

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

Reference: W07/07HE
Date: 28 February 2007
Response By: 5 April 2007
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**GENDER EQUALITY SCHEME CONSULTATION AND IMPACT ASSESSMENT ON
LEARNING AND TEACHING MATTERS**

I attach for your comment a copy of the Gender Equality Scheme prepared by the Higher Education Funding Council for Wales (HEFCW).

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

We understand that the Welsh Assembly Government is presently considering the best approach for Wales in respect of the specific duties of the Gender Equality Duty. Although there is not yet a timetable for the introduction of specific duties and public authorities and HEIs in Wales may not be required to produce a Gender Equality Scheme by the original April deadline, the Equal Opportunities Commission (EOC) recommends that public authorities in Wales should continue to prepare their schemes. We therefore welcome the opportunity afforded by the legislation to consider our policies, procedures and practices in detail from a gender equality perspective. In addition to involving staff and the HE sector in the development of our Gender Equality Scheme, we see this scheme very much as an evolving document and wish to involve all of our stakeholders through this consultation.

We will be establishing mechanisms to consult as widely as possible with interested groups and individuals, as well as with the institutions and providers that we fund, and our key partners. We would very much welcome information about what you feel are the key issues for gender equality in HE and welcome any comments you may have on this draft scheme, particularly responses that may help us to shape and develop our forthcoming GES Action Plan.

I also attach information about our impact assessment on learning and teaching matters. We would welcome views from institutions, including equality and diversity committees, staff and student fora, etc, regarding equality issues in learning and teaching to inform our guidance on new institutional learning and teaching strategies, to be circulated in the spring.

Responses on both the Gender Equality Scheme and impact assessment can be made by post or by emailing vikki.burge@hefcw.ac.uk by Thursday, 5 April 2007.

A handwritten signature in black ink that reads "Phil Gummert". The signature is written in a cursive style with a long horizontal line extending to the right.

PHILIP GUMMETT
CHIEF EXECUTIVE

Cyngor Cyllido Addysg
Uwch Cymru
Higher Education Funding
Council for Wales

hefcw

HEFCW Gender Equality Scheme

2007

This document is available online, in large print, Braille, on CD, on DAISY (digital audio) and on audio CD and cassette. Should you or someone you know require this in an alternative format, please contact us on (029) 2068 2218 or email vikki.burge@hefcw.ac.uk.

Last updated 28 February 2007.

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Foreword

This document sets out HEFCW's plans for meeting its statutory responsibilities with regard to the Equality Act 2006. However, our aims extend well beyond mere compliance.

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

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

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

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

Professor Phil Gummatt
Chief Executive

Who We Are

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

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

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

Strategic Aims

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

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

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

We have six strategic aims as follows:

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

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

2) The 'Deal for Students': delivering the highest quality learning and related support

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

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

Research is essential for the creation of knowledge and for wealth creation through the application of that knowledge. The Council's principal aim is to ensure that the research base in Wales is of a quality which compares favourably with the rest of the UK and internationally. This is important both from the point of view of the standing of the Welsh higher education sector, and in order to enable Welsh higher education institutions to contribute fully to the economy, culture and society of Wales.

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

The Welsh higher education sector makes a significant contribution to the economic, social and cultural well-being of Wales. Collectively, our HE institutions generate more than £1 billion per annum in gross expenditure to the Welsh economy, account for 1.4% of the total Welsh workforce, and are major employers in Wales¹. Third mission activities in higher education institutions stimulate and direct the application and exploitation of knowledge, and engagement

¹ Professor Stephen Hill (2003), *The Economic Impact of Higher Education in Wales*

with the local community, to the benefit of the social, cultural and economic development of society.

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

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

6) Making it Work: The HE Sector in Wales

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

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

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.

The Legal Position

The Equality Act 2006 amends the Sex Discrimination Act 1975 to promote gender equality. The general duty, which comes into effect on 6th 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.

Despite thirty years of individual legal rights for men and women there remains widespread discrimination – both intentional and not – and persistent gender inequality. For example, women are frequently disadvantaged by policy and practices that do not recognise their greater caring responsibilities and men can be

disadvantaged by workplace cultures that do not recognise a man's childcare contribution to his family. Transsexual people, who are also protected by the duty, may be victims of harassment and discrimination. This duty should help the public sector to identify and respond to those differences, make sure that they tackle discrimination and prevent harassment and ensure that all areas of work promote equality between men, women and transsexual people.

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

We understand that the Welsh Assembly Government is presently considering the best approach for Wales in respect of the specific duties and has sought a Transfer of Functions Order to enable the drafting of specific duties for public authorities in Wales.

At the moment, no timetable is available for the introduction of specific gender duties in Wales but we understand that public authorities and Welsh HEIs may not be required to produce a Gender Equality Scheme by the original April deadline.

The Equal Opportunities Commission (EOC) recommends that public authorities in Wales prepare their Gender Equality Schemes by the deadline. 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 is one – are already carrying out Gender Equality Duty projects in advance of the implementation date for the duty.

What is a Gender Equality Scheme?

In addition to the general duties outlined above, the Equalities Act 2006 imposes a number of specific statutory duties. These are intended to assist all public authorities in meeting the General Duty, in particular by setting out what they should do to plan, deliver and evaluate action to eliminate discrimination and promote equality. The core requirements are:

- Prepare, publish and implement a Gender Equality Scheme by 6th April 2007;
- Consult employees and stakeholders as appropriate in drawing up the gender equality scheme;
- Publish the scheme setting out goals and planned outcomes;
- Monitor progress and publish annual reports on progress;
- Review the scheme every three years;
- Develop and publish a policy on developing equal pay arrangements between men and women – including measures to promote equal pay, ensure fair promotion and development opportunities and tackle occupational segregation;
- Conduct and publish gender impact assessments, consulting stakeholders appropriately;
- Develop and publish arrangements for identifying developments that justify conducting a formal gender impact assessment.

HEFCW's Gender Equality Scheme meets these requirements and contributes toward our aim of promoting good equality practices and working relationships with institutions. This scheme sets out our overall objectives for improving and addressing gender bias and the action plan for delivering improvements to gender disadvantage. It will therefore help us to achieve a number of objectives:

- To meet the requirements of the Equalities Act and set out our plans to improve equality of opportunity in higher education in Wales – for staff and students – as well as our own staff;
- Make sure that we are taking the needs and views of interested stakeholders into account when we make access improvements or develop policies;
- Continuously monitor and improve the ways in which we deliver our activities to ensure that there is no gender bias.

HEFCW and the HE Sector

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

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

Our work on widening access is designed to support institutions to increase the recruitment and retention of students from groups currently under-represented in higher education. We provide funding to institutions for pre-entry initiatives and aspiration-raising, as well as for student support for applicants from non-traditional backgrounds once enrolled. In addition, we fund four regional 'Reaching Wider' partnerships which facilitate collaborative approaches between institutions and with other bodies. 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, widening access initiatives may be focussing on recruitment into non-traditional subjects - for example, encouraging females to consider traditionally male-dominated subjects e.g. maths and science, and males to consider fields such as modern foreign languages. HEIs are also aware of the need to engage disaffected young males in post-16 learning.

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

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

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

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

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

The Council expects all institutions to pay due regard to this agenda and associated legislation in the preparation of their Third Mission Strategies. HEIs need to take account of issues related to gender equality in a wide range of third mission areas that includes (but not exclusively): services to business; skills and employability; entrepreneurship and community/cultural engagements. Institutions are also encouraged to consider gender equality when developing links with the Sector Skills Councils in Wales and in their participation in HEFCW's GO Wales initiative.

Initial Teacher Training - delivering newly qualified teachers of high quality

Recruitment of teacher trainees has been challenging in some secondary subject areas in recent years and recruitment of males into primary education, even more so. Yet this is essential in terms of providing effective role models in schools – both male and female. The Council has commissioned studies that have looked at good practice in this area, and lessons are being learned from this work. The Council will continue to encourage institutions to ensure that the make-up of their course cohorts reflects the populations and schools that they serve. The Council will work with partners to improve recruitment, including with the sector Teacher Training Recruitment Forum (TTRF).

Making it Work – A strong emphasis on reconfiguration, collaboration, and other measures to sustain improved

performance of individual institutions and the higher education system as a whole

In its role in monitoring institutional performance and effectiveness, the Council is concerned to ensure, as a minimum, that institutions are meeting their statutory obligations. More than this, the Council is keen to encourage institutions to build equal opportunities into their human resources practices. We have identified equal opportunities as a specific feature of human resource strategies and will encourage institutions to consider gender equality matters in all HR functions.

HEFCW as an Employer

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

Although there are no separate requirements for employment under the 2006 Equalities Act, in order to monitor progress and meet our employment duties under other equality legislation we undertake equality monitoring in the following areas:

- ⇒ Recruitment and Selection: initial enquiry rates; job application rates; sources of applicants; selection success rates at each stage of the recruitment and selection process (including for staff seeking promotion opportunities through fair and open competition).
- ⇒ Employment: Representation by grade and gender by team, and type of work; the numbers making use of the grievance procedure, and the outcome of those procedures; actions under and outcomes following the

disciplinary procedure; dismissals, resignations and other reasons for leaving; outcomes following the performance appraisal process.

⇒ Training and Development: Applications for, and participation in, training and development courses.

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

Consultation with our staff will be undertaken through the Works Council, and through other bodies such as our Equal Opportunities groups.

Data and analysis from the monitoring is reported annually to Management Board and examined regularly by the Equal Opportunities Sub-Group.

Support for Employees

We are committed to meeting, and going beyond our statutory employment duties, developing our policies and procedures to ensure the equality of opportunity for all our staff. This is supported by the Council's equal opportunities policy and our harassment and anti-discrimination policy, both of which are reviewed regularly and revised where necessary.

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

- To provide a first point of contact;
- To be a source of information;
- To provide advice where behaviour is not perceived to be in line with our HEFCW Values;
- To listen to concerns in a non-judgmental way;
- To discuss issues of bullying and harassment;
- To advise of all options in line with the Bullying and Harassment Policy;

- To maintain confidentiality as far as is reasonably practicable;
- To support staff through the process, including the formal complaint process should this route be taken.

Equal Pay Arrangements

HEFCW's HR staff have worked with the Equal Opportunities Commission (EOC) to undertake a full Equal Pay audit as part of the EOC's Gender Equality Duty Pilots Project.

At the time of writing, the audit is currently underway. Full details about the audit and its outcomes will be available in the final version of our Gender Equality Scheme. This will feed in to the development of our equal pay policy.

Communication

HEFCW is committed to communicating with our stakeholders and staff in formats that best suit individual needs and preferences, including community languages.

We will provide, on request, all key documents and policies in a variety of formats, including Large Print (customised to the recipient's specific needs), CD/disk, Braille, online and on audio tape (including DAISY formats) and accept correspondence electronically (e.g. email, online communication form), via disk and in Braille. British Sign Language (BSL) Interpreters for meetings and seminars with Council staff are arranged on request.

Involving Stakeholders

We recognise that the consultation of appropriate stakeholders is critical to the success of this Gender Equality Scheme. However, as we wish to go beyond merely consulting stakeholders, involvement will be an ongoing activity as we develop our GES and guide and shape the sector.

As we do not provide a direct service to the public, we have had to proactively seek contributors to help us shape and develop our

scheme. In addition to our Equal Opportunities Sub-Group (EOSG), who initially steered the scheme and action plan, we have circulated the document to members of the Equality Challenge Unit's Welsh Liaison Group, which comprises HEI Equal Opportunities Managers across Wales. A draft copy of the GES will also be circulated to interested stakeholders across the sector, including HEIs, and placed on our website for open consultation. Any feedback received will be used to revise, amend and shape the document.

Mindful that some interested Council employees may be reluctant to come forward and participate if they are apprehensive about discrimination or the repercussions of alleged gender bias, we circulated a questionnaire to HEFCW staff which encouraged responses either signed by staff or submitted anonymously. This has given people the option to contribute to the development of this scheme without fear of reprisal or discrimination.

Those who respond expressing an interest in participating will be invited to attend an internal Gender Equality Working Group in February 2007. It is hoped that this discussion will drive and shape the GES Action Plan.

As we anticipate that the scheme will evolve and change over time we welcome, at any time, feedback and contributions from anyone with an interest in gender equality.

Impact Assessments

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

Whilst considering whether our policies, practices and procedures require a full impact assessment, we are developing criteria which will assist us in determining whether:

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

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

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

HEFCW is currently reviewing existing policies, practices and procedures in order to determine if they may have an adverse impact upon women, men or transsexual people. We will timetable our impact assessments accordingly, the details of which will be included in Annex B in the final version of the document.

Action Plan

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

The Action Plan will be included in the final version of the Gender Equality Scheme.

Monitoring Progress

Enforcement of the specific duties of the Gender Equality Duty in Wales will be the responsibility of the Welsh Assembly Government. Unlike the arrangements in the Race Relations

(Amendment) Act, it does not fall to the Council to formally monitor gender equality within the sector. However, the Council may decide, in order to assist the sector in developing good practice, to invite institutions to submit their schemes and plans via the strategic planning process for analysis and feedback, or take other action to support institutions in meeting their statutory responsibilities.

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

The impact and performance of the Gender Equality Scheme will be monitored regularly by HEFCW's Management Board, and its Equal Opportunities Sub-Group. The Action Plan and subsequent outcomes will be published and included on our website, as well as transcribed into a range of alternative and accessible formats.

Complaints

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

Contact Us

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

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

Tel: (029) 2068 2218

Fax: (029) 2076 3163

Email: vikki.burge@hefcw.ac.uk

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

Glossary

AIP	Accessible Information Policy
BSL	British Sign Language
CEHR	Commission for Equality and Human Rights
ECU	Equality Challenge Unit
EOC	Equal Opportunities Commission
EOSG	Equal Opportunities Sub-Group
FEI	Further Education Institution
GED	Gender Equality Duty
GES	Gender Equality Scheme
HE	Higher Education
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institution
HESA	Higher Education Statistics Agency
HR	Human Resources
IA	Impact Assessment(s)

Annex B - HEFCW'S FUNCTIONS AND POLICIES

High relevance to the General Duty	Medium relevance to the General Duty	Low relevance to the General Duty
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Functions: Our statutory powers and duties	Strategic Aims	Policies and practices (based upon Corporate Strategy 2006-07 to 2008-09)
Funding of Higher Education and Assessment of Quality	<i>Reaching Wider: delivering wider participation in support of social inclusion and economic upskilling</i>	• Allocate teaching funding via agreed formula
		• Fund institutional widening access/disability strategies
		• Provide widening access/disability premia
		• Support Reaching Higher-Reaching Wider Partnerships
		• Review widening access funding
		• Monitor institutional race equality policies to assist institutions in addressing equality of opportunity through wider participation
		• Improve support and accessibility for students with disabilities
		• Support the implementation of the credit framework and institutional engagement with the European Credit Transfer System (ECTS)
		• Promote good practice in partnerships between HE and FE institutions
		• Work with institutions to improve student retention
		• Administer financial contingency funds on behalf of the Welsh Assembly Government.
		• Take forward actions required of HEFCW following transfer of student support arrangements to Wales
	<i>The 'Deal for Students': delivering the highest quality learning and related support</i>	• Allocate teaching funding via agreed formula

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

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

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

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

		scheme.
		<ul style="list-style-type: none"> • Mainstream sustainable development, equality, partnership working, and the Welsh Language in all business processes and support the Assembly's Making the Connections agenda.
		<ul style="list-style-type: none"> • Develop a programme of research and evaluation to support the development of evidence-based policy and good practice in organisational development.
		<ul style="list-style-type: none"> • Consult regularly and conduct surveys of stakeholders to inform the development of practical policies and an effective organisation.
Establishment of Committees		<ul style="list-style-type: none"> • Establish appropriate Council sub-committees and participate in UK-committees such as JMAC and JISC.

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

Key

High relevance to the General Duty	Medium relevance to the General Duty	Low relevance to the General Duty
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IMPACT ASSESSMENT OF EQUALITIES ISSUES IN RELATION TO LEARNING AND TEACHING

HEFCW is undertaking an equality impact assessment in relation to the learning and teaching strategy guidance. The purpose of the impact assessment is to explore issues related to addressing the needs of potentially disadvantaged students (eg by race, religion, age, gender, sexual orientation or disability) in higher education in Wales in relation to learning, teaching, assessment and the curriculum.

We would like to collect more qualitative information regarding these issues in Wales. We are therefore seeking the views and expertise of interested groups in the sector and elsewhere regarding how these issues may be addressed in institutional learning and teaching strategies. The outcomes of the assessment will inform our guidance to higher education institutions in Wales with regard to their new strategies for learning and teaching covering the period 2007/08 to 2009/10 as we wish to ensure that that the guidance is informed by as wide a range of equality information as possible. It should be noted that the feedback HEFCW receives from this consultation process will inform policies and processes related to the funding of learning and teaching strategies in higher education institutions in Wales and will not impact specifically on individual student funding.

We therefore invite you to consult with your equal opportunities or other appropriate committees where possible to provide additional qualitative responses to the issue of addressing the needs of potentially disadvantaged groups.

Indicative issues

- Is there a subject bias / under-representation or difference in degree performance regarding certain groups of students (eg by race, religion, age, gender, sexual orientation or disability)?
- Are there ways in which changes to the curriculum, assessment and learning and teaching strategies can support potentially disadvantaged groups, to include increasing their employability where it is below the average?
- Analysis of the National Student Survey results indicates that some groups of students were less positive than others regarding aspects of their studies (http://www.hefce.ac.uk/pubs/rdreports/2006/rd22_06/). How can this be addressed by changes in learning, teaching and/or assessment?
- Are there issues regarding equalities which need to be addressed through the curriculum?
- Are there issues regarding learning, teaching and assessment at postgraduate level which could be addressed to encourage participation of underrepresented groups?
- Are there Welsh examples of good practice in relation to addressing equalities issues through the curriculum, assessment and/or learning and teaching strategies?
- Do you have any other comments which could contribute to this assessment?

Responses can be made by post or by emailing vikki.burge@hefcw.ac.uk by Thursday, 5 April 2007.