access to some services
- up to five members free
- aim to develop additional services aimed at corporate support

CPD activity and training

Associate members would have to undertake CPD activities in order to maintain their status. Training to support this and other career development for practitioners could be available to members.

Business Services

Over time there are a number of business services that an association could develop to build additional income streams. The aim could be to build upon these to ensure sustainability and give the organisation sufficient funds to reinvest, to be able to stay at the cutting edge of the profession.

Testing Services

It may be that those in the profession think there would be a benefit in developing a register of practitioners which would have minimum criteria for entry; this could lead to a kite marking system which would act as a demonstration of quality of service.

The primary purpose of organisation two would be to support, maintain and enhance the professional development of equality and diversity practitioners.

Success measures

Should an association be developed based on option two, it should plan to achieve the following within three years:

- financial stability
- a qualifications pathway for developing professionals
- a fit for purpose 'accreditation of prior experience' (APE) process for experienced professionals
- 50 % of members involved in CPD
- 30 % of members engaged in accredited learning
- in excess of 2000 individual members
- in excess of 500 corporate members
- less than 10% membership turnover
- 4 new member services per annum
- 6 annual supporting events
- 6 strategic partnerships.

Conclusion

Option one places an emphasis on supporting individuals and existing networks, while option two is much more radical. We anticipate growth within the E&D profession, therefore there is a need for further professionalisation to meet the growing need and to ensure that practitioners have the support mechanisms and recognition they deserve as professionals.

Our recommendation would be to develop an organisation which would both provide support to existing networks, and aim to develop much-needed pathways for professional progression by developing accreditation frameworks to support the future development and growth of this professional area of activity.

Financing such an organisation is more complex than financing a network with support services. Developing the standards required would take time and expertise and would require considerable pump prime funding.

Part B

Findings of research led by ENTO

Contents

1 Introduction

The strand of activity covered by ENTO is to 'test ways of accrediting and/or endorsing equality and diversity practitioners, training provision and products against the national equality and diversity standards'.

The work forms one strand of a wider programme of activity and is developed on the findings from:

- A research study carried out by Focus Consultancy. The research study was carried out to determine the feasibility of setting up an association.

- The work undertaken by the LSC National Office on identifying existing equality and diversity qualifications.

- research to develop a business plan for an association for people whose work wholly or partly focuses on equality and diversity.

Aims of this work

1. To develop on Focus Consultancy's feasibility study which proposed an equality and diversity competency framework in order to identify:

- whether existing provision meets the standards;

- whether there are gaps in existing products and services, and how these might be filled; what mechanism should be put in place (through an association) to maintain an overview of new equality and diversity resources and to ensure that these meet the national competences;

- whether existing equality and diversity training courses should seek accreditation or whether new, accredited training provision should be developed.

2. To explore the role of an association in accrediting qualification requirements. This involves examining the following issues;

- whether individuals need to have achieved minimum levels of qualifications/experience in order to achieve membership to an association (and if so, what qualifications and experience would be relevant, what systems would be needed for checking this, etc)

- the role of an association in accrediting Continuing Professional Development, and processes needed to support this;

- the role of an association in promoting and safeguarding minimum professional standards amongst its membership and throughout the equality and diversity sector.

3. To examine the potential role of an association in endorsing external equality and diversity products and services to provide a 'kite marking' or quality assurance guarantee.

2 The Competency Framework

A Competency Framework is a set of competencies or behaviours that are deemed to be important for successful performance in a particular job role.

Competence is a standardised requirement for an individual to properly perform a specific task. It comprises a combination of knowledge, skills and behaviour used to improve performance. More generally, competence is the state or quality of being adequately or well qualified, having the ability to perform a specific role.

Competencies can be understood to express both the expected outcomes of an individual's efforts and the manner in which these activities are carried out.

For each competency, a number of effective behaviours are specified which are normally grouped according to the needs of the particular sector.

Typical benefits of a competency framework include:

- Providing a common language across all parts of a sector/organisation for describing effectiveness in a job role

- Achieving a higher level of consistency and objectivity when assessing performance

- Providing individuals with the opportunity to identify and plan their competency development in order to aid their personal and career growth

In designing a framework care should be taken to include only measurable components. To achieve this, competencies should be action competencies, which means that an individual shows in action that he/she is competent.

An important aspect of all frameworks is the degree of detail. If a framework is too general (containing only general statements about attitude or beliefs, communication, team working, etc), it will not provide enough guidance either to workers as to what is expected of them or to those who have to assess them against these statements. If, on the other hand, it is too detailed, the entire process can become excessively bureaucratic and time-consuming and may lose credibility.

Further Development Based On The Focus Competency Framework

ENTO was asked by the LSC to develop on Focus Consultancy's Feasibility Study (March 2007), which included a proposed equality and diversity competency framework, in order to identify whether existing provision meets the requirements. Focus Consultancy's proposed equality and diversity competency framework is:

A COMPETENCY FRAMEWORK PROPOSED IN THE FOCUS FEASIBILITY STUDY

POSSESSING AN AWARENESS OF OWN ASSUMPTIONS, VALUES AND BIASES

Beliefs and Attitudes

A skilled E&D Practitioner has moved from being unaware to being aware and sensitive to their own personal heritage and reference points to valuing and respecting differences and distinctiveness.

A skilled E&D Practitioner is aware of how their own personal, cultural and social background and experiences, attitudes and values and biases influence psychological processes.

A skilled E & D Practitioner is able to recognise the limits of their competencies and expertise.

A skilled E&D Practitioner is comfortable with differences that exist between themselves and clients in terms of each of the six equality strands.

Knowledge

A skilled E&D Practitioner has specific knowledge and understanding about his or her own heritage and being and how this personally and professionally affects their definitions.

A skilled E&D Practitioner processes knowledge and understanding about how oppression, discrimination and stereotyping affect them personally in their work. This allows them to acknowledge their own discriminatory attitudes, beliefs and feelings.

A skilled E&D Practitioner processes knowledge about their social impact upon others. They are knowledgeable about communication style differences.

Skills

A skilled E&D Practitioner seeks out educational, consultative and training experiences to enrich their understanding and effectiveness in working with culturally different populations. Being able to recognise the limits of their competencies, they (a) seek consultation, (b) seek further training or education, (c) refer out to more qualified individuals or resources, or (d) engage in a combination of these.

ABILITY TO UNDERSTAND THE WORLDVIEW OF THE CLIENT

Beliefs and Attitudes

A skilled E&D Practitioner seeks inclusion.

A skilled E&D Practitioner is willing to contrast his/her own beliefs and attitudes with those of their clients in a non-judgmental fashion.

A skilled E&D Practitioner is aware of his/her stereotypes and pre-conceived notions that they may hold toward other groups, communities and target constituencies.

Knowledge

A skilled E&D Practitioner possesses specific knowledge and information about the particular group that they are working with. They are aware of the life experiences, cultural heritage and historical background of their clients.

A skilled E&D Practitioner understands how each equality strand may affect organisational and institutional settings.

They have expert knowledge of socio-political influences that impinge upon their clients.

Skills

A skilled E&D Practitioner should familiarise themselves with relevant research and the latest findings regarding their field.

They should actively seek out educational experiences that enrich their knowledge, understanding and skills.

A skilled E&D Practitioner becomes actively involved with diverse individuals outside the work setting (community events, social and political functions, celebrations, friendships, neighbourhood groups, etc) so that their perspective is more than an academic or helping exercise.

EXPERIENCE OF DEVELOPING APPROPRIATE INTERVENTION STRATEGIES AND TECHNIQUES

Attitudes and Beliefs

A skilled E&D Practitioner knows how to respect clients' differences, beliefs and values.

Knowledge

A skilled E&D Practitioner has a clear and explicit knowledge and understanding of the key drivers for equality, diversity and non-discrimination.

A skilled E&D Practitioner is aware of challenges and barriers – institutional, operational and individual – that prevent organisations and individuals from accomplishing their goals and meeting their duties.

A skilled E&D Practitioner has comprehensive, up to date and detailed knowledge of equality, diversity and anti-discrimination.

A skilled E&D Practitioner is aware of relevant discriminatory practices at the social and community level as well as the corporate level that may be affecting the psychological welfare of the population being served.

Skills

A skilled E&D Practitioner is not tied down to only one method or analysis or intervention but is able to offer appropriate solutions to specific situations.

A skilled E&D Practitioner is able to exercise institutional intervention skills on behalf of their clients. They can help clients determine whether a "problem" stems from discrimination or a bias in others (the concept of health paranoia) so that clients do not inappropriately blame themselves.

A skilled E&D Practitioner has training and expertise in the use of traditional assessment and testing methodologies.

A skilled E&D Practitioner should attend to as well as work towards the elimination of biases, prejudices and discriminatory practices.

A skilled E&D Practitioner should take responsibility for educating their clients to the processes of psychological intervention, such as goals, expectations and legal rights.

Competency Framework – Consultation Findings

During the consultation the following question was asked:

The research study has suggested that a competency framework for equality and diversity practitioners should be developed. We would welcome your thoughts on this, for example:

- How do you define 'competencies' and 'standards'?

- What does this mean to you?

- Can you think of any examples of competency frameworks which could be used as a model?

- What would your 3 main criteria within a competency framework be and why?

- How would competency be measured?

- Should the competency framework be linked to accreditation?

The responses can be summarised as follows:

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback. However, the following feedback was obtained:

Competency was understood to mean the skills, knowledge and experience needed to perform the job well. It was agreed that any framework should be based on competency/practical outcomes rather than academic achievement and it should not be a "tick-box" exercise, or about completing paperwork.

In order to use a competency framework effectively, respondents stated that any framework which was developed should have measurable outcomes.

The framework should be accessible and inclusive. It should allow people starting at different points to use it and should enable prior learning/experience to be recognised.

Some respondents suggested that a framework may be needed for both individuals and organisations and even for different employment sectors (for example: Local Authorities, private sector, community and self employed).

Respondents did not provide specific details about their requirements for the content of a framework. No examples of suitable existing frameworks were suggested, but National Occupational Standards were suggested as a possible basis for a framework and accreditation. It was agreed that using the National Occupational Standards would be beneficial as it would not involve developing new standards and they are developed and tested by industry already.

Respondents agreed that accreditation based on the framework would be useful but that it should not be mandatory.

Competency Framework – Further Development

The Focus Competency Framework

Measurable Outcomes:

A Competency Framework must have measurable outcomes. The Focus Consultancy Framework includes criteria in which the user is required to demonstrate that he/she:

- Is aware

- Is able to recognise

- Is comfortable with

- Is able to acknowledge their own discriminatory attitudes, beliefs and feelings

- Seeks out

- Is willing

- Possesses

- Should familiarise him/her self with

- Becomes involved with

- Is not tied down to

The use of the above words within the proposed competency statements is problematic when developing measurable outcomes.

Within the United Kingdom competency statements already exist which are known as the National Occupational Standards. These are required to be comprised of measurable performance criteria and knowledge elements.

National Occupational Standards

The National Occupational Standards are statements of the skills, knowledge and understanding needed in the workplace expressed as outcomes of competent performance. They are developed and tested in consultation with industry and sector stakeholders and specialists by the Sector Skills Councils and Standards Setting Bodies.

The Standards are industry-led, which means they arise from the collective experience of occupational experts. The standards are not imposed by academic organisations or training providers or indeed government, on an occupational area. Instead the sector or occupational area facilitates their creation by the industry itself. The employers in a given area work with professional or trade bodies to create the relevant National Occupational Standards.

National Occupational Standards are freely available within the UK and can be used to develop, for example, policies, job descriptions, competency frameworks and qualifications (the most familiar being National Vocational Qualifications, NVQs).

Research identified the National Occupational Standards which exist in the field of Equality & Diversity. The following table shows the current units of National Occupational Standards relating to Equality & Diversity:

Unit Title	National Occupational Standards Suite (Managing Organisation)
Assist in the assessment of individuals' offending behaviour and in planning provision	Custodial Care (Skills for Justice)
Assist in the transfer of individuals between agencies and services	Custodial Care (Skills for Justice)
Contribute to developing and maintaining cultures and strategies in which people are respected and valued as individuals.	Community Justice (Skills for Justice)
Contribute to the development, maintenance and evaluation of systems to promote the rights, responsibilities, equality and diversity of individuals	Health and Social Care (Skills for Care & Development)
Design learning programmes to meet learners' requirements.	Community Justice (Skills for Justice)
Design, deliver and evaluate procedures to promote equality of opportunity and diversity	Personnel (ENTO)
Design, deliver and evaluate procedures to promote the equality of opportunity and diversity	Police (Skills for Justice)
Develop a culture and systems that promote equality and value diversity	Common Standards Across The Justice Sector (Skills for Justice)
Develop a culture and systems that promote equality and value diversity	Managing Justice Sector Services (Skills for Justice)
Develop a strategy and plan for the promotion of equality of opportunity and diversity	Learning and Development (Lifelong Learning UK)
Develop a strategy and plan for the promotion of equality of opportunity and diversity	Personnel (ENTO)
Develop a strategy and plan for the promotion of equality of opportunity ands diversity	Police (Skills for Justice)
Develop practices which promote choice, well-being and protection of all individuals	Health and Social Care (Skills for Care & Development)
Develop your organisation's volunteering policy	Management of Volunteers (UK Workforce Hub)
Develop your organisation's volunteering policy (VSNTO A2)	Environmental Conservation Management (LANTRA)

Unit Title	National Occupational Standards Suite (Managing Organisation)
Develop, maintain and evaluate systems and structures to promote the rights, responsibilities and diversity of people	Youth Justice (Skills for Justice)
Enable individuals to find out about and use services and facilities	Custodial Care (Skills for Justice)
Enable people to choose and participate in activities that are meaningful to them	Mental Health (Skills for Health)
Ensure your own actions support the equality, diversity, rights and responsibilities of individuals	Health and Social Care (Skills for Care & Development)
Ensure your own actions support the equality, diversity, rights and responsibilities of individuals	Business Admin (CfA)
Foster people's equality, diversity and rights	Police (Skills for Justice)
Foster people's equality, diversity and rights (CSC Unit O1)	Support Services (Skills for Health)
Foster people's equality, diversity and rights Level 2	Housing (Asset Skills)
Know how to promote equality of opportunity and diversity in your area of responsibility	Retail 2005 (Skillsmart Retail)
Prepare, implement and evaluate group activities	Custodial Care (Skills for Justice)
Promote equality and diversity in sport & physical activity	Leisure (Skills Active)
Promote equality and value diversity	Common Standards Across The Justice Sector (Skills for Justice)
Promote equality and value diversity	Skills for Security
Promote equality of opportunity and diversity in your area of responsibility	Management and Leadership (Management Standards Centre)
Promote equality of opportunity and diversity in your area of responsibility	Management of Food & Drink Manufacturing Operations (Improve)
Promote equality of opportunity and diversity in your area of responsibility and in recruitment practice 2005	Managing in Road Passenger Transport 2005 (GoSkills)
Promote equality of opportunity and diversity in your area of responsibility	Managing Justice Sector Services (Skills for Justice)
Promote equality of opportunity and diversity in your area of responsibility	Retail 2005 (Skillsmart Retail)
Promote equality of opportunity and diversity in your area of responsibility	Supervision of Port Operations (Ports Skills and Safety Ltd)
Promote equality of opportunity and diversity in your organisation	Management and Leadership (Management Standards Centre)
Promote equality of opportunity and diversity in your organisation	Employers Organisation for Local Government
Promote equality of opportunity and fair treatment	Trades Union (ENTO)

Unit Title	National Occupational Standards Suite (Managing Organisation)
Promote equality of opportunity and fair treatment for all members	Trades Union (ENTO)
Promote people's equality and respect for diversity	Mental Health (Skills for Health)
Promote people's equality, diversity and rights	Police (Skills for Justice)
Promote people's equality, diversity and rights	Public Health (Skills for Health)
Promote people's equality, diversity and rights Level 3 and 4	Housing (Asset Skills)
Promote people's equality, diversity and rights Level 3 and 4	Housing (Asset Skills)
Promote people's equality, diversity and rights.	Drugs and Alcohol (Skills for Health)
Promote people's equality, diversity, rights and responsibilities	Youth Justice (Skills for Justice)
Promote the equality, diversity, rights and responsibilities of individuals	Health and Social Care (Skills for Care & Development)
NB. It should be noted that units which share a title have been imported from another suite of National Occupational Standards. It is not always possible to establish the originating organisation.	
Source: UK NOS Directory	

Further research established which of the National Occupational Standards units most closely matched the competency framework set down in the Focus Feasibility report. The two units which were identified as most closely meeting the requirements of the framework are:

Unit Reference	Unit Title & Overview of Content	National Occupational Standards Suite (Managing Organisation)
B11	**Promote equality of opportunity and diversity in your area of responsibility** Overview: This unit is about actively promoting equality of opportunity and diversity in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of and active commitment to the need to ensure equality of opportunity and the benefits of diversity. The "area of responsibility" may be, for example, a branch or department or functional area or an operating site within an organisation. The unit is recommended for first line managers and middle managers.	Management and Leadership (Management Standards Centre)
B12	**Promote equality of opportunity and diversity in your organisation** Overview: This unit is about taking a lead in actively promoting equality of opportunity and diversity in your organisation. There is also the need to comply with equality legislation and any relevant codes of practice. The unit involves committing senior management to promoting equality of opportunity and diversity and backing this up by ensuring that a policy and an action plan exist and are communicated and implemented across the organisation. It also involves monitoring and reviewing progress in order to identify further actions and changes to practice. For the purpose of this unit, an "organisation" can mean a self-contained entity such as a private sector company, a charity or local authority **or** a significant operating unit, with a relative degree of autonomy, within a larger organisation. The unit is recommended for senior managers	Management and Leadership (Management Standards Centre)
Copies of the full units are available from the UK National Occupational Stands Directory at www.ukstandards.org.uk		

Units B11 and B12 of the Management and Leadership National Occupational Standards were mapped to the draft competency framework developed by Focus to produce a revised Competency Framework (included below).

In addition to specific skills in the field of equality and diversity the Focus Study identifies the need for practitioners to take an active role in their own learning and development, (that is, seeking and taking advantage of relevant opportunities), and to communicate effectively.

Key Skills units for "Improving Own Learning and Performance" and "Communication" already exist and can be accredited. These provide an alternative to the development of new competencies and have been used to provide further coverage of the requirements in the revised Competency Framework (included below).

Key Skills

Key skills are the skills that are commonly needed for success in a range of activities in education and training, work and life in general. The key skills are:

- Application of number

- Communication

- Improving own learning and performance

- Information and communication technology

- Problem solving

- Working with others.

They are all available as qualifications at levels 1 to 4 of the National Qualifications Framework. That means that Level 1 is roughly the same level as GCSE grade D to G or NVQ Level 1, Level 2 is about the level of GCSE A* to C or NVQ Level 2 and Level 3 is about the same level as AS, A level or NVQ Level 3.

The key skills and the assessment system are the same whether the learner is at school, college, in employment or studying independently.

The key skills standards for Improving Own Learning & Performance and Communication are available the from the Qualifications and Curriculum Authority at www.qca.org.uk

3 The Revised Competency Framework (November 2007)

	For Associate Members	For First Line & Middle Managers	For Senior Managers
You must be able to do the following: *(Based on Units B11 and B12 of the National Occupational Standards for Management and Leadership)*	1. Ensure that your behaviour, words and actions support a commitment to equality of opportunity and diversity. 2. Identify your personal responsibilities and liabilities under equality legislation.	1. Ensure commitment within your area of responsibility to promote equality of opportunity and diversity, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making. 2. Ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity and diversity 3. Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice. 4. Identify the diversity and needs of your area of responsibility and identify areas where needs could be better satisfied and where diversity could be improved. 5. Ensure that the organisation's written equality and diversity policy is clearly communicated to all people in your area of responsibility and other relevant parties. 6. Implement the organisation's written equality and diversity policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available.	1. Ensure senior management commitment to promoting equality of opportunity and diversity, including making it a priority area in terms of informing the organisation's overall vision, values, objectives and planning and decision-making. 2. Ensure that your behaviour, words and actions and those of people working for the organisation support a commitment to equality of opportunity and diversity. 3. Identify the organisation's and your own responsibilities and liabilities under equality legislation and any relevant codes of practice. 4. Review the diversity and needs of the organisation and identify areas where needs are not being satisfied and where the diversity should be improved. 5. Review the diversity of the workforce, at all levels, in comparison to the local and/or national population, as appropriate, and the organisation's current and potential customers and identify areas for improvement. 6. Ensure that the organisation has a written equality and diversity policy and that this is clearly communicated to all people who work for the organisation and other relevant parties.

	For Associate Members	For First Line & Middle Managers	For Senior Managers
You must be able to do the following: *(Based on Units B11 and B12 of the National Occupational Standards for Management and Leadership)* **Behaviours**		7. Ensure regular consultation with people in your area of responsibility or their representatives on equality and diversity issues. 8. Seek and make use of specialist expertise in relation to equality and diversity issues. 9. Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working. 10. Monitor, review and report to the relevant people on progress in relation to equality of opportunity and diversity within your area of responsibility, identifying required actions and changes to practice.	7. Ensure that the equality and diversity policy is supported by an action plan, which prioritises areas for improvement and identifies required resources, and that the plan is communicated and implemented across the organisation. 8. Carry out benchmarking to identify good practice in relation to promoting equality of opportunity and diversity and what lessons can be learnt and applied to your organisation. 9. Ensure ongoing consultation with people who work for the organisation or their representatives and other relevant parties on equality and diversity issues 10. Seek and make use of specialist expertise in relation to equality and diversity issues. 11. Ensure that systems are in place to monitor, review and report on progress in relation to equality of opportunity and diversity within your organisation and that the findings are used to identify required actions and changes to practice 12. Monitor wider developments in relation to equality and diversity and assess their implications for your organisation.

	For Associate Members	**For First Line & Middle Managers**	**For Senior Managers**
Behaviours	1. You model behaviour that shows respect, helpfulness and co-operation 2. You use communication styles that are appropriate to different people and situations. 3. You show a clear understanding of different customers and their needs 4. You treat individuals with respect. 5. You show integrity, fairness and consistency in your working practices. 6. You comply with legal requirements, industry regulations, organisational policies and professional codes.	1. You model behaviour that shows respect, helpfulness and co-operation 2. You use communication styles that are appropriate to different people and situations. 3. You understand individuals' needs, feelings and motivations and take an active interest in their concerns. 4. You encourage and support others to make the best use of their abilities 5. You use a range of leadership styles appropriate to different people and situations. 6. You show a clear understanding of different customers and their needs 7. You treat individuals with respect and act to uphold their rights. 8. You show integrity, fairness and consistency in decision making. 9. You make time available to support others 10. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.	1. You constructively challenge the status quo and seek better alternatives 2. You model behaviour that shows respect, helpfulness and co-operation 3. You use communication styles that are appropriate to different people and situations 4. You recognise the opportunities presented by the diversity of people. 5. You understand individuals' needs, feelings and motivations and take an active interest in their concerns 6. You encourage and support others to make the best use of their abilities 7. You use a range of leadership styles appropriate to different people and situations 8. You show a clear understanding of different customers and their needs 9. You treat individuals with respect and act to uphold their rights 10. You show integrity, fairness and consistency in decision making 11. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

	For Associate Members	**For First Line & Middle Managers**	**For Senior Managers**
You need to know and understand the following:	**General knowledge and understanding** 1. Different definitions of diversity 2. The different forms which discrimination and harassment might take. 3. How and where to identify your personal responsibilities for equality and diversity. 4. How/where to obtain information in relation to equality and diversity.	**General knowledge and understanding** 1. Different definitions of diversity 2. The different forms which discrimination and harassment might take. 3. The probable effects of not promoting equality of opportunity and diversity within your area of responsibility. 4. How commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated 5. Why it is important to make equality and diversity a priority area and how to do so effectively. 6. How and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice 7. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity. 8. How to recognise when the behaviour, words and actions of others does <u>and</u> does not support a commitment to equality of opportunity and diversity. 9. The importance of reviewing the diversity and needs of your area of responsibility in order to identify areas for improvement, and how to do so effectively. 10. How to communicate the organisation's equality and diversity policy to people who work in your area of responsibility and other relevant parties. 11. The importance of implementing an organisation's written equality and diversity policy and any supporting action plan.	**General knowledge and understanding** 1. Different definitions of diversity 2. The different forms which discrimination and harassment might take. 3. The business case for ensuring equality of opportunity and promoting diversity and how to use it to persuade and influence others. 4. The probable effects of not promoting equality of opportunity and diversity in an organisation. 5. Why it is important to ensure senior management commitment to promoting equality of opportunity and diversity and how this can be demonstrated. 6. Why it is important to make equality and diversity a priority area and how to do so effectively. 7. How and where to identify the organisation's and your personal responsibilities and liabilities under equality legislation and any relevant codes of practice. 8. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity. 9. How to recognise when the behaviour, words and actions of others does <u>and</u> does not support a commitment to equality of opportunity and diversity. 10. The importance of reviewing the diversity and needs of an organisation in order to identify areas for improvement, and how to do so effectively. 11. The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvement and how to do so effectively.

	For Associate Members	**For First Line & Middle Managers**	**For Senior Managers**
		12. The type of resources which might be required to support implementation of the equality and diversity policy and any supporting action plan. 13. How and when to consult with people in your area of responsibility or their representatives on equality and diversity issues. 14. Sources of specialist expertise in relation to equality and diversity 15. How to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working. 16. How to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility. 17. How/where to obtain information in relation to equality and diversity and how to assess their implications for your area of responsibility.	12. How to develop an effective written equality and diversity policy and what it should cover. 13. How to communicate the organisation's equality and diversity policy to all people who work for the organisation and other relevant parties 14. What should be covered in an action plan for the promotion of equality and diversity and how it should be communicated across the organisation and to other relevant parties. 15. The type of support and resources required across the organisation to promote equality of opportunity and diversity and ways in which this can be provided. 16. How and when to consult with people who work for the organisation or their representatives on equality and diversity issues. 17. Sources of specialist expertise in relation to equality and diversity. 18. How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity within an organisation. 19. How to carry out benchmarking to identify good practice in relation to promoting equality and diversity. 20. How/where to obtain information on wider developments in relation to equality and diversity and how to assess their implications for your organisation.

	For Associate Members	**For First Line & Middle Managers**	**For Senior Managers**
		Industry/sector specific knowledge and understanding 1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality and diversity. 2. Equality and diversity issues and developments that are particular to the industry or sector. 3. Information sources on equality and diversity in the industry or sector. **Context specific knowledge and understanding** 1. The vision, objectives and operational plans for your area of responsibility 2. The planning and decision-making processes within your area of responsibility. 3. The diversity of the people working in your area of responsibility. 4. Your area's current and potential customers and their needs 5. Other relevant parties with an interest in diversity in your area of responsibility. 6. The organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties. 7. Sources of specific expertise in relation to equality and diversity used in your area of responsibility 8. Working arrangements, resources and business processes in your area of responsibility.	**Industry/sector specific knowledge and understanding** 1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality and diversity. 2. Equality and diversity issues and developments that are particular to the industry or sector. 3. Information sources on equality and diversity in the industry or sector. **Context specific knowledge and understanding** 1. The overall vision, values, objectives, plans and culture of the organisation. 2. The planning and decision-making process within the organisation. 3. The diversity of your organisation's workforce 4. Your organisation's current and potential customers and their needs 5. Other relevant parties with an interest in equality and diversity in your organisation. 6. Appropriate comparators for reviewing the diversity of your organisation's workforce. 7. The organisation's written equality and diversity policy and action plan and how they are communicated to people who work for the organisation and to other relevant parties. 8. Sources of specialist expertise in relation to equality and diversity used by your organisation. 9. Working arrangements, resources and business processes in your area of responsibility.

	For Associate Members	For First Line & Middle Managers	For Senior Managers
		9. The support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity. 10. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions. 11. Mechanisms for consulting with people who work in your area of responsibility on equality and diversity issues. 12. Systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity. 13. Allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general.	10. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions. 11. Mechanisms for consulting with people who work for the organisation or their representatives on equality and diversity issues. 12. Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity. 13. Organisations to benchmark against in terms of their approach to promoting diversity.

	For Associate Members	For First Line & Middle Managers	For Senior Managers
Communication *(based on Keyskills for Communication)*	1. Listen to the contributions of others 2. Respond appropriately to others 3. Communicate in a manner suitable to the situation and your audience 4. Respond sensitively to others and develop points and ideas 5. When contributing to group discussions: a. Make clear and relevant contributions in a way that suits your purpose and situation b. Respond appropriately to others 6. Read and synthesise information: a. Select and read relevant documents b. Summarise the information to suit your purpose 7. Assess the effectiveness of your communication regularly and identify ways to further develop your skills	1. Listen to the contribution of others 2. Respond appropriately to others 3. Communicate in a manner suitable to the situation and your audience 4/ Respond sensitively to others and develop points and ideas 5. When contributing to group discussions: a. Make clear and relevant contributions in a way that suits your purpose and situation b. Respond appropriately to others c. Help to move the discussion forward 6. When making presentations: a. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation b. Structure what you say to progress logically through each stage of your presentation c. Where appropriate use images or other materials to support or enhance your presentation 7. Read and synthesise information: a. Select and read relevant documents b. Identify and compare the main points and lines of reasoning c. Present your own interpretation in a way that is coherent 8. When communicating in writing: a. Select and use a format and style of writing that is appropriate to your purpose b. Organise material coherently to make your meaning clear 9. Assess the effectiveness of your communication regularly and identify ways to further develop your skills	1. Listen to the contribution of others 2. Respond appropriately to others 3. Communicate in a manner suitable to the situation and your audience 4. Respond sensitively to others and develop points and ideas 5. When contributing to group discussions: a. Make clear and relevant contributions in a way that suits your purpose and situation b. Respond appropriately to others c. Help to move the discussion forward d. Encourage others to contribute 6. When making presentations: a. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation b. Structure what you say to progress logically through each stage of your presentation c. Where appropriate use images or other materials to support or enhance your presentation 7. Read and synthesise information: a. Select and read relevant documents b. Identify and compare the main points and lines of reasoning c. Present your own interpretation in a way that is coherent and brings together information form different documents to suit your purpose 8. When communicating in writing: a. Select and use a format and style of writing that is appropriate to your purpose b. Organise material coherently to make your meaning clear 9. Assess the effectiveness of your communication regularly and identify ways to further develop your skills

	For Associate Members	**For First Line & Middle Managers**	**For Senior Managers**
Improving Own Learning & Performance *(based on Keyskills for Improving Own Learning & Performance Levels 3 and 4)*	1. Help set targets with an appropriate person and plan how these will be met: a. Provide information to help set realistic targets for what you want to achieve b. Identify clear action points for each target and how you will manage your time c. Identify how to get the support you need and arrangements for reviewing your performance Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance:	1. Set targets using information from appropriate people and plan how these will be met: a. Seek information on ways to achieve what you want to do, and identify factors that might affect your plans b. Use this information to set realistic targets and identify clear action point c. Plan how you will use your time, use support, review progress and overcome possible difficulties. 2. Take responsibility for your learning, using your plan to help meet targets and improve your performance: a. Manage your time effectively to meet deadlines, revising your plan as necessary b. Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands c. Reflect on your progress, seeking feedback and relevant support to help you meet your targets.	1. Develop a strategy for improving your own learning and performance: a. Review your current capabilities and clearly identify what you hope to achieve in the future b. Research information on relevant learning opportunities and ways to and improve your performance, to inform planning c. Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets and plan how these things will be met, prioritising tasks and making a reasoned choice of methods and resources. 2. Monitor progress and adapt your strategy to improve your performance: a. Manage your time effectively and take responsibility for using different ways of learning to meet new demands b. Seek and actively use feedback and support from a variety of sources to help meet your targets c. Reflect critically on your learning and adapt your strategy as necessary to improve your performance

For Associate Members	For First Line & Middle Managers	For Senior Managers
Use your action points to help manage your time well, revising your plan when needed Choose ways of learning to improve your performance, working for periods without close supervision Identify when you need support and use this effectively to help you meet targets Review progress with an appropriate person and provide evidence of your achievements: Identify what you have learned and how you have used your learning in another task Identify targets you have met and evidence of your achievements Identify ways you learn best and how to further improve your performance.	3. Review progress and establish evidence of your achievements: a. Provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome. b. Identify targets you have met and gather evidence of your achievements c. Consult appropriate people to agree ways to further improve your performance.	3. Evaluate your strategy and present the outcomes of your learning: a. Review the different ways you have learned and the extent to which you have met your targets b. Bring together and clearly illustrate what you have learned, organising evidence to support your purpose c. Assess the effectiveness of your strategy, including factors which affected the outcomes, and identify ways of further improving your own learning and performance.

The Competency Framework – Recommendations

The revised Competency framework to be tested by potential members when the purpose and structure of an association has been agreed.

4 Accreditation

Accreditation

Existing qualifications in equality and diversity were researched. No exact match to the proposed Competency Framework was found.

Eighty-eight individual qualifications units were identified relating to equality and diversity, but only three full qualifications (levels 2 and 3), on the National Qualifications Framework. The individual qualifications units are included within a variety of larger qualifications, a majority of which are for the following employment sectors:

Youth work

Personnel

Health

Social Care

Community work

Management

Leisure

Policing

Justice

Transport

In addition nine Higher Education Institutions were identified as offering qualifications or modules relating to equality and diversity.

Units B11 and B12 of the Management and Leadership National Occupational Standards are included within a number of other qualifications and could be accredited individually. Keyskills can also be accredited.

Using the National Occupational Standards and Keyskills to develop a Competency Framework will enable those potential members who have achieved these qualifications previously to demonstrate competence on application.

It would also be possible for any association developed to work with awarding bodies to develop a specifically tailored qualification(s) based on the Competency Framework to meet its needs.

Recommendation

The requirements for accreditation to be decided when the purpose and structure of an association has been agreed.

5 The proposed structure to support equality and diversity practitioners

A. ENTRY REQUIREMENTS

The membership requirements of a number of existing associations were researched.

Entry requirements for membership of existing associations are very varied. However, a number of common features are identifiable:

- Student, or sometimes affiliate, membership is possible to enable those without experience or qualifications within the field to join in order to develop and progress to full membership.

- Accreditation of prior learning and achievement is possible in many cases. Often a panel within an association will assess the evidence of prior learning and achievement and establish the level of membership to be offered to the individual.

- Most associations have several levels/categories of membership. These can be accessed via the achievement of specified qualifications or qualifications at specified levels, experience and continuous professional development, or a combination of these. The qualifications required are dependent upon the sector within which an association works and the qualifications available to it.

- Some associations offer a corporate membership which enables individuals within the member organisation to access the benefits and services. The named individuals can be changed by the organisation as necessary.

Consultation Findings

During the consultation the following question was asked:

It has been suggested that, if a professional association is set up, it should

- have entry requirements, for example qualifications/experience. Do you agree

- with this? (and why), for example:

What qualifications/experience should be required in order to achieve membership of the association?

Are there already qualifications which could be used to achieve this?

The responses can be summarised as follows:

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback. However, the following feedback was obtained:

Respondents were very definite regarding entry requirements and the need to ensure that an association would be "inclusive". For example; those who have experience but no qualifications or students and those new to the profession.

It was suggested that an association could have different levels of membership to allow for development and inclusion and that any entry requirements should include both vocational and academic qualifications.

A small number of respondents stated that there should not be any entry requirements as this would limit access.

Respondents wished to know who will decide on the requirements.

Many respondents stated that they would prefer an association which was not an exclusive professional organisation but one which would promote equality and diversity and provide opportunities to gain experience and qualifications. In this case entry requirements would not be necessary.

Respondents agreed that the remit of an association would need to be clarified before the requirements for entry are considered further.

No specific suggestions regarding entry requirements or qualifications were received.

Recommendation

The entry requirements for an association to be decided when the purpose and structure of an association has been agreed.

B. CONTINUING PROFESSIONAL DEVELOPMENT

Continuing Professional Development (CPD) is the systematic updating and enhancement of skills, knowledge and competence which takes place throughout working life.

Most professionals recognise the need for professional updating. CPD should provide systematic development and the comprehensive identification of learning opportunities which provides a framework within which both formal and informal learning activities can be set. Learning and development is planned, rather than accidental.

Key Features of **Continuing Professional Development**:

- Development should be owned and managed by the individual learner.

- Development should be continuous in the sense that individuals should always be actively seeking improved performance.

- Learning objectives should be clear and wherever possible serve organisational or clients' needs as well as individual goals.

- Regular investment of time in learning should be seen as an essential part of professional life, not an optional extra.

- Emphasis on learning from a wide range of activities.

- Integration of learning and work – the concept of work as a learning experience.

- An emphasis on "outcomes" – That is, answering; "what did you learn?" and "how do you plan to apply this learning?" – rather than "what learning event did you experience?"

Requirements of Existing Associations

The **Continuing Professional Development (CPD) requirements of a number of existing membership organisations were researched.**

Existing associations have a variety of CPD requirements for their members, for example:

- Most associations require their members to undertake CPD to retain their membership.

- Some associations include CPD requirements to enable members to move up their membership structure.

- Where CPD requirements are expressed in terms of numbers of hours to be undertaken this is on average between 20 and 35 hours per year.

- CPD requirements include development of technical, professional, commercial and personal skills.

- Some associations provide facilities for recording and evidencing CPD activity – for example, online records.

- Several associations provide support and CPD opportunities for their members, which include; training courses, events and seminars, guidance notes, telephone and/or website helplines.

Consultation Findings

During the consultation the following question was asked:

Should the association offer continuing professional development?

- If so, what should it look like?

- Are there processes/programmes available already?

- Should the association accredit its continuing professional development process?

The responses can be summarised as follows:

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback. However, the following feedback was obtained:

It was generally agreed that there is nothing currently available to meet the needs of practitioners and that opportunities for CPD would be welcomed. However, this was as an opportunity to develop their practice rather than as a mandatory requirement of an association.

It was suggested that an association should identify and address members' skills and support needs rather than setting mandatory CPD requirements. Providing, for example, opportunities for:

- Training (1 day or longer)

- Distance learning

- discussion and sharing good practice

- Networking

- Updates on, for example, legislation

- Newsletters/information

Respondents agreed that the support aspects of CPD provision would be more welcomed than the mandatory requirements of membership.

Respondents agreed that accreditation is useful but should not be mandatory.

Recommendations

- CPD for the proposed association members to be supported by training events, seminars and support services, based on identified needs.

- Any CPD requirements to be decided when the structure of an association is agreed.

C. SAFEGUARDING MINIMUM PROFESSIONAL STANDARDS AMONGST POTENTIAL MEMBERSHIP AND THROUGHOUT THE EQUALITY AND DIVERSITY SECTOR

During the consultation the following question was asked:

How would you see an association promoting and safeguarding minimum professional standards amongst its membership and throughout the equality and diversity sector?

The responses can be summarised as follows:

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback. However, the following feedback was obtained:

Some respondents stated that the minimum standards should be a commitment to equality and diversity and a promise to participate in Continuing Professional Development.

Respondents questioned what would happen if someone did not meet the standards – what would the sanctions be and how would they be enforced?

Respondents were not sure that an association would have the capacity or knowledge to fulfil this role.

Respondents agreed that association members should drive the standards and that in the main the standards of training providers are of more concern than those of practitioners.

It was generally considered that an association should concentrate on providing opportunities to develop practice and skills to raise standards rather than attempting to "police" the sector.

Recommendations
- The membership and possible Continuing Professional Development requirements along with the competency framework, and possibly accreditation, would serve to develop better practice in the sector.

- any association developed should concentrate on developing a well respected name for itself and its members, that is, members will be recognised as upholding good practice and professional competence. This will potentially

raise awareness and encourage wider recognition of the sector amongst those not directly involved in it.

D. ENDORSING EXTERNAL EQUALITY AND DIVERSITY PRODUCTS AND SERVICES TO PROVIDE A 'KITE MARKING' OR QUALITY ASSURANCE GUARANTEE

During the consultation the following question was asked:

Should an association maintain an overview of equality and diversity resources and possibly endorse these?

- How would an association endorse external equality and diversity products and services and provide kite marking or quality assurance guarantee?

The responses can be summarised as follows:

A majority of respondents stated that, until the purpose and form of an association is decided, they did not feel able to provide valid feedback. However, the following feedback was obtained:

Although it was recognised that some organisations would welcome a kite mark respondents were agreed that an association should remain independent and that this would be compromised if it endorsed resources. It was recommended that it would not be possible to endorse external products and services unless credible criteria can be agreed

Respondents again expressed their views that an association should not attempt to police the sector.

Respondents agreed that it would be best for an association to provide networking and forum opportunities which enabled members to share information and recommendations between themselves.

Recommendations
- In order to maintain integrity, an association would need to be able to assess and validate all resources available. It is unlikely that sufficient resource would be available to do this.

- It is recommended that an association should facilitate the sharing of information about good quality resources and products between its members, thus maintaining its independence, and use the available resources to identify and address members' skills and support needs.

Thanks

5 Boroughs Partnership NHS Trust
abcd Ltd.,
Acas
AccessMatrix
Account3 Womens Development Trust
Acent Group
Action Housing and Support
Adele Baumgardt Consulting
Adullam Homes Housing Association
Advice UK
Advocacy in Gateshead & South Tyneside
Age Concern Leicester
Age Concern Norwich
Aintree University Hospital NHS Trust
Alliance & Leicester
Amanda Shilton Coaching & Consultancy
Amber Valley Borough Council
Ambulance Service Union
American Express
Anglian Ruskin University
Ann Emslie Consultancy. Gypsy Woman Delivering Gypsy Traveller Training.
Apex
Aquarius
Artlink
Arts Institute at Bournemouth
Aspire Housing
AstraZeneca UK Ltd.,
Association of Colleges (AoC)
Atkins
Aylesbury Vale District Council
Barnardos

BAWP
BBC
Beachfcroft
Beam
BECTU
Bedford Borough Council
Bedfordshire Police
Beneast Training Limited
BG Group
BIA
Bingley Consulting Limited
Birmingham City Council
Birmingham Professional DiverCity
Black & Equality Merseyside (BEM) Network
Blackburn College
Blakewater College
BMW Group
Bolton Council
Border & Immigration Agency
Bradford MDC
Birmingham Race Action Partnership (BRAP)
Brent Council
Brighton & Hove City Council
British Bankers Association
British Black Anti Poverty Network
British Humanist Association
Business Enterprise & Regulatory Reform
C.S.C.I.
Calderdale Council
Cambridge City council
Canterbury Christ Church University
Cardiff University
Care & Repair (Leicester) Ltd.,
Careers Scotland
Carmarthenshire NHS Trust
Carolyn Mumby Consultancy
Carrick DC
CBI
Culture & Diversity Training Services (CDTS)
Centre for Excellence in Leadership (CEL)
Charity Commission
Chelmsford Borough Council

Cherwell District Council
Cheshire Constabulary
Cheshire Police
Chelsea and Westminster NHS Foundation Trust
Children's Workforce Development Council
City & Guilds
City of London Corporation
City of London Police
CLAN
Close the Gap
Coca-Cola Enterprise Ltd.,
Committed2Equality
Community Action Hampshire
Community Links
Congleton Borough Council
Connect Housing
Connexions Northumberland Ltd
Construction Learning World
Coventry University
Crown Prosecution service
CSCI
Cumbria Constabulary
Church of Christ the King
Dagon Services
Defence Police School
DEFRA
Department of Transport
Department Of Health
Department for Work and Pensions (DWP)
Derby City Council
Devon County Council
Devon Youth Service
Dianne Keetch Disability Equality Training & Consultancy
Dialog
Disability Arts Empowerment (D'ArtE) CIC
Disnet Department of Transport
Department for Innovation Universities and Skills (DIUS)
Diverse People Ltd.,
diversecityservices
Diversity Works Business Solutions
Dorset Police
Dumfries and Galloway College

Dumfries and Galloway Council/
Dumfries and Galloway Fire and
Rescue Service
Durham Business Club
Durham Constabulary
Durham University
East Cambridgeshire District
Council
East Lindsey District Council
East North East Homes Leeds
(ALMO)
East Staffordshire Racial Equality
Council
East Sussex Fire & Rescue Services
Eastbourne Borough Council
Edinburgh Crisis Centre
Education Bradford (SERCO)
Education Leeds
Einstein Glanville
Employers Forum on Age
Employers Forum on Disability
Employers Forum on Diversity
Embankment Consultancy
Enfield Council
Enfield REC
Environment Agency
Epsom & Ewell Borough Council
Equal to the Occasion
Equalities National Council for BME
Disabled people and Carers
Equality & Diversity Centre
Equality & Diversity Forum
Equality & Diversity UK Ltd.,
Equality and Human Rights
Commission (EHRC) and former
Commission Equal Opportunities
Commission (EOC), Commission
for Race (CRE), Disability Rights
Commission (DRC)
Equality Challenge Unit (ECU)
Equality North East
Equality South West
Equals One Recruitment
Essex Police
Ethnic Minority Foundation (EMF)
Fair Play South West
Families and Friends of Lesbians
and Gays

Family Welfare Association
Fareham Borough Council
Federation of Small Businesses
First Choice Homes Oldham
First Group
Focus Consulting
Forward Ladies
Fourth Action
Genesis Housing Group
Gentoo
Gloucestershire Constabulary
Goldsmiths College
Government Office for the South
West
Gravesham Borough Council
Greater London Authority Mayors
Office.
Greenwich Council
Grimsby Institute
Groundwork UK
Hackney Council
Halton borough council
Hampshire County Council
Harewood House
Haringey London Borough Council
Hastings College
HBOS Plc.,
Help the Aged
Hereford and Worcester Fire and
Rescue Service
HM Prison Service
Herefordshire Council
Heritage Link London
Hertfordshire Partnership NHS Trust
Hertfordshire Police
Herts County Council (until
30/11/07)
Higher Education Equal
Opportunities Network (HEEON)
Highland Wellbeing Alliance
Highlands & Islands Enterprise
Highlands & Islands Equality Forum
Hillcrest Community Primary
School
HM Forces Army Recruiting
HM Revenue & Customs
HMP Parc
Housing Diversity Network

Hull City Council
Hull College
Ian Dodds Consulting
IBM UK Ltd.,
IDeA
Idea in Action
igen – Future Pathways Division
Imperial College Healthcare NHS
Trust
Imperial College London
Improvement & Development
Agency
Inclusion Cornwall
Inclusion North
Inclusion Scotland
Institute of Legal Executives (ILEX)
International Faith Solutions Ltd.,
Investors in People UK
Inward House Projects
Jayne Monkhouse
Jobcentre Plus
Joseph Priestley College
JTL
Juniper Training
Kadia Learning Services
Kennet District Council
Kings College London
Kingston Smith
Kirklees Council
Knowsley Housing Trust
Knowsley Metropolitan Borough
Council
Lancashire County Council
Lancashire fire and rescue service
Lancashire Teaching Hospitals NHS
Foundation Trust
Lancaster Consulting (HR) Ltd
LASS – Leicestershire Aids Support
Service
Law Society
LB Hammersmith and Fulham
Leeds City Council
Leeds Housing Concern
Leeds Housing Concern – Sinclair
Project
Leeds Metropolitan University
Leeds Racial Equality Council

Leeds Teaching Hospital NHS Trust
Leeds Trinity & All Saints
Leeds University Union
LeicesteHERday Trust
Leicester City Council
Leicester Complementary Schools Trust
Linbert Spencer Consultancy Ltd
Lincolnshire County Council
Linkage Community NHS Trust
Liverpool Primary Care Trust
Living Options Devon
LifeLong Learning UK (LLUK)
Local Progress Consulting
LogicaCMG
London Borough of Bexley
London Borough of Hackney
London Borough of Havering
London Borough of Hillingdon
London Borough of Richmond Upon Thames
London Councils
London Development Agency
London Metropolitan Police Service
Loughborough College
LSC North East
Luton & Dunstable NHS Trust
Luton Borough Council
M.S. Society
Make Your Mark Wakefield
Maldon District Council
Manchester City Council Cultural Strategy Team
Media Consulta UK Ltd.,
Menfor
Mersey Care MHS Trust
Merton College
Metropolitan Police Authority
Metropolitan Police Service
Mid Essex NHS Trust
Middlesbrough Social Care Services
Midlothian Council
Milton Keynes Council
Ministry of Justice
MITIE Group PLC
MKOB Improvement Programme
Museums Association

National Centre for Diversity
National Council for Voluntary Organisation
Natural England
NCH
NE Lincolnshire Council
New College Durham
Newark & Sherwood District Council
Newcastle University
NHS Highland
NI Council for Ethnic Minorities
Norfolk Constabulary
North Devon District Council
North Herts District Council
North Star Housing Group
North Tyneside Council
North West Equality & Diversity Group
North Yorkshire Forum for Voluntary Organisations
Northern Counties Housing Association
Northumberland Tyne & Wear NHS Trust
Northumbria University
Nottinghamshire Police / Police Diversity Trainers Network
Notts County Council
NPIA
NWPN Ltd.,
Ofsted
OISC/SACRE/PEBBLE/PCS
Oldham Lifelong Learning Service
Oldham MBC
OLP
One NorthEast
Oxfam GB
Oxford Brookes University
Oxfordshire Racial Equality Council
Oxleas NHS Foundation Trust
Park Lane College Keighley
Park Lane College Leeds
Partnership Investment Finance
Path National Ltd
Police Diversity Training Network

Pendle Borough Council
Pennine Care NHS Trust
Pentica Ltd.,
People in Action
People Matters (UK) Ltd.,
Percy Hedley Foundation
Peterborough & Stamford NHS Trust
Places for People Group
Police Diversity Association
Policy Research Institute on Ageing and Ethnicity
Portsmouth City Libraries
Press for Change
Prison Service
Prudential UK
Public & Commercial Services Union
Quality Improvement Agency for Lifelong Learning
Queen Mary University
RAF Apprenticeships
RapidBI Ltd.,
Rathbone
Red Ladder Theatre Company
Reflections Training Academy
Regensis
Remploy Ltd
RENEW Northwest
Rethink
RNID
Rochdale Council
Roehampton University
Rotheram Doncaster & South Humber Mental Health NHS Trust
Rowley Fields Allotments Society
Royal Air Force
Royal Borough of Windsor and Maidenhead
Royal College of Nursing
Royal Liverpool Broadgreen University Hospitals NHS Trust and Liverpool PCT
Royal Mencap Society
Royal National College for the Blind
Rubicon Training Practises
S&D Training

Salford City Council
Schneider-Ross Ltd.,
Scottish Council for Voluntary Organisations
Scottish Natural Heritage
Scottish Trade Union Congress
SEQUALS
Shapiro Consulting Ltd
Shaw Trust
Sheffield Homes
Sheffield NHS Care Trust
Sheila Rogers Limited
Shropshire County Council
Skill Boosters
Slough Borough Council
Social Inclusion Unit
South Tyneside College
South Wales Fire & Rescue
South Wales Police
Spectrum
St Helens and Knowsley NHS Trust
St Helens College
St Mary's NHS Trust
St Vincent College
Staffordshire County Council
Staffordshire Police
Staffordshire University
Stevenage Homes
Stonham
Street Pastors
Swindon Borough Council
The Age & Employment Network (TAEN)
Tamworth BC
Taylor-Stewart Associates Limited
Teignbridge District Council
Telford & Wrekin PCT & LA
Test Valley Borough Council
Thames Reach
The Dyslexia Association
The Federation
The Highland Council
The Institute of Cancer Research
The Law Society of Scotland
The Learning and Skills Council
The NHS Confederation and Ambulance Service Network

The Oldham College
The Open University
The University of Northampton
Three Rivers Housing Association
Thurrock Council
Thursday's Child
Trafford Council
Transport for London
TUC
Tyne & Wear Association
UCL
University for Industry (Ufi)
UK Sport
UK Workforce Hub
UNISON
Unite/Amicus
University of Plymouth
University & College Union (UCU)
University Hospitals of Morecambe Bay
University of Brighton
University of Cambridge
University of Greenwich
University of Lincoln
University of Leeds
University of Oxford
University of Portsmouth
University of Ulster
University of Worcester
University of Exeter
University of Essex
Vera Media
Victim Support
Volunteering England
Wakefield & District Housing
Wakefield MDC
Walsall Council
Warwickshire County Council
Waverley Borough Council
Wealden District Council
Welsh Assembly Government
Welsh Local Government Association
West Dorset District Council
West Lindsey District Council
West Lothian Council
West Mercia Constabulary

West Midlands Police
West Midlands Regional Assembly
West Norfolk Voluntary and Community Action.
West Sussex County Council
West Yorkshire Fire & Rescue Service
Westminster City Council
Whipss Cross University Hospital
Willow Park Housing Trust
Wiltshire County Council
Womens Budget Group
Womens Sports Foundation
Wulvern Housing
Wyre Borough Council
YMCA Training
Yorkshire Chemical Focus Ltd.,
Yorkshire Futures
Yorkshire Society
Yorkshire Water
Youth Voice