

Cyngor Cyllido Addysg  
Uwch Cymru  
Higher Education Funding  
Council for Wales

hefcw

# HEFCW Disability Equality Scheme

## 2006

This document is available online, in large print, Braille, on CD, on DAISY (digital audio) and on audio CD and cassette. Should you or someone you know require this in an alternative format, please contact us on (029) 20 682218 or email [vikki.burge@hefcw.ac.uk](mailto:vikki.burge@hefcw.ac.uk).

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## Foreword

This document sets out HEFCW's plans for meeting its statutory responsibilities with regard to the Disability Discrimination Act 2005. However, our aims extend well beyond mere compliance.

As the Council which funds higher education in universities and colleges in Wales, we recognise the huge benefits which can be gained from improving diversity in the education system and, in particular, in higher education. These are benefits both for the educational institutions themselves and also for the wider economy and society of Wales and beyond.

Higher Education Institutions have traditionally attracted a diverse range of applicants. We will work closely with the institutions to ensure that they are working to secure equality of opportunity for both their students and their staff. This requires action over a wide range of areas and effective coordination. We will monitor institutional actions and sector performance but we will also provide assistance and funding support to enable improvements in sector performance in improving disability equality.

In addition, we recognise the work which we need to do as an employer ourselves to improve diversity and to facilitate the employment of disabled people and this scheme sets out how we will take forward our employment duty.

We have involved disabled people throughout the development of our scheme and understand that we must continue to engage disabled people. We see this scheme as an evolving document and we welcome comments and feedback which will assist us in reviewing the Scheme and developing our action plan. Please address any comments to Vikki Burge, Disability and Diversity Co-ordinator, HEFCW.

Phil Gummatt  
Chief Executive

## **Who We Are**

The Higher Education Funding Council for Wales (HEFCW) is an Assembly Sponsored Public Body, established in May 1992 under the Further and Higher Education Act 1992. The Council assumed responsibility for the funding of higher education in Wales in April 1993. We administer funds made available by the National Assembly for Wales to support education, research and associated activities at twelve higher education institutions and the Open University in Wales. We also provide funds for prescribed higher education courses at further education colleges.

The Council is also responsible, under the Education Act 1994, for the funding of initial teacher training for schoolteachers and the accreditation of providers of initial teacher training. In addition to our funding responsibilities, we provide advice to the National Assembly for Wales on the funding needs, aspirations and concerns of the higher education sector in Wales.

We receive an annual remit from the Welsh Assembly which sets out the funding for the higher education sector for the following year, together with associated student numbers. It also sets out the tasks expected of us during the year, with reporting dates.

## **Strategic Aims**

Our mission is to promote internationally excellent higher education in Wales, for the benefit of individuals, society and the economy, in Wales and more widely.

Working with partners, we deploy funds from the Assembly and others in order to:

- secure higher education learning and research of the highest quality;
- maximise the contribution of higher education to the culture, society and economy of Wales;
- ensure high quality, accredited teacher training provision across Wales.

We have six strategic aims as follows:

**1) Reaching Wider: delivering wider participation and access in support of social inclusion and economic upskilling**

We wish to see institutions working collaboratively within the sector and with other parts of the education system and the voluntary sector to improve access for those from communities and groups with a record of low participation in HE.

**2) The ‘Deal for Students’: delivering the highest quality learning and related support**

We wish to see a higher education sector which compares favourably with the rest of the UK and overseas in terms of the provision of higher quality learning and teaching.

**3) Research Excellence: delivering improved research performance to underpin the knowledge economy and cultural and social renewal**

Research is essential for the creation of knowledge and for wealth creation through the application of that knowledge, as well as for providing essential underpinning for good quality teaching in higher education. The Council supports this through provision of funding for research activity, investment in infrastructure, equipment and facilities and the teaching of postgraduate research students, who are in the future of the research base. We also support the sector in seeking to secure increased research income from sources other than HEFCW, particularly via Research Council grants and from the commercialisation of their research outputs.

**4) Benefiting Society and the Economy: delivering more productive relationships between higher education institutions and the public and private sectors, other agencies and local communities**

The Welsh higher education sector makes a significant contribution to the economic, social and cultural well-being of Wales. Collectively, our HE institutions generate more than £1 billion per annum in gross expenditure to the Welsh economy, account for 1.4% of the total Welsh workforce, and are major employers in Wales. Third mission activities in higher education institutions stimulate and direct the

application and exploitation of knowledge, and engagement with the local community, to the benefit of the social, cultural and economic development of society.

**5) Initial Teacher Training: delivering newly qualified teachers of high quality**

We wish to contribute to the Assembly's overall policies and strategy for learning in schools in Wales.

**6) a) Making it Work: The HE Sector in Wales**

A strong emphasis on reconfiguration, collaboration, and other measures to sustain improved performance of individual institutions and the HE system as a whole.

A higher education system that, through individual and collaborative activity, offers diverse provision, is widely recognised as serving the needs of Wales, and is competitive at least on a UK-scale.

**b) Making It Work: HEFCW**

Being an effective public sector body by:

- having the capability and infrastructure that enables us to work effectively internally and with all our stakeholders and partners (especially Welsh Assembly Government and the HE sector in Wales)
- Being an employer of choice.

## **The Legal Position**

The Disability Discrimination Act 1995, amended by the Disability Discrimination Act 2005, places a statutory General Duty (sometimes referred to as the Disability Equality Duty) on all public authorities to promote disability equality. This means that public authorities must, in carrying out all functions, have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons;
- eliminate discrimination that is unlawful under the Act;
- eliminate harassment of disabled persons that is related to their disabilities;
- promote positive attitudes towards disabled persons;
- encourage participation by disabled persons in public life;
- and

- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

Although we have not been given additional duties to monitor the HE sector with regard to disability equality, HEFCW recognises that promoting disability equality will improve services for all. Our aim is to make equality a central part of the way the Council and the HE sector in Wales works by putting it at the centre of our activities.

HEFCW subscribes to the social model of disability which recognises that the poverty, disadvantage and social exclusion experienced by many disabled people is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal or environmental barriers<sup>1</sup>.

## **What is a Disability Equality Scheme?**

In addition to the general duties outlined above, the Disability Discrimination Act 2005 imposes a number of specific statutory duties on the Council. These are intended to assist public authorities in meeting the General Duty, in particular by setting out what public authorities should do to plan, deliver and evaluate action to eliminate discrimination and promote equality. The core requirements are:

- The preparation and publication of a Disability Equality Scheme;
- Implementation of the Disability Equality Scheme (via an action plan in the scheme);
- Annual reporting.

HEFCW's Disability Equality Scheme meets these requirements and contributes toward our aim of promoting good equality practices and working relationships with institutions in order to meet the needs of disabled people across the HE sector. This scheme sets out our overall objectives for improving and addressing disability inequalities and the action plan for delivering

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<sup>1</sup> Disability Equality Statutory Code of Practice, Disability Rights Commission (DRC), p. 14.

improvements to access and services. It will therefore help us to achieve a number of objectives:

- To meet the requirements of the Disability Discrimination Act and set out our plans to improve equality of opportunity in higher education in Wales – for staff and students – as well as our own staff;
- Make sure that we are taking the needs and views of disabled people into account when we make access improvements or develop policies;
- Continuously monitor and improve the ways in which we deliver our activities to disabled people.

## **HEFCW and the HE Sector**

Although HEFCW recognises that, at present, disabled people do not have the same opportunities or choices as non-disabled people<sup>2</sup>, higher education institutions demonstrate their commitment to equality of opportunity in many ways, and not least through their strategies for disabled students. HEIs generally welcome enquiries and applications from disabled students, and help disabled students participate fully in university life through promoting a fair and inclusive learning and living environment. Institutions cannot by law discriminate against disabled people – including prospective students and staff - on the grounds of their disability and are required to make reasonable adjustments to policies, courses, buildings and services to ensure disabled students are not disadvantaged.

The Disabled Students' Allowance (DSA) helps full- and part-time undergraduate and postgraduate students with the extra costs they incur as a result of their disability when attending their course and is administered by Local Education Authorities. The table overleaf gives an overview of the position of receipt of the DSA across the UK.

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<sup>2</sup> The Duty to Promote Disability Equality, Statutory Code of Practice, DRC

	Total full-time first degree students	Number in receipt of DSA	Percent in receipt of DSA (%)	Total full-time undergraduate students	Number in receipt of DSA	Percent in receipt of DSA (%)	Total part-time undergraduate students	Number in receipt of DSA	Percent in receipt of DSA (%)
<b>Total UK</b>	<b>912085</b>	<b>28305</b>	<b>3.1</b>	<b>1034365</b>	<b>30865</b>	<b>3.0</b>	<b>249440</b>	<b>3885</b>	<b>1.6</b>
<b>Total Wales</b>	<b>50995</b>	<b>2230</b>	<b>4.4</b>	<b>57585</b>	<b>2420</b>	<b>4.2</b>	<b>10425</b>	<b>135</b>	<b>1.3</b>
<b>Total England</b>	<b>731480</b>	<b>22820</b>	<b>3.1</b>	<b>834190</b>	<b>25000</b>	<b>3.0</b>	<b>131365</b>	<b>1625</b>	<b>1.2</b>
<b>Total Scotland</b>	<b>103190</b>	<b>2610</b>	<b>2.5</b>	<b>114435</b>	<b>2755</b>	<b>2.4</b>	<b>10915</b>	<b>105</b>	<b>1.0</b>
<b>Total Northern Ireland</b>	<b>26425</b>	<b>640</b>	<b>2.4</b>	<b>28155</b>	<b>690</b>	<b>2.4</b>	<b>4145</b>	<b>60</b>	<b>1.5</b>

Source: HESA (Participation of students in higher education who are in receipt of Disabled Students' Allowance (DSA): All undergraduates 2003/04)

HEIs receive funding from HEFCW for the number of students in receipt of the DSA at their institution. This *Disability Premium* is set at £200 per eligible student in receipt of a DSA. Institutions are expected to account for the funding through developing and submitting a plan for disabled students. These plans ensure that institutions are able to prepare and make anticipatory adjustments for disabled students, and ensure continuity of services, such as specialist student support arrangements or staff training. They must be linked to an institution's overarching strategy for widening access.

In 2004/05 and 2005/06, we have also been able to provide £12.2m in disability capital funding, which supports developments required to help HEIs comply with disability legislation. This funding can be used for building adaptations (or other estates work) to provide adequate access or facilities for disabled students, and to buy specialist equipment, including IT equipment, which makes courses accessible to disabled students.

As well as funding, we also provide guidance in good practice. In 1997, HEFCW and the Higher Education Funding Council for England (HEFCE) published guidance on base-level provision for disabled students in HEIs. The document aimed to guide institutions on provision for disabled students, act as a benchmark for students and institutions and inform funding policy. Although this document has been superseded by legislation, it remains a useful reference document.

More recently, following a consultation circular issued in July 2005 that sought the views on future arrangements for a HEFCW-funded service to co-ordinate disability matters across HEIs in Wales, a new HEFCW Disability and Diversity Co-ordinator was appointed.

The postholder will provide advice and guidance to higher education institutions on their duties towards disabled students and staff, and for equality and diversity more generally. It will also support HEIs in directing their funding effectively, foster the development and dissemination of good practice and innovation in equal opportunities, particularly in the policies and provision for disabled students, and contribute to sector development and Council policy on disability and equal opportunities in higher education.

We also, in partnership with the other UK HE funding bodies, fund the Equality Challenge Unit (ECU) which works alongside HEIs to develop and support all aspects of equality for staff and students in Higher Education across the UK.

## **HEFCW as an Employer**

We are committed to a policy of equality of opportunity for all staff and fostering a working environment that is fair, supportive and inclusive. It does not accept any form of unlawful or unfair discrimination. This includes harassment, victimisation, bullying, or discrimination on the grounds of, for example, race, colour, nationality, ethnic/national origins, religious beliefs, political opinions, marital/parental status, gender, sexual orientation, age, physical/mental disabilities, or the imposition of conditions or requirements which disadvantage individuals and which cannot be shown to be justifiable. This commitment is manifest in recruitment, selection, appraisal, training and development, pay and every other aspect of employment.

In order to meet our employment duties we undertake equality monitoring in the following areas:

- ⇒ Recruitment and Selection: initial enquiry rates; job application rates; sources of applicants; selection success rates at each stage of the recruitment and selection process (including for staff seeking promotion opportunities through fair and open competition).
- ⇒ Employment: Representation by grade and gender by team, and type of work; the numbers making use of the grievance procedure, and the outcome of those procedures; actions under and outcomes following the disciplinary procedure; dismissals, resignations and other reasons for leaving; outcomes following the performance appraisal process.
- ⇒ Training and Development: Applications for, and participation in training and development courses.

Where any detriment or benefit is found as a result of the monitoring exercises, we will, through our HR section, address the issue(s) and report on actions taken in response to the findings.

Consultation with our staff will be undertaken through the Works Council, and through other bodies such as our Equal Opportunities groups. This includes an opportunity for staff to discuss all issues pertaining to disabled staff via our newly established Disability Equality Staff Forum.

Data and analysis from the monitoring is reported annually to Management Board. Data is published on an annual basis on our website, subject only to respecting the Council's obligation to safeguard the confidentiality of data on individuals.

HEFCW will, over the next three years, be striving to attain the 'Two Ticks' disability symbol awarded by Jobcentre Plus to recognise us as an employer who has agreed to take action to meet five commitments regarding the employment, retention, training and career development of disabled employees.

### Support for Disabled Employees

We are committed to meeting, and going beyond our statutory employment duties, developing our policies and procedures to ensure the equality of opportunity for all our staff. This is

supported by the Council's equal opportunities policy and our harassment and anti-discrimination policy, both of which are reviewed regularly and revised where necessary.

Further to this commitment to eradicate harassment and bullying in the workplace, we strive to foster a working environment that is safe, friendly and welcoming for everyone. In addition to our anti-discrimination and harassment policies, the Council also provides staff access to three Fair Treatment Advisers. The Role of the Fair Treatment Adviser is:

- To provide a first point of contact;
- To be a source of information;
- To provide advice where behaviour is not perceived to be in line with our HEFCW Values;
- To listen to concerns in a non-judgmental way;
- To discuss issues of bullying and harassment;
- To advise of all options in line with the Bullying and Harassment Policy;
- To maintain confidentiality as far as is reasonably practicable;
- To support staff through the process, including the formal complaint process should this route be taken.

We will also shortly be preparing guidelines for staff to inform them of our policy on disclosure and their rights under the DDA, as well as detailing the types of support available – technical aids, software, flexible working patterns/ hours, physical adjustments etc. – for disabled employees.

## Estates

HEFCW will, in 2007, be undertaking a full DDA/Accessibility Audit of the Council's premises. This audit will assist the Head of Estates in prioritising alterations and improvements to the physical environment of the Council's offices.

## Communication

HEFCW is committed to communicating with our stakeholders and staff in formats that best suit individual needs and preferences. We will provide, on request, all key documents and policies in a variety of formats, including Large Print (customised to the recipient's

specific needs), CD/disk, Braille, online and on audio tape (including DAISY formats) and accept correspondence electronically (e.g. email, online communication form), via disk and in Braille. British Sign Language (BSL) Interpreters for meetings and seminars with Council staff are arranged on request.

Over the next three years, and through working in partnership with the Communications Manager, we intend to develop and implement an Accessible Information Policy (AIP) alongside the Communication Strategy. The AIP aims to encourage all staff to think carefully about the production of printed documents, both internally and externally, and to be considerate of different disabilities and learning difficulties whilst writing and publishing Council papers and documents.

## **Involving Disabled People**

We recognise that the involvement of disabled people is critical to the success of this Disability Equality Scheme and that the DDA requires us to go beyond merely consulting disabled stakeholders. Involvement will, therefore, be an ongoing activity as we develop our DES, and guide and shape the sector.

The law defines a disabled person as someone who has a physical or mental impairment, that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities, and includes long-term medical conditions such as cancer, HIV and Multiple Sclerosis, and we recognise that a person is no longer required to be “registered” as disabled to be protected by the DDA.

As we do not provide a direct service to the public, we have had to proactively seek contributors to help us shape and develop our scheme. In addition to our Equal Opportunities Sub-Group (EOSG), who initially steered the scheme and action plan, we also brought together representatives from national and local organisations for and of disabled people (such as the Equality Challenge Unit (ECU), Skill (National Bureau for Students With Disabilities)) for their views. We have visited HEIs across Wales (and directly-funded Further Education Institutions (FEIs)) and participated in each institution’s disability equality steering group, enabling the views of disabled students and staff within the sector

to feed into the Council's action plan. A draft copy of the DES was circulated to interested stakeholders across the sector, including each HEI, and the feedback received was used to revise, amend and shape the document.

Mindful that some interested employees may be reluctant to come forward and participate if they're unwilling to disclose a disability, we circulated a staff questionnaire which encouraged responses either signed by staff or submitted anonymously. This has given people the option to contribute without fear of reprisal or discrimination, and encouraged several members of staff with hitherto unknown disabilities to approach the Disability and Diversity Co-ordinator to discuss in detail their conditions and contribute towards the development of the scheme.

Those who responded expressing an interest in participating were invited to attend the Disability Equality Working Group on 17<sup>th</sup> November 2006, where an open agenda encouraged participants – consisting of both internal staff and external stakeholders – to critique the DES and evaluate the consultation outcomes. This discussion, coupled with the visits to HEIs, has since driven and shaped the DES Action Plan.

We anticipate that the scheme will evolve and change over time and welcome, at any time, feedback from the sector and/or stakeholders, not just on the scheme and plan themselves but also on how we involve the views of disabled people. We continue to welcome contributions from anyone with an interest in disability, and are actively looking for involvement from disabled people to help us shape and develop this.

## Impact Assessments

All public authorities must include in their Disability Equality Scheme a statement of the authority's methods for assessing the impact of its policies and practices on equality for disabled persons. The purpose of an impact assessment is to ensure that activities do not disadvantage disabled people, and that, wherever possible, we might better promote equality of opportunity, including consideration of where the different parts of the disability equality duty might be built into those policies and practices.

Whilst considering whether our policies, practices and procedures require a full impact assessment, we need to develop criteria as set out by the Code of Practice which will assist us in determining whether:

- the policy is a major one in terms of scale or significance for the our activities; or
- there is a clear indication that, although the policy is minor, it is likely to have a major impact upon disabled people. This is not a question merely of the numbers of disabled people affected but of the degree of impact.<sup>3</sup>

We also examine the implications for diversity and equal opportunities for each paper submitted to our Council, seeking assurance that the proposals do not disadvantage particular groups, and confirmation that they include positive actions to ensure the equal rights of such groups.

We will publish guidance to all staff on impact assessments, as well as continue to provide training to staff on equality impact assessing. Details of how we carry out impact assessments will also be available online to ensure that any interested stakeholder can review our current assessment processes.

HEFCW have reviewed existing policies, practices and procedures in order to determine if they may have an adverse impact upon disabled people. We have timetabled our impact assessments accordingly, the details of which can be found in Annex B of this document.

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<sup>3</sup> The Duty to Promote Equality, Code of Practice, DRC.

## **Action Plan**

Our Disability Equality Action Plan 2006-2007 sets out all of the actions we have identified for the next year. Each action has been given a deadline, identifies the key person responsible for driving that outcome forward, and proposes the desired outcome. The plan will be monitored and reported on annually.

The Action Plan can be found on page 19 as Annex A of this document.

## **Monitoring Progress**

Enforcement of the specific duties of the Disability Discrimination Act 2005 will be the responsibility of the Disability Rights Commission (DRC) until 2007, after which the Commission for Equality and Human Rights will inherit the enforcement powers. Unlike the Race Relations (Amendment) Act, it, however, does not fall to the Council to monitor disability equality within the sector.

HEFCW's Disability Equality Scheme will be reviewed and revised as appropriate, drawing on feedback and guidance from disabled people and responding to the needs and requests of the HE sector in Wales.

The Action Plan and subsequent outcomes will be published and included on our website, as well as transcribed into a range of alternative and accessible formats. We collate data related to the performance of the higher education sector, which we use for monitoring, and this will be published on the website together with this scheme.

We aim to work closely with the sector in supporting the further development of Disability Equality Schemes and promoting and sharing good practice across the sector in Wales and more widely. This may involve inviting institutions to submit their schemes and reports, via the strategic planning process on the outcome of their monitoring and assessments, which they are required to publish annually for analysis and feedback.

The impact and performance of the Disability Equality Scheme will be monitored regularly by HEFCW's Management Board, and its Equal Opportunities Sub-Group.

## **Complaints**

Complaints regarding the operation of the HEFCW DES will be taken under the Council's Complaints' Procedures and should be addressed, in the first instance, to the Clerk to the Council.

## Contact Us

To discuss any aspect of this document in confidence, please don't hesitate to contact us through the Council's Disability and Diversity Co-ordinator at:

Higher Education Funding Council for Wales,  
Linden Court,  
The Orchards,  
Ilex Close,  
Llanishen,  
CF14 5DZ.

Tel: (029) 2068 2218

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Correspondence is welcome in English or Welsh print, in Braille or on CD/computer disk.

## **Glossary**

<b>AIP</b>	Accessible Information Policy
<b>BSL</b>	British Sign Language
<b>CEHR</b>	Commission for Equality and Human Rights
<b>DDA</b>	Disability Discrimination Act
<b>DED</b>	Disability Equality Duty
<b>DES</b>	Disability Equality Scheme
<b>DRC</b>	Disability Rights Commission
<b>DSA</b>	Disabled Students' Allowance
<b>ECU</b>	Equality Challenge Unit
<b>FEI</b>	Further Education Institution
<b>HE</b>	Higher Education
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HEFCW</b>	Higher Education Funding Council for Wales
<b>HEI</b>	Higher Education Institution
<b>HESA</b>	Higher Education Statistics Agency
<b>HR</b>	Human Resources
<b>SKILL</b>	National Bureau for Students with Disabilities

## Annex A - Disability Equality Action Plan – 2006-2007 (Year 1)

	Action	Responsibility	Timescale	Desired outcome
<b>1</b>	<b>Reaching Wider: Delivering wider participation in support of social inclusion and economic upskilling</b>			
1.1	Monitoring of Reaching Wider progress will include an analysis of targets related to the recruitment of disabled people relevant to their activities and area of coverage.	RW Coordinator	July 2007	
1.2	Reaching Wider Annual Conference in 2007 to include a session on disability equality issues and/or a workshop on issues relevant to disability equality.	RW Coordinator	March 2007	To raise awareness of widening access policies and good practice in disability education, aspiration-raising and skills development.
1.3	The Widening Access Committee (formerly the Reaching Wider National Steering Group or NSG) to consider strategies for improving retention in the HE sector, including disabled students.	RW Coordinator	December 2006	To monitor disabled students retention issues and influence retention policy developments.
1.4	Equality and Diversity issues to be a standing agenda item of the Widening Access Committee	RW Coordinator	December 2006 and ongoing	To advise Council on widening access policies to support disabled HE participation and retention.
<b>2</b>	<b>The Student Deal: delivering the highest quality learning and related support</b>			
2.1	Council to work with Higher Education Academy to promote consideration of the disability and other equality implications of learning and teaching, as specified in the Council's grant letter to the Academy 2006/07.	Learning and Teaching Team	December 2006 and ongoing	Institutions to be aware of learning and teaching issues related to the recruitment of disabled students.
2.2	To ensure that disability and other equality implications form part of the guidance to institutions on new learning and teaching strategies, commencing in 2007/08.	Senior Learning and Teaching Manager	May 2007	To ensure that institutions consider disability and other equality implications in the development of their strategies for learning and teaching.
2.3	Data to be monitored and published on performance of disabled students in area of learning and teaching	Information Management Technology / Learning and Teaching Team	March 2007	To inform monitoring process with regard to issues of relevance to disability in learning and teaching.

	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Desired outcome</b>
2.4	New Joint Higher Education Wales (HEW)/HEFCW Service Level Agreement with Quality Assurance Agency to ensure organisation meets requirements of HEFCW disability equality scheme including actively promoting disability equality.	Learning and Teaching Team	December 2006	To ensure that disability issues are taken into account in implementation of agreed quality assurance methods.
<b>3</b>	<b>Research excellence: delivering improved research performance to underpin the knowledge economy and cultural and social renewal</b>			
3.1	HEIs participating in the 2008 RAE have been required to prepare an internal code of practice covering the preparation of their submissions and the selection of staff for inclusion taking account of all relevant equal opportunities legislation.	Senior Strategic Projects Manager	July 2007	To ensure that institutions take proper account of equal opportunities issues in preparing their RAE submissions.
<b>4</b>	<b>Benefiting the Economy and Society: delivering more productive relationships between higher education institutions and the public and private sectors, other agencies and local communities</b>			
4.1	Study into Foundation Degrees to take into account the market for groups under-represented in higher education, including disabled groups.	Learning and Teaching/Economic Development	April 2007	Ensure that consideration of the market for Foundation Degrees includes reference to under-represented groups.
<b>5</b>	<b>Initial Teacher Training (ITT): delivering newly qualified teachers of high quality</b>			
5.1	Guidance for new ITT strategies to be impact assessed to consider disability equality issues.	Senior Learning and Teaching Manager	May 2007	To ensure institutions take into account disability and other equalities in planning their strategies.
5.2	Disability equality and diversity implications to be considered in the implementation of the outcomes of the ITT Review	Head of Learning and Teaching/Senior Learning and Teaching Manager	May 2007	To ensure that no adverse consequences will arise in terms of disability equality in ITT.

	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Desired outcome</b>
5.3	Equality/diversity/widening access matters a standing item on the agenda of the Teaching Training Recruitment Forum, supported by the Council.	Learning and Teaching Officer	May 2007	To ensure that matters related to the recruitment of disabled people into teacher training in planning recruitment activities.
6	<b>Making it Work: A strong emphasis on reconfiguration, collaboration, and other measures to sustain improved performance of individual institutions and the higher education sector as a whole.</b>			
6.1	Council's DES to be published on the new HEFCW web site, in a dedicated section devoted to the Scheme, including monitoring data on sector performance, including staff in higher education.	Learning and Teaching/Chief Executive's Team/Head of Human Resources (HR) and Organisational Development (OD)	December 2006	To meet statutory responsibilities and raise the profile of HEFCW with regard to disability equality.
6.2	An annual report on the operation of the Scheme to be made to Council in December 2007.	Disability and Diversity Coordinator/Head of Learning and Teaching	December 2007	To ensure that Council members are fully aware of their statutory responsibilities.
6.3	The HEFCW Standing Group on Equalities be established to advise Council on equal opportunities matters. Take further action to determine the Chair of the Group and review the terms of reference and composition of the Group.	Head of Learning and Teaching/Disability and Diversity Coordinator	March 2007	To improve liaison about disability equality in the sector and to facilitate links in equal opportunities more generally.
6.4	Convene at least three meetings of internal Equal Opportunities Sub-Group to facilitate cross-council working on disability equality and other equalities.	Disability and Diversity Coordinator	December 2007	To undertake detailed work on equalities matters reporting to the HEFCW Management Board.
6.5	To collate appropriate data to assist in monitoring the performance of the HE sector in Wales, including on staff and students. In 2006-07 we will, in addition, consider data on unknowns.	Information Management and Technology	May 2007	To consider whether any issues arise with regard to particular disability groups and subject enrolment and overall academic performance. To monitor whether there are any issues related to the retention of disabled students and to inform future action.
6.6	To consider, via the Equality Challenge Unit Welsh Liaison Group and with the sector, requesting institutional DES to disseminate good DED practices across the sector.	Learning and Teaching Team	December 2007	To ensure that good practice of disability equality is disseminated to the HE sector and more widely.
6.7	To consider, including via the Equality Challenge Unit Welsh Liaison Group, further developmental events to assist the sector in consolidating and implementing their disability equality policies.	Disability and Diversity Co-ordinator	May 2007	To assist in the mainstreaming of disability equality in institutions.

	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Desired outcome</b>
6.8	To work with disability associations, including SKILL, DRC, ECU, etc. to assist in the development of the Scheme.	Learning and Teaching	Ongoing	To improve communication and consultation on the Disability Equality Scheme and to feed into the development of next year's action plan.
6.9	To consider the implications of future legislation regarding the promotion of the gender duty and how this should be better aligned with the general and specific duties under our Race and Disability Equality Schemes.	Learning and Teaching Team	April 2007	To assist in the development of a holistic approach to equal opportunities.
<b>7</b>	<b>Employment</b>			
7.1	To publish data related to staff and applications on a financial year basis (April 2006 – March 2007), informing the monitoring process and action planning.  <ul style="list-style-type: none"> <li>• Data on HEFCW staff in post March 2007</li> <li>• Data on applications for post and, where relevant, training and promotion.</li> </ul>	Human Resources	May 2007 May 2007	To inform monitoring and action planning.
7.2	To continue equal opportunities/diversity training programmes. This will be - mandatory for all new starters, and - include refresher provision for current staff.	Human Resources	Ongoing	To ensure that all staff are fully aware of general issues arising from the implementation of the Scheme.
7.3	To develop a programme of training for specific groups of staff within HEFCW, including on - impact assessment, and - Recruitment and selection.	Human Resources/ Disability and Diversity Coordinator	Dec 2006 March 2007	To inform the allocation of resources for specialised training in equal opportunities/diversity.
7.4	Continue assessment, with advertising agent, staff and wide range external stakeholders, of external perception of HEFCW as an employer.	Human Resources	March 2007	To improve HEFCW profile as an equal opportunities employer.
7.5	To undertake a DDA Audit of HEFCW offices with a view to improving access for disabled staff and visitors	Head of Estates, Facilities Manager and Disability and Diversity Coordinator	March 2007	To have a complete accessibility audit of the HEFCW Llanishen offices.
7.6	Designate appropriate accessible parking for disabled staff and visitors to HEFCW offices	Facilities Manager	June 2007	To have designated accessible parking spaces close to the HEFCW offices.

	<b>Action</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Desired outcome</b>
7.7	To implement a thrice-yearly Disability Equality Forum for HEFCW staff.	Disability and Diversity Coordinator	January 2007	To create a forum where disabled staff are able to voice matters of concern and talk freely about disability-related issues.
7.8	To produce guidelines for all staff detailing their rights under the DDA/DED and aids/support available to them.	Disability and Diversity Coordinator	June 2007	To provide staff with a clear understanding of their rights under disability legislation, and provide examples of the types of support available to them.
7.9	To work with the Communications Manager in producing the Communications Strategy and Accessible Information Policy, including best practice guidelines for producing printed materials.	Disability and Diversity Coordinator/Communications Manager	September 2007	To have a robust communications strategy that encourages staff to take account of disabilities whilst preparing Council papers.

## Annex B - HEFCW'S FUNCTIONS AND POLICIES

High relevance to the General Duty	Medium relevance to the General Duty	Low relevance to the General Duty
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Functions: Our statutory powers and duties	Strategic Aims	Policies and practices (based upon Corporate Strategy 2005-06 to 2007-08)	Timetable for Impact Assessment
<b>Funding of Higher Education and Assessment of Quality</b>	<i>Reaching Wider: delivering wider participation in support of social inclusion and economic upskilling</i>	• Allocate teaching funding via agreed formula	2008-2009
		• Fund institutional widening access/disability strategies	2006-2007
		• Provide widening access/disability premia	2006-2007
		• Support Reaching Higher-Reaching Wider Partnerships	2006-2007
		• Review widening access funding	2006-2007
		• Monitor institutional race equality policies to assist institutions in addressing equality of opportunity through wider participation	2007-2008
		• Improve support and accessibility for students with disabilities	2006-2007
		• Support the implementation of the credit framework and institutional engagement with the European Credit Transfer System (ECTS)	2007-2008
		• Promote good practice in partnerships between HE and FE institutions	2007-2008
		• Work with institutions to improve student retention	2006-2007
		• Administer financial contingency funds on behalf of the Welsh Assembly Government.	2006-2007
		• Take forward actions required of HEFCW following transfer of student support arrangements to Wales	2007-2008
	<i>The 'Deal for Students': delivering the highest quality</i>	• Allocate teaching funding via agreed formula	2008-2009

	<i>learning and related support</i>	<ul style="list-style-type: none"> <li>• Work with the sector and the QAA to implement the quality assurance and standards framework, advised by the Quality Working Group/Quality Assessment Committee (QWG/QAC)</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Fund learning and teaching strategies, support excellent teaching and encourage quality enhancement, working with the Higher Education Academy</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Ensure institutions maintain robust institutional complaints procedures.</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Provide specific support for Welsh Medium provision via funding of strategies and Welsh Medium premium</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Work with the sector to implement the strategy for Welsh Medium provision incorporating the Centre for Development of Welsh medium provision.</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Support the development of an integrated e-learning network and work with the Joint Information Systems Committee (JISC)</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Fund specified UK agencies which support learning and teaching, employability and European developments</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Progress employability agenda, including through Go Wales</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Work with institutions to increase overseas student recruitment, including through the Wales International Consortium</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Encourage improvements in alumni provision</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Support institutions in engaging with European developments including the Bologna process</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Allocate funds to institutions for the development of learning and teaching infrastructure.</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Take forward actions arising from the Assembly's consideration of subjects of broader importance in a Welsh context.</li> </ul>	2008-2009
<b>Funding of Research</b>	<i>Research excellence: delivering improved research</i>	<ul style="list-style-type: none"> <li>• Allocate quality based grant (QR) according to agreed formula</li> </ul>	2008-2009

	<i>performance to underpin the knowledge economy and cultural and social renewal</i>		
		<ul style="list-style-type: none"> <li>• Allocate science research investment fund (SRIF capital funds)</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Assist the sector in building research capacity, including through the Research Investment Fund</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Encourage sector to gain increased grant income from Research Councils and other external sources</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Implement arrangements for the Research Assessment Exercise 2008</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Improve standards of postgraduate research training, including via QAA review.</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Implement new arrangements for the funding of postgraduate research.</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Encourage institutional collaboration in research, including through the Reconfiguration and Collaboration Fund</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Support institutions to achieve a strong research profile in areas of social, economic and cultural importance to Wales.</li> </ul>	2008-2009
<b>Funding of Associated Activities</b>	<i>Benefiting the Economy and Society: delivering more productive relationships between higher education institutions and the public and private sectors, other agencies and local communities.</i>	<ul style="list-style-type: none"> <li>• Allocate Third Mission Funds, taking account of arrangements for the Knowledge Exploitation Fund (KEF)</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Work with institutions on strategic planning of Third Mission activities and the development and monitoring of</li> </ul>	2007-2008

		performance indicators to evaluate the sector's contribution to economic and social well being.	
		<ul style="list-style-type: none"> <li>• Work with the Assembly and the sector to embed sustainability in HEIs overall strategic planning</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Support the delivery of trained health professionals, working with UK partners through the Joint Medical Advisory Committee (JMAC)</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Support the sector in attracting European and other funding</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Support institutions in their interactions with Sector Skills Councils and other employer representative bodies.</li> </ul>	2007-2008
<b>Funding and Accrediting Initial Teacher Training</b>	<i>Initial Teacher Training: delivering newly qualified teachers of high quality</i>	<ul style="list-style-type: none"> <li>• Allocate teaching funding via agreed formula</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Allocate funds for ITT strategies</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Take forward the outcomes of the review of ITT partnerships</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Improve quality and standards across the ITT sector, working closely with Estyn</li> </ul>	2008-2009
		<ul style="list-style-type: none"> <li>• Publish performance information on ITT</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>• Work with partners to improve ITT recruitment against Assembly intake targets, including Welsh medium provision</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Encourage the sector to develop innovative provision to improve ITT recruitment (including distance learning)</li> </ul>	2006-2007
		<ul style="list-style-type: none"> <li>• Work with the Assembly on its review of ITT and implement the review outcomes, as appropriate.</li> </ul>	2006-2007
<b>Advice to the Minister*</b>	<i>Making it work: A) The HE sector in Wales - A strong emphasis on reconfiguration, collaboration, and other measures to sustain improved performance of individual institutions and the HE system as a whole; B) HEFCW –</i>	<p>A) The HE sector in Wales</p> <ul style="list-style-type: none"> <li>• Work with appropriate partners to secure delivery of strategic aims.</li> <li>• Fund reconfiguration and collaboration activity and monitor and evaluate projects.</li> <li>• Refine the strategic use of Reaching Higher funds and introduce the Council's Strategic Development Fund.</li> <li>• Support institutions in strategic planning, reducing the</li> </ul>	<p>2008-2009</p> <p>2007-2008</p>

	<p><i>being an effective public sector body by:</i></p> <ul style="list-style-type: none"> <li>○ <i>Having the capability and infrastructure that enables us to work effectively internally and with all our stakeholders and partners (especially the Welsh Assembly Government and the HE sector in Wales)</i></li> <li>○ <i>Being an employer of choice.</i></li> </ul>	<p>burden of accountability where possible.</p> <ul style="list-style-type: none"> <li>• Support institutions in modernising HR management, including the provision of consultancy advice</li> <li>• Promote equal opportunities in higher education, including through the publication of a race equality scheme, and monitor sector performance.</li> <li>• Support development of leadership and management, eg through the Leadership Foundation</li> <li>• Provide funding support to the Equality Challenge Unit and the Leadership Foundation</li> <li>• Monitor and ensure good governance of HEIs through audit procedures and the annual governance assurance statement and contribute officer time to governor training</li> <li>• Monitor financial health, estates and procurement practice of HEIs and advise the sector on good practice and value for money, where appropriate.</li> <li>• Ensure correct and timely payment of agreed funds to institutions.</li> <li>• Engage in strategic dialogue with Higher Education Wales and Chairs of institutions (CHEW), and in other opportunities for cross sector consultation.</li> <li>• Collect data to inform funding allocations and participate in UK-wide data processes to inform interested parties about the HE sector.</li> </ul>	<p>2007-2008</p> <p>2006-2007</p> <p>2007-2008</p> <p>2008-2009</p> <p>2007-2008</p>
		<p>B) HEFCW – being an effective public sector body</p>	
		<ul style="list-style-type: none"> <li>• Employ staff and develop own practices as an employer and organisation, following separation from the National council – ELWa.</li> </ul>	<p>2007-2008</p>
		<ul style="list-style-type: none"> <li>• Procure value for money services from contractors to assist in the delivery of the functions and policies, taking account of the requirements of the race equality scheme.</li> </ul>	<p>2007-2008</p>
		<ul style="list-style-type: none"> <li>• Mainstream sustainable development, equality, partnership working, and the Welsh Language in all business processes and support the Assembly's Making the Connections agenda.</li> </ul>	<p>2007-2008</p>

		<ul style="list-style-type: none"> <li>Develop a programme of research and evaluation to support the development of evidence-based policy and good practice in organisational development.</li> </ul>	2007-2008
		<ul style="list-style-type: none"> <li>Consult regularly and conduct surveys of stakeholders to inform the development of practical policies and an effective organisation.</li> </ul>	2006-2007
<b>Establishment of Committees</b>		<ul style="list-style-type: none"> <li>Establish appropriate Council sub-committees and participate in UK-committees such as JMAC and JISC.</li> </ul>	2006-2007

\* Footnote: elements of the policies and practices outlined here also apply to earlier functions.

**Key**

High relevance to the General Duty	Medium relevance to the General Duty	Low relevance to the General Duty
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