Acknowledgements

This research report provides information into the provision of an Equality and Diversity competency framework. The report has been able to provide a strategic overview of developments in the qualifications marketplace, and the outcome is as a result of support, advice and input from London Central Learning Skills council, Council for Administration, Diversity UK.

The authors would like to firstly thank the companies that agreed to participate by completing the postal questionnaire and telephone interviews a list of participants can be found at the back of this report.

Equality and Diversity practitioners of organisations from the private, public and voluntary sectors including Chartered Institute of Personnel Development, Civil Service College, Diversity UK and others have contributed to the results and outcomes.

A special thank you to Jo Slater, Council for Administration, for providing helpful input and materials for this research. We would also like to thank Cecilia Wells Astar Management Consultancy, Mary Gray Diversity UK and the Association of Equality and Diversity practitioners for their individual and organisational support.

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# Contents Page

**Acknowledgements**  
3

**Executive Summary**  
7

**Section One - Overview**  
1.1 Introduction  
10  
1.2 Overall Context - The Business Case for Diversity  
11  
1.3 Research Methodology  
12

**Section Two - The Diversity Market Place**  
2.1 Characteristics of the UK Workforce  
14  
2.2 Characteristics of Diversity Market Place  
14  
2.3 Skills, Knowledge & Experience Analysis  
16  
2.4 Projected Uptake of a Diversity Qualification  
17

**Section Three - Diversity Qualification Development**  
3.1 Business Performance in the Sector  
20  
3.2 Main Characteristics  
20  
3.3 Sector Skills Council (SSC)  
20  
3.4 Sector Skills Development Agency (SSDA)  
21  
3.5 Team Leadership Framework  
21  
3.6 Current Competitive position  
23  
3.7 European Perspective  
24

**Conclusions**  
25

**Recommendations**  
25

**Appendix A - Voluntary Code of Ethics**  
27  
**Appendix B - Sample Questionnaire**  
29
Executive Summary

The main aims of this report are to:

- Review current developments in the qualifications marketplace
- Evaluate the potential demand for an Equality and Diversity qualification

The objectives are to:

- Present the characteristics of the Diversity Marketplace
- Consider the characteristics of the workforce and current occupational classifications
- Provide information on an Equality and Diversity Sector profile

“Managing diversity is based on the concept that people should be valued as individuals for reasons related to business interests, as well as for moral and social reasons. It recognises that people from different backgrounds can bring fresh ideas and perceptions, which can make the way work is done more efficient and products and services better.”


The Equality and Diversity marketplace is currently characterised by consultants and practitioners delivering and advising on diversity strategies and implementation. Pioneers and leading organisations that have identified the business benefits of diversity have driven much of the Equality and Diversity sector and its growth.

The Legal Framework designed to tackle Equality is now well established; gender, race and disability are all covered under specific legislation. It began in 1944 with the introduction of the Disabled Persons Employment Act, following the increase in proportion of the people with disabilities due to injuries post-war. The 1995 Disability Discrimination Act has now superseded this legislation.

Over the last twenty-five years the legal, moral, business and management case have evolved and contributed to the changing face of Equality and Diversity. This is of course, coupled with the changing face of the UK, which has seen demographic changes in its workforce as well as increased skills shortages. The additional framework of the European Commission Employment and Race Directives – as promulgated in Article 13 of the Commission’s 1999 Treaty of Amsterdam – provides overall parameters for combating racism and discrimination, but has a directive targeted at discrimination in the labour market. Parliamentary action to implement these directives in the United Kingdom is underway.

In the current business environment where success is measured by outputs and deliverables, Equality and Diversity initiatives and policies also require measurable outputs.
and deliverables. Practitioners in the field are increasingly required to deliver measurable outputs, which support the overall business strategy effectiveness.

Although, a number of individuals and organisations are currently working within the Equality and Diversity marketplace, little has been done to develop a formal vocational qualifications structure that supports the Career Development opportunities for these professionals.

Currently, the offerings for professional qualification in Equality and Diversity are limited:

- Royal Holloway - University of London and the Civil Service College Directorate launched the first accredited postgraduate certification in Managing Diversity in January 2003. This accredited qualification is designed for civil servants and others in the public sector with senior responsibility for the implementation of Equality and Diversity policies.

- Chartered Institute of Personnel and Development (CIPD) have Mandatory units at Level 5: - Develop Strategy for promotion of Equality and Diversity.

- Chartered Institute of Personnel and Development (CIPD) offer short courses in Diversity:
  1- Two-Day course: Psychology of Culture and Diversity.
  2- One-Day course: Discrimination Diversity and the Law.

Key Findings

- The business case for diversity is considered the main driver for Equality and Diversity initiatives in 70% of businesses.\(^1\)

- Equality and Diversity practitioners are calling for a professional competency framework to support their career development objectives.

- 63% of organisations now monitor diversity in recruitment.

- 30% of organisations have set diversity targets.

- Increased demand for Equality and Diversity professionals including adverts for Equality and Diversity Director, Diversity Manager, Diversity Officer.

- The main skills needs of the sector are based on understanding concepts of diversity, developing a strategic approach, analysing and interpreting data, knowledge of legislation, and management of diversity.

- Overall Middle and Senior Managers are responsible for the implementation of Equality and Diversity.

The way forward

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\(^1\) The Business of Diversity-How organisations in the Public and Private Sector are integrating Equality and Diversity to enhance Business Performance Schneider Ross, Barclays and Cabinet Office, 2002.
• A full market assessment including intelligence data will be required to establish the size and growth potential of the Equality and Diversity market place.

• A Council for Equality and Diversity will need to be established, this will consist of employers, employees and other stakeholders across industries. The Council will be an expert body on Equality and Diversity skills, it will be responsible for defining and promoting excellence in Equality and Diversity skills and practice.

• Funding can be sought through the Sector Skills Development Agency who received increased funding up to £42million in 2003-2004. Potential partners could include:
  ➢ Association of Equality and Diversity practitioners
  ➢ Royal Holloway College
  ➢ Civil Service College
  ➢ Human Facets Europe

  It is therefore recommended that the Chartered Institute for Personnel and Development be considered as a possible accreditation body because of their pioneering development of diversity modules. The potential downside will be that the CIPD is an organisation focused on human resource development and our research shows that Equality and Diversity are currently embedded in the management function.

• An Equality and Diversity module is mainstreamed and units developed that are incorporated within an existing management qualification framework.
SECTION ONE: Overview

The UK is a diverse society; organisations are beginning to respond positively to this diversity to ensure that their products, services and employment practices are relevant and appropriate, thus remaining competitive. The business, moral, management and legal case for diversity are now established and currently being mainstreamed and embedded into organisation policies and practices.

1.1 Introduction

Past - The legal and moral case for Equality were the main initial drivers. Since the first introduction of Equality legislation the 1944 Disabled Persons (Employment) Act the UK has seen a succession of Equality legislation around sex, race and disability.

The government wants an inclusive society where everyone is treated with respect and where there is Equality of opportunity for all. Much has already happened to progress the Equality agenda in the UK. Existing legislation has worked to reduce discrimination against individuals and actively promote a more equal society through a range of programmes, initiatives and institutions.

The three existing Equality institutions; The Equal Opportunities Commission (EOC), Commission for Racial Equality (CRE) and the Disability Rights Commission (DRC), have played an active role over the years.

Present - The business case for diversity has ensured that many of the UK’s leading organisations have made the link between good diversity practice and improving business performance. It is no longer seen as a social or moral issue but as a business imperative at the core of business strategy. Cost savings, better service delivery and improved productivity have all been cited as benefits to developing a diverse workforce.

There are various themes to the incorporation of diversity within organisations. Some choose to embed diversity across all aspects of their business. Others choose to tackle diversity as a separate priority and therefore use positive action processes.

Recruiting and retaining skilled staff is an important challenge for the UK currently, companies are still experiencing problems recruiting skilled staff. Organisations are also struggling to retain their employees. The Chartered Institute for Personnel and Development (CIPD) recruitment and retention survey 2002 showed an increase in hard-to-fill vacancies.

Recruitment shortages have therefore forced diversity up the agenda; organisations are increasingly using the press to target under-represented groups. Demographic changes to Britain’s population are altering the profile of organisations’ future employees.
Age is a factor. Because Britain’s white population is rapidly ageing, many future recruits are likely to come from the minority ethnic communities. Data from the 2001 Census website indicates that Minorities Ethnic residents now represent 52 per cent of Britain’s under-16 population. This is particularly important for employers seeking to fill positions in cities where minority residents are concentrated, such as London and Birmingham. The 2002 Labour Force Survey conducted by the Office of National Statistics found that 46% of the London workforce is under 35 versus 39% nationally; this reflects the demographic change, increasingly young and non-white, as more than 45% of the country’s Minority Ethnic population resides in the London area.

Levels of educational attainment are also important. There are far more women with good A-level results than men. In addition a much larger number of women are pursuing higher education and securing good degrees. Employers that fail to develop a gender inclusive and supportive environment will be losing access to an enormous talent pool.

Future - The implementation of the EU Race and Employment Directives will introduce new protection from discrimination in the workplace and in training on the grounds of age, religion, and sexual orientation.

With the potential introduction of the Single Equality Commission (an amalgamation of the Equal Opportunities Commission, Race Equality Commission and the Disability Rights Commission) the government is looking at equal treatment that respects the multiple and inter-related aspects of identities. The link between Equality and Human Rights will be an issue to be addressed.

The management of Equality and Diversity is an ever-increasing priority in the UK and across Europe. The skills, knowledge and experience required to deliver and meet these objectives is seen as an ever-increasing priority.

1.2 Overall Context - The Business Case for Diversity

These current and future trends only confirm the case for strategically managing Equality and Diversity initiatives as a business imperative.

What Is Diversity?

“Managing diversity successfully will help organisations to nurture creativity and innovation and thereby to tap hidden capacity for growth and improved competitiveness”.

Managing Diversity - a CIPD position paper, 1996

The CIPD explains that the effective management of diversity can help "counteract prejudice against a wide range of personal differences, for example: academic or vocational qualification, accent, age, caring responsibilities, ethnic origin, gender, learning difficulties, marital status, physical and mental abilities, political affiliation, previous mental illness,
religion, sexual orientation, spent or irrelevant convictions and trade union or non-trade union membership”.

A recent report published by the Cabinet Office and Schneider Ross researched 140 leading organisations across public and private sectors. Seventy-one per cent of organisations interviewed identified the Business case as the key driver to implement diversity. About 80% saw a link between good diversity practice and overall business performance, cost savings, better service delivery and better marketing through a more diverse team were all sighted as benefits.

Equality and Diversity has since become a serious business priority and subsequently integrated into core business values and processes. Best Value Systems enable public bodies to better integrate Equality and Diversity. It was found in this report that 68% held managers responsible for implementation of Equality and Diversity.

1.3 Research Methodology

Both quantitative and qualitative research methods were employed in the preparation of this report.

Desk research was carried out in order to identify the existing competency framework at the government and local strategic level. Online references were utilised, current literature and news reviews were conducted. Web sites visited include the Department for Education and Skills, Qualification Curriculum Authority, Institute of Leadership and Management, Institute of Management, Chartered Institute for Personnel and Development, Brunel University, University of Sussex, Cabinet Office, Home Office, and the Confederation of British Industries.

In-depth meetings with organisations such as the Council for Administration, a Sector Skills Agency (specialising in the development of qualifications for the administration industry), informed the set up of qualifications.

In addition, a questionnaire survey was conducted. Questionnaires were sent to 100 small, medium and large businesses from ART’s database. The questionnaires were sent via electronic mail for a quick response. A follow-up telephone survey provided detailed qualitative information based on the responses to the survey.

Those who responded were fairly evenly distributed between the three sectors (38% from private sector respondents, 33% from public sector respondents and 29% from the voluntary sector) and industrial groups (Financial services - 29%; Education/Training - 25%; Local/Central government - 18%; Retail - 12%; Health/Social Care - 9% and Media – 6%). Respondents were very candid and expressed strong feelings both for and against the qualification:
“You don’t know what you don’t know. A new qualification would give (Diversity Managers) a grounding.”

E&D Manager, global banking firm

“Experience is more valuable.”

Assistant Vice President, global investment banking firm
SECTION TWO: The Diversity Market Place

2.1 Characteristics of the UK workforce

The primary drivers for change are demographic change and the shortages of talent that currently confront UK organisations, which despite the current economic climate, is expected to continue for the foreseeable future.

In the 2001 Census approximately 4.5 million residents identified themselves as ethnic minority residents, an increase of 53% in the ethnic minority population since the 1991 Census. In Leicester and Birmingham, for example, the ethnic-minority population is expected to become the majority by 2010. More than 600,000 residents indicated they were of mixed race; making them the third largest ethnic group in Britain. Greater London is home to nearly half of all ethnic minority residents, yet only 10% of the whites live in the area; more than 70% of ethnic minorities live in Greater London, the West Midlands, West Yorkshire and Greater Manchester versus only 25% of the white population.

Recruiting and retaining skilled staff is an important challenge for the UK currently, companies are still experiencing problems recruiting skilled staff. Organisations are also struggling to retain their employees. Recruitment shortages have therefore forced diversity up the agenda; organisations are increasingly using press to target under-represented groups.

Demographic changes to Britain’s population are altering the profile of organisations’ future employees. Even the economic slowdown of the last two years has done little to reduce shortages in certain sectors, such as Information Technology, Nursing and Hotel/Catering and skill sets, such as Customer Care and skilled product assembly.

2.2 Characteristics of Diversity Market Place

This research began with a review of existing qualifications relating to Equality and Diversity. It was identified that at least four educational and training institutions currently offer specific courses that have a focus on Equality and Diversity in the workplace. They include:

- The Chartered Institute of Personnel Development delivers short courses for HR professionals.
- Civil Service College in partnership with the Royal Holloway College delivers a nine-month Postgraduate Certificate in Diversity.
- University of Sussex
- University of Warwick
Professional body

The Chartered Institute of Personnel and Development (CIPD) offers short courses in the following but have a number of relevant Equality and Diversity units, which form the basis of other formal qualifications.

Currently the CIPD offer two courses that are directly relevant:

- A Two-Day course in Psychology of Culture and Diversity
- A One-Day course Discrimination Diversity and the Law

Higher Education Institutions

Three undergraduate and postgraduate qualifications were identified as having specific elements on Equality and Diversity, mainly Race and Gender.

The University of Sussex offer an **MA degree in Globalisation, Ethnicity and Culture**. The course is offered over one year full-time or over two years part-time. This course focuses on Multiculturalism and Theories of Difference and European Representations of Asia and Africa. It goes on to look at Transnational Migration and Diaspora and Idea of Race.

The University of Sussex also offers a **BA degree in Gender Studies**. This is a three-year full time course. The first year focuses on the concepts and theories in Gender Studies. The second year explores the links between gender and representation. The final year focuses on a choice of options Love and friendship, masculinities, dissident sexualities, a gender perspective on education, literature, violence and conflict, and globalisation.

The University of Warwick offer an **MA in Race and Ethnic Studies**. The have a centre of Race and Ethnic studies that is renowned for it pioneering work across the UK and Europe.

Independent Equality and Diversity Consultancies

There are a number of specialised courses tailored specifically for Equality and Diversity and they include courses such as: Diversity Awareness Training; Managing Diversity; and Promoting Equality are all courses offered by independent consultants. These courses range from one-off events to large-scale programmes for entire organisations. Companies that deliver these programmes include:

- TMP
- Astar Management Consultancy
- Ionan
- Focus Consultancy
- TMS Equality and Diversity Consultants
- Human Facets - recently launched a “Train the Diversity trainers” course, which aims to train to a level of competence required to deliver Diversity training.
All of these programmes are designed to meet specific employer needs, but none can be viewed as a formal qualification because of the lack of a standard curriculum and defined competencies.

2.3 Skills, Knowledge & Experience Analysis

For the purpose of this research the definition of the term "skills" is taken from the idea of competence or proficiency.²

"Skill is the ability to perform a task to a pre-defined standard of competence, but also connotes a dimension of increasing ability (i.e. a hierarchy of skill). Skills therefore go hand in hand with knowledge."


Skills are often measured through 'proxies'. Wilson identify four proxies:

- The qualifications that individuals possess.
- Workers' occupations - the jobs they do.
- Employees' self-assessment of their skills, abilities and attributes.
- Employers' assessment of employees' skills.

With this in mind, a range of Equality and Diversity professionals were examined in more detail to ascertain the competency levels for different jobs. For Equality and Diversity professionals currently working in this sector a range of skills, knowledge and experience have been examined at junior, middle and senior management levels.

<table>
<thead>
<tr>
<th>Company Level</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>Diversity Officer, Administrator</td>
</tr>
<tr>
<td>Middle</td>
<td>Diversity Manager</td>
</tr>
<tr>
<td>Senior Management</td>
<td>Diversity Director</td>
</tr>
<tr>
<td>Independent Consultants</td>
<td>Diversity awareness training, Managing Diversity auditors</td>
</tr>
</tbody>
</table>

Currently there are three levels of competence identified in the market place:

- Human Resources Generalist with Diversity responsibility
- Human Resources Specialist with knowledge and experience in Equal Opportunity and Diversity
- Generalist Working with specific strands, e.g. race, disability or gender

These professionals have a range of skills generally required to deliver and drive Equality and Diversity initiatives within organisations. Many of the skills identified are generic.

² Skills in England 2002 Wilson et al 2003 pp3-10
however specific underpinning knowledge is required to effectively deliver diversity. These include:

- Diversity Awareness
- Planning
- Knowledge of Equality issues
- Key developments in cultural diversity, public policy and the Race Relations Acts
- Project management experience
- Internal and External Diversity Management

The following skills and knowledge have been identified through the questionnaires and Equality and Diversity job adverts as essential to the role at Junior, Middle and Senior Equality and Diversity Manager:

**Equality and Diversity Management**

<table>
<thead>
<tr>
<th>Junior</th>
<th>Middle</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Communication</td>
<td>Analysis</td>
<td>Advocacy, Championing</td>
</tr>
<tr>
<td>Research</td>
<td>Planning</td>
<td>Change Management</td>
</tr>
<tr>
<td>Communication</td>
<td>IT</td>
<td>Negotiation</td>
</tr>
<tr>
<td>IT</td>
<td>IT</td>
<td>Business Unit Management</td>
</tr>
</tbody>
</table>

It was quite interesting that respondents, regardless of size of company or industry, were virtually unanimous in their assessment of the competencies needed at each level.

Based upon questionnaire responses and a review of adverts for new positions, there is substantial variation: Equality and Diversity managers fall into salary bands £20-35k in the public sector, while Diversity Managers in the investment banks command £50-75k.

**2.4 Projected Uptake of a Diversity Qualification**

Organisations have assigned managers to deliver the business priorities. In order to gain a rough indication of market size and potential decision will be defined according to Standard Occupational Classification (SOC) information for Management and senior officials (Graph 1 and Table 1).
Graph 1: Standard Occupational Classification

Table 1: Number of NVQ Qualifications Awarded 2000-2001

<table>
<thead>
<tr>
<th>SOC profile</th>
<th>Female</th>
<th>Male</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management and Senior Officials</td>
<td>17,905</td>
<td>12,763</td>
<td>30,668</td>
</tr>
<tr>
<td>Professional, Associate Professional and Technical</td>
<td>23,634</td>
<td>16,542</td>
<td>40,176</td>
</tr>
<tr>
<td>Administrative and Secretarial</td>
<td>42,406</td>
<td>16,843</td>
<td>59,249</td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>8,498</td>
<td>70,436</td>
<td>78,935</td>
</tr>
<tr>
<td>Personal Service</td>
<td>64,236</td>
<td>13,682</td>
<td>77,918</td>
</tr>
<tr>
<td>Sales and Customer Service</td>
<td>15,694</td>
<td>5,312</td>
<td>21,006</td>
</tr>
<tr>
<td>Process, Plant and Machine Operatives</td>
<td>544</td>
<td>8,468</td>
<td>9,012</td>
</tr>
<tr>
<td>Elementary</td>
<td>7,793</td>
<td>12,341</td>
<td>20,134</td>
</tr>
</tbody>
</table>

Source: DFES Government statistics
Data from the Department for Education and Skills estimated that 30,668 Managers and Senior Officials were awarded NVQs, and, if the category of Professional, Associate Professional, and Technical staff is included this adds a further 40,176 people. This could be the potential pool for developing the qualification framework.

Often an industry may be divided in its support of any new certification, licensing or other qualification with a significant faction, usually the more experienced practitioners, believing the additional rigour unnecessary and with other, usually the newer practitioners, wanting a means to “level the playing field.” In many instances a new qualification is only embraced with a “push”, some legislative or policy mandated requirement. In other cases, the “pull” or attraction of enhanced career opportunities can be the catalyst for uptake. The dramatic rise in NVQ certificates awarded in the 1990s seems to indicate that the increasing perception of the need for qualifications.

**Graph 2: Moving annual total of certificated awarded - All NVQs**

![Graph 2: Moving annual total of certificated awarded - All NVQs](source: The Qualifications and Curriculum Authority website)
SECTION THREE: Diversity Qualification Development

3.1 Business Performance in the Sector
The recognition of the business case for diversity by employers has become more apparent as indicated by the findings of the Schneider Ross report (2002):

- 63% of organisations now monitor diversity recruitment
- 38% have changed their external image
- 30% have set diversity targets

Public sector employers are almost twice as likely to have a diversity policy as a private sector firm (49.3% as compared to 25.3%).

3.2 Main Characteristics

- Currently, the sector has a cross section of consultants, consultancies, and Human Resource practitioners delivering and advising on Equality and Diversity strategies and implementation. Much of which has been steered and driven by pioneers and leading organisations having identified the benefits of diversity.

- The Association of Equality and Diversity Practitioners, which represents over 200 Equality and Diversity consultants and consultancies, have just produced a voluntary code of ethics for Equality and Diversity practitioners to ensure competency and quality is maintained within the profession (Appendix A). The organisation is seeking to improve excellence for Equality and Diversity professionals.

- Equality and Diversity practitioners are keen to have their sector recognised as a serious profession and are looking for a structured programme of education and training which will support their career development goals and aspirations.

- Companies such as Barclays and West Bromfield Building Society have been commended by Business in the Community for their CEO-driven commitment to building a diverse workforce.

3.3 Sector Skills Council (SSC)
Sector Skills Councils are part of public/private partnership that allows employers to work to identify skill shortages and develop strategies to eliminate them by sector across the UK. There is a detailed and lengthy process for the development of Sector Skills Councils that involves the following:
• **Formal Expression of Interest**
  In this stage, the proposed sector must be identified and it must be shown that it has an employment base of “economic or strategic significance” as well as the financial and senior management support of sector employers.

• **Development Stage**
  If the Expression of Interest is accepted, the proposed sector is issued a development contract, assigned a permanent Business Consultant and some level of start-up funding is agreed. This stage may take up to six months as SSDA staff to evaluate the proposed sector to ensure it meets the government standard for SSCs. The government “licences each SSC to provide strategic leadership and targeted action to meet the current and emerging skill and productivity needs in the sector.”

  During this stage the proposed sector will establish a work programme to be carried out during the development stage. It is recommended that the sector develop a market assessment of the essential skills and productivity needs of the sector and submit a full business plan to the SSDA.

• **Submission of a Full Proposal for a Licence**
  Finally, a full proposal for the licence is submitted to the Chair of the SSDA, showing how the sectors fulfils the SSC standard, including outlining three to five years of priorities and objectives and a summary of the business plan. The final decision to issue a five-year licence will rest with the Secretary of State for Education and Skills.

  A full market assessment of the Equality and Diversity sector will need to be conducted and employer support gauged in order to pursue this option.

### 3.4 Sector Skills Development Agency (SSDA)

The Sector Skills Development Agency is a new organisation established to oversee the nationwide network of Sector Skills Councils, monitor their performance and channel annual funding. Progress in integrating Equality and Diversity into the strategic objectives of the Sector Skills Councils could also be monitored by the SSDA.

### 3.5 Team Leadership Framework

An Equality and Diversity module designed for embedding within an existing management qualification framework is another consideration. From a review of the existing management framework provided by the Chartered Management Institute, their team leadership framework offered a possible solution. The framework incorporates distance and online learning which may more easily accommodate those employed full-time, but which may not provide the level of support needed by many. The framework can be found below and additional units integrated as required.
**Introductory Awards**

Level 2 Introductory Certificate in Team Leading  
Level 3 Introductory Certificate in Management  
Level 4 Introductory Diploma in Management  
Level 5 Introductory Executive Diploma in Management

These qualifications have been developed to give an introduction to each stage of management within an organisation. Whilst each can be taken as a recognised qualification in their own right, they can also be taken as a stepping-stone to the corresponding full Certificate or Diploma.

**What is involved?**

Each qualification will require thirty hours of study. This may be in the form of traditional classroom sessions, through to distance, or even, online learning. Overall assessment will be via a Chartered Management Institute set and assessed piece of work that will be provided to you at the beginning of the course.

The areas explored at each level are:

**Level 2: Introductory Certificate in Team Leading**

- **Generic Management Qualifications**
  - Team Leader to Strategic Manager

- **Project Management Qualifications**
  - For those Project Managers Operating at Tactical & Strategic Level

- **Small Business Qualifications**
  - Qualifications for Entrepreneurs & Owner Managers

- **Specialist Management Qualifications**
  - Managers Operating in the Areas of Energy, Quality, & Care Management

Developing yourself and team working
- Understanding your customers
- Communication and planning for success

**Level 3: Introductory Certificate in Management**

- Managing yourself and your team
- Quality and change management
- Planning and monitoring work

**Level 4: Introductory Diploma in Management**

- Managing physical, financial and human resources
- Customers and marketing
• Continuous improvement of self, team and environment

**Level 5: Introductory Executive Diploma in Management**
- Managing operations, finances and people
- Marketing and business challenges
- Management information systems

**What are the progression routes from these programmes?**
As each award is closely linked to the corresponding full certificate or diploma, undertaking an Introductory Award will equip individuals well should they wish to progress to the substantive qualification.

**Career Progression Routes**
Generic management qualifications, from Team Leading to Strategic Management;

![Flowchart Diagram](image)

This qualification framework will provide the necessary career progression routes.

**3.6 Current Competitive Position**
The compelling business case for Equality and Diversity is such that individual organisations have recognised the need for a competency framework and have started to develop programs. Human Facets Europe, a Diversity practitioner firm, has already developed a “Train the Trainer Programme”, which they are licensing to users after successful completion of the training course. Management industry organisations, such as CIPD, who need
standardised tools to measure outcomes and the progress of initiative implementation, are also likely to enter the market if this market vacuum remains unfilled much longer.

3.7 European Perspective

European companies and organisations, now and in the future, face a much different situation than what has been encountered in the past. In the past, employees have been regarded as a more or less homogenous group. Professions had been strictly divided between the men and women and customers and company owners had been locally or nationally oriented.

Today, companies are owned, managed and influenced by many different stakeholders with global interests. Globalisation brings ever-increasing competition in a more borderless market. Companies from different countries merge or work in co-operation with each other. The workforce is becoming more geographically flexible, especially among the more highly skilled. The recruitment base is constantly becoming more diversified through the mobile work force within the European Union and by immigration from other parts of the world. Diversity is an expanding force and the companies and organisations focusing only on minimising its consequences will lose out while the companies focusing on maximising it will be the winners.

The European Union has several initiatives focused on both the moral and legal cases for embracing diversity. The additional framework of the European Commission Employment and Race Directives – as promulgated in Article 13 of the Commission's 1999 Treaty of Amsterdam – provides overall parameters for combating racism and discrimination, but has a directive targeted at discrimination in the labour market as a priority.
CONCLUSIONS

The conclusions drawn from this research project include the following:

The Equality and Diversity consultants would want to see a formal qualification and career development root established and in place. This would require capital and organisation to develop. Within private and public sector organisations a qualification is seen less as a requirement and experience is more important. Companies within the Banking and Finance Sector were particularly adverse to an NVQ qualification as the NVQ framework has not been established and is not recognised as a qualification. However, if a formal qualification were offered then some practitioners would consider this.

The specifics skills required to be successful at delivering diversity in the workplace are generic skills. Specific knowledge is required in areas around legislation, diversity awareness, and other specialised HR issues. CIPD qualifications were essential for many of the public sector vacancies.

Equality and Diversity is mainstreamed within some organisations and therefore does not have individuals with specific qualification delivering the process. As a management responsibility Equality and Diversity add value to aspects of business.

RECOMMENDATIONS

1. To set up an Equality and Diversity Council

The Equality and Diversity Council will be an expert body on Equality and Diversity skills. It will be responsible for defining and promoting excellence in Equality and Diversity skills and practice across all industry sectors.

The Equality and Diversity Council will work with employers, employees and other stakeholders to conduct a full market assessment of the Equality and Diversity sector and research into current and future skills needs.

It will be an independent company and will work with Government and its agencies to ensure that national standards, qualifications and training frameworks promote excellence to all Equality and Diversity practitioners and those working with Equality and Diversity skills alongside other technical skills.
2. The Learning & Skills Council should work with Sector Skills Councils and the Sector Skills Development Agency to ensure that Equality and Diversity issues are fully integrated into the work of the Councils.

As part of public/private partnership that allows employers to work to identify skill shortages and develop strategies to eliminate them by sector across the UK, there are numerous areas of overlap in identifying skills shortages and gaps in workforce diversity. This partnership would probably be the most viable to ensure that Equality & Diversity issues are fully integrated into the work of all the sector skills councils.

3. An Equality and Diversity module is mainstreamed and units developed within an existing management qualification framework.

The legal, moral, business and management case for Equality and Diversity coupled with the changing face of British society and the workforce, argue for integrating Equality and Diversity throughout policy and practice. It is too important to the future of the country and – the Equality and Diversity now recognised as a key competitive advantage – too important for the continued competitiveness of British industry in a global market place, to be marginalized as a specialised management function.

While the Chartered Management Institute Team Leadership Framework was profiled in this report, there are several management qualification frameworks that could be expanded to incorporate an Equality and Diversity unit. Again, the Learning & Skills Council, working with organisations such as the Confederation of Business and Industry, could serve as a catalyst for facilitating this process.
APPENDIX A

ETHICS AND EQUALITY
The Voluntary Code of Practice of Equality and Diversity Practitioners

Introduction

Signatories to this Code of Practice work on the premise that:
1. Discrimination must be combated
2. Equality must be consistently worked towards
3. The value of human diversity must be maximised

The Code aims to articulate the values and standards of ethical behaviour that Signatories aspire to in their Equality and Diversity work with Clients.

Aims and Objectives

Signatories to the Code aim to:
1. Improve the quality of professional practice in the field of Equality and Diversity, taking account of individual and corporate needs
2. Act with integrity with Clients, suppliers, associates and all stakeholders
3. Understand, keep up to date with and abide by, the laws of the countries in which they operate
4. Act in the Client’s best interest

Professional competency

Signatories to the Code undertake to:
1. Demonstrate previous experience
2. Engage in regular and continuous professional development
3. Stay abreast of best practice, developments in Equality legislation and case law, and changes in the wider social environment generally
4. Stay abreast of knowledge and skills within their stated specialist areas of Equality and Diversity practice
5. Regularly update promotional, development, training and other written materials

Relationships with Clients, suppliers and others

Signatories to the Code undertake to:
1. Display integrity and openness in all aspects of work with Clients
2. Proactively seek mutual understanding of Clients’ needs
3. Offer appropriate responses to those needs
4. Encourage suppliers and professional partners to promote equality and value diversity
5. Strive to develop relationships with suppliers and professional partners who demonstrate that they promote equality and value diversity

Breach
1. Complaints against Signatories to the Code will be investigated by a Management Board of Signatories
2. The Board’s decisions and recommendations will be made known both to the complainant and to the signatory
3. In the event of the Board's decision being unacceptable by the signatory, the signatory will have a right of appeal to an independent arbitrator.
APPENDIX B

Sample Questionnaire

UK Diversity and Equality Qualifications Survey 2003

Employer Questionnaire

The Learning and Skills Council London Central, has commissioned Amos Recruitment and Training Ltd to conduct research into, the development of a Diversity and Equality National Vocational Qualification (NVQ) framework for Diversity Equality practitioners in the field.

The Business Case for Diversity

Many of the UK’s leading organisations have made the link between good Diversity practice and improving business performance. It is no longer seen as a social or moral issue but as a business imperative at the core of a successful business strategy. Cost savings, better service delivery and meeting specific client needs have all been sited as benefits to developing a diverse workforce.

Diversity is therefore defined as creating a workforce, which reflects the nation at all levels and in all occupations. Diversity strategies develop organisations where the quality of work life is valued and there is an environment that is open and accepting of individual differences. Additionally the policies encourage all employees to maximise their potential and exhibit a commitment to produce quality products and services.

Currently, the Diversity industry has a cross section of Human Resource, Personnel departments HR consultants, HR consultancy operating, delivering and advising on Diversity strategies and implementation, much of which has been steered and driven by Europe, UK Government, leading organisations and pioneers.

This questionnaire is designed to identify the current status of diversity practitioners, including junior middle and senior managers as well as independent consultants and to research the need for a National Vocational Qualification (NVQ) framework to support the delivery of diversity initiatives across organisations. This questionnaire will take about 10-15 minutes to complete. There are a total of 15 questions.

We would like to thank you for your time in completing this questionnaire and your assistance to help bring about improvements and share good practice.

Please complete and return the questionnaire by fax 0207 407 8293 or email to info@amosltd.com by Friday 4th April 2003.

All details and responses will be held in confidence and will only be used for the purposed of this research.

Thank you for your time
Section 1

Your organisation

1. How would you describe your organisation? (only tick one)

<table>
<thead>
<tr>
<th>1 Media and Communication</th>
<th>4 local government/Central org</th>
<th>7 Health and Social Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Banking and Finance</td>
<td>5 Hospitality and leisure</td>
<td>8 Manufacturing</td>
</tr>
<tr>
<td>3 Education and Training</td>
<td>6 Retail and Distribution</td>
<td>9 Other (PLEASE SPECIFY)</td>
</tr>
</tbody>
</table>

2. Which sector does your organisation work in?

☐ 1 Public ☐ 2 Private ☐ 3 Voluntary ☐ 4 Other (please specify)

3. How many staff does your organisation employ in the UK? (Please enter in the approximate number)

4. How many Diversity and Equality staff does your organisation employ within the following roles?  

<table>
<thead>
<tr>
<th>Junior Level</th>
<th>Number approx</th>
<th>Not applicable</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intermediate Level</th>
<th>Number approx</th>
<th>Not applicable</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity manager, Diversity co-ordinator, Equality manager</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Level</th>
<th>Number approx</th>
<th>Not applicable</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Director, Head of Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do you think the number of Diversity and Equality staff in your organisation is likely to change in the future?

☐ 1 Yes ☐ 2 No ☐ 3 Don’t know

Please state the reason for your particular response?

3 Please note Diversity and Equality Staff are all personnel wholly responsible for delivering Equality and Diversity within your organisation. If Equality and Diversity has been “mainstreamed” and there are a number of personnel with part responsibility please forward questionnaire to personnel with the overall responsibility of delivering Equality and Diversity. Thank you.
Section 2

Diversity and Equality within your organisation

Consider the current trends in Diversity and Equality.

Strands
6. Which of these diversity strands is a priority for your organisation?

- [] 1 Age
- [] 2 Disability
- [] 3 Gender
- [] 4 Race
- [] 5 Religion and belief
- [] 6 Sexual Orientation
- [] 7 Sex
- [] 8 Other (Please specify__________________________)

7. Which of these policies is a priority for your organisation?

- [] Parent friendly policies
- [] Work life balance
- [] Dignity at work
- [] Positive action
- [] Other (please specify ________________________)

- [] None
- [] All

Why is this? ____________________________
Section 3

Skills Set

8. Please list in order of priority the skills that you believe are vital to Diversity and Equality practitioners within your organisation?

<table>
<thead>
<tr>
<th>Junior</th>
<th>Middle</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>3</td>
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<td>4</td>
<td></td>
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<td>5</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td></td>
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</tbody>
</table>

Section 4

Training and Career Development

10. Has any of your Diversity and Equality practitioners undertaken training in Equality and Diversity?

☐ Yes ☐ No please go to question

11. If yes which training course? Which institution / company?

12. Have any of your staff gained a formal qualification in Diversity or Equality?

☐ Yes ☐ No

12a If yes
Which Qualification? 
Which institution?

12b If No
Please comment?

(Please go to question 15)

13. What method has been used to gain this training? (For example Distance learning, classroom based learning)
(Please state)
14. How often is this training provided?

15. How important do you think a Diversity and Equality qualification is to your organisation (please tick)?

<table>
<thead>
<tr>
<th>Very Important</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td></td>
</tr>
<tr>
<td>Not very important</td>
<td></td>
</tr>
<tr>
<td>Not important at all</td>
<td></td>
</tr>
</tbody>
</table>

We remind you that all your answers will be treated in the strictest confidence and company information only be released with your consent.

Your contact details

Name
Job Title
Company Name
Address
Postcode
Telephone
Email

Thank you

Thank you for taking the time to fill out this questionnaire. We will keep you informed of the progress of this work.

If you have any queries please do not hesitate to contact

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