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**BLACK FE LEADERSHIP GROUP (BFELG)**

**10 POINT PLAN DIAGNOSTIC TOOLKIT 1.0**

**SELF EVALUATION TEMPLATE**

**FOR COLLEGES/TRAINING PROVIDERS**

**BLACK FE LEADERSHIP GROUP**

**10 POINT PLAN SELF EVALUATION TEMPLATE FOR COLLEGES/TRAINING PROVIDERS**

**USING THIS TEMPLATE**

This template should be used in conjunction with BFELG’s **‘*10 Point Plan Diagnostic Toolkit 1.0****’.*

It is designed specifically to support Colleges and training providers[[1]](#footnote-0) (*jointly referred to as ‘institutions’ in this document*) to achieve the objectives set out in the 10 Point Plan. This is the first part of a two-stage process.

The template:

1. sets out what the ten points mean for institutions;
2. offers self audit prompts\* covering each of the points; *and*
3. assists institutions to prioritise their actions towards becoming truly anti-racist.

\**Stage 1* questions help to determine a baseline; *Stage 2* questions allow exploration in greater depth.

To be transformational, this process needs to be led by Boards with the full support and engagement of senior leaders and other key influencers, and involve all teams across the institution.

As a first step, we recommend that Boards formally adopt the 10 Point Plan and decide how it will be implemented across their institution. In doing so, they need to consider how each point relates to both their strategic responsibilities (*e.g. determining educational character, vision, values, strategy)* and their role in shaping organisational culture, tone and behaviours (*e.g. through their composition, structures and actions).*

Alongside this, Boards and senior leaders will need to agree how they will engage all key stakeholders within and beyond the institution *i.e: students, staff, educational partners, community, employers, supply chain.*

We recommend that the best way to implement each of the points is to work through the columns entitled *“Where are we now?”, “Where do we need to be?” and “What actions are required?”.*

This will enable institutions to understand their key challenges, identify their priorities and agree key actions that will form the basis of an institutional Action Plan. The format of the Action Plan is for the institution to determine, but some guidance on this can be found in the main *’10 Point Plan Diagnostic Toolkit 1.0’* document.

Boards and senior leaders need to recognise that this is not a ‘quick fix’ process. The determination of institutional priorities and actions will require full consideration of the issues over a series of sessions. Whilst some decisions can be made relatively easily (*e.g. what data needs to be collated*), others will require significant planning over a period of time (*e.g. review and revision of the curriculum).* We further advise that this process cannot be undertaken without accessing real insight and expertise in anti-racism issues.

At all stages, Boards should maintain an oversight of progress towards implementing the 10 Point Plan. This will initially involve them identifying where the institution is against each objective and outlining their expectations on where it needs to be. They will then need to decide on key interventions and define what success looks like. They will also need to agree key performance indicators and reporting arrangements to enable them to measure their progress towards achieving positive and sustainable change.

It is essential that Boards and senior leaders regularly review the institutional Action Plan for impact, rather than just completion, to ensure anti-racist practices are fully embedded.

BFELG facilitation is available to support Boards and senior leaders in their implementation of the 10 Point Plan.

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10 POINT PLAN DIAGNOSTIC TOOLKIT 1.0**

| **10 POINT PLAN SELF EVALUATION TEMPLATE – COLLEGES/TRAINING PROVIDERS** |
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| **OBJECTIVE** | **SELF AUDIT PROMPTS** | **WHERE ARE WE NOW?** | **WHERE DO WE NEED TO BE?** | **WHAT ACTIONS ARE REQUIRED?** |
| ***Toolkit Reference*** | ***Amplification for Colleges/Providers***  |  ***Questions to support the Objective*** | ***For Boards/SLTs to understand*** ***Key Challenges***  | ***For Boards/SLTs to identify******Key Priorities*** | ***For Boards/SLTs to agree Key Actions*** |
| CURRICULUM1. A radical revision of FE curricula and qualifications\* to reflect contemporary values, incorporating the importance of colonial history and its influence on society, historically and now; the impact of racism on black and white communities; the contributions made by black people to society.***\* ‘FE curricula and qualifications’ refers to all post-16 provision and accreditation delivered by Colleges and training providers (inc special education needs, adult and community learning, employer-based and higher education programmes).*** | **A review of the delivery of curricula and qualifications to ensure that:****curricula, whilst meeting awarding requirements, covers, wherever possible contemporary values, the importance of colonial history and the contribution made by black people to society;****tutorial programmes reflects the impact of racism on black and white communities, and promotes anti-racist values and behaviours;** ***and*****the choice of assessment strategies and qualifications (including optional units) promote cultural inclusiveness.** | *1.1a How does the institution ensure its curricula reflect contemporary values and promote anti-racism?**1.1b How do assessments and qualifications undertaken by students engender cultural inclusiveness?**(Where curricula, assessments and/or qualifications are not within their direct control, institutions should exert influence on appropriate bodies to ensure that these are culturally inclusive) - refer to ‘10PP Diagnostic Toolkit’ for more detail.*  |  |  |  |

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| CULTURE2. All professional development and leadership programmes to include, as a central component, the consideration of anti-racism; and for teacher training, the inclusion of anti-racist pedagogy. | **Professional development and leadership programmes ensure that staff are equipped to deal with issues around race and race equality.****Internally delivered qualification-based teacher training programmes and other teacher training activities include, as a core component, the consideration of racial equality and anti-racist pedagogy.****The commitment to promote anti-racism stretch beyond staff development, to include all HR processes (e.g*. induction, appraisals, conduct and capability, succession planning, etc*.)?** | *2.1a How is anti-racism promoted through institutional professional development and leadership programmes?**2.1b How do teacher training programmes instill anti-racist pedagogy?**(Where staff undertake externally delivered/accredited teacher training programmes, influence should be exerted on appropriate bodies to ensure that their curricula incorporate anti-racist pedagogy).* |  |  |  |

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| CULTURE3. All Colleges/ providers to annually publish student performance, staff and governor profile data by ethnicity, including actions to address any identified gaps.  | **Annual reports incorporate student performance, staff and governor profile data by ethnicity, including actions to address any identified gaps.****Analysis covers the full extent of *‘The Student Journey’ –*** *refer to ‘10PP Diagnostic Toolkit’ for more detail.* **Persistent imbalances are addressed, and the preemption of future challenges with reference to race equality and ethnic diversity are incorporated in strategic plans.** | *3.1a What data does the institution publish in relation to race equality and ethnic diversity?**3.1b How does the institution publicly report on progress to address any race equality gaps?* |  |   |  |

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| CULTURE4. All regulatory bodies, funders and membership groups to publish workforce, leadership and governance profile data by ethnicity, including actions to address any gaps. | ***Whilst this objective is not directly applicable to Colleges/Providers, they should consider the following question:*** *“What can we do to enable this to happen?”*  |

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| CULTURE5. All sectoral committees, boards or advisory groups established to address racism and inequalities to be led by and made up of those with real insight of these issues, or expertise in these areas.  | **Committees/ advisory groups are established to address issues relating to race equality.The leadership and membership of committees/advisory groups are credible and representative.****Processes are implemented to assess the extent of ‘hostile environments’, racial bias, discrimination and/or disadvantage, and steps taken to address these.** | *5.1a How does the institution ensure that constituted groups are led by people who possess real insight and expertise in anti-racism issues?**5.1b How do constituted groups ensure that they set appropriately challenging targets to achieve race equality and ethnic diversity?* |  |  |  |

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| CLIMATE6. College/provider recruitment processes, including the deployment of recruitment companies, to proactively redress imbalances in the ethnic diversity of leadership at all levels. | **Recruitment processes, including the deployment of recruitment companies, proactively address imbalances in the diversity of leadership at all levels.****Workforce strategies incorporate targeted support for black staff to develop their careers and succeed in their roles.** | *6.1a How does the institution ensure it meets its duty to ensure that its recruitment processes are anti-racist?**6.1b How does the institution take positive action to redress imbalances in the ethnic diversity of leadership at all levels?* |  |  |  |

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| CLIMATE7. Quality systems (e.g. Ofsted, QAA, Estyn, Education Scotland, ETI, colleges/ providers) evaluate the effectiveness of pedagogy and curriculum practice in promoting race equality, alongside strategies to address attainment gaps through inspection and annual reports. | **Quality assurance processes evaluate the effectiveness of pedagogy and curriculum practice in promoting race equality, alongside strategies to address attainment gaps through their Quality Improvement Plans.****Quality evaluations ensure that all students have equitable access to curricula and digital learning.** | *7.1a How do quality systems evaluate the effectiveness of pedagogy and curriculum practice in preparing students for an increasingly ethnically diverse society?**7.1b How does quality reporting assess the impact of actions taken to address race inequality and any student attainment gaps?* |  |  |  |

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| CLIMATE8. The FE Commissioner (FEC), Office for Students (OfS) and other statutory bodies’ annual reports, diagnostic and structural reviews compare data on Black leaders, managers and governors against the student profile and local demographics, and incorporate race equality impact assessments. | **Annual reports and, where appropriate, all strategic reviews and key decisions incorporate race equality impact assessments.****Restructuring decisions, including changes to leadership and governance, incorporate impact assessments for race equality and ethnic diversity, including actions to mitigate any adverse outcomes.**  | *8.1a How do annual reports and strategic reviews address race equality and ethnic diversity?**8.1b How are key proposals and decisions assessed for their impact on race equality and ethnic diversity?* |  |  |  |

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| CLIMATE9. FE regulators, development organisations, employer bodies and unions to collaborate with colleges to design and implement a common framework to share best practice in the advancement of racial literacy and justice across all modes of learning. | **Collaboration with other relevant institutions and/or sectoral bodies leads to the adoption and embedding of best practice in the advancement of anti-racism.****Leaders ensure that their institution acts as a role model in its own implementation and impact of ‘best anti-racist practice’** | *9.1a How does the organisation demonstrate its commitment to ensure sector-wide anti-racism?**9.1b How effectively does the organisation collaborate across the FE system to advance racial literacy and justice?* |  |  |  |

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| COMMUNICATIONS10. All organisations with an investment in FE (*whether statutory, regulatory, representative or commercial*) to ensure fair and positive treatment of Black students, staff and communities in all communications, messaging and optics. | **Institutional statements****unequivocally communicate a responsibility and commitment towards promoting race equality.****Regular evaluations are undertaken, internally and externally, to measure perceptions of the institution’s commitment towards promoting race equality and ethnic diversity.****Organisational values and behaviours ensure fair and positive treatment of black students, staff and communities.** | *10.1a How do communications ensure fair and positive treatment for all ethnically diverse groups?**10.1b How does the institution evaluate the impact of its messaging and optics with regards to race equality and ethnic diversity?* |  |  |   |

**For more information and support contact BFELG at:** **blackfeleadershipgroup@gmail.com**

1. *includes all post-16 colleges, adult and community learning providers, higher education institutions delivering FE provision, independent training providers and employers who deliver training.* [↑](#footnote-ref-0)