



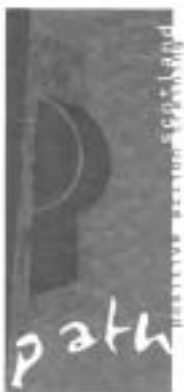
CHARTERED INSTITUTE
OF HOUSING
IN SCOTLAND

THE EXPERIENCE OF BLACK AND MINORITY ETHNIC HOUSING STAFF

by

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Department of Applied Social Science
University of Stirling
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December 2002

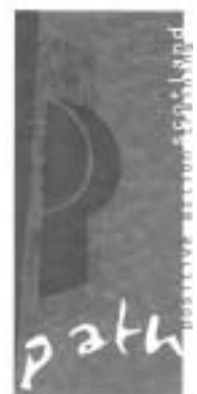


The **Chartered Institute of Housing in Scotland** is the professional organisation which represents people who work in housing. Its purpose is to maximise the contribution that housing professionals make to the well-being of communities. The CIH has over 1600 individual members working in local authorities, registered social landlords, Communities Scotland, The Rent Service, voluntary organisations, educational institutions and the private sector.

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PATH (SCOTLAND) has been established for four years now as an employment training organisation with the challenging remit of addressing and redressing the under-representation of black and minority ethnic workers in the housing sector. The scheme operates under Section 37 of the 1976 Race Relations Act which allows special training initiatives such as PATH to be set up. These training initiatives are aimed at members of a particular racial group that have clearly been under-represented in an area of work within the previous 12 months. Black and minority ethnic communities are offered the opportunity of a two/three year placement within housing associations and local authorities across Scotland. PATH trainees are also required to undertake a formal housing qualification on a day release basis. The training scheme has proven to be tremendously successful with nine trainees gaining employment in the housing sector last year and six this year.



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© Chartered Institute of Housing in Scotland, November 2002

Published by the Chartered Institute of Housing in Scotland and PATH (Scotland)

Funded by the Scotland National Committee of the CIH

Designed by 4EIGHTY DESIGN

ISBN: 1-903208-56-4

If you have any comments on this report or have any suggestions for additional guidance or professional practice advice please contact the Policy Team at Chartered Institute of Housing in Scotland, 6 Palmerston Place, Edinburgh, EH12 5AA. Tel: 0131 225 4544 or email scotland@cih.org.

Acknowledgements

We are grateful to a number of people for their help in producing this report. Thanks must go particularly to Chartered Institute of Housing staff in Edinburgh, notably Alan Ferguson, the Director, and his policy officers for providing us with useful background data and for contacting black and minority ethnic members of the Institute on our behalf.

We received good support and feedback from the Scotland Branch of the CIH - and in particular the Policy Team, chaired by Jill Downie.

Finally, our thanks to all those black and minority ethnic housing staff who agreed to contribute to the study and to participate in the interviews.

Stirling, December 2002.

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Executive summary

Introduction

There has been some concern in recent years regarding possible labour market discrimination within Scottish housing organisations, because of the comparatively few people employed who are disabled or from black and minority ethnic (BME) backgrounds. Employers see themselves as having a clear commitment to equal opportunities but nevertheless some individuals appear to experience difficulty in obtaining employment within housing and in achieving subsequent promotion.

Positive action programmes have been important in assisting BME people into employment through training to help them compete for jobs. In England and Wales, a Positive Action for Training in Housing (PATH) programme was established in 1983 and this has now been extended to Scotland. Research which has evaluated the Scottish PATH scheme has shown that it is achieving some success in helping BME people into work and a reservoir of goodwill towards it exists within Scottish housing organisations.

The Chartered Institute of Housing (CIH) has recently adopted a BME strategy which is aimed at encouraging more BME people into housing and into CIH membership and it is partly against this background that this study has been conducted. Also of importance are recent legislative changes, such as the Race Relations (Amendment) Act 2000, which now places a duty on bodies positively to promote equality of opportunity.

Research aims

This research, commissioned by the Scotland Branch of the Chartered Institute of Housing had as its principal aims to:

- identify the numbers of BME staff within Scottish housing organisations, and the levels at which they were employed;
- explore the routes into housing employment taken by BME staff, the levels of qualification they had achieved, and the training they had undertaken;
- establish the experiences of BME staff within their organisations, including how they perceived themselves to be treated in the workplace, their career progression, how they perceived the policy and practice of the organisations they worked for, and how they viewed the way these organisations treated their customers;
- explore the views of BME staff towards the Chartered Institute of Housing;
- identify issues of good practice.

A total of 30 BME people from a wide range of organisations were interviewed. Many were trainees or at a relatively low grade. Although there are BME directors of housing associations within Scotland, none came forward to be interviewed.

Results of the interviews

A large number of the people interviewed were well qualified, most with experience of higher or further education. All but two were undergoing or had undergone training, often a course, such as an HNC or postgraduate diploma, approved by the Chartered Institute of Housing. This compares with a general position where only 20 per cent of Scottish housing staff overall have a professional qualification in housing or a related discipline, or are studying for one.

Almost all of the sample had entered housing in response to an advertisement, and 13 out of 30 had accepted a PATH traineeship. The PATH scheme was therefore particularly significant as a route into housing.

The range of jobs which interviewees undertook was varied, although most were in housing management and many people worked as generic housing assistants or housing officers. There was also a wide range of salaries, although some were quite low and this led to some job dissatisfaction, as trainees sometimes felt they were doing similar jobs to permanent, better-paid, staff. A number of people felt they would have to move to achieve promotion, although this may have reflected the fact that so many were trainees and were not in permanent positions with an established promotion route.

Almost all the interviewees planned to stay in housing and almost all were very satisfied with the work they were doing.

Implications for the Chartered Institute of Housing

Of the 30 interviewees, 22 were CIH members, almost all student members. There appeared to be a general awareness of the CIH and the various services which it offers, although not all had made use of such services. There was a general feeling that the CIH provided a good service to members and interviewees' views of the Institute were generally positive. Almost everyone had made use of CIH publications, was aware of policy papers and guidance notes and regarded the Edinburgh office as a resource on which they could call. Several people referred to the work which the CIH did in terms of lobbying central government on behalf of the housing profession.

There was a strong awareness of the CIH link with education providers and most people had made use of the CIH and become aware of their work through attendance at college and university courses.

That said, however, only four people felt that the CIH had done enough for BME staff and a number of suggestions for action were made, namely:

- development of the CIH's training role in terms of widening awareness of BME issues and the needs of BME customers. It was suggested that the CIH could run more courses, for example, on race awareness, cultural and religious awareness and on the special needs of BME customers;
- the need for the CIH to be more proactive in encouraging equal opportunities policies within organisations, and perhaps helping to monitor such policies;
- provision by the CIH of more career guidance, to encourage BME individuals into housing careers;
- employment of more BME staff by the CIH, and a greater proportion of BME members within the Scotland Branch, on the Branch Committee and on the Institute's Council.

Finally, although around two-thirds of the sample were aware of Branch policy and social events, hardly anyone had actually attended one of these, and it would appear that the Scotland Branch Committee needs to make a greater effort to encourage attendance at these events.

The expansion of BME staffing, the promotion of better cultural awareness through training, and improvement of services to BME customers were all identified by interviewees as examples of good practice. The recommendations made in this report for action by the CIH would also seem to embrace good practice in these areas.

Introduction

There has been for some time a concern regarding the possible existence of labour market discrimination within Scottish housing organisations. For example, there are believed to be relatively few disabled people or people of black or minority ethnic (BME) origin working in housing in Scotland, while many women appear to occupy relatively low-paid jobs and there are few female directors of housing, particularly in the local authority sector. The findings of this study therefore have relevance for a number of disadvantaged groups.

As far as BME staff are concerned, the issue has begun to be addressed through programmes of positive action. Such programmes, such as PATH Scotland, are beginning to have an impact in encouraging more BME staff into Scottish housing but the numbers appear to have remained relatively small.

Information on the numbers and experiences of BME housing staff is indeed very limited and most BME research has focused on minorities as consumers rather than providers of housing. There is thus a considerable literature on the impact on minorities of housing allocations systems (Henderson and Karn 1987); the allocation of private sector repairs and improvement grants (Bowes, Dar and Sim 1998; Littlewood and Kearns 1998); and the experience of racial harassment, particularly in local authority housing estates (CRE 1987). Interestingly, it was often this research that, by focusing on the treatment of minorities by housing organisations, succeeded in drawing attention to the lack of minority ethnic employees in those organisations. One of the explanations often offered for the exclusion of some minority ethnic families from good quality housing has been the possibility that, because a family's command of English might be poor, they might be less able to understand the nuances of, for example, housing allocation systems. But if the housing organisation itself was unable to provide translated material or to offer the services of bilingual staff, then the organisation could be said to be failing in its duty to its customers.

Even where organisations do employ BME staff - and the numbers have gradually been increasing - there is evidence that such staff have become concentrated in manual and lower clerical grades, and that there are few at managerial level (CRE 1993). There is also a danger that BME staff become marginalised into dealing with 'ethnic' issues and are not seen as part of a mainstream housing service.

The apparent lack of a significant BME presence within Scottish housing organisations and the experiences of BME staff are important issues for a number of reasons. Firstly, the laws on equal opportunities mean that organisations should be aware of the need to ensure equal access to jobs by all sections of society. This should apply not only to jobs recruited externally but also to internal promotions to more senior positions.

Secondly, it is important that the staffing of a body such as a local authority or registered social landlord (RSL) reflects the population which it serves. It is likely that over time the number of BME customers of housing organisations will increase, partly because of natural BME population growth and partly because of in-migration, for example as a result of the growing numbers of asylum seekers and refugees. The staffing of housing organisations should reflect this.

There has also been pressure within existing settled BME groups for a BME-led housing association, reflecting the position in England where a number of such associations are registered with the Housing Corporation. At the time of writing, Access Apna Ghar has applied for registration as an association with Communities Scotland, although it has as yet no stock or permanent staff. Other associations may emerge and staffing levels are bound to increase.

Finally, the Chartered Institute of Housing, as the professional housing body, needs to look critically at the services it provides to BME workers, and to seek to recruit more BME members. This is currently a part of CIH strategy and is discussed further in Chapter Three.

In 2001, the CIH in Scotland National Committee decided, as part of a strategy to raise BME issues within Scottish housing, to commission research into the position of BME staff in Scottish housing organisations. The University of Stirling was appointed to carry out the work. The study commenced in December 2001 and is reported here.

Black and minority ethnic employment in housing

Introduction

Although there is wide acceptance of equal opportunities policies in the UK and job advertisements routinely carry a statement to the effect that the advertiser is an 'equal opportunities employer', discrimination in employment still occurs. Thus, promises of equal opportunity can easily become merely symbolic and do little to bring about real changes in discriminatory processes (Solomos 1993). In many organisations, there is a discriminatory culture which may be transmitted through the recruitment process and become self-perpetuating. Under-represented groups such as women, minority ethnic people and disabled people frequently experience difficulties in penetrating such processes.

Within professional employment, Brennan and McGeever (1987) measured the success of a group of minority ethnic graduates in obtaining jobs. They concluded that the graduates concerned had experienced difficulties in obtaining employment, with many remaining unemployed twelve months after graduation. The jobs gained appeared to be inferior to those gained by other graduates and this was a particular problem for graduates with an Asian background.

Even where minority ethnic individuals successfully gain employment, a 'glass ceiling' appears to operate, with few succeeding in moving up to senior positions. In the housing profession, for example, Somerville, Sodhi and Steele (1999, 2002) have shown that few housing organisations have BME employees. In those that do, such staff are often in lower paid posts in the bottom layers of the organisation. Thus, organisations are failing to embrace cultural and ethnic diversity and appear not to be wholeheartedly committed to achieving equality of opportunity. The situation is particularly problematic for BME women who appear to suffer a double discrimination when seeking promotion (Davidson 1997).

Recent research (Bowes, Sim and Wilson 2001) attempted to obtain information on the ethnicity of staff working in housing organisations in Scotland, but little information was available. Nevertheless, the data that were actually made available suggested that housing associations in Scotland employ proportionately more BME staff than local authorities. Overall, 6.6 per cent of housing association staff were of BME origin, compared to 0.6 per cent for local authorities. As might be expected, the highest levels of BME employment in Scottish housing organisations (7.6 per cent) were in the Glasgow area, reflecting the urban concentration of the BME population. Most BME staff were female (70 per cent) but data on BME staff by grade proved almost impossible to obtain, reflecting the fact that many organisations undertook ethnic monitoring at the point of initial application, but not thereafter, so there was little monitoring of promotions. It was therefore impossible to judge the success of BME staff in reaching posts at senior level.

Positive action

One potential solution to the lack of BME staff in housing is the use of positive action measures designed both to encourage people from under-represented groups to apply for jobs, and to provide them with training to help them improve their chances when competing for such jobs. This emerges as an important issue in relation to BME employment and is therefore discussed in some detail here. Positive action, suggest Kandola and Fullerton (1994), helps those who are disadvantaged to get to the 'starting-line', creating a 'level playing-field' for disadvantaged groups, and enabling them to compete effectively with other applicants.

This absence of a level playing-field has arisen primarily because many traditional methods of advertising and recruitment have failed to reach minority ethnic groups (CRE 1991). The Race Relations Act 1976 therefore allows for positive action, enabling employers, training bodies, trade unions or employers associations, either to encourage applications for jobs from people from minority groups, or to provide training to help fit them for particular work where they are under-represented (Jenkins 1986). Once individuals apply for jobs, however, their applications must then be treated equally with others. Positive

action is therefore permissible under the Act in certain limited circumstances, namely where disadvantage can be demonstrated with evidence.

Within the UK, there are now a number of employers who have used positive action, including advertising in the minority ethnic press, to attract applications from minority groups. Positive action can also include training for existing BME staff to improve their prospects of promotion and help to change the culture of the organisation, as well as training for non-employees, to help fit them for jobs in the industry. Thus, employers can increase the pool of talent available to them if they consciously target and train under-represented groups (Ross and Schneider 1992). There have, however, been some difficulties in developing effective programmes of positive action, and there are perhaps four particular issues.

First, it is important that programmes of positive action are not seen in isolation. They must be part of wider programmes of equal opportunities, including training, ethnic monitoring and ensuring an inclusive organisational culture. Second, training is an essential component, covering not only the training of applicants for posts as part of external recruitment but also of BME employees for internal promotion, as a means of removing the glass ceiling referred to earlier. Third, it is important that positive action is accepted by all concerned within an organisation as a valid exercise, so that all employees feel they have ownership of the programme. And fourth, there is a need to involve a wide range of BME organisations as a means of making contact with individuals who might not otherwise be aware of available opportunities.

Positive action in the housing profession

Within the housing profession, one significant means of increasing the proportion of BME staff has been through Positive Action for Training in Housing (PATH) schemes. These emerged from the work of campaign groups and the first PATH scheme was established in Liverpool in 1983. A further seven schemes were subsequently set up, in London, Yorkshire, Bristol, Greater Manchester, and the East and West Midlands, while PATH LA was set up to work with local authorities across England. Funding came from the Home Office, local authorities, the European Social Fund, local Training and Enterprise Councils, the Manpower Services Commission and the Commission for Racial Equality (Department of the Environment 1996). The PATH trainees themselves followed a range of housing-related courses, including surveying, architecture and housing management, at pre-graduate, graduate and postgraduate level. As courses were of a day-release or sandwich nature, trainees gained work experience at the same time.

Research undertaken by the DoE (1996) and subsequently by Julianne (2001) shows that PATH has been a highly successful scheme. By 2000, 1382 people from BME communities had been trained, with the proportion obtaining housing jobs being around 80 per cent. The range of qualifications which trainees had at the point of entering the PATH scheme had, however, changed over time with an increasing number of graduates and postgraduates. Former trainees appear to have had a successful career progression with 62 per cent indicating that they had reached a level equal to or higher than that anticipated, but barriers to career progression were also identified, with some ex-trainees reaching a glass ceiling created by indirect discrimination and racial stereotyping.

The position in Scotland

In many respects, the position in Scotland has lagged behind that in England. Certainly, the BME population is much smaller (1.3 per cent of the population in Scotland compared with 6.3 per cent in England at the 1991 Census). But there are significant differences in the structure of housing organisations, particularly the housing associations. Associations in Scotland have traditionally been small and, if they have recruited locally, outwith the large city regions they are unlikely to have recruited from the BME communities.

In addition, there have been no BME housing associations in Scotland, until the relatively recent formation of Access Apna Ghar which, as yet, employs no staff. This is a significant gap in provision, as the BME associations in England have been major players in PATH programmes and in encouraging BME employment within the housing profession.

Some research into the issue of BME employment was undertaken by Dalton and Daghliah (1989). This Glasgow study explored the representation of minorities not only as association tenants but as employees and committee members. Partly as a result of this research, SHARE, the Strathclyde housing association training agency, established the PATHWAY programme.

The PATHWAY programme¹

In contrast to the English PATH schemes, PATHWAY adopted a wide remit, targeting not only BME groups but also long-term unemployed, disabled people, women returners to work and existing housing association committee members seeking a professional training in housing. The reasons for this remit were twofold. Firstly, there were no BME associations in Scotland and their presence in England had been important to the success of the PATH scheme there. Secondly, many associations in Glasgow operated in areas of high unemployment, so a positive action programme which aimed to tackle this problem would be guaranteed support.

The scheme ran for two years (1990-1992), with a total of 30 students. Almost all participants were in receipt of state benefits and so the time allocated during the year to work experience was limited so as not to affect these. All participants attended a National Certificate (NC) course in Housing. Subsequent evaluation by SHARE suggested that the scheme was successful in a limited way but perhaps was insufficiently flexible in its approach to training, in that participants might have benefited from a range of qualifications, instead of being limited to the NC. It was important, however, in that it remains the only positive action scheme in Scottish housing to have had such a wide remit, although the New Labour government's New Deal also aimed for a broad approach to tackling unemployment.

The first Scottish PATH scheme

A Scottish PATH scheme was established by Scottish Homes in 1995, as part of its policy on *Action for Race Equality* (Scottish Homes 1994). Like other such schemes, it aimed to tackle the under-representation of minority ethnic people working in housing; to provide high quality training tailored to the needs of individual trainees; and to enable the trainees, when qualified, to compete effectively for housing jobs. It was conceived as a Scotland-wide initiative, following what were seen as the best aspects of PATH schemes in England.

The trainee posts were widely advertised and, after careful selection, twelve people were offered traineeships. Once appointed, the trainees worked in placement organisations, receiving an allowance of £9,500 p.a., the generally adopted salary level for trainees at the time, and also enrolled for housing training, either a Postgraduate Diploma or an HNC in Housing.

Two years after the start of the scheme, an evaluation was carried out, involving a detailed survey of 46 housing organisations throughout Scotland, trainees, PATH committee members and Scottish Homes staff (Scottish Homes 1998). It indicated that the scheme was having some successes. Most housing organisations felt that PATH was beginning to tackle the under-representation of BME employees in Scottish housing and was providing high quality training tailored to the needs of individual trainees. In particular, organisations believed that PATH had been most successful in enabling the trainees, when qualified, to compete effectively for employment within the housing labour market.

In general, the trainees were more negative about the scheme than the other respondents but it was suggested that later, when in employment, they might come to view their experiences differently. In terms of value for money, there were indications that the scheme was producing highly qualified trainees, likely to move rapidly into more senior posts, and thus be in a position to influence the wider housing scene in Scotland. Thus, their value in achieving the aims of PATH would prove greater in the longer term.

¹ We are grateful to Carol Linklater of SHARE for providing us with detailed information on the PATHWAY programme.

Finally, the research suggested that a second PATH scheme should be run, although as a separate entity independent of organisations such as Scottish Homes. In an echo of the English position, it was pointed out that there had been a number of uncertainties regarding funding. A new scheme, with five-year funding, would allow for proper planning to remove these uncertainties.

The present PATH scheme

Following on from the findings of this research, a second PATH scheme was launched in late 1998. It aims to tackle the under-representation of BME people in housing by offering BME trainees the opportunity of a work placement of two or three years within a housing association or local authority.

In its first three years of operation to 2001, 36 trainees were supported, and the scheme was able to secure funding from a range of sources including Communities Scotland, the Scottish Executive, National Lottery Charities Board and Lloyds TSB Foundation for Scotland. PATH secured the support of a wide range of organisations willing to provide work placements, particularly within the housing association movement.

As well as gaining work experience on placement, trainees undertook courses of study in housing at colleges and universities, many of which contribute towards membership of the Chartered Institute of Housing.

Race equality

As part of a programme of research, PATH funded a study of race equality policy and practice in Scotland, using a system of audit recommended by the CRE (Bowes, Sim and Wilson 2001). This involved a survey of Scottish local authorities and housing associations and, in addition to the audit, it aimed to evaluate their perceptions and understanding of the concept of positive action. The key findings included:

- Whilst nearly all organisations had race equality policies, there was still a need for these to be further developed and for issues of racism to be developed more fully. Positive action had been covered by very few organisations and many respondents confused it with positive discrimination.
- Monitoring tended to be limited to recruitment, and there were many cases where data, once collected, were not used. Service delivery was only rarely monitored.
- There was a continuing need for positive action measures such as PATH. But many organisations appeared to have relatively little knowledge of PATH, and participation levels continued to be disappointing.

In the light of these findings, a second project was launched, which had three elements:

- a series of training events for staff from Scottish housing organisations;
- participant observation in these sessions, including the collection of feedback from attendees;
- follow up interviews to examine progress and explore issues in greater depth.

The results of the study showed, amongst other things, that many organisations had made little progress on monitoring, recruitment and improving representation of BME groups in their workforce. There were also wider organisational issues, including the relationships between organisations, staff, clients and communities. Participants felt it was useful to link equality issues as they affected BME people, with other equality issues, especially in relation to gender and disability.

In identifying ways forward, the report highlighted the importance of monitoring in highlighting under-representation and in assisting implementation of race equality policies, while PATH was seen as having a key role to play in promoting and implementing positive action (Bowes and Sim 2002).

These studies have important implications for this present work, in highlighting the need for Scottish

housing organisations actively to engage with BME communities and to increase the numbers of BME staff. PATH is clearly an important catalyst in moving things forward through its traineeships, which support individuals in gaining housing experience and qualifications.

The employment of more BME staff, either through traineeships or in permanent posts, is not of course an end in itself. The result is that housing organisations in many areas begin to reflect more closely the communities which they serve and the services which they are able to offer to BME customers can be enhanced. Thus, an expansion of BME staff can be significant in encouraging people from within the wider BME communities to make use of a particular organisation's services if they see BME staff are employed there (Bowes, Sim and Srivastava 2001).

Summary

It is clear that black and minority ethnic (BME) people are under-represented within the housing profession and that, where they are employed in housing, many are in lower-paid posts. There are a number of positive action schemes which operate to redress the position and PATH has been particularly significant over the years. BME housing associations have also been significant in widening opportunities for BME individuals to gain access to housing careers.

Scotland has tended to lag behind England in the numbers of BME staff in housing, partly because of the more recent establishment of a PATH scheme here and partly because of the lack (until recently) of a BME housing association. The Scottish PATH scheme is now, however, having an important impact.

Increasing the numbers of BME staff will result in housing organisations becoming more representative of the communities which they serve, and is likely to encourage BME customers to make greater use of housing organisations' services.

Legislative change and the Chartered Institute of Housing's BME strategy

Introduction: the Race and Housing Inquiry

As with many other organisations, the development of a BME strategy within the Chartered Institute of Housing has followed the publication of the Macpherson Report into the death of Stephen Lawrence (Macpherson 1999). That report made it clear that, unless housing organisations and other bodies began to integrate the needs and aspirations of BME communities into their everyday business, then they would run the risk of institutional racism.

The issue was given added impetus by the establishment of the 2001 Race and Housing Inquiry by the Housing Corporation, National Housing Federation, Commission for Racial Equality and Federation of Black Housing Organisations. Amongst its findings, the report called for housing association boards and management teams to reflect the ethnic composition of the communities which they served, for BME-led associations to take over areas of council housing and for all public policy to be tested against race equality issues. There was also a call for rent reform policies to be reviewed, to establish their likely impact on BME-led associations, which tended to be younger and smaller than other associations, and with fewer reserves. The report was launched in July 2001 by Gurbux Singh, the Chair of the CRE.

The CIH, as the professional body for those working in housing, submitted evidence to the Race and Housing Inquiry, indicating that it was well placed to make an important contribution to action in this area (CIH 2001). Amongst the suggestions made were:

- using CIH seminars, training and good practice outputs to raise awareness of the key messages, good practice principles and the Code of Practice emerging from the Inquiry;
- using CIH training and professional development services to help people from BME communities to achieve recognised qualifications and obtain skills that can assist them in competing for jobs;
- ensuring that CIH membership and the governing Council reflected more closely the racial composition of those working in social housing - this meant attracting more BME members from the housing profession and ensuring that existing BME members remained with the Institute;
- examining the content and marketing of all CIH services, as well as CIH employment practices, to ensure that the Institute is an attractive and inclusive organisation;
- trying to ensure that housing is seen as a positive career choice that will attract people such as high calibre BME graduates and those playing an active role in BME communities.

The submission also drew attention to the housing disadvantage frequently experienced by BME families, often living in poor quality, overcrowded accommodation, and living in fear of harassment. The CIH suggested that the scale of the problems needed to be understood, as well as the scale of resources needed to tackle them. The Inquiry therefore played a key role in highlighting not only the problems, but also the race equality implications of failing to address them.

Although the CIH is a UK and international organisation, the Institute focused on English policy and practice issues, as the Inquiry's focus was essentially an English one. The findings of the Inquiry, however, are clearly relevant to Scotland, and the CIH's own BME strategy developments apply to the whole organisation.

Legislative change

The Race and Housing Inquiry's work should also be seen against the implementation of the Race Relations (Amendment) Act 2000 and the Housing (Scotland) Act 2001. Section 71 of the Race Relations Act 1976 had given local authorities a special duty 'to make appropriate arrangements with a view to securing that their various functions are carried out with due regard to the need

- a) to eliminate unlawful discrimination; and
- b) to promote equality of opportunity and good race relations between persons of different racial groups.'

This section of the Act has been replaced under the Race Relations (Amendment) Act 2000, and the new Act strengthens the 1976 Act in two ways:

- by extending protection against discrimination by public authorities;
- by placing a new, enforceable positive duty on public authorities.

Public authorities are listed under the Act, and include Scottish local authorities and Communities Scotland (formerly Scottish Homes). Communities Scotland has a duty to ensure that the public funds it disburses are spent with due attention to race equality and so this impacts directly on the housing association movement.

The Act replaces section 71 of the old Act with a new general duty. This requires public authorities, when carrying out their functions, to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The general duty has been in force since April 2000.

Specific duties have been laid before the Scottish Parliament² in policy making, service delivery and employment. These are:

Policy and service delivery.

Public authorities must publish a Race Equality Scheme which:

- states the functions and policies they have assessed as being relevant to the general duty to promote race equality, and
- sets out their arrangements for meeting the duty by
 - monitoring their policies for any adverse impact on race equality;
 - assessing and consulting on the likely impact of proposed policies;
 - publishing the results of their assessments, consultation and monitoring;
 - making sure the public have access to information and services; and
 - training their staff on the general duty.

Employment.

Public authorities must:

- monitor existing staff and applicants for jobs, promotion and training by racial group; and
- where there are at least 150 full-time staff, they must also monitor and analyse these matters by racial group: grievances, disciplinary action, performance appraisals (when they lead to benefits or penalties), training and staff leaving the authority.

Ethnic monitoring results must be published every year by all public authorities.

² The specific duties are likely to be in force in late 2002, following ministerial approval.

The statutory *Code of Practice on the Duty to Promote Race Equality*³ and *A Guide for Public Authorities* are to be published by the Commission for Racial Equality for Scotland in late 2002.⁴ The Guide includes many practical examples of activities and achievements by public authorities which have successfully promoted racial equality.

Additionally, the Government's consultation paper *Towards Equality and Diversity* in spring 2001 contained their proposals for taking forward the implementation of new anti-discrimination law under the employment and race directives. The directives will tackle discrimination in employment and training on the grounds of sexual orientation and religion (by December 2003) and age (by December 2006).

Specifically in relation to housing, Section 106 of the Housing (Scotland) Act 2001 places a duty upon Scottish Ministers, local authorities and registered social landlords to encourage equal opportunities. This complements obligations under the race relations legislation, and the mainstreaming agenda promoted by the Scottish Executive.

Finally, under the Race Relations (Amendment) Act 2000, the Commission for Racial Equality has new powers. As well as working to eliminate discrimination, promoting equality of opportunity and good race relations, and keeping the workings of the Act under review, the CRE now has the following powers:

- it can now take legal action against unlawful discrimination (this includes the conduct of formal investigations); and
- it has a new power to enforce the general and specific duties to promote racial equality.

This means that, if the general duty is not met, the CRE can apply for judicial review. If any of the specific duties are not met, the CRE can serve a compliance notice on the public authority concerned. If the authority does not respond properly to a CRE compliance notice, legal action may follow, and authorities may then be subject to court orders.

The Commission is presenting a partnership approach to the implementation of the Act, stating clearly that it will work with public authorities to assist them to comply with the Act, particularly through giving advice, providing practical guidance and support to public authorities, and supporting training. CRE Scotland is also involved in casework, assisting people who believe they have been discriminated against.⁵

The development of a BME strategy

By the summer of 2001, the CIH had established a Steering Group to take forward the development of a BME strategy. The draft strategy contained six key objectives, as follows:

- to increase the number of BME members in the CIH;
- to encourage more BME people to enter the profession which, in turn, will increase the potential market for new CIH members;
- to ensure that the CIH develops its role within the BME RSL market;
- to develop a market for CIH products and services within mainstream RSLs;
- to ensure that CIH organisational systems and procedures reinforce other objectives; and
- to improve communication, and ensure that people know what the CIH is doing.

These objectives, as well as helping to raise the profile of the CIH and the profession, were also intended to ensure that the CIH fulfilled its objectives under the Race Relations (Amendment) Act. Branches were seen as having a key role to play, particularly in terms of recruiting BME members and promoting services,

³ The Code can be used as evidence in any legal proceedings under the Act. The Guide does not have the same standing, but the CRE urges authorities to treat it as an authoritative document.

⁴ In the meantime, drafts are available on the internet.

⁵ In 2000, there were 285 enquiries, and in 2001, 350.

while the Good Practice Unit at Coventry was also seen as important in promoting BME issues. Internal CIH practices could be addressed by central personnel and training sections, while improved communication could be achieved through the use of Housing magazine, newsletters and annual reports.

Amongst other things, membership data have begun to be disaggregated by ethnicity and analysis shows that 8 per cent of the membership in Great Britain is of BME origin. This is markedly greater than the 5.5 per cent of the overall UK population which was of BME heritage according to the 1991 Census, suggesting that the housing profession has had some success in BME recruitment. The percentage of BME members has not changed, however, since 1995, suggesting that the CIH might wish to do more to increase this proportion.

The position in Scotland

Within Scotland, the proportion of BME members is very small, perhaps reflecting the smaller BME community north of the border. Only two per cent of the membership is BME, the smallest proportion (along with the North East England Branch) in Britain.

Nevertheless, the Scotland National Committee has endorsed the aims of the Institute across the UK to promote BME opportunities and increase BME membership. In August 2001, the Committee agreed to include within the 2002 Branch Activity Plan funding for two years to allow the employment of a PATH trainee, partly within the CIH's Edinburgh office and partly with a partner landlord organisation. Link Housing Association has now agreed to be the partner. At the time of writing, the traineeship has been advertised.

The present research also reflects recognition that information on BME employment in housing within Scotland is needed, and the study has been commissioned using Branch funds.

Summary

New legislation has added new responsibilities to public bodies, including the promotion of equal opportunity between different racial groups. The Chartered Institute of Housing has now adopted a BME strategy with the aims of encouraging more BME members and of encouraging BME people to enter the housing profession.

Within Scotland, as part of this strategy, the CIH Scotland Branch has agreed to support a PATH trainee and commissioned the present research to establish the views and experiences of BME staff currently working in housing

Research methods

Aims of the study

The aims of the research study were both quantitative and qualitative and may be summarised as follows:

- Identify the numbers of BME staff within Scottish housing organisations and identify those who are members of the Chartered Institute of Housing.
- Explore the routes into housing employment taken by BME staff, whether recruited as trainees through positive action schemes like PATH or through competition for established posts.
- Identify the levels of qualification achieved by staff, and the training which they have undertaken.
- Establish the levels at which staff are employed, and the numbers in promoted and senior management positions.
- Establish the experiences of BME staff within their organisations. These experiences would include how they perceived themselves to be treated in the workplace, their career progression, how they perceived the policy and practice of the organisations they worked for, and how they viewed the way these organisations treated their customers. This was the core part of the research.
- Identify issues of good practice, in relation both to BME staffing and to service delivery.
- Explore the views of BME staff towards the Chartered Institute of Housing.
- Explore the future aspirations of BME staff.

Baseline information

Some information on the numbers of BME staff within Scottish housing organisations could be obtained from previous research and from CIH records. A race equality audit of housing organisations undertaken for PATH in 2000 (Bowes, Sim and Wilson 2001) involved a postal questionnaire of organisations, asking for details of BME staff. Although the response rate was only around 28 per cent, most of the larger housing associations and most local authorities responded. The responses received covered authorities and associations in whose areas 80 per cent of the Scottish BME population lived. Thus, a partial body of data already existed which provided an indication of where most BME staff work.

In addition, the CIH's computerised membership system (Enterprise) records the ethnicity of members - at least where this information has been entered. It was possible therefore to identify those housing workers within Scotland who were CIH members and whose ethnicity was not white. As this was personal information and normally confidential, there were data protection issues involved, and so contact with these individuals was carried out by the CIH itself. It is known, however, that 35 individuals defined themselves as non-white.

Selecting the sample

Once this basic information was obtained, individuals were contacted for interview in two ways. Firstly, housing organisations which were believed, from previous race equality audit work, to have BME staff were written to, enclosing letters to be passed on to any BME staff within the organisation. These letters asked staff to make contact with the university, if they were willing to participate in the research. It was not possible to obtain the names of BME staff directly from employers, because of data protection considerations.

Secondly, the CIH's Edinburgh office was similarly asked to send letters to the 35 BME members in Scotland identified through membership records. Again, people were asked to contact the university if they were willing to participate in the work. Again, the university was not privy to the membership details concerned, because of data protection issues.

As well as seeking to establish their willingness to be interviewed, the letters to be passed to BME staff also asked them for basic information about themselves (name, contact details, job title, qualifications, ethnicity etc.).

Copies of these letters are contained within the Appendices.

Once we had obtained a list of individuals willing to participate, we selected 30 for interview. We tried to ensure a spread of individuals across various types of organisations and in different parts of Scotland. As far as possible from the data provided by the staff who contacted us we also tried to interview a spread of people by level of job and by ethnic group.

Response rate

In total, 39 responses were received, which ensured that we would meet our target of 30 completed interviews. Most of those replying were aged between 26 and 45, with an average age of about 35. A large number appeared to be qualified in housing or were students or trainees. The majority were women (27), and there appeared to be a reasonable split between housing association and local authority respondents. Fourteen people worked for local authorities, twenty for associations and five for other bodies, including Communities Scotland and voluntary organisations.

The spread of ethnic groups was extremely interesting. It might have been expected that most respondents would be from Pakistani, Indian or Chinese backgrounds, these being the three main groups in Scotland. In fact the breakdown was as shown in Table 4.1. As will be seen, these are not the usually defined Census categories but represent the way that respondents saw themselves. It meant that we were able to interview people from a wide range of ethnic groups as part of the research. We had no means of knowing how these categories related to those of CIH members themselves, as it was not known how the 35 Scottish members of the CIH defined their ethnicity, other than as non-white.

We believe that we were able to achieve a wide range of people in terms of their ethnicity, age and the organisation they worked for. We are less clear as to the range of our sample in relation to the levels of post occupied by BME individuals. It is known, for example, that there are BME members of the Chartered Institute of Housing in senior positions in housing - for example as directors of housing associations - but none volunteered for interview. It may be therefore that our sample is drawn from more junior levels of housing organisations than might have initially been expected.

Table 4.1 Ethnic group of individuals willing to participate in research

Black/Black British	2
Black African	5
Black Caribbean	1
Indian	4
Sikh	1
Pakistani	5
Asian British	4
Chinese	4
Arab/Palestinian	2
Malay	2
Mixed	5
Other/unclear/not stated	4
Total	39

Conducting the interviews

Interviews were conducted in two ways. In the main, we sought to undertake face-to-face interviews, as these can yield a great depth of information and can allow for an effective interaction between interviewer and interviewee. Most of these interviews were conducted in the workplace in private meeting rooms, although one or two individuals requested interviews outwith office hours, as they felt they could be more open and frank in their responses.

It did not prove feasible to conduct face-to-face interviews, however, for BME staff living and working in geographically more distant parts of Scotland. In certain cases, therefore, we undertook telephone interviews.

The interview took the form of a semi-structured questionnaire, a copy of which is in the Appendices.

The questionnaires provided us with a mixture of quantitative and qualitative data. These were analysed using the SPSS computer package and the results are reported in Chapter Five.

Results of the survey

This chapter reports on the results of the survey. The chapter format follows that of the questionnaire.

Personal details

The majority of those willing to participate in the research were female, so inevitably this was reflected in the completed interviews. Twenty were female and ten male.

The age of respondents ranged from 26 to 48, with an average age of 35.

In terms of ethnicity, respondents considered that they belonged to the groups shown in Table 5.1.

Table 5.1 Ethnic group of those interviewed

Black/Black British	2
Black African	5
Black Caribbean	1
Indian	4
Sikh	-
Pakistani	5
Asian British	4
Chinese	4
Arab/Palestinian	1
Malay	1
Mixed	2
Other/unclear/not stated	1
Total	30

There was thus a spread of ethnic groups represented and a range of languages was spoken. All interviews were conducted in English and all respondents were fluent English speakers. Table 5.2 lists the minority ethnic languages which were also spoken.

Table 5.2 Languages spoken by those interviewed

Punjabi	10
Urdu	9
Hindi	8
Cantonese	4
Mandarin	2
Arabic	3
Other	10

The 'other' languages spoken included Malay, Hebrew, Shona (Zimbabwe), Edo, Amharic and Mauritian Creole.

Qualifications and work experience

Individuals were asked for details of their academic and professional qualifications, their career in the housing field and any specific training they had had within housing. Table 5.3 shows the level of academic attainment of those interviewed and illustrates the large numbers with further and/or higher education experience.

Table 5.3 Qualifications of those interviewed

Qualification	Number
Standard Grade/O Grade or equivalent	25
Higher Grade	15
Advanced Higher Grade/A Level	14
ONC	4
HNC	11
HND	5
Degree	15
Higher degree	7
Other	21
None	-

Other qualifications were very varied. Seven respondents had completed a Housing Diploma, while a further three had a Diploma in Education, and other qualifications included Diplomas in Childcare, Business Administration, Computing and Catering.

Despite these varied backgrounds, all the respondents were currently working in housing. All but two had entered the profession in response to an advertisement and 13 of these had undertaken a PATH traineeship. This appeared to be by far the most important means of entry to housing for black and minority ethnic people in our sample. Significantly, 23 people stated that they had moved from another profession to enter housing, indicating that the availability of traineeships had been a factor in encouraging them to move.

The importance of traineeships is also demonstrated in the types of jobs which individuals occupied. Table 5.4 illustrates the range of posts which were occupied by BME staff and Table 5.5 the range of organisations worked for. Almost half of all employees had begun their housing career as trainees, while most of the remainder had begun work in the housing management area, usually as a generic housing assistant.

Of those who had moved on to a second or third job, there were indications that some staff had opted to work with minority groups or in the equality area. Two people had moved on to become BME outreach workers, one had joined Shakti Women's Aid, and one had become an equal opportunities officer.

In terms of employing organisation, more BME staff in our sample worked initially in housing associations. This may reflect the large number in PATH traineeships, which have hitherto tended to be linked more to housing associations than to local authorities. When staff moved on to other jobs, however, there was a more even split between organisations, demonstrating that some staff move into the local authority sector.

Table 5.4 Types of jobs occupied by BME staff

Type of post	First job	Second job	Third job
Housing management	8	7	4
Special needs	3	2	1
Development	-	1	1
Administrative	2	1	1
Information/advice/outreach	2	2	-
Policy	1	3	2
Traineeship	14	4	-
Not applicable	-	10	21
Total	30	30	30

Table 5.5 Types of organisations worked in by BME staff

Type of post	First job	Second job	Third job
Local authority	11	9	3
Housing association	17	9	5
Communities Scotland	1	1	-
Voluntary organisation	1	-	1
Education and training organisation	-	1	-
Not applicable	-	10	21
Total	30	30	30

Education and training

All but two of those interviewed had undergone some sort of training, varying from in-service training to attendance on a CIH-recognised postgraduate housing course. The training undertaken is shown in Table 5.6, which indicates the large number who had completed or were undertaking a postgraduate Diploma course leading eventually to CIH membership. Most of those on PATH or other traineeships undertake these courses as part of their contracts.

Table 5.6 Training undertaken by BME staff

Type of training	Completed	Currently undertaking
Postgraduate Housing Diploma	8	10
HNC in Housing	2	2
SVQ4 in Housing	-	1
Other housing course	7	-
In-service training	28	-

Most people felt that the training they had received or were receiving was appropriate to their needs with only two suggesting that it was 'poor'. Specialist housing courses were seen as an important key to advancement and promotion within the housing profession:

It was necessary for me to have a postgraduate qualification, because I want to advance myself in the housing field. My first degree wasn't relevant to housing, so the training in housing has broadened my perspective. The course was very relevant to my job. (housing officer, housing association)

I want to be a tenant adviser. The course gives a broad view of housing finance, law and all kinds of things I need to know. I now have a wider view of the landlord role and social housing generally. (housing assistant, housing association)

The course explains housing to me in all fields and angles. It has given me a better understanding in relation to my job. (PATH trainee)

Some people were slightly critical of courses as devoting too much time to policy rather than practical aspects of housing:

The course is good for managers because of the policy work. As a housing officer, I don't need so much of the policy aspects. (housing officer, housing association)

Even though I work for a housing association, my remit has been dealing with race issues, racial equality, and the present course has only one module. It's not pertinent to my work. (housing officer, housing association)

But others recognised the need to gain a wider understanding, so as to place their own work in a policy context:

What I learned on the job was more relevant but work helped the course. The course gives knowledge, confidence and provides a theoretical background. (housing officer, housing association)

They were good tutors and I learned a lot. (caseworker, voluntary organisation)

Seven people had received career planning assistance during their course and all rated it as 'good' or 'excellent'.

Trainee co-ordinators are available to guide you if it's needed. It is still early but I will seek guidance in the second year [of my traineeship]. I will also take advantage of the CIH career guidance programme. (housing management trainee, housing association)

The placement people gave me experience during the time that I spent with them (housing officer, housing association).

PATH gave assistance with interviewing skills, preparing for interviews etc. (housing officer, local authority)

A further 13 respondents, who had received no such assistance, felt that it would have been helpful to them. Contact with employer and recruitment organisations would have been the most useful:

No-one ever sat down to talk about my career, apart from Employers in Voluntary Housing (EVH). They helped me through on to the PATH scheme. (employee in education organisation)

Although work placements provided the opportunities to network for myself, general assistance and perhaps contacts with known employers would have been most helpful. (policy officer, local authority)

Most of the respondents did not feel that BME students encountered particular problems at university or college, although seven thought that they did. Mostly, these problems related to language difficulties and a resulting reluctance to participate in class discussions. In two or three cases, where an individual was the only BME member in a group of students, they could sometimes feel isolated or 'different' and, as a result, somewhat self-conscious.

The courses being followed by interviewees in the main contributed to the CIH's professional qualification (23 out of 30 interviewees), but it was recognised that additional work was required to obtain the qualification - usually in terms of practical experience. Twelve people referred to the Test of Professional Practice (TPP), usually by name, while seven others knew that practical experience and a professional interview were involved. Three people referred to the incoming APEX system and another knew the system was being introduced but all were rather unclear about the implications of the changes. Interestingly, one person referred to the Practical Experience Requirement (PER) booklet, although this system has not been in use for many years.

It appeared that the majority of respondents (22 out of 30) were keen to obtain the professional qualification and intended to complete the necessary practical experience. Most stressed the belief that it was important to have professional recognition:

That is a recognised housing qualification, and part of my personal achievement. (special needs officer, local authority)

It is the recognised qualification and gives you recognition in the housing profession. It helps me to improve my career prospects and progression. (PATH trainee with housing association)

There are better job prospects in the long term. I want to be identified as a housing professional with a professional body. (housing officer, local authority)

I'm looking to have a career where I won't have any problems getting employment, or with career progression and advancement. I quite enjoy being in the housing field. (PATH trainee with housing association)

That said, some people felt that the route to membership was overly long through the Test of Professional Practice (now being changed by the CIH) and some people felt confused by what was needed to achieve corporate membership. Only one respondent was completely negative in their response, suggesting that the CIH's credibility had 'gone' and that it was not 'rated' as a professional body.

Almost all the people interviewed had received some sort of financial support to undertake their training. Thirteen had received support from PATH, either for the whole or part of their course, while eleven had received support from their employer, either in whole or in part. Two had received grants as full-time students, while only one student had had to fund their studies entirely on their own. Most felt the arrangements had been satisfactory and remarked on the levels of support which they had received - not only financially but in terms of study days, help with assignments and general guidance. This had provided a strong motivation to the individuals concerned. A few people felt that they had experienced some financial struggles and three reported difficulties with salary levels and support for things like travel expenses to college.

In the main, the experience of undertaking education and training courses appears to have been extremely positive with respondents supportive of the courses and keen to obtain the CIH professional qualification. The financial difficulties experienced while studying were to an extent offset by the general support which people had received from their employers.

Current jobs

Respondents were asked about the posts which they were currently occupying and it became clear that these were very varied. They are shown in Table 5.7 below. Clearly, the majority of people were working in housing management, usually in a generic housing officer or housing assistant post or in a more specialist area such as homelessness or special needs. Only three people were working specifically with minority ethnic groups as outreach workers or caseworkers. This is a heartening development as in the past there has sometimes been a tendency for minority ethnic staff to be allocated to work with minority ethnic households, rather than mainstream housing work. This research suggests that this may no longer be the case.

In terms of grading, there seemed to be a wide range but, on average, interviewees were placed at the level on or around AP3 (local authorities) or EVH Grade 5 (housing associations). When asked for information on their salaries, it transpired that these ranged considerably, from £8,250 to £31,000 per annum. The average salary was £16,746, although a few people worked part-time and so received a pro rata salary.

Table 5.7 Posts occupied by interviewees

Name of post	No. of respondents
Administrative Officer/Assistant	2
Housing Officer	6
Housing Assistant	3
Clerical Officer/Assistant	2
Project Manager	1
Policy Officer/Leader	2
Homeless Persons Officer	1
Special Needs Officer	1
Outreach Worker/Caseworker	3
Equal Opportunities Officer	1
Trainee	6
Other	2
Total	30

We asked our sample if they were satisfied with their work and 22 stated that they were, while a further three were slightly ambivalent. The positive aspects generally related to the work itself and a belief that they were genuinely contributing to helping and supporting people in housing need:

It's very rewarding. I feel I'm contributing to social life in Glasgow and helping the client group. I'm privileged to help them. You can see the situation from the client's point of view and be empathetic. (administrative assistant, local authority)

I have the freedom to manage my workload. I enjoy estate management - dealing with anti-social behaviour and doing mediation. (housing officer, housing association)

It enables me to be involved in the social sector - tackling social exclusion through housing, for example neighbourhood development and other important housing issues. (PATH trainee with housing association)

I get to deal with the public, meeting people. There's the satisfaction of having the ability of rehousing the needy. (special needs officer, local authority)

In the main, negative feelings arose because of a feeling of being overworked and, more commonly, underpaid. Many people were paid as trainees, but were doing work which was not dissimilar to permanent members of staff:

I am not being paid enough. My work output is worth more than £8,500 a year. I feel I should be paid equally to other members of staff doing the same job. (PATH trainee)

My salary is not commensurate with my responsibilities. (policy officer, local authority)

In addition, there was sometimes a feeling that housing staff only became involved with tenants for negative reasons, reacting to a problem:

Contacts with tenants are always because of a negative situation, for example they need help or they're in arrears, they have complaints or a grievance. (housing officer, housing association)

Finally, there were issues about areas of work:

I'm working in a deprived area and don't feel safe. There are drug issues and theft is a problem. As a housing officer, I've had to deal with them, so there's a health and safety issue. (housing officer, local authority)

Promotion

An important issue for black and minority ethnic housing staff is that of internal promotion. The work of Somerville, Sodhi and Steele (1999, 2002), referred to in Chapter Two, has shown that such staff are often concentrated in the lower-paid grades.

We established that six members of our sample had been promoted into their current post while promotion opportunities existed for 12. Disappointingly perhaps, 17 people stated that they did not believe that promotion opportunities existed in their current post, suggesting that they would have to seek alternative posts to move up the career ladder. It may be that some positions, such as fixed-term traineeships, have not been designed specifically to allow promotions as a matter of course, although in practice trainees will usually graduate to better paid, permanent positions, once their training is completed.

A total of 16 people planned to seek promotion, although several believed that they would have to wait at least a year or so, until they had completed their training. Some felt that they were seen within their organisation as 'the PATH trainee' and would not therefore be considered for promotion until they had completed their traineeship. Thus, while individuals may have believed they were in regular housing employment, able to seek promotion, their employing organisations may have seen them differently, simply as trainees on placement. Particular difficulties were thought to exist within housing associations, as a lot of them had relatively small staff numbers and a flat staffing structure with few promoted posts, and their small size meant that they could sometimes be rather 'cliquey':

There is a very flat structure. No posts are available, other than the manager's. (special needs officer, local authority)

It's too incestuous and one can almost know who's going to get the job. To move upwards in my career, I have to move out of the area. (housing officer, housing association)

My next step is management but that is very difficult. AP2 is the highest in my section. To move up, I have to move out. (homeless persons officer, local authority)

None of the interviewees suggested that the fact that they were from black and minority ethnic groups would be a barrier to their promotion, which is a heartening perception.

It should again be emphasised at this point that there are already several BME individuals working in promoted positions within Scottish housing - for example as directors of housing associations - who were not interviewed. This section may therefore over-emphasise the views of non-promoted staff in relation to perceived promotion prospects and should be treated with a little caution.

Employer policies and practices

The survey sought to explore the various policies and practices of housing organisations in relation both to minority ethnic employees and to customers. Our intention was not to establish the full details of such policies, as this would have required contact with senior management staff within the organisations concerned. Rather, we were seeking to establish the awareness and knowledge of such policies within the staff group we were interviewing.

Twenty-two of our interviewees stated that their employers had specific policies covering the employment of BME staff and all of these individuals referred to equal opportunities and anti-discrimination policies. Some referred to monitoring systems designed to ensure the proper working of such policies in practice. Some summarised the policies very simply:

BME staff within Scotland are treated equally as everyone else - in every aspect of employment. (PATH trainee)

An equal opportunities policy - and they do practise it - for example in race, gender, disabilities and housing for the disabled. (housing officer, housing association)

In general, there was a view that policies were working well and that organisations had a strong commitment to them. One respondent referred to her employer withdrawing from a contract with another organisation in relation to provision of a support service, because that organisation was not thought to be practising a fair equal opportunities policy. Housing associations appeared to be particularly well regarded in respect of their policies, perhaps because they were smaller and seen as less bureaucratic and many had taken on PATH trainees. A number of respondents referred to ongoing monitoring and review of policies. That said, one or two people felt that their employers could perhaps be more proactive, contacting black groups, for example, when staff vacancies were being advertised, or making greater effort to employ BME staff. One respondent felt her employer had good policies but was unsure how to implement them fully. They were, she felt, afraid of change and so there was a tendency to leave things as they were.

Only one respondent felt that their organisation (a local authority) operated equal opportunity policies very badly:

The numbers of BME staff in the Council is not proportionate [to the local area]. There are no BME senior management staff in the Council. Staff then tend to take higher paid jobs in England resulting in a 'brain drain'. There is subtle institutional racism and management know this. (administrative assistant, local authority)

This was not, however, a generally held view.

Perhaps because there was a general feeling that policies were working reasonably well, only nine interviewees felt that there were particular problems for BME employees within their organisation. In four cases, these problems related to the fact that the interviewee was the only black member of staff and this meant that there was sometimes a lack of 'cultural awareness' on the part of other white staff. The need for a Muslim staff member to fast during Ramadan was provided as an example of a problem: other staff had been unaware of what was involved for the person concerned. Another interviewee felt that they sometimes experienced language difficulties and as a result they felt inhibited at staff meetings and were unable to provide quick responses to issues raised during discussions. Only one person suggested that there was 'institutional racism' within their organisation and only one person mentioned an instance of a colleague experiencing racial harassment; this incident, however, had been resolved amicably.

Ten individuals themselves had experienced a problem and mostly these related to cultural and religious insensitivities. When asked how these problems had been resolved, the issue had usually been dealt with by a manager or supervisor or a personnel officer, although in two cases the victims had challenged the

perpetrators directly. All but two of the ten felt that the issue had been resolved satisfactorily. This suggests that organisations are becoming more effective in tackling cultural and religious insensitivities and problems within the workplace.

Problems outwith the workplace could also be satisfactorily resolved, although with more time and difficulty. One respondent, for example, referred to the issue of being a black worker in an area of white residents:

There are racist tenants, who do not want to deal with a black housing officer. Problems relate to their body language and stropiness. I asked my supervisors to sort it out and they brought it to court. It was resolved quite well and a statement was made against the perpetrators of racism. (housing officer, housing association)

Perhaps because organisations appear to be increasingly effective in tackling such problems, all but two people in our sample stated that they would be able to seek help if they experienced problems in the future. Most would go to their line manager or supervisor, or to their PATH supervisor; some suggested that they would involve their trade union, and several referred to their organisations' grievance procedures. There was a recognition, however, that raising problems which might implicate colleagues was a very sensitive matter and would have to be carefully thought through.

The approach being adopted by many organisations appeared to be one aimed at integration of BME staff within offices, rather than providing specific support for BME employees. This meant, for example, that while there were plenty of training opportunities available, BME staff had to compete with other staff for these. A commitment to a PATH traineeship was the main way in which a BME member of staff was specifically supported. While this approach was often applauded and some people felt very much 'part of the team' as a result, nevertheless it may overlook some specific training needs, for example in English language skills.

There was therefore a recognition by interviewees that the policies and practices of their employers in relation to BME staff were reasonably good. Some people felt that more could be done, but it was recognised that there had been an increase in the numbers of BME staff in housing, that there was often a commitment to a PATH traineeship and that some organisations were beginning to be more proactive in BME staff recruitment. The verdict appeared to be that, while some things remained to be done - for example in acting on the findings of monitoring exercises, dealing with individual grievances and continuing to tackle cultural insensitivity - nevertheless a relatively good start had been made.

BME customers

Interviewees were asked if their employing organisation had BME customers and all but two stated that they had; the other two were unsure.

Generally, organisations were not thought to have developed policies which were specifically for black and minority ethnic customers and respondents emphasised the need to adhere to equal opportunities policies and to treat all customers the same:

A customer is a customer, no matter what colour they are, and they're treated equally. (PATH trainee)

However, some people referred to their organisation's racial harassment policies as examples of policies which were aimed at BME customers and their implementation - and being seen to react to harassment complaints - were seen as especially important.

It was also recognised that particular ethnic groups sometimes required special forms of housing and one interviewee referred to a sheltered housing scheme for older Chinese people which his employer had provided in Dundee. Another interviewee referred to the importance of addressing issues of diet for minority ethnic older people, through improved kitchen provision.

Several interviewees were aware of the monitoring systems which were employed by their organisations to record BME applicants and allocations, and how data were then sent to Communities Scotland.

BME customers, it was recognised, often had specific problems. Racial harassment, including graffiti, was one and language was another. While recognising that their organisations often translated material, interviewees sometimes thought that this was not enough and there was a need for a greater use of interpreters for customers whose English was poor:

There are language barriers with reception staff. They can't discuss problems on the phone with the applicant. Therefore they need to come to the office face to face. Customers then need to bring a friend or relation [to translate]. (housing officer, local authority)

The Council is not aware of cultural differences ... White staff do not appreciate how BME customers feel - they feel intimidated and isolated. (administrative assistant, local authority)

Respondents also referred to the fact that some of the housing which they had to offer BME families was not always appropriate for their needs, being too small for some families, and sometimes being in areas which were too far away from minority ethnic facilities and support networks.

Nevertheless, there also appeared to be a belief that the numbers of BME customers were increasing - 'slow but steady', as one person put it - and this would inevitably lead in time to a greater sensitivity in dealing with them.

Examples of good practice

Interviewees were asked if they could identify particular examples of good practice within their organisations in relation to BME staff or customers.

In relation to staff, twelve interviewees referred to the fact that their employers were actually increasing their BME staff complement as an example of good practice, while a further two referred to the establishment of a PATH traineeship within their organisation. Three mentioned increased training opportunities for BME staff while four spoke more widely of their organisation's equal opportunities policies. There certainly appeared to be a recognition that housing organisations were increasingly committed to an expansion of BME staffing and in two cases interviewees spoke of their organisations being proactive in recruitment, contacting local organisations when job vacancies occurred.

Within offices, there also appeared to be a greater degree of cultural awareness and sensitivity and two people remarked on this, for example in relation to prayer times and food.

As far as BME customers are concerned, fourteen people mentioned as a prime example of good practice the use of translated material or of interpreting services to ensure that BME customers understood forms and policies. Other examples included strong policies on dealing with racial harassment, cultural sensitivity, general equal opportunities policies, the setting of targets in relation to BME customers, and assistance to asylum seekers. Two organisations were involved in advocacy services for BME customers and asylum seekers and another was trying hard to recruit BME carers for its sheltered housing. The overall impression was that organisations were trying extremely hard to provide better services for their BME customers and interviewees were aware of this.

Chartered Institute of Housing

A key part of the research was to explore the relationship between BME housing staff and the Chartered Institute of Housing (CIH) as their professional body.

Twenty-two of the thirty participants in the survey were members of the CIH, as shown in Table 5.8, and most of these were student members. The period of membership ranged from one month to eight years, with the average length of membership being 3.25 years.

Table 5.8 Membership of CIH

Category of membership	Number
Fellow	-
Corporate	1
Affiliate	1
Associate	-
Practitioner	2
Student	18
Total	22

When the eight non-members were asked if there were any particular reasons why they had not joined the CIH, three felt they had no information on the Institute while one was awaiting a set of application forms.

There appeared to be a strong awareness of the CIH and the various services which it offers to members, although not all interviewees had made use of such services (Table 5.9). The greatest use made of CIH services related to information on good practice, guidance notes and briefing papers, and books on housing policy and practice, while all but five people read *Housing* and *Inside Housing* magazines. As many of the sample were trainees undertaking courses, these responses are perhaps unsurprising. The relatively low attendance by the sample at the Annual Conference was slightly surprising, given the positive encouragement to student members to attend through the provision of free places.

Attendance at events organised specifically by the Scotland Branch of the CIH, namely evening and afternoon policy and social events was very disappointing and suggests that the Branch has not completely engaged with some BME members.

'Other' services mentioned by respondents in the sample included discounts on books, insurance and other services, career advice, the CIH website and the members' E-zine.

Table 5.9 Awareness and use of CIH services

Service	Number aware of service	Number used service
Training courses/seminars	26	13
Annual conference	27	12
Branch policy events	21	2
Branch social events	18	1
Guidance notes and briefing papers	25	23
Policy and practice books	24	19
<i>Housing</i> and <i>Inside Housing</i> magazines	28	25
Information on good practice	24	21
Others	15	7

Only four people felt that the CIH had done enough for BME staff and there were a number of suggestions for action. A substantial number of interviewees felt that the CIH could play a significant training role in running courses on race awareness, cultural and religious awareness and on the special needs of BME customers, including asylum seekers. There was also a belief that the CIH could be more proactive in encouraging equal opportunities policies within organisations, and some people mentioned monitoring. These areas are perhaps more appropriate, however, for Communities Scotland.

Several people also suggested that the CIH could provide more career guidance to encourage BME individuals into housing careers.

Three people suggested that the CIH should employ more BME staff itself and that the Council (and presumably branches) should have more BME members. This is, as noted earlier, part of the new BME strategy adopted by the Institute, while the commitment of the Scotland Branch to a PATH trainee is clearly important in this regard. Thus, some of the suggestions made by interviewees are already being acted upon.

There was a general feeling that the CIH provided a good service to members and interviewees' views of the Institute were generally positive. Almost everyone had made use of CIH publications, was aware of policy papers and guidance notes and regarded the Edinburgh office as a resource on which they could call. Several people referred to the work which the CIH did in terms of lobbying central government on behalf of the housing profession.

There was a strong awareness of the CIH link with education providers and most people had made use of the CIH and become aware of their work through attendance at college and university courses.

Future plans

When asked if they intended continuing to work in housing, twenty six stated that they would, three thought they probably would, although this depended on circumstances, and only one seemed genuinely uncertain.

Most comments seemed genuinely very positive:

I would like to stay in the housing movement. It is not about 'bricks and mortar'. It is about regenerating communities, which is where I fit in - 'wider action' and maybe not in mainstream housing. There's more of this in the next few years. I'm in an ideal situation. I work with a wide range of people - young people, older people and my own age group. (outreach worker, housing association)

I think housing is a very interesting profession, because we are dealing with people and not every day is the same. The housing industry is a lasting service industry because people will need housing for all time. It is dynamic and evolving all the time because of societal changes. (housing officer, local authority)

I'm interested in social housing. I like working with people and I would like to be an equal opportunities officer in housing. If I can help raise awareness of issues of concern to BME people, it will help to promote social inclusion. (PATH trainee with housing association)

I have made enough efforts to gain my housing qualification and have work experience. My employers are very supportive and I have resources to carry out my job, and this gives me job satisfaction. (housing officer, housing association)

Housing is a varied type of work. It is changing and evolving. It is challenging, even though it does not enjoy the high profile of lawyers, accountants or architects. (policy officer, local authority)

One or two people were unsure about the future direction of their career, because housing itself was

changing so much, and there were some doubts about the extent of opportunities for BME staff. But on the whole the sample was generally extremely positive about future housing work.

Summary

A large number of people in our sample were well qualified, with experience of higher or further education. All but two were undergoing or had undergone training, often a course approved by the CIH.

Almost all had entered housing in response to an advertisement, and 13 out of 30 had accepted a PATH traineeship. Traineeships were a particularly important route into housing for BME people.

The range of jobs which interviewees undertook was varied, although most were in housing management. There was also a wide range of salaries, although some were quite low and this led to some job dissatisfaction. A number of people felt they would have to move to achieve promotion, although this may have reflected the fact that so many were trainees and were not in permanent positions with an established promotion route.

Almost all organisations had policies for both BME staff and customers.

Twenty-two out of thirty were CIH members and there was general support for the CIH, although suggestions were made as to further work which might be done by the Institute in this area.

Almost all the interviewees planned to stay in housing and almost all were very satisfied with the work they were doing.

Conclusions

Background

Previous research (Somerville, Sodhi and Steele 1999, 2002) has shown clearly that black and minority ethnic (BME) people are under-represented within the housing profession and that, where they are employed in housing, many are in lower paid posts. There have been attempts to redress the position through various employment policies and practices, including programmes of positive action. The various PATH schemes which have operated throughout England have been particularly significant in this regard. The position has also been helped by the growth in the numbers of BME-led housing associations in England, as they have been significant in widening opportunities for BME individuals to gain access to housing careers.

Scotland has tended to lag behind England in the numbers of BME staff in housing, and the limited amount of research undertaken (for example, Bowes, Sim and Wilson 2001) shows that the numbers of employees are relatively small. There are more BME staff in the housing association sector and a concentration in urban areas, particularly in Greater Glasgow. There are more BME women than men employed in housing but information on employment by grade has been almost impossible to obtain. It is not therefore known if BME staff are obtaining promotions at the same rate as white colleagues.

The situation in Scotland is perhaps a result of two factors. Firstly, the PATH programme of positive action is of much more recent origin, the present organisation being established four years ago. Secondly, there have been no BME-led housing associations in Scotland to widen employment opportunities and the only such association to seek registration with Communities Scotland - Access Apna Ghar - currently employs no staff.

There are good reasons for seeking to increase the numbers of BME staff in housing. Such an increase will result in housing organisations becoming more representative of the communities which they serve, and is also likely to encourage BME customers to make greater use of housing organisations' services, if BME staff are employed there (Bowes, Sim and Srivastava 2001).

The position must be seen against the background of new legislation. The Race Relations (Amendment) Act 2000 has added new responsibilities to public bodies, including the promotion of equal opportunity between different racial groups. The Chartered Institute of Housing has moved to fulfil these responsibilities and has adopted a new BME strategy. This has amongst its aims the encouragement of more BME members and of more BME people entering the housing profession.

Within Scotland, as part of this strategy, the CIH Scotland Branch has agreed to support a PATH trainee and commissioned the present research to establish the views and experiences of BME staff currently working in housing.

The experience of BME staff

We interviewed 30 people from a wide range of organisations. Many of our interviewees, however, were trainees or at a basic grade within their organisations. Although there are BME directors of housing associations within Scotland, none came forward to be interviewed, and it was felt to be inappropriate to approach individuals directly, without an indication of their willingness to participate. We were not able, therefore, to elicit their views. The absence of good quality data on BME staff generally within Scottish housing means that we are unfortunately unable to place our results in a wider context.

A large number of the people in our sample were well qualified, most with experience of higher or further education. All but two were undergoing or had undergone training, often a course, such as an HNC or postgraduate diploma, approved by the Chartered Institute of Housing. This compares with a general position where only 20 per cent of Scottish housing staff overall have a professional qualification in housing or a related discipline, or are studying for one (Keoghan and Scott 2000).

Almost all of our sample had entered housing in response to an advertisement, and 13 out of 30 had accepted a PATH traineeship. We do not have detailed information on the number of traineeships available generally across Scottish housing but it is not thought to be very large. PATH traineeships are therefore particularly significant as a route into housing.

The range of jobs which interviewees undertook was varied, although most were in housing management and many people worked as generic housing assistants or housing officers. There was also a wide range of salaries, although some were quite low and this led to some job dissatisfaction, as trainees sometimes felt they were doing similar jobs to permanent, better-paid, staff. A number of people felt they would have to move to achieve promotion, although this may have reflected the fact that so many were trainees and were not in permanent positions with an established promotion route.

Almost all the interviewees planned to stay in housing and almost all were very satisfied with the work they were doing.

Implications for the Chartered Institute of Housing

Of our 30 interviewees, 22 were CIH members, almost all student members. There appeared to be a general awareness of the CIH and the various services which it offers, although not all had made use of such services. There was a general feeling that the CIH provided a good service to members and interviewees' views of the Institute were generally positive. Almost everyone had made use of CIH publications, was aware of policy papers and guidance notes and regarded the Edinburgh office as a resource on which they could call. Several people referred to the work which the CIH did in terms of lobbying central government on behalf of the housing profession.

There was a strong awareness of the CIH link with education providers and most people had made use of the CIH and become aware of their work through attendance at college and university courses.

That said, however, only four people felt that the CIH had done enough for BME staff and there were a number of suggestions for action which are extremely useful.

First, a substantial number of interviewees felt that the CIH could develop its training role in terms of widening awareness of BME issues and the needs of BME customers. It was suggested that the CIH could run more courses on race awareness, cultural and religious awareness and on the special needs of BME customers. It was pointed out that the numbers of asylum seekers and refugees within Scotland had increased significantly, so the need for such training was growing.

There was also a belief that the CIH could be more proactive in encouraging equal opportunities policies within organisations, and some people mentioned monitoring of policies. These areas are perhaps more appropriate for Communities Scotland, which has a monitoring role in relation to housing organisations. Nevertheless, it might be appropriate for the CIH to offer more training courses in the equal opportunities area.

Several people also suggested that the CIH could provide more career guidance to encourage BME individuals into housing careers. Institute staff already attend university careers fairs and have produced a CD-ROM and information pack for schools, encouraging students to enter a housing career. The implication of the interviews seems to be that some work with BME students in particular might be appropriate.

Three people suggested that the CIH should employ more BME staff itself and that the Institute's Council (and presumably branches) should have more BME members. This is an issue which has already been recognised by the Institute and is, as noted earlier, part of its new BME strategy. The commitment of the Scotland Branch to the employment of a PATH trainee is clearly important in this regard.

Finally, the research also has implications for the Scotland Branch of the CIH. Although around two-thirds of the sample were aware of Branch policy and social events, hardly anyone had actually attended one of

these. The Branch makes strenuous efforts to attract student members of the CIH to attend its Annual Conference in March (for example through offering free places, student lunches etc.). It would appear that similar efforts are needed to encourage the attendance of BME staff (most of whom are student members) at other events throughout the year. Although the ethnicity of those attending events is not monitored, the numbers of BME attendees appear to be small.

The expansion of BME staffing, the promotion of better cultural awareness through training, and improvement of services to BME customers were all identified by interviewees as examples of good practice. The recommendations made in this chapter for action by the CIH would also seem to embrace good practice in these areas.

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Appendix One: Letter sent by University to housing organisations

Dear Colleague,

The Experiences of Black and Minority Ethnic Housing Staff

The University of Stirling has recently been commissioned by the Chartered Institute of Housing in Scotland to undertake a study of Black and Minority Ethnic (BME) housing staff. This is part of a developing BME strategy within the Institute.

The study will look at the routes into housing taken by BME staff, their training and qualifications, the levels at which they are working, their experiences within their organisations, and their views of the CIH.

We believe that you may have BME staff working within your organisation. If so, we would be very grateful if you will pass on the enclosed letters and pre-paid envelopes to them. If they are willing to be interviewed by us as part of our study, then hopefully they will respond directly to us. We have not sought to approach individuals directly so as not to breach data protection protocols.

If you have any queries about the research, please contact us. With many thanks for your help.

Yours sincerely,

Professor Alison Bowes
Dr Duncan Sim

Appendix Two:

Letter sent by CIH (Scotland) Director to BME members

Dear Member,

The Experience of Black and Minority Ethnic Housing Staff

The Chartered Institute of Housing in Scotland has recently commissioned the University of Stirling to undertake a study of Black and Minority Ethnic (BME) housing staff. This is part of a developing BME strategy within the Institute.

The study will look at the routes into housing taken by BME staff, their training and qualifications, the levels at which they are working, their experiences within their organisations, and their views of the CIH.

I am writing directly to you to ask if you would be willing to participate in the study. Our membership files indicate that you have recorded yourself as belonging to a non-white ethnic group. If you are willing to be interviewed by University researchers, please would you complete the enclosed form and return it to the University in the pre-paid envelope provided.

In order to preserve confidentiality under the Data Protection legislation, your name has not been passed to the University. If you decide not to participate in the research, no-one from the University will contact you.

I do hope, however, that you will agree to participate in the study. If you have any queries about the research, then please contact either myself or Dr Duncan Sim at the University of Stirling on 01786-467721.

Yours sincerely,

Alan Ferguson
Director

Appendix Three: Form for return to University by potential interviewees

THE EXPERIENCE OF BLACK AND MINORITY ETHNIC HOUSING STAFF

I am willing to be interviewed for the above study by researchers from the University of Stirling.

Contact Details:

Name: _____

Employer's name: _____

Contact address: _____

Telephone: _____ Fax: _____

e-mail address: _____

Please could you tell us some details about yourself?

Your age: _____ Job title: _____

Which ethnic group would you say you belonged to? _____

Do you have or are you studying for a housing qualification? Please give details:

Please will you return this form in the pre-paid envelope provided to: Housing Policy and Practice Unit,
Department of Applied Social Science, University of Stirling, Stirling FK9 4LA (Tel: 01786-467721).

Appendix Four: Questionnaire

The Experience of Black and Minority Ethnic Housing Staff

(Research commissioned by Chartered Institute of Housing in Scotland)

Questionnaire

INTRODUCTION

A. Introduce self

B. Describe project:

This research aims to explore the routes into housing taken by Black and Minority Ethnic staff, their training and qualifications, the levels at which they are working, their experiences within their organisations, and their views of the Chartered Institute of Housing. It is funded by the CIH.

C. Anonymity:

Your response will be added together with those of other respondents, and used to produce a report to the CIH. It will not be possible to identify individuals or organisations from the information given in the report.

Date of interview: _____

Time of interview: _____

Length of interview: _____

Interviewer: _____

READ OUT: *I would like to begin by taking down a few personal details.*

[RECORD RESPONDENT'S SEX]:

- 1...male
- 2...female

1. Could you tell me your age please?

[WRITE IN]

2. Can you tell me which of the groups on this card you consider yourself to belong to?

- 1...Black - Caribbean
- 2...Black - African
- 3...Black - Other
- 4...Indian
- 5...Pakistani
- 6...Bangladeshi
- 7...Chinese
- 8...White
- 9...Any other ethnic group Write in:.....

3. Can you speak any of these languages? [CHECK FOR EACH ONE]

- 1...Punjabi
- 2...Urdu
- 3...Hindi
- 4...Bengali
- 5...Cantonese
- 6...Hakka
- 7...Farsi
- 8...Swahili
- 9...Other.....[WRITE IN]

READ OUT: *Now I will ask you some questions about your qualifications and work experience.*

- 4. (a) Do you have any of the following qualifications?
- (b) How many?
- (c) And when did you complete them?

Qualification	Number	Year
Standard Grade		
Higher grade		
Advanced Higher grade/ A level		
ONC		
HNC		
HND		
First degree		
Higher degree		
Other		
None		

READ OUT: *These questions are about your career in the housing field.*

5. Can you tell me how you came into the housing field of work?

[CHECK FOR EACH ONE]

1...Responded to job advertisement

2...Undertook postgraduate education

3...PATH traineeship

4...Other traineeship

5...Moved from another profession [WRITE IN]

6...Other [WRITE IN].....

6. Can you tell me what jobs you have had in housing over the years?

[PROBE FOR AS MUCH DETAIL AS POSSIBLE]

Job	Organisation	Date/Duration	Job Description

7. Have you completed any training in housing?

[CHECK FOR EACH ONE]

- 1...no training completed
- 2...postgraduate diploma [DATE COMPLETED.....]
- 3...HNC [DATE COMPLETED.....]
- 4...other housing course [DATE COMPLETED.....]
[WHICH ONE?.....]
- 5...in-service training
- 6...other.....[WRITE IN]

[IF NONE COMPLETED, GO TO Q8)]

[IF COMPLETED UNIVERSITY OR COLLEGE TRAINING, GO TO Q10(a)]

8. Are you currently involved in training at college/university?

- 1...no current training
- 2...postgraduate diploma
- 3...HNC
- 4...other housing course [WHICH ONE?]

[IF NOT TRAINING, GO TO Q15(a)]

[IF TRAINING, GO TO Q9]

READ OUT: *I would like to ask you about your university/college training.*

9. (a) Have you completed the training?

- 1...yes [GO TO Q10(a)]
- 2...no [GO TO Q9b]

9. (b) How much longer have you still to do?

[WRITE IN]

10. (a) How do you rate the relevance of the course to your career?

- 1...excellent
- 2...good
- 3...satisfactory
- 4...poor

10. (b) Could you say a bit more about that please?

[WRITE IN]

11. (a) Did you receive/have you received any assistance with career planning during your course?

- 1...yes [GO TO Q11(b)]
- 2...no [GO TO Q11(c)]

11. (b) How would you rate the assistance you have received?

- 1...excellent
- 2...good
- 3...satisfactory
- 4...poor

11. (c) Could you say a bit more about that please?

[WRITE IN]

[IF ANSWERED NO TO Q11(a)]

11. (d) Would assistance have been helpful to you?

- 1...yes [GO TO Q11(e)]
- 2...no [GO TO Q12(a)]

11. (e) What kind of assistance would have been most helpful?

[WRITE IN]

12. (a) Would you say that there are any particular problems for ethnic minority students at the college/university?

1...yes

2...no

12. (b) Could you say a bit more about that please?

[WRITE IN]

READ OUT: *These question(s) are about the course as a whole.*

13. (a) Did the course/will the course contribute to the Chartered Institute of Housing's professional qualification?

1...yes

2...no

13. (b) What else did you/will you have to do to gain the professional qualification?

[WRITE IN]

13. (c) Did you/do you want to obtain the professional qualification?

1...yes

2...no

13 (d) Could you say a bit more about that please?

14. (a) How did you finance your studies on the course we have been discussing?

1...student grant

2...sponsored by employer

3...self-funded

4...loans

5...a mixture of the above [WRITE IN]

6...other.....[WRITE IN]

14. (b) How far do you feel that this was a satisfactory arrangement?

[WRITE IN]

READ OUT: *These questions are about your current job.*

15. (a) Could you tell me the exact title and grading of your current post please?

[WRITE IN]

15. (b) And what is your current job description?

[WRITE IN]

15. (c) And what do you actually do?

[WRITE IN]

15. (d) Would you mind giving me an idea of your current salary?

[WRITE IN]

16. (a) Overall, would you say that you are satisfied in your work?

1...yes

2...no

16. (b) What would you say are the main positive aspects of your current work?

[WRITE IN]

16. (c) What would you say are the main negative aspects of your current work?

[WRITE IN]

17. (a) Did you receive a promotion into your current post?

- 1...yes
- 2...no

17. (b) Are there opportunities for promotion in your current post?

- 1...yes [GO TO Q17(c)]
- 2...no [GO TO Q17(e)]

17. (c) Do you plan to seek promotion?

- 1...yes [GO TO Q17(d)]
- 2...no [GO TO Q17(f)]

17. (d) Do you foresee any problems in gaining promotion?

[WRITE IN]

17. (e) Could you say a little more about that please:

[WRITE IN AND PROBE FOR WHETHER THIS IS SEEN AS A PROBLEM]

17. (f) Could you say a little more about that please?

[WRITE IN AND PROBE FOR REASONS]

These questions relate to your employer and aspects of their policy and practice.

18. (a) Does your employer have specific policies covering the employment of black and ethnic minority workers?

- 1...yes [GO TO Q18(b)]
- 2...no [GO TO Q18(d)]

18. (b) Do you know what these are?

[WRITE IN, AND ASK FOR DETAILS]

18. (c) How well do you feel they operate?

[WRITE IN]

18. (d) Could you comment on that please?

[WRITE IN AND PROBE FOR WHETHER THIS IS SEEN AS A PROBLEM]

19. (a) Are there any particular problems for black and minority ethnic employees generally in this organisation?

1...yes [GO TO Q19(b)]

2...no [GO TO Q20(a)]

19. (b) Could you tell me a bit more about that please?

[WRITE IN]

20. (a) Have you experienced any particular problems in this organisation as a black/ minority ethnic employee?

1...yes [GO TO Q20(b)]

2...no [GO TO Q20 (d)]

20. (b) What did you do about the problems?

[WRITE IN]

20. (c) How far did you feel that the problems were satisfactorily resolved?

[WRITE IN]

20. (d) If you did experience problems, would you be able to seek help?

[PROBE FOR DETAILS]

21. Is there support within your organisation for Black and Minority Ethnic staff?

[PROBE FOR DETAILS e.g. mentoring, further training etc]

22 (a) In general, how do you view the policies and practices of your employer in relation to Black and Minority Ethnic staff?

[WRITE IN]

22. (b) Does your organisation have Black and Minority Ethnic customers?

1...yes [GO TO Q22(b)]

2....no

3...don't know

22. (c) Could you tell me a bit more about them please?

[WRITE IN - PROMPT IF THEY ARE TENANTS, APPLICANTS, OWNERS APPLYING FOR GRANTS etc.]

23. (a) Has your organisation developed specific policies for Black and Minority Ethnic customers?

1...yes [GO TO Q23(b)]

2...no [GO TO Q23(d)]

3...don't know [GO TO Q24]

23. (b) Do you know what these are?

[WRITE IN, AND ASK FOR DETAILS]

23. (c) How well do you feel they operate?

[WRITE IN]

23. (d) Could you comment on that please?

[WRITE IN AND PROBE FOR WHETHER THIS IS SEEN AS A PROBLEM]

24. (a) Are there any particular problems for Black and Minority Ethnic customers generally in this organisation?

1...yes [GO TO Q24(b)]

2...no [GO TO Q25]

24. (b) Could you tell me a bit more about that please?

[WRITE IN]

25. In general, how do you view the policies and practices of your employer in relation to Black and Minority Ethnic customers?

[WRITE IN]

26. Can you think of examples of good practice within your organisation, in relation to Black and Minority Ethnic staffing?

[WRITE IN]

27. Can you think of examples of good practice within your organisation, in relation to service delivery to Black and Minority Ethnic customers?

[WRITE IN]

READ OUT: *This section concerns the Chartered Institute of Housing.*

28. Are you currently a member of the Chartered Institute of Housing?

1...yes

2...no

29. How long have you been a member?

[WRITE IN NUMBER OF YEARS]

30. What membership grade do you belong to?

1...Fellow

2...Corporate

- 3...Affiliate
- 4...Associate
- 5...Practitioner
- 6...Student

31. Are there any reasons why you are not a member of the CIH?

[WRITE IN]

32. Are you aware of the following services provided by the CIH?

[CHECK FOR EACH ONE]

- 1...Training courses and seminars
- 2...Annual Conference [most recently in Dundee]
- 3...Branch evening and afternoon meetings
- 4...Branch social events
- 5...Guidance Notes and Briefing Papers
- 6...Policy and Practice Books
- 7...Housing and Inside Housing magazines
- 8...Information on Good Practice
- 9...Other [WRITE IN.....]

33. Have you taken advantage of any of the following services provided by the CIH?

[CHECK FOR EACH ONE]

- 1...Attending training courses and seminars
- 2...Attending the Annual Conference [most recently in Dundee]
- 3...Attending Branch evening and afternoon meetings
- 4...Attending Branch social events
- 5...Making use of Guidance Notes and Briefing Papers
- 6...Making use of Policy and Practice Books
- 7...Reading Housing and Inside Housing magazines
- 8...Accessing Information on Good Practice
- 9...Other [WRITE IN.....]

34. Do you think that the CIH has done enough for Black and Minority Ethnic staff?

- 1...yes
- 2...no

35. What could the CIH do which would be helpful to Black and Minority Ethnic staff?

[WRITE IN]

36. What is your general view of the work of the CIH?

[WRITE IN]

37. Could you tell me why you think that?

[WRITE IN]

READ OUT: *Finally, the last questions concern the future.*

38. Do you expect that you will continue to work in housing?

- 1...yes
- 2...no
- 3...don't know

39. Can you tell me a bit more about that please?

[WRITE IN]

THANK YOU VERY MUCH FOR COMPLETING THIS INTERVIEW. YOUR COMMENTS WILL ASSIST WITH THE WORK OF THE CHARTERED INSTITUTE OF HOUSING.

The Benefits of CIH Membership

The Chartered Institute of Housing is the only professional organisation for people who work in housing. Its purpose is to maximise the contribution that housing professionals make to the wellbeing of communities. The Institute has 1600 members in Scotland working in local authorities, registered social landlords, Communities Scotland, The Rent Service, voluntary organisations, educational institutions and the private sector.

If you work in the housing sector or have an interest in housing matters, the CIH is for you. There are a range of membership grades to suit individuals with a variety of experience and qualifications.

- **Affiliate membership** is for anyone who wishes to be associated with the activities of the CIH. It is available to individuals with an interest in housing and requires no formal qualifications.
- **Student membership** is available to anyone who is currently undertaking or is eligible to undertake a housing course that is recognised by the CIH.
- **Practitioner membership** is open to individuals who have completed a housing qualification that is recognised by the CIH.
- **Corporate membership** shows that an individual has successfully completed the CIH professional qualification. There are several routes to Corporate membership to suit the circumstances of the individual concerned.
- Individuals are eligible for **Associate membership** if they hold a professional qualification in another discipline, have worked in housing for a minimum of 2 years and are employed in the housing sector at the point of application.

The CIH has over 16,000 members working in housing or related areas in the UK, Hong Kong and other parts of the world.

As a member you will be entitled to receive a range of membership services including:-

- Housing - the official monthly journal of the CIH
- Inside Housing - a weekly housing magazine
- CIH Ezine - a weekly email magazine containing all the latest housing news and views.
- Members Credits - a brand new benefit from January 2002. A range of member credits that can be used against selected CIH services
- Careers & Professional Development Service - in association with Eden Brown Ltd the CIH is able to provide access to career advice and information
- Professional Practice on Line - access to current housing practice covering a range of topical areas
- Access to professional advice on housing policy and research
- Membership of your local branch, providing networking with housing professionals and social events
- CIH Credit Card
- Discounted Professional Indemnity Insurance Scheme.
- Discounts on CIH publications and selected training courses

For further details please contact:

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