

**To: Heads of higher education institutions  
in Wales**

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Response By: No response required  
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**RACE EQUALITY SCHEME**

HEFCW has been undertaking a review of its Race Equality Scheme, as required by the Commission for Race Equality's Code of Practice. In particular, this involves a triennial review of the Council's definitions of its functions and policies and how relevant these are to race equality. The documents giving the outcome of this assessment form annexes A and B to the current scheme.

The Scheme document itself has been evolving in the light of feedback since it was first published in May 2002 and annual action plans and reports have been prepared. As I have previously reported, we hope to finally include the current documentation on the HEFCW web site in the near future, together with a range of other information, data and links which we hope will prove useful to the sector. The current Scheme document (a copy of which is attached, together with the action plan for 2004-05) will be revised again to reflect changes within the organisation and the revised assessments of relevance against our new Corporate Strategy.

We would very much welcome your comments on the current Scheme documentation and, in particular, the areas which we have defined as relevant. Do you feel that there are gaps or that there are areas of greater relevance? As previously noted, the Scheme has been amended regularly since 2002 and we would welcome feedback on the documentation and, once in place, the web pages, at any time. However, if you have specific comments to feed into our current review, it would help us if you could submit these to Celia Hunt, Head of Learning and Teaching, by Friday, 20<sup>th</sup> May. We would be happy to receive submissions, at any time, from individuals within HEIs and more widely.

Thank you for your help and your patience while we develop the web-based resource.

**PROFESSOR PHILIP GUMMETT  
CHIEF EXECUTIVE**

**CYNGOR CYLLIDO  
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Higher Education Funding  
Council for Wales

**HIGHER EDUCATION  
FUNDING COUNCIL  
FOR WALES**

## **RACE EQUALITY SCHEME**

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# **FOREWORD**

**This document sets out the Council's plans for meeting its statutory responsibilities with regard to the Race Relations (Amendment) Act 2000. However, that is the least of the aspects which it wishes to achieve.**

**As the Council which funds 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 sector we fund to ensure that all higher education institutions 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 within institutions. We will monitor institutional actions and sector performance but we will also provide assistance and support to enable improvements in sector performance in improving diversity.**

**In addition, we recognise the work which we need to do as an employer ourselves to improve diversity and to tackle institutional racism and this Scheme sets out how we will take forward our employment duty.**

**We see this Scheme as an evolving document and we welcome comments and feedback which will assist us in reviewing the Scheme and developing annual action plans. Please address any comments to: Celia Hunt, Head of Learning and Teaching, here at the Council's offices.**

**Professor Philip Gummett  
Chief Executive**

## Introduction

- 1 The Race Relations Act 1976, as amended by the Race Relations (Amendment) Act 2000, places a general duty on a range of public bodies to
  - ⇒ Eliminate unlawful racial discrimination;
  - ⇒ Promote equality of opportunity; and
  - ⇒ Promote good race relations between people of different racial groups.
- 2 The Race Relations (Amendment) Act 2000 (RRAA) specifies that, as with many other public authorities, the funding councils, including the Higher Education Funding Council for Wales (HEFCW) and institutions within the HE sector, are bound by this duty in everything they do. The duty aims to make the promotion of racial equality central to the way public authorities work. This includes in policy and service delivery (planning, policy making, service delivery, regulation, inspection and enforcement), as well as in employment.
- 3 In addition, specific duties are placed on certain bodies, including HEFCW, so that authorities responsible for delivery of important public services have to make arrangements that will help them to meet their general duty. This includes the preparation of properly timetabled and realistic plans for meeting these duties by 31 May 2002. These arrangements should be set out in a Race Equality Scheme and action plan.
- 4 The 1976 Act was significantly strengthened by the RRAA in 2000 as a result of recommendations that came out of the Macpherson Report on the Stephen Lawrence murder inquiry. The Council has acknowledged the need to address institutional racism and has accepted the definition given in the Macpherson Report:

‘The collective failures of an organisation to provide an appropriate and professional service to people because of their colour, culture, ethnic origin, [which] can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantages minority ethnic people’.

This Scheme sets out our arrangements for meeting both the General Duty and the Specific Duties, looking both externally, in terms of our relationship with higher education institutions in Wales, and more widely, and internally, in our role as an employer.

## The General Duty

- 5 The Code of Practice on the Duty to Promote Racial Equality notes four guiding principles for public authorities
  - ⇒ Promoting racial equality is obligatory for all [listed] public authorities;
  - ⇒ Public authorities must meet the duty to promote race equality in all relevant functions;
  - ⇒ The weight given to race equality should be proportionate to its relevance;
  - ⇒ The elements of the duty are complementary (all necessary to meet the whole duty).
- 6 Race equality will be more relevant to some public functions than others. We therefore need to assess whether and how race equality is relevant to each of our functions, which may entail identifying those that involve or affect the public. A proportionate

approach may mean giving greater consideration and resources to functions that could have most effect on the public and that could affect racial groups in different ways. The three parts of the general duty (listed in 1 above) complement each other and may overlap. All three parts should be dealt with separately.

7 To meet our general duty we need to

- ⇒ Identify which of our functions, policies, processes and procedures are relevant to the duty;
- ⇒ set priorities and targets within these functions, as part of our plan for action, based on their race equality relevance and the potential for unlawful racial discriminatory practice to occur;
- ⇒ incorporate specific duty requirements into those functions assessed as relevant to the general duty;
- ⇒ Consider how the policies, processes and procedures might be changed, where necessary, to meet the general duty, and make the changes.

Paragraph 19 explains how we have conducted this process and the outcomes are set out in the separate action plan which is updated annually. However, we recognise that this is a continuous process, through which the Council's approach to race equality will be further developed.

### Specific Duties

8 In addition, HEFCW is one of the public bodies required to produce a Race Equality Scheme by 31 May 2002. The Race Equality Scheme must state

- ⇒ Functions and policies, or proposed policies, assessed as relevant to performance of the general duty; and
- ⇒ Arrangements for
  - i) assessing and consulting on the likely impact of proposed policies on the promotion of race equality;
  - ii) monitoring policies for any adverse impact on the promotion of race equality;
  - iii) publishing the results of such assessments, consultations and monitoring;
  - iv) ensuring public access to information and services;
  - v) training staff in connection with the duties imposed.

The assessment of relevance has to be reviewed within three years from 31 May 2002 and within each further period of three years.

9 As part of the specific duties related to its role as employer, the Council is required to include in the Scheme arrangements for meeting its employment duty. Details of these arrangements have been prepared by the Corporate Services Directorate, which covers both the National Council for Education and Training for Wales and the HEFCW, and documented in the Scheme and action plan. It includes arrangements for the training of staff [see paragraphs 27 – 36 below].

10 The Council's Higher Education Policy Group will be responsible for

- i) considering the relevance of likely impact of policies, processes and functions on the promotion of race equality

Further information about this task is given in paragraph 19 below.

- ii) developing a communication and consultation strategy to enable a proper assessment of impact.

The Council's current arrangements for consultation on its policies are focussed on higher education institutions. However, consultation documents are distributed widely and copies placed on the website. In addition, the Council is building relationships with black and ethnic minority organisations, including those related to refugees and asylum seekers, gipsies and travellers, which can contribute to policy development in higher education in Wales. The Council is keen to take account of good practice in consultation on race equality matters and is contributing funding to a UK-wide study considering this matter across the entire Higher Education sector. A communication and consultation strategy will be developed in the light of the outcomes of this study and taking advice from the Council's new Standing Group on Equalities.

- iii) ensuring that the results of consultations, assessments and monitoring are published and that appropriate public access is available to information and services;

The outcomes of the Council's policy development consultations are published and distributed widely and included on the Council's web site. The Council is required to publish data related to the performance of the higher education sector, which we used for monitoring, and this is published on the web site together with this Scheme. Again, there is a need to consider how to widen access to this material and this will be part of the communication and consultation strategy to be developed.

- iv) ensuring that staff have received appropriate training in connection with the duties imposed;

Information about staff training is included in paragraph 23 below.

- 11 The Council is also required to monitor and report annually on whether higher education institutions in Wales are meeting the general and specific duties placed upon them, particularly in terms of their role as employers of staff. The action plan proposes that monitoring information should be collected via the Council's process for reviewing the strategic plans of higher education institutions. In 2002, this will involve the receipt of full copies of institutional race equality policies. In future years, institutions will be invited to submit revised policies (where applicable) or submit copies, via the strategic planning process, of reports on the outcome of their monitoring and assessments, which they are required to publish annually. The performance of institutions will be monitored by the Council's Institutional Review group and reported to Higher Education Policy Group. The responsibility for ensuring that such reports are made lies with the Council's Learning and Teaching Team.

### **Publication of the Scheme**

- 12 The Council first published its Race Equality Scheme in May 2002. The Scheme is an evolving document, which is subject to amendment in the light of the outcomes of institutional monitoring, of consultations regarding the Council's policies, and of the experience of the Council as an employer. This version has been revised to take account of feedback from higher education institutions, members of the public, and other interested parties. Each time the Scheme is amended, and when the action plan is updated, the revised documentation will be placed on the web site and information about its availability circulated widely. On each occasion, comment will be invited on

the further development of the Scheme/Action Plan. We are also preparing a summary of this Scheme in furtherance of our employment duty and to assist the development of consultation with relevant organisations in the local area.

### **Functions of the Council**

- 13 The 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. It administers funds made available by the National Assembly for Wales to support education, research and associated activities at thirteen higher education institutions. It also provides funds for prescribed higher education courses at further education colleges.
- 14 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 its funding responsibilities, the Council provides advice to the National Assembly for Wales on the funding needs, aspirations and concerns of the higher education sector in Wales.
- 15 The Council employs 36 staff who work solely for it and 28 who have contracts with both HEFCW and the National Council for Education and Training for Wales (NC-ELWa). The Council is in the process of separating from NC-ELWa and is considering the impact this will have on its operations, including its obligations under this Scheme. This restructuring process has meant that the human resources function serving the two Councils has been delayed in progressing some aspects of the Council's action plan.
- 16 In undertaking its functions, the Council implements its policies through the higher and further education institutions which receive its funding. Its functions do not include the provision of services directly to the public. However, the Council is an employer and we recognise the need to build links with black and ethnic minority organisations locally to help improve the diversity of our workforce. The institutions we support are also major employers in their localities. We fund institutions which recruit students from the UK and across the world, and which deliver education, training, consultancy, research and other outreach activities, locally, nationally, and internationally. We therefore recognise the need to address more effectively the general duty and to monitor the performance of the institutions we fund.

### **Council Aims**

- 17 In our corporate strategy to 2010 we set out our strategic aims around five substantive building blocks aimed at delivering the Assembly's wider policy objectives, with a sixth enabling block 'Making it Work', to underpin delivery of the other five. These are set out below. Our priorities for the period covered by our Corporate Plan, 2003-04 – 2005-06, have also been organised around these strategic aims.
- 18 These aims can only be achieved by working in partnership with funded institutions. We work closely in a Welsh context with our sister Council (the NC-ELWa), with other Assembly Sponsored Public Bodies, and with other agencies at an all-Wales and local level. In considering the role of higher education more generally, we also work with key organisations across the UK, including the other UK higher education funding councils and the sector representative bodies. The Action Plan sets out arrangements for working in partnership with other bodies. Of particular priority in this regard is the Equality Challenge Unit, funded by the UK higher education funding councils and

sector representative bodies, which advises higher education institutions and funding councils on improving equal opportunities, including race equality matters.

<p><b><u>Reaching Wider:</u></b></p> <p>delivering wider participation and access in support of social inclusion and economic upskilling</p>	<p><b><u>The 'Deal for Students':</u></b></p> <p>delivering the highest quality learning and related support</p>	<p><b><u>Research Excellence:</u></b></p> <p>delivering improved research performance to underpin the knowledge economy and cultural and social renewal</p>	<p><b><u>Benefiting Society and the Economy:</u></b></p> <p>delivering more productive relationships between higher education institutions and the public and private sectors, other agencies and local communities</p>	<p><b><u>Initial Teacher Training:</u></b></p> <p>delivering newly qualified teachers of high quality</p>
<p style="text-align: center;"><b><u>Making it Work:</u></b></p> <p>reconfiguration and other measures to sustain improved performance of individual institutions and the HE system as a whole</p>				
<p>Delivery of these strategic aims will be done in clear and positive support of the Assembly's core principles/cross-cutting themes of:</p> <p><b>Social inclusion</b>  <b>Equality</b>  <b>Sustainable Development</b>  <b>Bilingualism</b></p>				

### Assessment of Functions, Processes and Policies

19 In the light of advice from the Commission for Racial Equality Cymru, the Council has conducted a full evaluation of its functions and policies in terms of their relevance to the general duty, against its statutory duties and powers and the strategic aims set out in its Corporate Strategy and most recent Corporate Plan. The review was conducted by the Higher Education Policy Group, which has responsibility for conducting such a review on an triennial basis and for annual monitoring of the Scheme itself. Major work was also completed by the Council's Institutional Review group, involving representation from each area of the Council's business. The following process was adopted:

- Identification of the Council's core functions and policies based upon its statutory powers and duties and the Council's corporate strategy. **Annex A** comprises a summary of these functions and policies;
- Ethnic monitoring via an analysis of statistical information relating to the performance of the HE sector in Wales. This data, relating to the base year 2000/01, is published simultaneously with this Scheme on the Council's web site, and will be reviewed annually. Ethnic monitoring data related to the Council's role

as an employer is analysed separately by the Council's Human Resources function and will also be published simultaneously with this Scheme;

- Assessment of the relevance of each policy and practice to the general duty and the degree of relevance. **Annex B** tables the outcome of this process;
- As a result of this process, areas were identified for further action, with immediate work required in the areas of widening access (Reaching Wider), employability (Benefiting the Economy and Society) and institutional human resources strategies (Making it Work). The outcome of this approach will be subject to continuing consultation both internally and externally. These detailed actions are reflected in the separate Action Plan, which is revised annually. A more general statement regarding the Council's approach is included in paragraph 26 below.

## HEFCW's Approach

- 20 Despite its small size, HEFCW deals with an array of policy initiatives related to higher education and has wide-ranging interactions with public and private bodies, both within Wales and externally. It works closely with its sister Council, NC-ELWa, in its role as an employer and also in relation to joint policy initiatives. It is important that the Council's Race Equality Scheme reflects that role, the relevant legislation and the need to work closely with the HE sector in Wales.
- 21 HEFCW is committed to meeting its obligations under the general duty and, in doing so, to work with the HE sector to develop and disseminate good practice. It will use the specific duties (including this Scheme) to make race equality a core issue in the development and implementation of policies and services, and will evaluate and refine those approaches to advance the race equality agenda, including those matters related to the employment of institutions' and its own staff. As noted in paragraph 10(ii) above, a communication and consultation strategy will be developed in the light of the outcomes of the current UK-wide study and taking advice from the Standing Group on Equalities. HEFCW will work to ensure that its own staff reflect the society that it serves, and that no-one is denied the opportunity to participate, and be treated equally, in higher education irrespective of race, gender, disability, sexuality, age or religious belief. Processes and procedures to be implemented to secure this are included in the attached action plan, which is revised annually.
- 22 HEFCW will work with funded institutions to achieve the following:
- ⇒ Employment of staff from minority ethnic communities across higher education institutions, including at senior level;
  - ⇒ Increased participation in higher education from under-represented groups;
  - ⇒ Establishment of support systems for staff and students, including policies and procedures on discrimination and harassment;
  - ⇒ Establishment of base line information about the current recruitment position and setting targets for improvement;
  - ⇒ Development of human resources strategies which include consideration of equal opportunities issues;
- 23 We recognise the need for appropriate training for all staff to address processes, attitudes and behaviour across our organisation. Arrangements for training staff responsible for managing and delivering the Council's race equality strategy as a whole are set out in the section below on Employment Duties, which details the way in which the Council will meet its specific employment duty. Training will also include development of specific knowledge of race equality developments and good practice elsewhere, including via attendance at conferences and seminars outside Wales.

- 24 The Council will examine, and report on, whether higher education institutions in Wales are meeting general and specific duties. In 2002, the Council will seek copies of race equality policies prepared by institutions in response to the Race Relations Amendment Act, via the strategic planning process. The Council has requested the Equality Challenge Unit to undertake a full review of those policies and to provide feedback to assist in institutions' development. This included the provision of seminars and consultancy-type support. In the future, information will be sought annually regarding the review and monitoring of those policies by institutions.
- 25 HEFCW will ensure that it meets its race equality obligations by:
- ⇒ Publishing a Race Equality scheme by 31 May 2002 and keeping this under review via consultation both internally with Council staff, and externally with the sector and other interested parties;
  - ⇒ Monitoring the implementation of the action plan as an integral part of our performance management arrangements and via our Higher Education Policy Group;
  - ⇒ Establishing a Standing Group on Equal Opportunities to consider race equality and wider equality issues;
  - ⇒ Considering the detailed Action Plan and its implementation and revising and reporting on this annually;
  - ⇒ Supporting and guiding higher education institutions in implementing their race equality policies, monitoring institutional progress on an annual basis.

### **Meeting the Aims**

- 26 The following paragraphs set out the Council's view regarding the need for further action under each area of the corporate plan.

#### **Reaching Wider** – *delivering wider participation and access in support of social inclusion and economic upskilling.*

The Council aims to promote social inclusion and equal opportunities across all dimensions of equality. This is highly relevant to race equality. The *Reaching Wider* initiative, launched in July 2002 has established widening access partnerships across all areas of Wales. Amongst other things, these partnerships have been asked to take account of the needs of ethnic minority groups. Institutions individually are also asked to report on actions being taken to widen access for black and other minority ethnic groups. The Council is working towards an increase in the proportion of ethnic minority students recruited to higher education. Recognising that this proportion already exceeds that of the general population of Wales, monitoring data has been investigated to examine whether there is a need for institutions to target particular racial groups and to consider recruitment to particular subject areas, as well as to consider issues regarding retention. Further research needs are being identified. In addition, the need for staff role models and appropriate support mechanisms will be considered.

#### **The 'Deal' for Students** – *delivering the highest quality learning and related support*

All students expect the highest quality learning and related support. However, there may be particular areas of learning and teaching which impact adversely on particular ethnic groups. Institutions will be required to consider this as part of the review of their learning and teaching strategies. As noted above, part of this action will depend upon appropriate role models and support mechanisms to be introduced. These may, or may not, be similar to those required in a widening access context. The Council will also monitor its contract with the Quality Assurance Agency for the implementation of

the new Quality Assurance and Standards Framework for Wales, to assess relevance for race equality.

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

The Council's Research Funding method is considered to be of low relevance overall. However, issues regarding race equality will be taken into account in the review of research assessment, where these arise from the wide consultation which has already taken place. In addition, matters relating to the building of research capacity will recognise the race equality dimension, giving a wider range of staff the opportunity to become involved in and to produce high quality research. Matters related to the quality of support for postgraduate students will also need to take into account the race equality dimension.

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

Higher Education Institutions' links with business should include support for black and other minority ethnic entrepreneurs and, indeed, the encouragement and maintenance of entrepreneurship amongst black and other minority ethnic groups. Institutions will be expected to take account of this in their Higher Education Economic Development strategies, including publicising services, where appropriate, directly to relevant black and other minority ethnic communities. In addition, aspects of employability will take account of issues related to the employment of black and other minority ethnic graduates/diplomats, and institutions will be encouraged to consider this in their Work Experience and Employability Plans.

***Initial Teacher Training*** - *delivering newly qualified teachers of high quality*

Recruitment of teacher trainees has been challenging in some subject areas in recent years and recruitment of members ethnic minorities, even more so. Yet this is essential in terms of providing effective role models in schools – both male and female. Institutions are already making efforts to recruit from minority ethnic groups to teacher training courses. The Council has commissioned studies that are looking at good practice in this area, and lessons are being learned from this work. The Council will continue to encourage institutions to ensure that the make-up of their course cohorts reflects the populations and schools that they serve. The Council will work with partners to improve recruitment, including with the General Teaching Council for Wales in the development and implementation of its teacher recruitment strategy for Wales.

***Making it Work*** – *A strong emphasis on reconfiguration, collaboration, and other measures to sustain improved performance of individual institutions and the higher education system as a whole*

In its role in monitoring institutional performance and effectiveness, the Council is concerned to ensure, as a minimum, that institutions are meeting their statutory obligations. More than this, the Council is keen to encourage institutions to build equal opportunities, and race equality specifically, into their human resources practices. We have identified equal opportunities as a specific feature of human resource strategies and will encourage institutions to consider race equality matters in all HR functions. The Council has recognised a particular issue with regard to the composition of its own staff and its HR function will be targeting recruitment of ethnic minorities to seek to ensure that this reflects the relevant local populations. In addition, with regard to its

own functions, whilst Finance and Audit are regarded as low relevance, the Council will be taking on board CRE guidance with regard to procurement procedures as it becomes available.

## **Employment Duties**

- 27 The Council employs 36 staff who work solely for it and 28 who have contracts with both HEFCW and the National Council for Education and Training for Wales (NC-ELWa). The Council is in the process of separating from NC-ELWa and is considering the impact this will have on its operations, including its obligations under this Scheme.
- 28 HEFCW has procedures in place for meeting the statutory requirements for ethnic monitoring, supported by an equal opportunities policy. In following the spirit of the general and specific duties of the Race Relations Amendment Act, further actions have been set out in the Council's action plan.
- 29 The Council is committed to a policy of equality of opportunity for all staff. 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.
- 30 The Council is committed to meeting, and going beyond its statutory employment duties, developing its policies and procedures to ensure the equality of opportunity for all its staff. This is supported by the Council's equal opportunities policy and its harassment and anti-discrimination policy.
- 31 In order to meet its employment duties the Council will monitor ethnicity using the ethnic monitoring categories promoted by the Commission for Racial Equality.. The personnel system (CHRIS) has been updated to reflect these categories, which will enable the collection and recording of the majority of the data necessary to meet the employment duties.
- 32 Ethnic monitoring will be undertaken 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 directorate and section, 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, the Council, through its HR section, will address the issue(s) and report on actions taken in response to the findings.

- 33 Consultation with the Council's staff will be undertaken through the Works Council, and through other bodies such as its Diversity Working Group.
- 34 The Corporate Services Directorate will undertake the monitoring noted above. Analysis of the data will be undertaken by the Human Resources function, together with analysis of its processes and procedures to ensure that they do not have an adverse affect on those from a minority ethnic community. If the analysis suggests that such an impact exists then further investigations will be undertaken and appropriate remedial action taken.
- 35 The HR function will also ensure that it regularly audits our employment policies against the CRE Standard for Race Equality for employers as well as the relevant Codes of Practice.
- 36 Data and analysis from the monitoring will be reported annually to the Higher Education Policy Group. Data will be published on an annual basis on the Council's web site, subject only to respecting the Council's obligation to safeguard the confidentiality of any individual data received.
- 37 Procurement, Outsourcing and Partnerships. The Council will ensure that, through its procurement procedures, contractors providing a service to the Council are aware of its commitment to equality of opportunity and its obligations to respect the Council's commitment to a working environment where unlawful or unfair discrimination is wholly unacceptable.
- 38 The Council will provide training to all staff in equality, with more specific training given to managers and staff associated with policy development and implementation, in order that the General and Specific Duties of the Council can be met. The specific training and development needs will be identified through individual training and development action plans and a generic Training Needs Analysis exercise during 2004.

### **Complaints**

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

## HEFCW'S FUNCTIONS AND POLICIES

Functions: Our statutory powers and duties	<i>Strategic Aims</i>	Policies and practices (based upon Corporate Strategy 2003-04 to 2005-06)
<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>	<ul style="list-style-type: none"> <li>• Allocate teaching funding via agreed formula</li> </ul>
		<ul style="list-style-type: none"> <li>• Fund institutional widening access and disability strategies</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide widening access premium</li> </ul>
		<ul style="list-style-type: none"> <li>• Establish Reaching Higher-Reaching Wider Partnerships</li> </ul>
		<ul style="list-style-type: none"> <li>• Review widening access funding</li> </ul>
		<ul style="list-style-type: none"> <li>• Improve support and accessibility for students with disabilities</li> </ul>
		<ul style="list-style-type: none"> <li>• Implement the credit framework</li> </ul>
		<ul style="list-style-type: none"> <li>• Maintain and develop HE in FE provision</li> </ul>
		<ul style="list-style-type: none"> <li>• Work with institutions to improve student retention</li> </ul>
		<ul style="list-style-type: none"> <li>• Administer financial contingency funds on behalf of the Welsh Assembly Government.</li> </ul>
	<i>The 'Deal for Students': delivering the highest quality learning and related support</i>	<ul style="list-style-type: none"> <li>• Implement new quality assurance and standards framework, advised by Quality Working Group/Quality Assessment Committee (QWG/QAC)</li> </ul>
		<ul style="list-style-type: none"> <li>• Encourage reward of high quality teaching</li> </ul>
		<ul style="list-style-type: none"> <li>• Fund learning and teaching strategies and encourage quality enhancement</li> </ul>
		<ul style="list-style-type: none"> <li>• Encourage robust institutional complaints procedures</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide specific support for Welsh Medium provision via funding of strategies and Welsh Medium premium</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop with sector a strategy for Welsh Medium provision incorporating Centre for Development of Welsh medium provision</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop framework for e-learning and work with E-University and the Joint Information Systems Committee (JISC)</li> </ul>
		<ul style="list-style-type: none"> <li>• Fund specified UK agencies which support learning and teaching</li> </ul>
		<ul style="list-style-type: none"> <li>• Progress employability agenda with careers services, Graduate Wales/Cymru Prosper Wales</li> </ul>
		<ul style="list-style-type: none"> <li>• Work with institutions to increase overseas student recruitment</li> </ul>

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		<ul style="list-style-type: none"> <li>• Encourage improvements in alumni provision</li> </ul>
		<ul style="list-style-type: none"> <li>• Review modern language provision</li> </ul>
<b>Funding of Research</b>	<i>Research excellence: delivering improved research performance to underpin the knowledge economy and cultural and social renewal</i>	<ul style="list-style-type: none"> <li>• Allocate quality based grant (QR) according to agreed formula</li> </ul>
		<ul style="list-style-type: none"> <li>• Allocate science research investment fund (SRIF capital funds)</li> </ul>
		<ul style="list-style-type: none"> <li>• Build research capacity and allocate appropriate funds</li> </ul>
		<ul style="list-style-type: none"> <li>• Encourage sector to gain increased grant income from Research Councils and other sources</li> </ul>
		<ul style="list-style-type: none"> <li>• Review arrangements for research assessment</li> </ul>
		<ul style="list-style-type: none"> <li>• Improve standards of postgraduate research training</li> </ul>
		<ul style="list-style-type: none"> <li>• Encourage institutional collaboration in research</li> </ul>
<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 Higher Education Economic Development (HEED) Funds, working closely with arrangements for the Knowledge Exploitation Fund (KEF)</li> </ul>
		<ul style="list-style-type: none"> <li>• Work with institutions on strategic planning of HEED activities</li> </ul>
		<ul style="list-style-type: none"> <li>• Develop metrics for the economic impact of higher education</li> </ul>
		<ul style="list-style-type: none"> <li>• Work with the Assembly and the sector to improve sustainability in HEIs</li> </ul>
		<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>
		<ul style="list-style-type: none"> <li>• Support the Forum for the Future</li> </ul>
<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>
		<ul style="list-style-type: none"> <li>• Allocate funds for ITT strategies</li> </ul>
		<ul style="list-style-type: none"> <li>• Review ITT partnerships</li> </ul>
		<ul style="list-style-type: none"> <li>• Improve quality and standards across the ITT sector</li> </ul>
		<ul style="list-style-type: none"> <li>• Publish performance information</li> </ul>
		<ul style="list-style-type: none"> <li>• Work with partners to improve ITT recruitment, including Welsh medium</li> </ul>

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		provision
		<ul style="list-style-type: none"> <li>• Encourage the sector to develop innovative provision to improve ITT recruitment (including distance learning)</li> </ul>
		<ul style="list-style-type: none"> <li>• Encourage institutions to develop good practice in the use of Information and Communications Technology (ICT) and disseminate this.</li> </ul>
<b>Advice to the Minister*</b>	<i>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.</i>	<ul style="list-style-type: none"> <li>• Work with appropriate partners to secure delivery of strategic aims</li> </ul>
		<ul style="list-style-type: none"> <li>• Fund reconfiguration and collaboration activity</li> </ul>
		<ul style="list-style-type: none"> <li>• Support institutions in modernising HR management, including the provision of consultancy advice</li> </ul>
		<ul style="list-style-type: none"> <li>• Promote equal opportunities in higher education, including through the publication of this race equality scheme</li> </ul>
		<ul style="list-style-type: none"> <li>• Provide funding support to the Equality Challenge Unit, and the Joint Equality Steering Group (JESG)</li> </ul>
		<ul style="list-style-type: none"> <li>• Monitor and ensure good governance of HEIs through audit procedures and contribute officer time to governor training</li> </ul>
		<ul style="list-style-type: none"> <li>• Monitor financial health, estates and procurement practice of HEIs</li> </ul>
		<ul style="list-style-type: none"> <li>• Support development of leadership and management, eg through the Leadership Foundation</li> </ul>
		<ul style="list-style-type: none"> <li>• Employ staff and develop own practices as an employer and organisation</li> </ul>
		<ul style="list-style-type: none"> <li>• Procure services from contractors to assist in the delivery of the functions and policies</li> </ul>
		<ul style="list-style-type: none"> <li>• Collect data to inform funding allocations and participate in UK-wide data processes to inform interested parties about the HE sector.</li> </ul>
		<ul style="list-style-type: none"> <li>• Publish performance indicators with the other funding councils</li> </ul>
<b>Establishment of Committees</b>		<ul style="list-style-type: none"> <li>• Establish appropriate Council sub-committees, including the Quality Assessment Committee, and participate in UK-committees such as JMAC, JISC and JESG</li> </ul>

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

**HEFCW'S FUNCTIONS AND POLICIES**

Policies and practices (based upon Corporate Strategy 2003-04 – 2005-06)	Is it relevant to the general duty?		How relevant is it?	
	Which of the three parts does it apply to: (a) eliminating discrimination; (b) promoting equal opportunities; or (c) promoting good race relations	Is there evidence or reason to believe that some racial groups could be differently affected. Which racial groups are affected?	How much evidence do you have: (a) none or a little; (b) some; (c) substantial.	Is there any public concern that the function or policy is being carried out in a discriminatory way? (a) none or a little; (b) some; (c) substantial.
<i>Reaching Wider: delivering wider participation in support of social inclusion and economic upskilling</i>				
• Allocate teaching funding via agreed formula	(a)	No	(b)	(a)
• Fund institutional widening access and disability strategies	(a)	Yes	(b)	(b)
• Provide widening access premium	(a)	Yes	(b)	(a)
• Establish Reaching Higher-Reaching Wider Partnerships	(a)(b)	Yes	(b)	(b)
• Review widening access funding	(a) (b)	Yes	(b)	(b)
• Improve support and accessibility for students with disabilities	-	No	(a)	(a)
• Implement the credit framework	-	No	(a)	(a)
• Maintain and develop HE in FE provision	(b)	No	(a)	(a)
• Work with institutions to improve student retention	(a) (b)	No	(b)	(b)
• Administer financial contingency funds on behalf of the Welsh Assembly Government.	(a) (b)	No	(a)	(a)
<i>The 'Deal for Students': delivering the highest quality learning and related support</i>				
• Implement new quality assurance and standards framework, advised by Quality Working Group/Quality Assessment Committee (QWG/QAC)	-	No	(a)	(a)
• Encourage reward of high quality teaching	(a)(c)	No	(a)	(a)
• Fund learning and teaching strategies and encourage quality enhancement	(b)	No	(a)	(a)
• Encourage robust institutional complaints procedures	(a)	No	(b)	(b)
• Provide specific support for Welsh Medium provision via funding of strategies and Welsh Medium premium	-	No	(a)	(a)

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Policies and practices (based upon Corporate Strategy 2003-04 – 2005-06)	Is it relevant to the general duty?		How relevant is it?	
	Which of the three parts does it apply to: (a) eliminating discrimination; (b) promoting equal opportunities; or (c) promoting good race relations	Is there evidence or reason to believe that some racial groups could be differently affected. Which racial groups are affected?	How much evidence do you have: (a) none or a little; (b) some; (c) substantial.	Is there any public concern that the function or policy is being carried out in a discriminatory way? (a) none or a little; (b) some; (c) substantial.
• Develop with sector a strategy for Welsh Medium provision incorporating Centre for Development of Welsh medium provision	-	No	(a)	(a)
• Develop framework for e-learning and work with E-University and the Joint Information Systems Committee (JISC)	-	No	(a)	(a)
• Fund specified UK agencies which support learning and teaching	(b)	No	(a)	(a)
• Progress employability agenda with careers services, Graduate Wales/Cymru Prosper Wales	(a)(b)	No	(c)	(b)
• Work with institutions to increase overseas student recruitment	(a) (b) (c)	Yes	(a)	(b)
• Encourage improvements in alumni provision	(c)	No	(a)	(a)
• Review modern language provision	(c)	No	(b)	(b)
<i>Research excellence: delivering improved research performance to underpin the knowledge economy and cultural and social renewal</i>				
• Allocate quality based grant (QR) according to agreed formula	-	No	(a)	(a)
• Allocate science research investment fund (SRIF capital funds)	-	No	(a)	(a)
• Build research capacity and allocate appropriate funds	(c)	No	(a)	(a)
• Encourage sector to gain increased grant income from Research Councils and other sources	-	No	(a)	(a)
• Review arrangements for research assessment	(b)(c)	No	(b)	(b)
• Improve standards of postgraduate research training	(a)(b)(c)	No	(a)	(a)
• Encourage institutional collaboration in research	-	No	(a)	(a)
<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>				
• Allocate Higher Education Economic Development (HEED) Funds, working closely	(b)(c)	Yes	(b)	(b)

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Policies and practices (based upon Corporate Strategy 2003-04 – 2005-06)	Is it relevant to the general duty?		How relevant is it?	
	Which of the three parts does it apply to: (a) eliminating discrimination; (b) promoting equal opportunities; or (c) promoting good race relations	Is there evidence or reason to believe that some racial groups could be differently affected. Which racial groups are affected?	How much evidence do you have: (a) none or a little; (b) some; (c) substantial.	Is there any public concern that the function or policy is being carried out in a discriminatory way? (a) none or a little; (b) some; (c) substantial.
with arrangements for the Knowledge Exploitation Fund (KEF)				
• Work with institutions on strategic planning of HEED activities	(a)(b)(c)	Yes	(b)	(b)
• Develop metrics for the economic impact of higher education	(a)(b)(c)	Yes	(b)	(b)
• Work with the Assembly and the sector to improve sustainability in HEIs	-	No	(a)	(a)
• Support the delivery of trained health professionals working with UK partners through the Joint Medical Advisory Committee (JMAC)	(a)(b)(c)	Yes	(a)	(b)
• Support the Forum for the Future	-	No	(a)	(a)
<i>Initial Teacher Training: delivering newly qualified teachers of high quality</i>				
• Allocate teaching funding via agreed formula	(a)	No	(a)	(a)
• Allocate funds for ITT strategies	(a)(b)(c)	Yes	(a)	(b)
• Review ITT partnerships	-	No	(a)	(a)
• Improve quality and standards across the ITT sector	-	No	(a)	
• Publish performance information	(b)	No	(a)	
• Work with partners to improve ITT recruitment, including Welsh medium provision	(a)(b)(c)	Yes	(c)	(b)
• Encourage the sector to develop innovative provision to improve ITT recruitment (including distance learning)	(a)(b)(c)	Yes	(a)	(a)
• Encourage institutions to develop good practice in the use of Information and Communications Technology (ICT) and disseminate this.	-	No	(a)	(a)
<i>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.</i>				
• Work with appropriate partners to secure delivery of strategic aims	-	No	(a)	(a)
• Fund reconfiguration and collaboration activity	-	No	(a)	(a)
• Support institutions in modernising HR management, including the provision of	(a)(b)(c)	yes	(c)	(c)

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Policies and practices (based upon Corporate Strategy 2003-04 – 2005-06)	Is it relevant to the general duty?		How relevant is it?	
	Which of the three parts does it apply to: (a) eliminating discrimination; (b) promoting equal opportunities; or (c) promoting good race relations	Is there evidence or reason to believe that some racial groups could be differently affected. Which racial groups are affected?	How much evidence do you have: (a) none or a little; (b) some; (c) substantial.	Is there any public concern that the function or policy is being carried out in a discriminatory way? (a) none or a little; (b) some; (c) substantial.
consultancy advice				
<ul style="list-style-type: none"> <li>Promote equal opportunities in higher education, including through the publication of this race equality scheme, and work with institutions on race equality policies</li> </ul>	(a)(b)(c)	Yes	(c)	(c)
<ul style="list-style-type: none"> <li>Provide funding support to the Equality Challenge Unit, and the Joint Equality Steering Group (JESG)</li> </ul>	(a)(b)(c)	Yes	(a)	(a)
<ul style="list-style-type: none"> <li>Monitor and ensure good governance of HEIs through audit procedures and contribute officer time to governor training</li> </ul>	(a)(b)	Yes	(a)	(b)
<ul style="list-style-type: none"> <li>Monitor financial health and procurement practice of HEIs</li> </ul>	(b)	Yes	(b)	(b)
<ul style="list-style-type: none"> <li>Work with institutions to improve estate</li> </ul>	(b)	No	(a)	(a)
<ul style="list-style-type: none"> <li>Support development of leadership and management, eg through the Leadership Foundation</li> </ul>	(a)(b)	Yes	(c)	(c)
<ul style="list-style-type: none"> <li>Employ staff and develop own practices as an employer and organisation</li> </ul>	(a)(b)(c)	Yes	(c)	(b)
<ul style="list-style-type: none"> <li>Procure services from contractors to assist in the delivery of the functions and policies</li> </ul>	(b)(c)	Yes	(b)	(b)
<ul style="list-style-type: none"> <li>Collect data to inform funding allocations and participate in UK-wide data processes to inform interested parties about the HE sector.</li> </ul>	(b)	No	(a)	(a)
<ul style="list-style-type: none"> <li>Publish performance indicators with the other funding councils</li> </ul>	(b)	No	(a)	(a)
<ul style="list-style-type: none"> <li>Establish appropriate Council sub-committees, including the Quality Assessment Committee, and participate in UK-committees such as JMAC, JISC and JESG</li> </ul>	(a)(b)(c)	Yes	(c)	(b)

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

## The HEFCW Race Equality Action Plan, Year 3 (2004 – 2005)

	Action	Responsibility (Team)	Timescale	Desired outcome
<b>1</b>	<b>Reaching Wider: Delivering wider participation in support of social inclusion and economic upskilling</b>			
1.1	Guidance to institutions regarding widening access strategies will include specific reference to the need for institutions to consider race equality.	Learning and Teaching	August 2004	Institutions to take race equality into account when updating and implementing revised widening access strategies.
1.2	Specific feedback will be given to institutions regarding good practice in widening access in race equality matters, arising from analysis of widening access strategies	Learning and Teaching	June 2004	Sharing of good practice in race equality considerations in widening access, from the institutional perspective.
1.3	Guidance on year 3 of the 'Reaching Wider' partnerships will include reference to race equality and partnerships will be encouraged to set targets related to the recruitment of black and other minority ethnic groups relevant to their area of coverage	Learning and Teaching	August 2004	Partnerships aware of need to work to Assembly target and to take race equality matters into account in developing proposals for year 3 of Reaching Wider.
1.4	Good practice in the recruitment of ethnic minorities, arising from Reaching Wider, will be collected and disseminated, with the aim of developing a lead partnership to develop good practice across the initiative on race equality matters. This includes work on ethnic minorities in both South West and Mid and West Wales partnerships.	Learning and Teaching	April 2005	Sharing of good practice in race equality considerations in widening access from the Reaching Wider Partnership perspective.
1.5	The new Reaching Wider Steering Group will include a discussion of the recruitment of black and other minority ethnic students as a standing item on the agenda as part of 'Reaching Wider targets'.	Learning and Teaching	October 2004 and ongoing	To ensure that the RW partnerships contribute to the sector <i>Reaching Higher</i> target for the recruitment of ethnic minority students.
1.6	The RW Steering Group to consider data related to the recruitment to higher education of different ethnic groups across the partnerships in relation to their area of coverage.	Learning and Teaching	March 2005	To allow RW Steering Group to contribute to the Council's role in monitoring the sector, via the RW partnerships.
1.7	The National Steering Group will consider strategies for improving retention in the HE sector, including for ethnic minorities.	Learning and Teaching	May 2005	To ensure that matters related to the retention of black and other minority ethnic students in the sector are considered.
1.8	To contribute to the Assembly's deliberations on the setting of a sector target on the recruitment of ethnic minority students.	Learning and Teaching	May 2005	To achieve an ambitious but achievable target to apply to the sector as a whole and provide a focus for the work of the partnerships.
<b>2</b>	<b>The Student Deal: delivering the highest quality learning and related support</b>			
2.1	Guidance to institutions regarding learning and teaching strategies will include specific reference to the need for institutions to consider race equality.	Learning and Teaching	April 2004	To ensure that institutions to race equality issues into account when developing their learning and teaching strategies.
2.2	Good practice arising from learning and teaching strategies will be published as part of a commissioned analysis of the new 3-year strategies.	Learning and Teaching	May 2005	Sharing of good practice in race equality considerations in learning and teaching, from the institutions perspective.

	<b>Action</b>	<b>Responsibility (Team)</b>	<b>Timescale</b>	<b>Desired outcome</b>
2.3	The Strategic Review of Modern Foreign Languages, commissioned by the Council, will include consideration of community languages within Wales (excluding English and Welsh).	Learning and Teaching	Review to be completed by December 2004	To ensure that community languages are taken into account, where relevant, in any consideration of modern language provision in HE in Wales.
2.4	Council to work with Higher Education Academy to promote consideration of the race equality implications of learning and teaching	Learning and Teaching	May 2005	Institutions to be aware of any learning and teaching issues related to the recruitment of ethnic minority students.
2.5	The Council's guidance to the network of institutional officers dealing with the Financial Contingency Funding will include specific reference to the need to take race equality matters into account.	Funding and Research	May 2005	To ensure that institutions are aware of the need to be non-discriminatory in their allocation of funding.
<b>3</b>	<b>Research excellence: delivering improved research performance to underpin the knowledge economy and cultural and social renewal</b>			
3.1	HEFCW, together with the other funding bodies, will ensure that the Guidance to Panels for the 2008 RAE draws attention to the requirements of equal opportunities legislation.	Funding and Research	January 2005	To ensure that RAE Panels take proper account of equal opportunity issues in conducting their assessments.
3.2	Arrangements for assessing postgraduate research student support will take into account issues related to equal opportunities, including race equality.	Funding and Research	September 2004 and ongoing.	To ensure that the scheme is fully compliant with statutory requirements and in line with current good practice.
<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	Taking into account the outcomes of monitoring, further actions to be developed to address issues of employability for black and other minority ethnic students, including a consideration of careers guidance and support.	Economic Development	May 2005 and ongoing.	An improvement in employability of black and other ethnic minority graduates in monitoring data.
4.2	The tender for the HEFCW First Destinations Study relating to graduates to incorporate race equality considerations.	Economic Development	December 2004	To ensure that the first destinations of minority ethnic students are identified and considered as part of the study.
4.3	To consider the publication of monitoring information on ethnicity in the Go Wales initiative, together with a possible study on awareness of race related issues in the workplace and the impact on Go Wales placements.	Economic Development	May 2005	To improve the information and guidance available on Go Wales placements with regard to race equality issues.
4.4	Third Mission Funding Arrangements 2004/05 to 2006/07 to ensure that when formulating their 3M strategies, all institutions are asked to pay due regard to all relevant legislation and associated agendas, including those pertaining to equality of opportunity.	Economic Development	June 2004	To ensure that institutions take account of race equality considerations when developing their third mission strategies.

	<b>Action</b>	<b>Responsibility (Team)</b>	<b>Timescale</b>	<b>Desired outcome</b>
<b>5</b>	<b>Initial Teacher Training: delivering newly qualified teachers of high quality</b>			
5.1	Encouragement will be given via the implementation of new institutional ITT strategies to consideration of statutory responsibilities, including those arising from the Race Relations (Amendment) Act	Learning and Teaching	Monitoring July 2004	To ensure institutions take into account race equality in planning their strategies.
5.2	The Council will ensure that the outcomes of the two funded-ITT projects in Swansea on 'The recruitment of men and ethnic minority students to primary PGCE courses in England and Wales' and the study to 'Target increased recruitment to the undergraduate primary programme at Swansea Institute of Higher Education from local and adjacent ethnic minority communities' are disseminated.	Learning and Teaching	May 2005	To ensure that the outcomes feed into future developments in ITT.
5.4	Teaching Training Recruitment Forum, supported by the Council, to consider issues related to BME recruitment and sharing good practice, including the outcomes of the studies in Swansea.	Learning and Teaching	Ongoing	To ensure that matters related to the recruitment of black and other minority ethnic groups into teacher training in planning recruitment activities.
5.5	Contribute to the development of the General Teaching Council for Wales' recruitment strategy, which includes a consideration of the recruitment of BME applicants into teaching.	Learning and Teaching	Ongoing	To ensure that matters related to the recruitment of black and other minority ethnic groups into teacher training in planning recruitment activities. This will help to secure a more diverse teaching workforce and appropriate role models.
<b>6</b>	<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 revised RES to be published on the HEFCW web site, in a dedicated section devoted to the Scheme, including monitoring data on sector performance and HEFCW as employer.	Learning and Teaching/Chief Executive's Team	November 2004	To meet statutory responsibilities and raise the profile of HEFCW with regard to race equality.
6.2	Produce an accessible summary of the HEFCW RES, to be considered for publication in appropriate community languages.	Learning and Teaching/Human Resources	December 2004	To improve understanding of the HEFCW Race Equality Scheme.
6.3	The HEFCW Standing Group on Equalities to be established to advise Council on equal opportunities matters. Take further action to determine the Chair of the Group.	Learning and Teaching	December 2004	To improve liaison about race equality in the HEFCW Scheme and in the sector and to facility links in equal opportunities more generally.
6.4	To monitor the performance of the higher education sector in Wales with regard to race equality and to publish information on the web.	Learning and Teaching/CEO	May 2005	To ensure that the sector is working appropriately to promote their race equality policies and to feed into the development of the Council's action plan for next year.
6.5	To collate appropriate data to assist in monitoring, including on staff and students. In 2004/05 we will, in addition, consider student recruitment at subject level, student retention and student performance.	Information Management and Technology	May 2005	To consider whether any issues arise with regard to particular racial groups and subject enrolment and overall academic performance. To monitor whether there are any issues related to the retention of ethnic minority students and to inform future action.

	<b>Action</b>	<b>Responsibility (Team)</b>	<b>Timescale</b>	<b>Desired outcome</b>
6.6	Institutions' annual reports on their race equality policies to be submitted to the Council as part of the strategic planning process and analysis provided.	Learning and Teaching	July 2004	To ensure that institutions are meeting their statutory duty to report on their race equality policies.
6.7	To provide feedback to institutions on their race equality annual reports 2003/04 via the Council's overview report and publishing more detailed feedback to assist institutions in sharing good practice.	Learning and Teaching	December 2004	To ensure that good practice arising from race equality annual monitoring is disseminated to the HE sector and more widely.
6.8	To consider, including via the Equalities Challenge Unit Welsh Liaison Group, further developmental events to assist the sector in consolidating and implementing their race equality policies.	Learning and Teaching	May 2005	To assist in the mainstreaming of race equality in institutions.
6.9	Funding support to be provided for the development of guidance and a toolkit on Best Practice in Communication and Consultation as part of the Joint Negotiating Committee for Higher Education Staff (JNCHES)/ECU Higher Education Race Equality Project on Communication and Consultation.	Learning and Teaching	Autumn 2004	To disseminate good practice in consultation and communication in the HE sector.
6.10	In the light of the above study, to commence development of a race equality consultation and communication strategy for HEFCW.	Learning and Teaching	May 2005	To ensure that HEFCW is taking appropriate steps to communicate, consult and report on its policies.
6.11	Funding support to be provided for UK-wide equal opportunities research programme for HE staff including comparisons with other sectors and with practice outside the UK, with proposals for a dissemination seminar in Wales.	Learning and Teaching	May 2005	To provide up to date information about the current position of equal opportunities in the UK higher education sector.
6.12	Funding support provided to offer consultancy advice to institutions on the further development of their human resources strategies. Advice commissioned under six headings, including equal opportunities.	Director of Finance and Risk	Commencing March 2005	To ensure that the sector is focussed on equal opportunities, including race equality, in terms of their human resources practices.
6.13	Following the provision of funding to support pilot equal pay audits in three institutions, consideration of a dissemination seminar to launch the guidance, including consideration of aspects of the pay of ethnic minority staff.	Director of Finance and Risk	May 2005	To assist the sector in implementing equal pay for all staff.
6.14	To work with ethnic minority associations, including AWEMA, to assist in the development of the Scheme.	Learning and Teaching	Ongoing	To improve communication and consultation on the Race Equality Scheme and to feed into the development of next year's action plan.
6.15	To develop contacts with Refugee and Asylum Seeker representative groups, including those representing refugee academics.	Learning and Teaching	December 2004	To improve communication and consultation on the Race Equality Scheme and to feed into the development of next year's action plan.
6.16	To participate in the NC-ELWa Critical Friends Group, including using the Group as a Sounding Board for the HEFCW Race Equality Scheme.	Learning and Teaching	Commencing September 2004	To assist in the sharing of good practice on Scheme development and to minimise the burden on race equality groups to meet with the Council's separately.
6.17	To consider the implications of future legislation regarding the	Learning and	May 2005	To assist in the development of a holistic approach to equal

	<b>Action</b>	<b>Responsibility (Team)</b>	<b>Timescale</b>	<b>Desired outcome</b>
	promotion of disability and how this should be better aligned with the general duty under our Race Equality Scheme.	Teaching		opportunities.
6.18	To commence process of preparing triennial report on the operation of the scheme, as required by the statutory Code of Practice in 2005.	All teams.	May 2005	To meet statutory duty.
6.19	To review HEFCW policies and procedures, taking account of the new Corporate/Operational Plan, to feed into a revised consideration of areas of relevance and a revised Scheme	All teams.	May 2005	To meet statutory duty.
	<b>Employment Duty</b>			
7.1	Develop mandatory training programmes for staff and management on equal opportunities/diversity.	Human Resources	May 2005	To ensure that all staff are fully trained in issues arising from the implementation of the Scheme.
7.2	Undertake assessment, with advertising agent, of external perception of the HEFCW as an employer,	Human Resources	March 2005	To improve HEFCW profile as an equal opportunities employer.
7.3	Undertake study considering the development of external links, eg career opportunity links with schools, colleges, universities and community groups; work experience programmes	Human Resources	March 2004	This study has been delayed and will take place during 2004/05.
7.4	To publish data related to the performance of HEFCW as employer against the areas of (as in the Scheme).	Human Resources	October 2004.	To meet statutory duty.
7.5	To develop an accessible summary of the HEFCW RES for distribution to local ethnic minority groups and to raise the profile of the Council as an equal opportunities employer.	Learning and Teaching/Human Resources	December 2004	To improve the diversity of HEFCW staff.
7.6	To take note of guidance published for the HE sector, such as ECU publications, which can improve HEFCW-practice.	Human Resources	Ongoing	To improve practice as an equal opportunities employer.
	<b>Outcomes outstanding from Year 1 Action Plan</b>			
	<b>Recruitment and Selection:</b>			
7.7	Introduction of assessment tools to aid the recruitment and selection process	Human Resources	May 2005	The use of assessment tools has been delayed and will be taken through to the Year 3 action plan
	<b>Benchmarking:</b>			
7.8	Development of external benchmark data to supplement analysis of internal analysis and reporting processes.	Human Resources	May 2005	This work will be developed in the Year 3 action plan.