



HEFCW Equality and Diversity Report 2008

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Introduction

This is the second holistic Equality and Diversity Report published by the Higher Education Funding Council for Wales (HEFCW). It provides a summary of the operation of HEFCW's Equality Scheme and action plan, and reports on other key equality and diversity activities more generally.

Like other public authorities, HEFCW is required under current legislation to promote equality in the areas of disability, gender and race – collectively referred to as the general duties to promote equality. In addition, we have a number of specific obligations under the legislation. These include a requirement to publish an annual report, including details of the outcomes of monitoring.

By detailing our equality and diversity activities within an annual report, we aim to provide our stakeholders with a clear account of the work steering both the higher education sector in Wales and us as an employer, and provide an evidence base to substantiate our commitment to equality as detailed within our equality scheme.

Who We Are

The Higher Education Funding Council for Wales (HEFCW) is an Assembly Government Sponsored Body (AGSB), 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 Welsh Assembly Government to support education, research and associated activities at eleven higher education institutions and the Open University in Wales. We also provide funds for prescribed higher education courses at further education colleges.

HEFCW is also responsible, under the Education (School Teachers' Qualifications) (Wales) 2004, for accrediting providers of initial teacher training (ITT) for school teachers, in accordance with criteria specified by the Welsh Assembly Government. Under the Education Act 2005, HEFCW also carries out or commissions research to improve the training of teachers and the standards of teaching.

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.

In all that we do, we are committed to maintaining and upholding the enduring core higher education values of:

Scholarship and Learning

Sustaining a culture which demands disciplined thinking and intellectual integrity, encourages curiosity, challenges existing ideas and generates new ones.

Civic responsibility

Playing a major role in encouraging good citizenship and in shaping a democratic, inclusive society founded on respect for the rights of the individual and their responsibilities to society as a whole.

Lifelong learning

Enabling individuals to develop their capabilities to their highest potential throughout life.

Sustainability

Working to ensure that the sector develops structurally in a manner that best supports the delivery of the strategic aims and remains internationally competitive.

We have seven strategic aims as follows:

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

- 2) **The 'Deal for Students'**: delivering the highest quality learning and related support
- 3) **Research Excellence**: delivering improved research performance to underpin the knowledge economy and cultural and social renewal
- 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
- 5) **Initial Teacher Training**: delivering newly qualified teachers of high quality
- 6) **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.
- 7) **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.

We identify detailed actions for each of the above strategic aims in our Corporate Strategy & Corporate and Operational Plan which can be downloaded from our website <http://www.hefcw.ac.uk>. The Plan includes, inter alia, a number of long-term objectives and specific actions relating to equalities and diversity.

Equality Legislation Overview

Meeting the General Duties			
	Race	Disability	Gender
General Duty came into force:	31 May 2002	4 December 2006	6 April 2007
Requires HEIs and Public Authorities to give due regards to the need to:	Eliminate unlawful discrimination		
			(including in relation to gender reassignment)
		Eliminate unlawful harassment on the grounds of disability and gender	
	Promote equality of opportunity and good relations between persons of different racial groups, disabled persons and other persons, and men and women		
		In relation to disability: = encourage participation by disabled persons in public life = promote positive attitudes towards disabled persons = take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably	

Tables based upon the Legislative Requirements Checklist for Single Equality Schemes, Equality Challenge Unit (ECU), November 2007 and used with permission.

Meeting the Specific Duties

	Race	Disability	Gender
Develop a scheme/policy to explain how the general and specific duties will be met:	Race Equality Scheme	Disability Equality Scheme	There is currently no specific requirement for a Gender Equality Scheme in Wales
	Single Equality Scheme		
Involve/consult relevant stakeholders (including staff, students, visitors, trade union members/officials, staff and student associations):	Consult and involve people from minority ethnic backgrounds, as implied in the need to conduct impact assessments	Actively involve a diverse range of disabled people, and include in the scheme a statement of how disabled people have been involved in its development	Consult women and men
Monitor – gather, analyse and act on data and information:	Monitor the recruitment, career progress/development and retention of staff. HEIs should also monitor the admission, progress and attainment of students and the educational opportunities available to them		Gather and use information on how policies and practices affect gender equality in the workforce in the delivery of services (including education)
<p>HEFCW's responsibilities* for/to the sector</p> <p><i>*HEFCW also retains other responsibilities under equality legislation as its role as a public authority and an employer that are not listed here.</i></p>	<p>"[Funding Councils] have the duty to:</p> <p>a) monitor by racial group, the number of teaching staff at all the establishments for which they are responsible; and</p> <p>b) take reasonably practicable steps to publish, each year, the results of this monitoring."</p> <p><i>(para 6.48: Statutory Code of Practice on the Race Equality Duty).</i></p>	<p>No specified responsibilities to the sector. However: "... Other agencies with lead roles ... could produce guidance for a policy sector so that key evidence collection is standardised ... For example, overarching bodies such as funding councils could publish the results of their nationally collected data."</p> <p><i>(para 3.68: The Duty to Promote Disability Equality Statutory Code of Practice).</i></p>	<p>No specific responsibilities to the sector. However, note that "it is unlawful for the Higher Education Funding Councils for England and Wales respectively to discriminate on grounds of sex in the carrying out of their functions under the Education Acts."</p> <p><i>(Appendix F, page 77. Gender Equality Duty Code of Practice England and Wales)</i></p>

HEFCW's Equality Scheme

With the 2006 Equality Act, and the merging of the Commission for Racial Equality, Disability Rights Commission and the Equal Opportunities Commission into the single Equality and Human Rights Commission (EHRC) in October 2007, there has been a legislative steer towards pan-equality approaches. In this context we produced in 2008 a single Equality Scheme . It details our commitment to equality and diversity within a single scheme, we aim to provide our staff and stakeholders with a clear and transparent account of the work steering the equality agenda both in the higher education sector in Wales and ourselves as an employer.

Our Equality Scheme brings together our existing, separate equality schemes and action plans for disability, gender and race, and provides information on our developmental work in newer areas of equality, namely age, religion and belief, sexual orientation, and equality more generally.

Although there are similarities within the different strands of equalities legislation, there are also significant differences in the current statutory obligations that need to be met. HEFCW aims to co-ordinate equalities work wherever possible – particularly to promote a unified approach, cross-strand working and address multiple identities. Each equality strand retains its own distinct identity within the Equality Scheme and we also report separately on each strand in this annual report .

HEFCW's Council is accountable for the operation of the scheme and annual reporting.

Complementing our ES we have produced an integrated Equality Action Plan which covers in detail our planned activities in relation to the race, disability, and gender equality duties. It is updated three times a year and is prepared separately from our equality scheme. A copy is included at the end of this report and the full action plan – including regular updates on actions points throughout the year – can be located and downloaded from our website at

http://www.hefcw.ac.uk/About_Us/equal_opportunities.htm. Copies of the action plan in accessible formats, including CD, Braille and print, are available upon request.

Disability Equality

Disability Discrimination Act 2005 (Disability Equality Duty)

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 we and the HE sector in Wales work 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 barriers¹.

Progress on HEFCW's Equality Action Plan: Disability

DDA Audit

Early in 2007 we appointed a consultant to carry out an access audit of HEFCW's offices, its facilities and access/egress between the main car park and entrance/exit of Linden Court. The purpose of the access audit

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

was to establish how well these areas performed in terms of accessibility and usability by a range of actual and potential users, disabled and non-disabled people, and to recommend access improvements.

Recommendations for improvements were made by the consultant and we assigned ownership/responsibility of these to either HEFCW or the Landlord of the premises. The majority of the recommended improvements are the responsibility of the Landlord, with whom this report has been shared.

During 2008 several recommended improvements were carried out and are as follows:

- The main entrance doors to Linden Court were automated, in addition to this the door handles were lowered and a second, lower intercom installed at the main entrance;
- The HEFCW-owned building signage at the main entrance, the 'The Orchards' site sign and in the reception lobby was altered to comply with accessibility best practice (April 2008);
- Chairs with arms were purchased for the main Council meeting rooms and the seating in reception changed in line with recommendations;
- The existing accessible car parking bays were re-marked to aid identification, and additional signs installed at these parking bays;
- A hearing induction loop has been installed at reception and a portable induction loop purchased for use in meeting rooms;
- Emergency Evacuation of Disabled Persons Procedures, outlining the development of Personal Emergency Evacuation Plans for staff and visitors, where required, were developed.

In addition to work undertaken in line with the Access Audit recommendations, we now also provide a range of ergonomic equipment for staff following workstation assessments and recommendations made by Occupational Therapists.

In 2009 we will continue to work with our building manager to continue actioning the recommendations given within the access audit.

Reasonable Adjustment Policy

In 2008 HEFCW produced a guide intended to help staff understand the legal framework and practical implications of the Disability Discrimination Act (DDA), and understand their rights and responsibilities – as well as those of HEFCW itself – under the legislation. It also details what support

is available for staff regardless of whether their condition arises from a physical disability, sensory impairment, mental health difficulty or any other cause. Staff are encouraged to read the policy in conjunction with HEFCW's Equality Scheme, our Equality & Diversity Policy and our Harassment and Dignity at Work Policy.

As an employer, we have a duty to make reasonable adjustments in order to ensure that a disabled applicant or employee is not put at a substantial disadvantage by any physical feature of the premises, or by any provision, criteria or practice we have. Failure to make reasonable adjustments could be deemed unlawful under the DDA.

Sector Support for Disabled Students

The most reliable way of collecting data on the number of disabled students in an institution is through using the number of students in receipt of a Disabled Students' Allowance (DSA). The DSA helps full- and part-time under- and postgraduate students with the extra costs they incur when attending their course as a result of their disability and are currently administered by Local Authorities across the UK. The latest UK Performance Indicators (2006/07) showed that Wales is outperforming the rest of the UK in recruiting full-time first degree undergraduate students in receipt of a DSA². HEFCW currently bases its disability premium funding allocations on these numbers.

For more statistical information, please visit the equality pages at our website at <http://www.hefcw.ac.uk>. Additionally, the Equality Monitoring section of this document provides a written summary of sector equality statistics for 2006/07.

Widening Access

Provision for disabled students is integral to widening access for those who have the potential to benefit from HE. It brings with it a very specific range of requirements and activities but it also relates to widening access considerations more generally, particularly as some of the barriers to higher education faced by disabled people may not derive solely from their disability. This is why HEFCW asks institutions to include their plans for provision for disabled students within their widening access strategies and reminds HEIs to be aware of their responsibilities under the DDA and the needs of disabled people when planning particular widening access policies and schemes.

² HESA, <http://www.hesa.ac.uk/index.php/content/view/1169/141/>

We provide premium funding to support institutions in their work with disabled students. The Disability Premium is set at £220 per eligible student in receipt of a DSA. Institutions account for the funding through annual reports on the operation of their widening access strategies, including disability provision plans, which ensure that institutions can plan and make anticipatory adjustments and ensure continuity of services, such as specialist student support arrangements or staff training.

HEFCW expects institutions to set targets within their widening access strategies and demonstrate how the total sum allocated to them for support for disabled students is used.

Reaching Wider

HEFCW established the Reaching Wider initiative in 2002 to raise educational aspirations and skills and widen access to HE. The Wales-wide initiative supports social inclusion and economic up-skilling. The initiative funds four regional widening access partnerships in Wales.

It engages with four main groups of people of all ages who are currently under-represented in higher education, including disabled students.

Evaluation of Institutional Disability Equality Schemes

Following the success of the Gus John Partnership's review of the sector's Race Equality Policies in 2006, we are in the process of evaluating institutional disability equality schemes and action plans in Wales. The evaluation will be partly designed to ensure that all institutions are now compliant with the requirements of the legislation and to identify ways in which they might individually and/or collectively develop. The exercise will also review current approaches and identify good practice across the sector in both disability equality and equality and diversity practice more generally.

Consultants will be appointed in early February 2009, with a dissemination event to report on the findings planned for Summer 2009.

Baseline Provision Evaluation

In December 1997, HEFCW and the Higher Education Funding Council for England (HEFCE) jointly commissioned the SQW report, *Guidance on Base-level Provision for Disabled Students in HEIs*. The report presented the findings and recommendations of a study of base-level provision for disabled students in HEIs. The aims of the study were to guide institutions on provision for disabled students, act as a benchmark

for students and institutions and inform funding policy. The report recommended that additional resources be made available to institutions to ensure that base-level provision was met in all HEIs and to provide incentives for further development.

In response to requests from the sector, in 2008 HEFCW and HEFCE jointly commissioned a new evaluation project, building upon the findings of the previous report. The research will assess the changes the higher education sector in England and Wales has seen over the past ten years in relation to the support of disabled students and establish what progress has been made within the sector over this period.

The project commenced in 2008 and the Consultants' report is due for publication in early 2009.

Other Projects

In addition to our own initiatives, over the last twelve months HEFCW has participated in or contributed to the following projects, committees and/or working groups:

Skill HE Working Party and Skill Wales Branch Committee

Skill's Information and Policy Networks for Providers of Higher Education are forums for sharing good practice, networking and discussing issues arising from working with disabled students.

DYSG Equality and Diversity Network

The Equality and Diversity Network aims to support practitioners who work with students/learners with learning difficulties and/or disabilities and seeks to address issues of social inclusion across the range of provision of post-14 learning.

The Network seeks to achieve these aims through providing advice and information, drawn from relevant bodies and agencies, as well as showcasing examples of good practice from within the sector.

Gender Equality

Equality Act 2006 (Gender Equality Duty)

The Equality Act 2006 amends the Sex Discrimination Act 1975 to promote gender equality. The general duty, which came into effect on 6 April 2007, places a statutory duty on all public authorities, when carrying out their functions, to have due regard to the need:

- to eliminate unlawful discrimination and harassment;
- to promote equality of opportunity between men and women.

HEFCW Progress on Gender Equality 2008

No timetable is yet available for the introduction of specific gender duties in Wales. The Equal Opportunities Commission (EOC) recommended that public authorities in Wales prepare their Gender Equality Schemes by the April 2007 deadline, in line with England. This should outline the authority's gender equality objectives and the action that is being taken to achieve them. Thirty public authorities in Wales – of which HEFCW was one – also carried out Gender Equality Duty projects in advance of the implementation date for the duty.

However, in keeping with the then EOC recommendations, HEFCW prepared and published a Gender Equality Scheme in April 2007. The aims and objectives of the GES have subsequently been incorporated into our 2008 Equality Scheme and Action Plan.

Progress on Gender Equality Objectives

We identified four key objectives to promoting gender parity both within the HE sector in Wales and in our own organisation:

Women in Senior Roles

Many Welsh women face obstacles or barriers to achieving the same opportunity as their male counterparts. These barriers include stereotyping, discrimination, the pay gap and a lack of affordable care for children and the elderly. In this context, we wish to raise awareness of equality issues in the sector to ensure that these ongoing issues are acknowledged and addressed.

HEFCW's annual Remit Letter from the Welsh Assembly Government for 2008-09 includes the following broad objective:

“...contribute to improved diversity in senior management posts and Governing Bodies of both HEFCW and HEIs, by taking specific actions to remove barriers and encouraging a wider pool of applicants.”

As part of the work to inform our response to this objective, we would like to better understand the current situation with respect to women in senior management positions within higher education institutions in Wales. Although there are a number of women in posts at Deputy/Pro-Vice Chancellor level, there are no women heads of institutions in higher education in Wales and the profile of women across higher level management posts is not strong. Although there has been some progress in this area, change has been slow.

Following discussions with the Leadership Foundation in 2008, in early 2009 we will be commissioning consultants to undertake research to give a richer picture of the current position of women in senior management in higher education in Wales.

Student Recruitment into Non-traditional Gender Subjects

Following patterns in other parts of the education sector, the proportion of female students in higher education has been increasing and has now overtaken that of male students. In this context, HEFCW's widening access initiatives will be focussing on recruitment into non-traditional subjects. For example, encouraging females to consider traditionally male-dominated subjects (e.g. STEM subjects such as science, technology, engineering and maths), males to consider fields such as modern foreign languages.

HEIs are aware of the need to engage disaffected young males in post-16 learning. One of the commitments in our equality action plan is to undertake a comprehensive review in 2009 of the subject-spread of courses undertaken by males and females within Welsh HEIs.

Flexible Working Scheme

In line with its commitment to valuing diversity, HEFCW recognises that flexible working hours bring benefits to both employees and the organisation. Our Flexible Working Hours Policy provided arrangements for a flexible system of attendance to help employees across HEFCW to manage their daily hours of work to suit their individual needs and the needs of the organisation.

Since research shows that women are frequently disadvantaged by policy and practices that do not recognise their greater caring

responsibilities³, we hope that allowing different patterns of working through a Flexi-Working Scheme eliminates a 'core hour' culture and enables all employees with caring responsibilities greater freedom and work/life balance.

Equal Pay Audit

As part of ELWa (now part of the Department for Children, Education, Lifelong Learning and Skills within the Welsh Assembly Government) in 2001/2002, we were the first public authority in Wales to complete a comprehensive equal pay audit. Recently our Human Resources staff worked alongside the Equal Opportunities Commission (EOC) to undertake a full Equal Pay audit as part of the EOC's Gender Equality Duty Pilots Project. HEFCW's Equal Pay Review aims to address the gap between men's pay and women's pay, whilst additionally examining ethnicity, disability and age as part of the review.

As an action in our then Gender Equality Scheme, we conducted a further Equal Pay Audit for HEFCW with ACAS in the first quarter of 2007. The purpose of the Equal Pay Audit was to review the current job evaluation system and to carry out an equal pay review primarily to establish whether any gender-based discrimination exists. The EOC Code of Practice states that in order to fulfil its duty Public Bodies must be able to demonstrate that they have considered the need to take action on pay discrimination by comparing the pay of men and women doing equal work to identify any pay gaps and to eliminate these pay gaps that cannot satisfactorily be explained on grounds other than sex. That has now been done and the review has demonstrated that there is no evidence of discrimination within the pay system which in ACAS's view is ethical.

Building on this, in late 2008 we commissioned Total Reward Solutions (TRS) to assist us in reviewing our pay and grading processes to ensure that they are:

- Principled, consistent and equitable;
- Clear and attractive to new recruits; and
- An effective way of rewarding existing employees for high performance (both team and individual).

The first phase of this review, completed in 2008, involved our consultants meeting with a number of HEFCW staff to gain an insight into

³ Equal Opportunities Commission, *Gender Equality Duty Code of Practice Great Britain*

individual views and concerns about the current system and processes. The final report is due to be published in early 2009.

Race Equality

Race Relations (Amendment) Act 2000

In 2000, the Race Relations Act was amended to give public authorities a new statutory duty to promote race equality. The aim is to help public authorities to provide fair and accessible services, and to improve equal opportunities in employment.

The Race Relations Act places a general duty on a wide range of public authorities to promote public authorities to promote race equality. This duty means that authorities must have due regard to the need to:

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

The Act laid specific duties on higher education institutions (HEIs) to prepare and maintain a written statement of their race equality policies and have arrangements in place for meeting various duties. The race equality policy should reflect the character and circumstances of the institution and deal with the main areas that are relevant to promoting equality of opportunity and good race relations, and tackling racial discrimination.

HEFCW has assisted the higher education institutions in Wales to develop, maintain, monitor and report on the operation of their race equality policies since 2002. We have a statutory role, under the RRAA, in monitoring the performance of the sector through the publication of data on the racial groups of teaching staff in funded institutions. (*para 6.48: Statutory Code of Practice on the Race Equality Duty*). However, given HEFCW's wider statutory responsibilities with regard to the governance and management of the institutions which it funds, we have adopted a proactive role in monitoring compliance with the requirements of the Act and assisting institutions to go beyond their statutory duties to secure the benefits of diversity.

Progress on HEFCW's Equality Action Plan: Race

Race Equality Implementation Template

Building on the evaluation we commissioned in 2006, the Gus John Partnership (GJP) drafted an implementation model/template for the HE sector to support the implementation of good practice in race equality.

This year we have discussed the model with sector representatives and the model is currently being further developed by HEFCW officers working closely with the Equality Challenge Unit and a small sub-group of sector representatives. The guidance will be available in 2009.

Annual Race Equality Reporting

As part of its monitoring role, up until 2007 HEFCW asked institutions to submit their Race Equality Annual Report for analysis and feedback.

From 2008 onwards we are reviewing equality and diversity activities via HEFCW's institutional strategic planning process. This year we reviewed institutional websites to ensure that equality annual reports were clearly identifiable within them.

Other Projects

In addition to our own initiatives, over the last twelve months HEFCW has participated in or contributed to the following projects, committees and/or working groups:

Ethnicity and Degree Attainment Project

Whilst degree attainment in HE by BME students is, on average, lower than that achieved by other students, it is not known how the difference varies across circumstance (e.g. institution, subject), why the difference occurs; or what institutions are already doing to address the issue. This year HEFCW provided funding for a joint Higher Education Academy/Equality Challenge Unit project to investigate these issues in more detail.

During the year, the project worked with HEIs to raise awareness across the sector of the needs of students from all ethnic backgrounds and to promote greater engagement in issues concerning male and female students of all ethnic backgrounds in relation to degree attainment. In early 2009, the project steering group – through which HEFCW contributes – will reconvene. The group aims to discuss progress in the sector to date and how to take this area of work forwards in the future.

Race Forum

In late 2008 HEFCW was invited to join the HEFCE/ECU project on race and higher education staff entitled 'Race Forum'. The project is part funded through HEFCE's LGM fund and aims to:

- Research the experiences of BME staff in higher education;
- Investigate and analyse the impact of race initiatives in HEIs;
- Identify possible interventions to improve the experience of BME staff; and
- Trial and report identified interventions to the sector.

It is an action research project and will work with individual HEIs. Overseeing the work of the project will be a Race Forum which will be composed of BME staff in HEIs from various staff categories as well as other stakeholder.

Pan-Equality & Diversity Activities

HEFCW and the Sector

Visits to Institutions in Wales

In order to ensure that HEFCW remains properly appraised of the issues affecting equality in HEI, and ensure that HEFCW's equality action plan continues to accurately reflect the needs and aspirations of the sector, the Disability & Diversity Co-ordinator regularly visits with staff and students at institutions, including observing some HEIs' Equality & Diversity Committee meetings.

Equality & Initial Teaching Training

In late 2008 HEFCW has joined the Welsh Assembly Government (WAG) DCELLS Ethnic and Cultural Diversity (ECD) advisory group. The ECD group wishes to draw together a number of people working in Higher Education and Initial Teacher Training institutions in Wales with expertise and a specialist research interest in Diversity and Equality matters, specifically those arising from the ethnic, cultural, religious and linguistic diversity of Wales' learner population. The aim of the group is twofold:

- to enable the Welsh Assembly Government to glean information and advice on diversity-related issues in HE and ITET which the

WAG may need to address in policy, including matters like accredited courses and qualifications offered; and

- to engage in information-sharing about existing and possible future research in order to build a coherent body of research-based evidence in this important field in Wales.

Equality Challenge Unit – Welsh Liaison Group

HEFCW funds the Equality Challenge Unit (ECU), which promotes equality and diversity in higher education. It supports the higher education sector to realise the potential of all staff and students, whatever their race, gender, disability, sexual orientation, religion and belief, or age, to the benefit of those individuals, higher education institutions (HEIs) and society. The ECU works in partnership with HEIs and sector organisations, undertaking projects and research and providing practical support and guidance.

The ECU was established in 2001 to promote equality for staff employed in the higher education sector, and their role was expanded in 2006 to cover equality and diversity issues for all students.

The Welsh Liaison Group (WLG) is an advisory group run by ECU in Wales to provide an opportunity for equality and diversity specialists and those with responsibility for equality to discuss issues of common interest and share information. The group, through which HEFCW contributes, represents a collective voice for equality and diversity in higher education institutions in Wales.

SEWEN

HEFCW is part of the South East Wales Equality Network (SEWEN) Steering Group and Network Group. SEWEN is supported by the South East Wales Racial Equality Council, (SEWREC) a voluntary organisation based in Newport that serves the whole of South East Wales. SEWEN provide:

- Information, advice and support for individuals
- Policy advice and training to public and voluntary sector bodies
- Advice and support to community based organisations
- Educational projects; and
- Projects that bring communities together

HEFCW's membership of SEWEN enables it to share and gain best practice and implement appropriate solutions to develop its diversity.

HEFCW – Internal Activities

HEFCW's Website

We started a project in 2008 to make our website easier to navigate, more logical, accessible and up-to-date. This included gathering intelligence through an online questionnaire to feed into the review of our website. The questionnaire included questions about what was, or was not, helpful and about the website, how accessible it was, and how could we make it more so.

We have also held a series of meetings with a cross-section of staff from HEFCW to discuss the structure of the new website and how to organise our information. To ensure greater accessibility, the website will have no more than seven options on any menu and it will take no more than three clicks to get to the information you need.

The equality and diversity areas on the new website will be easy to navigate to and internal and external (sector-related) policy issues will be separated.

We will ensure, where sensible, that the website complies with the WC3 (World Wide Web Consortium) accessibility guidelines.

Style Guide and Accessible Information Policy

In 2008 we revised our Style Guide to include an accessible information policy. This policy echoes our commitment to effective, appropriate, timely and accessible communications, internal and external, to support our activities.

HEFCW is committed to providing all its key public documents in accessible formats, ensuring that all key public documents are available online, and, on request, in Braille, large print, on electronic CD and, in some instances, in DAISY (digital audio). We also actively encourage hard of hearing or deaf individuals to contact us via BT TypeTalk when necessary.

Internal Equality and Diversity Training

In order to foster an environment of true equality we work with staff to educate and equip them with high-quality training opportunities. Routine cyclical equality and diversity training for new starters and refresher training for existing staff is provided at least every two years. We have also provided training for all HEFCW staff in effective equality impact

assessing and their roles and responsibilities under the equalities legislation.

In July 2008 HEFCW also held a two hour BSL taster sessions for staff. The day was well attended and the feedback was extremely positive from all that attended the session.

Fair Treatment Advisers

HEFCW has expanded its network of Fair Treatment Advisers. Their role is to support staff where there is a perception of unfair treatment, harassment, discrimination or bullying within the organisation and offer confidential support and guidance to staff as well as being involved in the development of the policy, procedure and network.

HEFCW had in place two investigation officers specifically to deal with harassment and bullying complaints. An additional four investigation officers have been trained to ensure HEFCW has sufficient cover should this be required.

Staff Attitude Survey

In 2008 HEFCW ran its fifth annual Staff Attitude Survey, the aim of which is to gather staff views on HEFCW as an organisation, so that it can consider how to further develop and improve and identify the things that it already does well.

The Survey is completely anonymous and confidential and is administered online and in house. The full results are analysed and presented to and discussed with all staff.

External Perceptions of HEFCW

As part of the Employment Duty of our Equality Scheme Action Plan 2007/2008, HEFCW had in place actions to help develop the diversity of its staff. One of the actions for HR was to assess the 'external perceptions of HEFCW as an employer'. Our advertisers, undertook qualitative research consisting of three focus groups; current employees; general public, BME communities; general public, White British ethnicity.

As a result of this report, an action plan with timescales was put together which identified areas to be addressed to improve or change some of its processes or procedures.

Work Experience

As part of the Employment Duties contained within our Equality Action plans and in line with best practice, HEFCW has developed a full guidance to offer Work Placement opportunities. This guidance has been produced to enable HEFCW to provide effective work placements, taking into account Health and Safety implications. To date one opportunity has been undertaken with GO Wales. The placement has been evaluated and the overall outcome has been successful for all parties concerned.

Corporate Health Standard

HEFCW is working towards achieving the Corporate Health Standard at Bronze level (part of the Health Challenge Wales initiative supported by the Assembly). Health Challenge Wales is the national focus of efforts to improve health and well being by encouraging people to take responsibility for their own health. It recognises that to create a healthier nation, economic, social and environmental factors need to be considered.

The Corporate Health Standard is the national mark of quality for health and well-being in the workplace. It is a continuous journey of good practice and improvement, and it can be used as a tool to support the development of policies that promote the health and well-being of employees. The Standard has been developed to recognise good practice and to target the key preventable ill-health issues and the Health Challenge Wales priorities.

Equality Monitoring Form

An updated Equality Monitoring Form for staff and applicants was introduced in 2007 which covers:

- Disability legislation, to take into account the illnesses that are now covered, i.e; diagnosis of cancer, HIV, multiple sclerosis;
- HESA and Census category information, and;
- HEFCW's Equality and Diversity Group (EDG) recommendations.

The main changes to the form are:

- Font increased for ease of use;
- Male/Female categories replaced with Gender in order to comply with Sex Discrimination (Gender Reassignment) Regulations 1999;
- Illnesses now covered under the Disability Discrimination Act 2005;

- Additional age classification included to comply with age; discrimination legislation which came into effect in October 2006;
- Religion classifications added in line with 2001 Census categories;
- Sexual Orientation classifications amended.

Childcare Vouchers

As part of HEFCW's salary sacrifice scheme, HEFCW now offers Childcare Vouchers to its eligible employees. To date, HEFCW has had six staff taking part in the scheme.

Special Leave Policy

The Special Leave policy has been amended to encourage employees to undertake up to two days paid (pro rata for part time staff) voluntary work and support the community.

Pay Review

HEFCW is undertaking a pay review to be in place by April 2009. As part of the pay review, HEFCW will also review its job evaluation process and performance management process.

Default Retirement Age

HEFCW will be reviewing its Default Retirement Age, with a view to following the same approach as WAG and removing the Default Retirement Age.

Stress Policy

As part of the Corporate Health Standard, HEFCW will be developing a Stress Policy which will incorporate awareness sessions for staff.

Equality Monitoring

The Sector

Each year HEFCW collects and produces statistical data pertaining to the sector's performance regarding equality and diversity. The main findings from this year's monitoring exercises are set out below.

Further, detailed information on our equality monitoring statistics can be found at our website, <http://www.hefcw.ac.uk>.

Age of HE students at Welsh HEIs

- The number of students at Welsh HEIs rose over the three year period to 2006/07 by 2.6%. The number of students aged between 19 and 29 has increased whilst the number aged 18 and under has dropped by just under 1%. The number of students recorded with unknown age has decreased by 34%.
- In absolute terms the number of students aged 30 and over decreased compared to 2004/05 and the proportion of students in that age group also dropped. There was strong growth in the 21 to 24 and 25 to 29 age groups, and overall numbers in the 21 to 29 age group increased by 9%. There remains a fairly even split between the 20 and under, 21 to 29, and 30 and over age groups, with slightly more than a third for the 30 and over age group and slightly less for the other two over the whole period.

Age of Academic Staff at Welsh HEIs

- Following a drop in the number of academic staff between 2004/05 and 2005/06, mainly due to a decrease in the number of staff on atypical contracts, the total number of academic staff recovered to above the 2004/05 level in 2006/07. The overall increase for the three year period was 5%.
- This recovery was reflected in increased numbers of staff for all known age groups over 2005/06. The recovery was strongest for those aged up to age 29 and weaker for the 35 to 39 and 45 to 49 age groups for which numbers were lower in 2006/07 than for 2004/05. As a consequence 32% of academic staff were aged 34 and under at 2006/07.

- By 2006/07 the absolute number of academic staff with unknown age was below that for 2004/05, reducing by a quarter over the three year period.

Age of Staff at Welsh HEIs

- Between 2005/06 and 2006/07 the total number of staff increased by over 5% with all individual age groups increasing by at least 4%. Overall growth over the three years to 2006/07 for known age groups was 8%. The largest increase over the three years was in the 25 to 29 age group (24%). Strong increases were also recorded for the 65 and over and 60 to 64 age groups (17% and 16% respectively), although the absolute numbers involved were smaller. Smaller increases were seen in the 30 to 34 and 50 to 54 age group (1.3% in each).
- The number of staff whose age was unknown dropped below 2004/05 levels in 2006/07. The decrease was large compared to that in 2005/06 and over the three years the number of 'unknowns' decreased by 13%.

Age of Applicants, Students and Staff of Welsh HEIs Compared to Population Distributions

- In the recent past Wales has had a higher proportion of applicants aged 19 and under than the UK as a whole but over the three years this difference has narrowed. For Wales the proportion aged 19 and under decreased from just over 70% in 2004/05 to nearer the UK figure of around two thirds of applicants in 2006/07.
- The age profile of students from Wales enrolled in UK HEIs is broadly similar to that for the UK as a whole, although Wales has consistently higher proportions of students aged 18 and under and 30 and over. For both Wales and the UK ages up to age 29 have greater representation in the student population than in the census population whilst the 30 and over age group is less represented than in the census population.
- Those aged 24 and under remain considerably less represented in the academic staff population than in the census population but overall numbers in this age group more than doubled compared to 2003/04, to 6.9% of academic staff in Wales in 2006/07. The population aged

55 and over has greater representation in the academic staff population than the census population, by almost 3 percentage points in the 55 to 59 age band.

- Changes since 2004/05 mean that for academic staff, the 30 to 34 and 35 to 39 age groups are now slightly less represented compared to the census populations for both Wales and the UK.
- At the same time the direct result of the increase in the 25 to 29 age group is that in 2006/07 it is more represented in both the academic and all staff populations than the census populations for Wales and the UK. The situation is most pronounced for academic staff compared to the population of Wales.

Disability status of Students at Welsh HEIs

- Numbers in receipt of Disabled Students' Allowance (DSA) showed a 21% increase over the three years to 2006/07. The proportion of disabled students in receipt of DSA in 2006/07 was 39%, below the level for 2005/06 but slightly higher than for 2004/05.
- The number of students with a known disability increased by 14%. As a result 8% of all students recorded a known disability in 2006/07. The number of students with unknown disability status dropped by 35% overall.
- Numbers of students recording disabilities have increased for all disability types except multiple disabilities, which stayed roughly the same over the period. Numbers recording autistic spectrum disorder more than doubled (albeit from a low base) while for deafness or hearing impairment numbers increased by a fifth.
- Disability categories with the greatest representation over all three years were Dyslexia, Unseen disability and Disability not listed.
- The majority of the larger numbers of students recorded with disability not known since 2004/05 are attributable to one institution. For 2006/07 the overall figure remains over 6,000 whereas for 2003/04 it was less than 1,500.

Disability status of Academic Staff at Welsh HEIs

- Between 2004/05 and 2006/07 the number of staff declared disabled increased by 38%. The proportion of all academic staff declared disabled increased from 1.6% to 2.0%. The number of academic staff who did not provide disability information decreased by 52% over the three years.

Disability status of Staff at Welsh HEIs

- Between 2004/05 and 2006/07 the overall number of staff declared disabled rose by 22% whilst the number who did not provide information halved. The proportion of all staff declared disabled rose from 2.1% in 2004/05 to 2.2% in 2006/07.

Disability of Applicants, Students and Staff of Welsh HEIs

- The proportion of UK domiciled applicants to UK HEIs who are disabled rose from 5.1% in 2004/05 to 5.6% in 2006/07.
- The proportion of students at Welsh HEIs with a disability remains slightly above that for UK HEIs as a whole. The proportion of disabled students in receipt of DSA is also higher for Wales than for the UK, although for the UK the proportion is increasing.
- The proportions of both academic and all staff who are declared disabled increased to 2% or above in 2006/07. By comparison the proportion of the total Wales population in receipt of Disability Living Allowance each year is over 7%.

Ethnicity Monitoring

Ethnicity of UK Domiciled HE students at Welsh HEIs

- The number of UK domiciled students at Welsh HEIs dropped by around 200 (0.2%) over the three years to 2006/07. The proportion of UK students declared to be White decreased slightly despite a small increase in the absolute numbers recorded as such.
- All other ethnicity categories have seen an increase in their share of the population of known ethnicity, apart from Pakistani where numbers dropped 5% between 2004/05 and 2006/07.

- The number of UK domiciled students at Welsh HEIs for whom ethnicity was Not Known or Refused fell by 35% overall, whilst the population with known ethnicity increased by nearly 2%.

Ethnicity of UK National Academic Staff at Welsh HEIs

- The number of UK national academic staff increased by 5.7% to 2005/06 and 4% to 2006/07. Over the three years the increase was nearly 10%. Most of this increase was in the White ethnic group which increased by over 800 overall.
- The next highest increase in terms of absolute numbers was in the Indian group followed by the Mixed group. Below this, changes to absolute numbers were single digit but even so the number of Black African staff doubled whilst the Pakistani, Bangladeshi and Asian Other groups increased steadily over the period.
- The number of staff recorded with ethnicity not known/not requested decreased in 2005/06 but returned to above 300 in 2006/07. There was still a slight percentage decrease as academic staff numbers increased by nearly 10% over the three years.

Ethnicity of UK National Staff at Welsh HEIs

- The number of UK national staff increased by over 10% over the three year period. Most of this increase occurred between 2004/05 and 2005/06.
- The largest percentage increase was for the Black African group which doubled in size between 2004/05 and 2006/07. In terms of absolute numbers the largest non-White ethnic groups are the Mixed and Indian groups, which have also seen the largest absolute increases overall.
- Of the smaller groups the Black Other group has decreased slightly whilst the numbers in the Bangladeshi group have remained static, although the total numbers involved are very small.
- The number of staff recorded as Not known/ refused increased by 1% over the three year period following a decrease in 2005/06. Under half of these were found to be on fixed-term contracts in 2006/07, whereas in 2004/05 just over half and in 2005/06 nearly two thirds of staff

recorded with unknown/refused ethnicity had been on fixed term contracts.

Ethnicity of Applicants, Students and Staff of Welsh HEIs Compared to Population Distributions

- The proportion of White applicants to UK HEIs domiciled anywhere in the UK, at just under 80% in 2006/07 is considerably lower than the proportion of the UK population recorded as White in the 2001 census (92%). For Wales domiciled applicants the difference is less marked, where the corresponding figures were 94% in 2006/07 and 98% in the census. As a consequence all minority groups have greater representation amongst applicants than amongst the census population. This is true for both Wales and the UK and across the period.
- The proportion of UK applicants from non-White groups increased over the period except for the Indian, Pakistani and Chinese groups (although absolute numbers grew for Indian and Pakistani groups). The proportion of Wales' applicants from non-White groups also increased, except for the Black Caribbean, Indian, and Chinese groups. Absolute numbers of applicants also fell for Black Caribbean and Chinese groups in Wales.
- When considering students at Welsh HEIs domiciled in the UK, the proportion of non-White students (6.2% at 2006/07) remains lower than that for the UK census population (7.9%). In 2004/05 only the Chinese and Other groups had greater representation in the student population than the UK census, but by 2006/07 so did the Black African and Asian Other groups. Nevertheless, the proportion of non-White students is greater than the student weighted population figure of 4.1%, and all minority groups have greater representation than the student weighted population in each year except Pakistani, and Bangladeshi (and Black Caribbean in 2004/05). (The weighted population figures take into account that student numbers at Welsh HEIs are dominated by the number of students domiciled in Wales and therefore the ethnic mix of all students will be skewed towards the mix of the Welsh population).
- When considering only those students domiciled in Wales, all non-White groups have greater representation amongst students at Welsh HEIs than amongst the Wales population for all years.

- At around 97% white academic staff at Welsh HEIs have higher - and non-White academic staff have lower (2.8% in 2004/05 rising to 3.1% in 2006/07) - representation than amongst the UK census population (92% and 7.9% respectively). Compared to the Wales census population the reverse is true: for all three years to 2006/07 the proportion of academic staff in non-White groups is greater than the corresponding proportion of the Wales population (2.1%), and the proportion of academic staff who are White is marginally lower than the corresponding proportion of the Welsh population (98%).
- When considering all staff, the non-White group had lower representation than the UK census population (7.9%), but at 2.1% the proportion was comparable to the Wales population in 2004/05 and increased to 2.4% in 2006/07.

Gender Monitoring

Gender of HE students at Welsh HEIs

- The number of students at Welsh HEIs rose by 2.6% over the three year period to 2006/07. In 2004/05 females represented nearly 57% of students but this has now dropped slightly due to larger percentage increases in male students since then.

Gender of Academic Staff at Welsh HEIs

- Between 2004/05 and 2006/07 numbers of academic staff fell sharply then recovered to above the levels for 2004/05. The initial decrease is mostly explained by a drop in the number of academic staff on atypical contracts. The overall increase to 2006/07 was 5%.
- In terms of gender the decrease was greater for females (5.6%) than for males (4.2%) but so was the recovery so that to 2006/07 the number of females rose by 6.4% whilst the number of males rose by 3.9%.
- As a result, out of the three years 2006/07 shows the highest number (over 5,500) as well as the highest proportion of academic staff who are female (43.7%).

Gender of Staff at Welsh HEIs

- Total staff numbers increased by 8% over the three years to 2006/07. The percentage increase for males (8.5%) was higher than that for

females (7.4%). However, for each of the three years nearly 53% of all staff were female.

Gender of Applicants, Students and Staff of Welsh HEIs Compared to Population Distributions

- The proportion of applicants to UK HEIs from both the UK and Wales who were female increased slightly to nearly 55% of UK applicants and nearly 60% of Wales applicants in 2006/07.
- The proportion of female students in 2006/07 is greater than the proportion of females aged 16 and over in the census population for both Wales and the UK as a whole. For HEIs in Wales the proportion is 4 percentage points higher than the Wales census population and for UK HEIs is 5 percentage points higher than the UK census population. The proportions change very little over the three year period.
- Females are underrepresented in the academic staff population compared to the census population who are aged 16 and economically active. The difference narrowed over the three year period so that the proportion of academic staff who are female is now 2 percentage points below the proportion in the census population in Wales who are female.
- By contrast females are overrepresented amongst all staff compared to the census population. The proportion of females is 7 percentage points higher in the all staff population than the census population in Wales.

Unknowns by HEI

All Staff

Gender

Although unknown gender is a valid entry on the staff record, no staff were recorded with unknown gender.

Ethnicity

Two institutions had relatively higher proportions of all staff where ethnicity was not known in 2004/05 (5% and 6% respectively). By 2006/07, the proportions for both institutions had reduced considerably.

Disability

Information on disability was not provided for 4% of staff at Welsh HEIs in 2006/07, down from 8% in 2004/05.

Age

Coding of date of birth does not appear to be an issue for Welsh HEIs as all HEIs have very low proportions of staff with unknown age, with the exception of one institution where 4% of staff were of unknown age in 2005/06. The vast majority of these staff were on atypical contracts and the issue was eliminated in 2006/07.

Academic staff

Ethnicity

Two institutions had relatively high proportions of academic staff with unknown ethnicity in 2004/05 (10% and 14% respectively). By 2006/07, the proportions for both had dropped considerably and were comparable with the other institutions in Wales.

Disability

The proportion of academic staff who did not provide disability information halved from 8% to 4% between 2004/05 and 2005/06 and remained at this level in 2006/07.

Age

In 2005/06 the proportion of academic staff recorded with unknown age increased to 3% due to coding problems at one institution but by 2006/07 these problems were largely eliminated and the proportion reduced to 1%.

Students

Ethnicity

The proportion of students who refused to provide ethnicity information decreased slightly from 3% to 2% in 2005/06 and remained at that level in 2006/07, mainly due to reductions at two institutions. The proportion of students with unknown ethnicity also reduced from 3% to 2% and remained at that level in 2006/07.

Disability

The proportion of students for whom disability information was not known reduced from 8% in 2004/05 to 5% in 2006/07, due to reductions at five institutions. For the remaining eight institutions no students were recorded with unknown disability information over the same period.

Disabled Students' Allowance

Only UK domiciled students are eligible for DSA.

The proportion of UK domiciled disabled students for whom information on DSA was either not known or not sought fell from 21% in 2004/05 to 16% in 2006/07. For two institutions the proportion of UK domiciled disabled students where information on DSA was not known or not sought dropped considerably whilst for six the proportion remained in double figures, between 14% and 46% in 2006/07.

Age

Recording of date of birth for students does not cause any major problems with the largest proportion of students with unknown age being no more than 2% at 2004/05 and no more than 1% at 2006/07.

HEFCW/Internal Equality Data Monitoring

There is a statutory responsibility on us to monitor staff and applicant data and to publish the outcomes of our monitoring. This is in addition to the requirement in regards to impact assessment which affects teams across HEFCW.

HEFCW undertakes regular equality monitoring of our staff and applicants. However, as a small organisation, we are not able to publish our data without identifying individuals in an inappropriate manner. Consequently, conclusions are made within HR and then discussed through our Equality and Diversity Group, Management Board and Council for action.

Given the small size of the organisation, most of the data falls under Data Protection Act requirements and thus cannot be published and cannot be monitored by the Equality and Diversity Group. Where numbers are sufficiently large (e.g. monitoring on gender, applicants data) we should aim to publish the data. This relates specifically to applicants/staff by racial group, which is a statutory responsibility (although numbers are currently too small to publish). Where numbers are small, HR will work with the Data Protection Officer to monitor a range of data, taking account of the lists already published in the various schemes. Given small numbers, consideration could be given to looking at trends across years to see if patterns are emerging.

Actions arising from this monitoring would be reported to the Equality and Diversity Group and included within scheme actions plans.

Equality Impact Assessments

Whilst drafting or revising HEFCW policies, strategies, we ask that policy authors – both internally and at institutions – ensure that their strategy complies with equality legislation, including the requirements of the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006, and the needs of Welsh speakers, Welsh learners and Welsh speaking communities. We ask that they ensure that particular challenges in relation to these equalities issues are appropriately addressed through the strategy, and carry out impact assessments to identify the equalities issues which may need to be addressed through the strategies.

The need to carry out Equality Impact Assessments (EIAs) stems from the Race Relations (Amendment) Act 2000, the Disability Discrimination Act 2005 and the Equality Act 2006, which amended the Sex Discrimination Act 1975 with the Gender Equality Duty.

Training

The Learning and Teaching Officer and the Disability and Diversity Co-ordinator liaised with HR to organise Equality Impact Assessment training across the organisation. The EIA process is also communicated to new starters via our induction process.

Publication

The final results of screening and full impact assessments are published online within the equality pages of the website:

http://www.hefcw.ac.uk/About_Us/equal_opportunities.htm

In 2007/08, the following policies have been screened in accordance with our EIA procedures:

- Absence Management Guidance
- Absence Policy
- Acceptable Use of the Internet
- Adoptive Leave
- Annual Leave
- Budget and Cash Management Procedure
- Career Break Scheme
- Communications Policy
- Communications Strategy
- Council Members T&S Procedures
- E-Learning Strategy
- External Stakeholders' Survey
- Flexible Working Patterns
- Foster Leave
- HEFCW Application Form
- Job Sizing Procedure
- Maternity Leave
- Re-organisation Design
- Parental Leave
- Paternity Policy
- Procurement Policy and documents
- Reasonable Adjustments Policy & Guidance
- Records Management
- Redundancy Policy
- Sickness Absence
- Special Leave
- Staff Attitude Survey 2007 & 2008
- Training & Development Policy

- Welsh Language Survey
- Work Life Balance

For more information, and to see the results of our equality impact assessments, please visit the equality pages at: <http://www.hefcw.ac.uk>.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
1		Reaching Wider: Delivering wider participation in support of social inclusion and economic upskilling						
1.1	To ensure that the sector takes account of disability and race considerations when implementing its widening access (WA) strategies and Reaching Wider (RW) proposals.	The Widening Access Committee (WAC) to regularly monitor equalities-related data to support the sector to make progress in widening access to, and supporting students through, the education system.	■		■	Senior Widening Access Policy Manager / Disability & Diversity Co-ordinator	Ongoing	The final WAC meeting received a report on equality and diversity-related issues Oct 08 (WAC/08/18). (Dec 08) Officers preparing a draft remit for a new L&T committee which includes the work of WAC.
1.2	To ensure that the sector takes account of disability and race considerations when implementing its widening access (WA) strategies and Reaching Wider (RW) proposals.	Monitor widening access activity, including the Reaching Wider initiative, to include an analysis of actions related to the recruitment of black and other minority ethnic communities (BME) and disabled people.	■		■	Senior Widening Access Policy Manager/ Disability & Diversity Co-ordinator	Ongoing. Strategies cover period 2006/07 to 2009/10 and will be rolled forward to 2010/11 to take account of Reaching	WA and RW equalities work is taken into account during the AMS monitoring process. (Oct – April 09) HEA to review WA strategies and RW proposals taking account of E&D-

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
							Higher outcomes and HEA review findings.	related issues.
1.3	To ensure that the sector takes account of disability and race considerations when implementing its widening access (WA) strategies and Reaching Wider (RW) proposals.	Reaching Wider (RW) funding circulars for the period 2008 to 2010 to include guidance on setting targets for work with disabled students.	■			Senior Widening Access Policy Manager	Achieved and monitored through the AMS process.	Circulars W07/38HE and W07/45HE drew Reaching Wider Partnerships' attention to the need to work with disabled students.
1.4	To ensure that HEFCW's widening access policy development supports institutions' retention-related work including taking account of equalities issues.	The Widening Access Committee to consider actions to improve retention, including specific consideration of BME and disabled students' retention.	■		■	Senior Widening Access Policy Manager	Ongoing.	WAC's meeting (Feb 08 and Oct 08) received and advised on HEFCW's draft retention plan to support the sector to improve student retention, including disabled students. (Dec 08) HEFCW/AMOSSHE Wales meeting to explore closer working and to inform HEFCW's WA policy development

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
1.5	To disseminate equalities good practice across the RW Partnerships.	All Wales BME project led by the South West Wales RW Partnership to be embedded in all Partnership's provision from Sept 2008, including sharing of good practice.			■	Senior Widening Access Policy Manager	Ongoing.	Widening Access Conference (June 2008) included seminar on HE work with new BME communities. RW Funded proposals 2008 to 2010 submitted to us in January 2008 confirmed actions to continue All-Wales BME activities. RW Partnership proposals are monitored annually to ensure progress against agreed actions.
2		The Student Deal: delivering the highest quality learning and related support						
2.1	Inform monitoring process with regard to issues of relevance to equalities in learning and teaching.	Data to be monitored and published on performance of students in area of learning and teaching.	■	■	■	Statistical Analyst	May 2008	2006/07 student and staff data has been collated for monitoring purposes, has been discussed internally and has been published on the HEFCW website.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
2.2	Assist institutions with integrating equalities issues into their learning and teaching strategies	Include specific guidance on equalities issues within learning and teaching strategies.	■	■	■	Senior Learning & Teaching Manager	January 2008	Achieved – feedback provided to institutions.
2.3	Disseminate greater awareness among institutions of how equalities issues impact on learning and teaching.	Liaise with HEFCW's Disability and Diversity Coordinator; utilise resources of the Higher Education Academy, including reference to equalities issues in learning and teaching strategies seminar.	■	■	■	Senior Learning & Teaching Manager	December 2008	Achieved - Learning and teaching strategies seminar addressed equalities issues; liaising with HEFCW's Disability and Diversity Coordinator including in relation to actions arising from the UK work on gender, race and degree attainment.
3		Research excellence: delivering improved research performance to underpin the knowledge economy and cultural and social renewal						
3.1	To ensure that the new metrics-based approach to research assessment (the Research Excellence Framework) takes proper account of	As part of the development process, the UK HE funding bodies will undertake an impact assessment of the new arrangements, which will include consideration of equal opportunity implications.	■	■	■	Senior Research Manager	August 2009	The impact assessment has been built into the plans and timetable for the development work.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
	equal opportunities issues.							
4		Benefiting the Economy and Society: delivering more productive relationships between higher education institutions and the public and private sectors, other agencies and local communities						
4.1	To ensure that institutions take account of disability, race and gender considerations when developing and implementing their third mission strategies.	<i>Third Mission Strategies:</i> Circular W07/18 HE published in May 2007 required HEIs to take into account of how their strategies will address the needs of potentially disadvantaged groups (in relation to race, gender, disability and age, including monitoring arrangements).	■	■	■	European/ International Manager / Senior Economic Development Manager	Strategies cover period 2007/08 to 2009/10	Strategies have been analysed against these requirements. All institutions have confirmed that they have appropriate policies and procedures in place.
4.2	Ensure that GO Wales appropriately responds to issues related to the employability of clients from minority ethnic groups.	In discussion with WEFO and WAG, ensure that the development of the business plan for GO Wales phase 5 GO Wales includes appropriate PIs for take-up by clients from minority groups.	■	■	■	GO Wales Programme Manager	December 2009	Equal opportunities is a cross cutting theme for the 2007-13 round of structural funding, and a business plan has been approved by WEFO which satisfactorily reflects the importance of this key theme. We

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
								have set targets for BME participants in GO Wales, which will be monitored. Targets may need to be revised in the light of the WEFO decision not to allow non EU students to participate in the Programme.
4.3	To make progress in the development of improvements in the employability and employment graduates from minority groups.	To ensure that actions undertaken to implement <i>Skills that Work for Wales</i> include proper focus on equality issues.	■	■	■	Senior Economic Development Manager	To be determined in accordance with WAG timetable for implementation of <i>Skills that Work for Wales</i> .	Ongoing
4.4	To better understand how BME clients use the GO Wales programme and remedy any disadvantage that may be identified.	To encourage HEI careers services to continue to build on their relationships with AWEMA to encourage appropriate HE interests.			■	GO Wales Programme Manager	December 2009	The new GO Wales Programme began on 1 January 2009, and we will be collecting ethnicity data for individual participants. It will be possible to cross tabulate this with the kind of services accessed by

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
								individuals, and consider necessary corrective action such as approaches to marketing to potential BME clients.
4.5	To promote the recruitment of international students and enhance the diversity of the student population and local communities in Wales; to promote opportunities for students from different ethnic and cultural backgrounds.	To provide match funding via a three-year funding arrangement with the HE sector for the Wales International Consortium to 2012.			■	European/ International Manager	Annually to 2012	On schedule.
4.6	HEIs are able to effectively benchmark and understand CSR and environmental activity and compare these against existing corporate performance.	The Environmental Association for Universities and Colleges to seek volunteer HEIs to participate in this project.	■	■	■	Estates Consultant	Aug 08- July 2010	Funding approved. Three Welsh HEIs have now signed up to participate in the benchmarking exercise.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
5		Initial Teacher Training (ITT): delivering newly qualified teachers of high quality						
5.1	Institutions, through their recruitment activities, to contribute to ensuring a diverse entry to the teaching profession.	Inclusion of activities focusing on recruitment and retention, including actions to support a diverse entry to the teaching profession. This includes institutional ITT strategies.	■	■	■	Senior Learning & Teaching Manager	November 2008	Achieved Institutions presented annual monitoring statements in November 2008. All institutions have included an appropriate section on recruitment and retention in their strategies.
5.2	Work with the sector to ensure that the teaching profession attracts a diverse range of teacher trainees.	Sector Teacher Training and Education Recruitment Forum (which HEFCW staff attend) to include a focus on diversity in the teaching profession.	■	■	■	Senior Learning & Teaching Manager	Ongoing	The Forum has revamped its website & included profiles of students from a range of diverse backgrounds.
6		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.						

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
6.1	To consider whether any issues arise with regard to particular equality groups, staff or students, and to inform future action by reviewing statistical annually.	Collate appropriate data to assist in monitoring the performance of the HE sector in Wales, including on staff and students for consideration at the Sector Equality and Diversity Group.	■			Statistical Analyst	May 2008	2006/07 student and staff data has been collated for monitoring purposes, has been discussed internally and has been published on the HEFCW website.
6.2	Ensure that HEFCW provides quality advice and guidance to HEIs on their duties towards students and staff and foster the development and dissemination of good practice and innovation in equality.	Review arrangement for central support of equality and diversity work for HE in Wales.	■	■	■	Head of L,G & I / Senior Institutional Assurance Manager	June 2009	Council has agreed revised arrangements. We will be consulting the sector over the next few months.
6.3	Ensure that HEFCW consults and involves meaningful with external stakeholders on all areas of equality.	Establish a reference group to advise HEFCW on equality and diversity matters relating to the HE sector.	■	■	■	Disability & Diversity Co-ordinator	December 2009	On-schedule.
6.4	Facilitate cross-council work on equalities and provide advice to Management Board.	Convene at least three meetings of the Sector Equality & Diversity Group.	■	■	■	Disability & Diversity Co-ordinator	On-going	On-schedule.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
6.5	To ensure that good practice of disability equality is disseminated to the HE sector and more widely.	Commission consultants to review disability provision practices for both students and staff across the sector via a review of institutional Disability Equality Schemes.	■			Disability & Diversity Co-ordinator	June 2009	On-schedule. Consultants were invited to tender for the work in December 2008. We hope to appoint successful candidates in February 2009 with a view of having the final dissemination event in June 09.
6.6	Inform and disseminate best equality practice across the sector.	Under the HEFCW-funded SW Wales HE Partnership the Swansea University Recording Centre for the Blind is to be rolled out to Swansea Metropolitan University and Trinity College Carmarthen. Monitoring of SW Wales HE Partnership deliverables by Senior Strategic Development Manager	■			Senior Strategic Development Manager	September 2008	Achieved – Recording centre for the Blind has been rolled out Monitoring of deliverables is ongoing.
6.7	Inform and disseminate best equality practice across the sector.	Under the HEFCW-funded SW Wales HE Partnership, an Assessment of Needs (DSA) Centre is to be established. Monitoring of SW Wales HE Partnership deliverables by Senior Strategic Development Manager.	■			Senior Strategic Development Manager	September 2008	DSA Centre is being rolled out but the timescales have been revised in the light of training requirements.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
6.8	Inform and disseminate best equality practice across the sector.	Establish and contribute to research project to assess the barriers facing Welsh women in terms of stereotyping, discrimination, the pay gap and lack of affordable care for children and the elderly.		■		Disability & Diversity Co-ordinator	December 2009	On-schedule. Starting with collaboration with the Leadership Foundation, we will shortly be commissioning research to assess what current barriers women face progressing to senior management in HE in Wales.
6.9	A detailed understanding what progress has been made within the sector over this period and to highlight the achievements of institutions and highlight areas for potential additional action/investigation.	Commission a new evaluation project with HEFCE to research the changes the higher education sector in England and Wales has seen over the past ten years in relation to the support of disabled students.	■			Disability & Diversity Co-ordinator	September 2008	The final report is scheduled to be published in early 2009.
6.10	Inform and disseminate best equality practice across the sector.	Evaluate HEFCW-funded pilot Mentoring Scheme for Women in HE. Monitoring of deliverables for pilot Welsh Universities Mentoring Scheme (WUMS) for Women in Higher Education in Wales		■		Senior Strategic Development Manager	January 2009	Achieved. Evaluation completed and positive outcomes have led to a further proposal for funding which is under

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
		by Senior Strategic Development Manager.						consideration.
6.11	Ensure that HEFCW is engaging clearly and effectively with the sector regarding equality.	Commence a further round of visits to HEIs with a view to identifying the key challenges for both individual HEIs and the sector as a whole.	■	■	■	Disability & Diversity Co-ordinator	On-going	On-going and on schedule.
7		Employment						
7.1	Consider the implications of Equality Bill and align its outcomes with our internal and external equality work.	Monitor and check passage of the Equality Bill.	■	■	■	Disability & Diversity Co-ordinator / HR	On-going	On-going.
7.2	Engage with all equality strands in a coherent a holistic way in order to reduce bureaucracy and ensure that equality is properly mainstreamed into our core activities.	Develop a single, over-arching Equality Scheme and action plan.	■	■	■	Disability & Diversity Co-ordinator/HR	July 2008	Scheme & action plan developed and published in July 2008.
7.3	Report of how HEFCW has been its statutory responsibilities.	Produce an annual report on the operation of the Equality Scheme and all HEFCW's equality and diversity activities, both internally and externally.	■	■	■	Disability & Diversity Co-ordinator/HR	December 2008 and December 2009	The 2008 Equality and Diversity Report was published in January 2009.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.4	Equality Impact Assessment procedures are fully embedded within HEFCW.	Continue to ensure that all staff are fully aware of their responsibilities and understand the EIA policy via staff training and further development of our EIA procedures.	■	■	■	Disability & Diversity Co-ordinator	On-going	EIA Guidance document is due to be updated in January 2009. Co-ordination of internally-facing EIAs is now undertaken by HR.
7.5	Continue to develop HEFCW's understanding across all six equality strands to help inform HEFCW policy.	Explore and develop links with equality associations and organisations, such as Stonewall Cymru.	■	■	■	Disability & Diversity Co-ordinator	December 2009	D&DC met with the Director of Stonewall Cymru in Nomver 2008 and will be attending the ECU LGBT Research Conference in March 2009.
7.6	Ensure that our procurement procedures do not unintentionally disadvantage any equality group(s).	Equality Impact assess: Annual Review of Procurement Policies, Procedures and Tools	■	■	■	Procurement Manager	November 2008	Annual review planned by May 2009, in line with the new EIA process for internal policies.
7.7	Ensure that our procurement procedures do not unintentionally disadvantage any equality group(s).	Use of Sustainable Procurement Risk Assessment Templates (includes Equalities) on procurements over £25K inc. VAT.	■	■	■	Procurement Manager	November 2008	On-going use of the Risk Assessment Templates on all procurements above £25K inc.VAT.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.8	Ensure that all staff understand their rights and responsibilities pertaining to our procurement procedures, including equality issues	Training on Sustainable Procurement Risk Assessment Templates above (includes Equalities) for contract managers	■	■	■	Procurement Manager	November 2008	Training delivered on an on- going basis, built into the formal tendering process.
7.9	To undertake detailed work on internal-facing equalities matters reporting to HEFCW Management Board.	Convene at least 3 meetings of the Internal Equality & Diversity Group to facilitate cross-council working on equality.	■	■	■	HR & Training Manager	On-going	Roles indentified for HEFCW's internal Equality Group. Meetings to be booked for 2009.
7.10	Improve accessibility of information for all internal and external stakeholders.	To roll out and monitor the implementation of the HEFCW Style Guide and accessible information policy and guidelines. To raise staff awareness in this area where gaps are perceived.	■	■	■	Comms Manager	April 2009	Style Guide completed and launched in May 2008, incorporating good practice in accessible communications. Accessible information policy and guidelines drafted, but will be disseminated in April 2009 following a review of communications policies.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
								Monitoring of Style Guide – ongoing, with a relaunch in April 2009. Reminders about good practice sent to staff periodically.
7.11	Improve accessibility of information for all internal and external stakeholders.	To improve the design, accessibility and usability of HEFCW's website.	■			Comms Manager	June 2009	Website review started in Autumn 2009, and included a user survey. Information has been regrouped to make it easier to find on the website.
7.12	Improve accessibility of information for all internal and external stakeholders.	Implement new Communication and Consultation Strategy.	■	■	■	Comms Manager / Disability & Diversity Co-ordinator	April 2009	Drafted, but undertaking a review of communications policies before it is launched in April 2009.
7.13	Improve accessibility of information for all internal and external stakeholders.	Produce and implement an Accessible Information Policy.	■		■	Comms Manager / Disability & Diversity Co-ordinator	April 2009	See 7.10.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.14	Improve HEFCW's profile as an employer and the sector as a whole by demonstrating our commitment to equality and diversity.	To develop a portfolio of pictures and case studies for use in appropriate publicity over the next 12 months, including positive images of diversity.	■	■	■	Comms Manager	December 2009	On schedule.
7.15	To improve accessibility for disabled members of staff or visitors.	Automate main entrance doors to Linden Court, Office Manager to consider options and arrange for works to be undertaken.	■			Facilities Manager	March 2008	Works completed and main entrance door is automated – April 2008
7.16	To improve accessibility for disabled members of staff or visitors.	Building signage should be replaced with signs that comply with the Best Practice Guidance.	■			Facilities Manager	April 2008	HEFCW owned building signage has been replaced with signs that comply with best practice – April 2008
7.17	To improve accessibility for disabled members of staff or visitors.	Designate appropriate accessible parking for disabled staff and visitors to HEFCW offices in Cardiff.	■			Facilities Manager	August 2008	Completed August 2008.
7.18	To improve accessibility for disabled members of staff or visitors.	Entrance door and reception door should have their handles lowered to 1 meter high to comply with best practice and additional glazed panels should be provided in the entrance doors and the lighting in the lobby adjusted so that a person may see into the building before entering	■			Facilities Manager	March 2008	Completed March 2008

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.19	To improve accessibility for disabled members of staff or visitors.	Install induction loop system at the reception desk and train frontline staff in its use.	■			Facilities Manager	March 2008	Completed March 2008
7.20	To improve accessibility for disabled members of staff or visitors.	Provide additional seating across the organisation – including reception and our meeting rooms – including chairs with adjustable and with/without arms.	■			Facilities Manager	May 2008	New chairs provided April 2008.
7.21	To improve accessibility for disabled members of staff or visitors.	Provide portable hearing induction system for use anywhere within HEFCW.	■			Facilities Manager	April 2008	Portable induction loop purchased and is available from March 2008
7.22	To improve accessibility for disabled members of staff or visitors.	Develop Emergency Evacuation of Disabled Persons Procedures (PEEPs) for staff and visitors where required.	■			Facilities Manager	April 2008	Completed and issued March 2008
7.23	To improve accessibility for disabled members of staff or visitors.	Provide Vertical travel between lower ground car park and upper ground floor/courtyard.	■			Facilities Manager	Ongoing liaison with Landlord's managing agent.	This is the responsibility of HEFCW's site landlord. The managing agent has been issued with a copy of the HEFCW DDA access report. Installation of the lift has been discussed with the on-site building manager.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.24	To improve accessibility for disabled members of staff or visitors.	Improve accessibility of building, including courtyard, parking and communal areas.	■			Facilities Manager	Ongoing liaison with Landlord's managing agent.	A copy of the access report has been issued to the landlord of Linden Court. Bin in centre of courtyard removed July 08. Accessible parking bays re-marked see 7.17
7.25	To inform monitoring and action planning Report produced providing full analysis.	<p>To publish data related to staff and applicants on an annual basis (April – March 07/08, May – November 08) informing the monitoring process and action planning.</p> <ul style="list-style-type: none"> • Data on staff in post • Data on applicants • Data promotion <p>The employee data report is not able to be fully published as it enables individuals to be identified and is therefore contravening the DPA. The applicant data report can be published in full.</p>	■	■	■	HR & Training Manager	May & November for 2008 only, thereafter December to November	<p>May report provided. Report to include December to be produced in January and in line with Equality Scheme dates</p> <p>'Censored' reports provided for publication.</p>

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.26	All employees to be kept up to date with current legislative requirements and best practice.	To continue diversity training programmes: Mandatory for all new starters; Refresher training for current employees Training and refresher training for Council Members. Programme is run in June of each year.	■	■	■	HR & Training Manager	Ongoing	Programmes run during November and further programme to be run early 2009. Further training to be planned for September 09. Refresher training for Council Members to be reviewed once new members appointed.
7.27	To ensure HEFCW has in place the specific support mechanisms for employees.	To develop a programme of training for specific groups of employees: <ul style="list-style-type: none"> • Fair Treatment Adviser training • Investigation Officer training • Impact Assessment training. 	■	■	■	HR & Training Manager	Ongoing	Five additional Fair Treatment Advisers have been trained Four additional Investigation Officers have been trained Impact Assessment training was undertaken in early 2008. Fair Treatment & Dignity at Work policy reviewed and amended.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.28	Ensure HEFCW has in place the specific requirements for fair, open and transparent recruitment process and decisions are based on capability to undertake the role.	<p>Ensure that all employees involved in the recruitment process follow legislative and best practice guidelines.</p> <p>DVD is available for employees involved in recruitment.</p> <p>HR is involved in all stages of selection, including shortlisting and interviewing.</p> <p>HEFCW also places all adverts in the job centre and with Right Coufts.</p>	■	■	■	HR & Training Manager	On going and as required	Vacancies for 2008: Senior Financial Assurance Manager Financial Accountant Directorate Administrator Senior Administrator Projects Officer R&S programme currently being reviewed for 2009.
7.29	To improve HEFCW's profile as an employer and to provide information to improve and develop procedures.	<p>External perceptions of HEFCW as an employer: To develop an action plan based on recommendations from the assessment.</p> <p>The report from Riley's (advertising providers) has been produced and from this an action plan will be developed and put to Management Board for approval.</p>	■	■	■	HR & Training Manager	Start October 2008 – post MB	Focus groups held Action plan produced and presented to MB in October 2008. Actions underway to develop and enhance recruitment procedures, eg, review of information issued within application pack, review of job descriptions.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.30	Monitor and evaluate HEFCW's new application process.	Survey applicants who apply for a post to identify accessibility and ease of use, both hard copy and electronic.	■	■	■	HR & Training Manager	December 2008	Survey due to be undertaken
7.31	Improve diversity of HEFCW employees.	Develop links with relevant community groups. HEFCW to investigate the potential of including volunteer days within the Special Leave policy. Proposal go forward to Management Board/Works Council/HR Committee.	■	■	■	HR & Training Manager	December 2008	Volunteer days approved and included within Special Leave policy. Work Experience placement undertaken and evaluation documented. Part of SEWEN Steering & Network. Also part of WLB network. AWEMA wall planner advertising undertaken annually. Links established with Urban UK for further diversity advertising.
7.32	Improve diversity of HEFCW employees.	To evaluate the work experience programme to ensure that: the policy and guidelines are effective and identify and make any improvements identified.	■	■	■	HR & Training Manager	Ongoing	A work placement has been undertaken in July 2008. Evaluation of placement carried

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
								out and documented. Overall outcome from both parties was a success.
7.33	Improve diversity of HEFCW employees.	Evaluate HEFCW's performance against other organisations by using benchmarking data	■	■	■	HR & Training Manager	Ongoing	Monthly data is produced for MB. Data available is census data. Awaiting new census information to produce further benchmarking information. Contact made with other AGSBs for benchmark data, however, monitoring information is not available.
7.34	Improve diversity of HEFCW employees.	Advertise on AWEMA (All Wales Ethnic Minority Association) wall planner. This planner is issued to Community groups across Wales.	■	■	■	HR & Training Manager	August for publication in December 2008	Advertising with AWEMA undertaken for 2009. Urban UK advert also underway for 2009.

	Proposed Outcomes	Actions	Disability	Gender	Race	Post Holder Responsible	Timescale	Progress To Date
7.35	To improve and develop diversity best practice at HEFCW.	HEFCW is a member of the South East Wales Equality Network (SEWEN) and also the Steering group. This enables HEFCW to obtain and share best practice on equality issues.	■	■	■	HR & Training Manager	On going	Quarterly attendance Also a member of WLB network
7.36	To undertake detailed work on internal-facing equalities matters reporting to HEFCW Management Board.	Convene at least three meetings of the Internal Equality & Diversity Group to facilitate cross-council working on disability equality and other equalities.	■	■	■	HR & Training Manager	On-going	Group identified and meetings to be arranged for 2009.

Legislation at a Glance

The following section provides a round-up of all the equality and diversity legislation that public bodies must be aware of, plus external links to the full legal texts.

Civil Partnerships Act 2004

Provides legal recognition and parity of treatment for same-sex couples and married couples, including employment benefits and pension rights.

[Access the Civil Partnerships Act 2004](#) at the website of the Office of Public Sector Information or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Disability Discrimination Act 1995

Outlaws the discrimination of disabled people in employment, the provision of goods, facilities and services or the administration or management of premises.

[Access the Disability Discrimination Act 1995](#) at the Office of Public Sector Information (OPSI) website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Disability Discrimination Amendment Act 2005

Introduces a positive duty on public bodies to promote equality for disabled people.

[Access the Disability Discrimination Act 2005](#) at the OPSI website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Employment Equality (Age) Regulation 2006

Protects against discrimination on grounds of age in employment and vocational training. Prohibits direct and indirect discrimination, victimisation, harassment and instructions to discriminate.

[Access the Employment \(Age\) Regulation 2006](#) at the OPSI website or find further information at the [Acas website](#) and the [Local Government Employers website](#)

Employment Equality (Religion or Belief) Regulation 2003

The directive protects against discrimination on the grounds of religion and belief in employment, vocational training, promotion and working conditions.

[Access the Employment Equality \(Religion or Belief\) Regulation 2003](#) at the OPSI website or find further information at the [Acas website](#)

The Employment Equality (Sex Discrimination) Regulations 2005

Introduces new definitions of indirect discrimination and harassment, explicitly prohibits discrimination on the grounds of pregnancy or maternity leave, sets out the extent to which it is discriminatory to pay a woman less than she would otherwise have been paid due to pregnancy or maternity issues.

[Access the Employment Equality \(Sex Discrimination\) Regulations 2005](#) at the OPSI website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Employment Equality (Sexual Orientation) Regulation 2003

The directive protects against discrimination on the grounds of sexual orientation in employment, vocational training, promotion, and working conditions.

[Access the Employment Equality \(sexual orientations\) Regulation 2003](#) at the OPSI website or find further information at the [Acas website](#)

Equal Pay Act 1970 (Amended)

This gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, where the man and the woman are doing: like work; work rated as equivalent under an analytical job evaluation study; or work that is proved to be of equal value.

[Access the Equal Pay Act \(Amendment\) 1970](#) at the OPSI website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Equality Act 2006

Establishes a single Commission for Equality and Human Rights by 2007 that replaces the three existing commissions. Introduces a positive duty on public sector bodies to promote equality of opportunity between women and men and eliminate sex discrimination. Protects access discrimination on the grounds of religion or belief in terms of access to good facilities and services.

[Access the Equality Act 2006](#) at the OPSI website or find further information at the [Women and Equality Unit website](#)

Gender Recognition Act 2004

The purpose of the Act is to provide transsexual people with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate by a gender recognition panel.

[Access the Gender Recognition Act 2004](#) at the OPSI website or find

further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Human Rights Act 1998

[Human Rights Act \(HRA\) 1998](#) incorporates rights under the European Convention of Human Rights into domestic law. Individuals can bring claims under the HRA against public authorities for breaches of Convention rights. UK courts and tribunals are required to interpret domestic law, as far as possible, in accordance with Convention rights. Previous case law may be overturned if there is a breach of Convention rights and the relevant law can be re-interpreted in a way which is compatible with Convention rights. Convention rights include a right not to be discriminated against on non-exhaustive grounds, which include that of sex, where another Convention right is engaged.

Race Relations Act 1976

The Act prohibits discrimination on racial grounds in the areas of employment, education, and the provision of goods, facilities, services and premises.

Further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Race Relations Amendment Act 2000

Places a statutory duty on all public bodies to promote equal opportunity, eliminate racial discrimination and promote good relations between different racial groups.

[Access the Race Relations Amendment Act 2000](#) at the OPSI website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Race Relations Act 1976 (Amendment) Regulation 2003

Introduced new definitions of indirect discrimination and harassment, new burden of proof requirements, continuing protection after employment ceases, new exemption for a determinate job requirement and the removal of certain other exemptions.

[Access the Race Relations Act 1976 \(Amendment\) 2003](#) at the OPSI website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Racial and Religious Hatred Act 2006

The Act seeks to stop people from intentionally using threatening words or behaviour to stir up hatred against somebody because of what they believe.

[Access the Racial and Religious Hatred Act 2006](#) at the OPSI website or

find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

Sex Discrimination Act 1975

The Act makes it unlawful to discriminate on the grounds of sex. Sex discrimination is unlawful in employment, education, advertising or when providing housing, goods, services or facilities. It is unlawful to discriminate because someone is married, in employment or advertisements for jobs.

[Access the Sex Discrimination Act 1975](#) at the Press for Change website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#).

The Sex Discrimination (Gender Reassignment) Regulations 1999

The Act seeks to prevent sex discrimination relating to gender reassignment. It clarified the law for transsexual people in relation to equal pay and treatment in employment and training.

[Access the Sex Discrimination \(Gender Reassignment\) Regulations 1999](#) at the Press for Change website or find further information at the [Equality and Human Rights Commission \(EHRC\) website](#)

Acronyms, Abbreviations and Glossary of Terms

AGSB	Assembly Government Sponsored Body
ASPB	Assembly Sponsored Public Body
AIP	Accessible Information Policy
BSL	British Sign Language
CRE	Commission for Racial Equality
DDA	Disability Discrimination Act
DED	Disability Equality Duty
DES	Disability Equality Scheme
DRC	Disability Rights Commission
DSA	Disabled Students' Allowance
ECU	Equality Challenge Unit
EHRC	Equality & Human Rights Commission
EOC	Equal Opportunities Commission
FE	Further Education
FoI	Freedom of Information Act
GES	Gender Equality Scheme
GED	Gender Equality Duty
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HR	Human Resources
SEN	Special Educational Needs
SENDA	Special Educational Needs and Disability Act (2001)
SFC	Scottish Funding Councils
Skill	National Bureau for Students with Disabilities (not an acronym)
WAG	Welsh Assembly Government