

HEFCW Equality Annual Report

2012-13

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Noddir gan
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1 Introduction

- 1.1 This is the sixth Equality Annual Report published by the Higher Education Funding Council for Wales (HEFCW) and the second annual report since the general and Wales specific duties came into force. It covers the period April 2012 to March 2013 and provides an overview of HEFCW's progress towards meeting and going beyond our statutory responsibilities in relation to the Equalities Act 2010¹ and the Wales specific duties².
- 1.2 This 2012-13 report aims to provide our stakeholders and staff with an updated account of our work in supporting the equality agenda and meeting our statutory responsibilities both in relation to the higher education sector in Wales and to ourselves as an employer.
- 1.3 If you wish to be involved in any of our stakeholder exercises which contribute to the further development of HEFCW's equality work, please contact us on equality@hefcw.ac.uk.

2 The Higher Education Funding Council for Wales

- 2.1 The Higher Education Funding Council for Wales (HEFCW) is a Welsh Government Sponsored Body (WGSB), 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 support education, research and associated activities at nine higher education institutions, including the Open University in Wales, to deliver Welsh Government expectations and HEFCW priorities, as set out in our Corporate Strategy³.
- 2.2 HEFCW is also responsible, under the Education (School Teachers' Qualifications) (Wales) Regulations 2004, for funding and accrediting providers of initial teacher training (ITT) for school teachers, in accordance with criteria specified by the Welsh Government. Under the Education Act 2005, HEFCW also carries out or commissions research to improve the training of teachers and the standards of teaching.

3 Background and context to our reporting

- 3.1 The Equality Act introduced a new equality duty on the public sector in 2010. As a listed authority under Schedule 19 of the Act, HEFCW has statutory responsibilities under the general duty and Wales specific duties.
- 3.2 The Wales specific duties require us to publish an annual report by 31 March of each year. The report should include information on the steps taken, within

¹ [Equalities Act 2010](#)

² [Wales specific duties](#)

³ [HEFCW Corporate Strategy](#)

the period, to meet the duties and our progress towards fulfilling HEFCW's equality objectives, as set out in our Strategic Equality Plan.

- 3.3 HEFCW's previous Equality Annual Report was published in March 2013 and covered the period April 2011 to March 2012. Due to timing, the report was written as we began to implement our Strategic Equality Plan which covers the period April 2012 to March 2016. The Plan evidences how we are meeting the general and specific duties and includes our aims and objectives and proposed actions⁴.
- 3.4 From this year, we are including our progress report on our Strategic Equality Plan in the Equality Annual Report, thereby enabling us to align and streamline reporting processes. Therefore, this report outlines progress with our year one equality objectives for the period 2012-13.

4 Our evidence base and relevant information

- 4.1 Our Strategic Equality Plan sets out the relevant information we collect and publish annually to inform delivery of our equality and diversity duties and to monitor our progress and should be read in conjunction with this report⁵.
- 4.2 The data we hold relate to HEFCW as an employer and HEFCW's work with the higher education sector. Further information about these two areas is given below.

5 Equality monitoring to inform HEFCW as an employer

- 5.1 As an employer we routinely collect relevant information to inform our understanding of equality-related issues and to meet the aims of the general duty and the Wales specific duties.
- 5.2 The equality-related information collected in 2012-13 takes account of:
- disability disclosure, including long-term health conditions that are protected by the Equality Act (e.g. cancer, HIV, multiple sclerosis);
 - census category information from 2011;
 - gender self-identification (including transsexual, transgender or gender-neutral identification);
 - additional age classifications; and
 - census data on marital status and religion and belief classifications⁶.
- 5.3 We monitor the equality data of applicants to HEFCW vacancies. From February 2013 our systems were updated to allow us to record data for applicants across all protected characteristics.
- 5.4 We routinely collect employee data in respect of pay differences.

⁴ [HEFCW's Strategic Equality Plan](#)

⁵ [HEFCW's Strategic Equality Plan p.7.](#)

⁶ From 2012 we have used 2011 census data.

- 5.5 Grievance and disciplinary data are collected by our human resources department, but not published.
- 5.6 A limitation on our use of staff and applicant data is organisational size. In this context, most of the data we collect fall under Data Protection Act requirements and we are unable to publish the data without potentially identifying individuals. Where data are sufficiently large we publish it. Where figures are less than 10% they are removed before publication to prevent identification of individuals.
- 5.7 Publishable staff and applicant equality monitoring data are available on our website⁷.
- 5.8 Following a review of the effectiveness of our arrangements for identifying and collecting relevant HEFCW staff information in 2011-12, changes to our data systems were implemented from April 2012 to enable us to collect and record data in line with the requirements of the Equality Act 2010 and the specific duties for Wales.
- 5.9 Our latest staff and applicant equality monitoring reports, covering the period 2012-13, are attached at Appendices A(i) and A(ii).

6 Additional actions contributing to our equalities duties for HEFCW staff

- 6.1 As noted above, we recognise the ongoing limitations of our data alone in contributing to us meeting the general equality duty. Therefore, we continue to undertake a range of other activities, as set out below, to make progress towards our equality duties⁸.

Staff policies

- 6.2 In 2012-13 HEFCW continued a process of organisational redesign, which included appointing a new Equalities Manager from June 2013. Our organisational redesign processes acknowledged the need to ensure compliance with our statutory duties, particularly in relation to the Equality Act 2010. Following this structural review, we recognised the need to implement a new approach to developing internal policies and procedures. This process was finalised in the 2013-14 reporting period and will be reported fully in that period.
- 6.3 Our staff policies which underpin our commitment to supporting equality and diversity in the workplace are published on our website⁹.

⁷ http://www.hefcw.ac.uk/about_us/equality_and_diversity_in_hefcw/equality_diversity_statistics.aspx

⁸ See our [Strategic Equality Plan p. 14](#) for more information

⁹ Web published [HEFCW policies](#)

Governance

- 6.4 HEFCW is actively considering issues related to diversity in governance. HEFCW will undertake and report on work to improve the diversity of governing bodies within the sector and in relation to HEFCW's governance, in line with Welsh Government expectations and a specific equality objective relating to this within HEFCW's Strategic Equality Plan¹⁰.

Pay review

- 6.5 HEFCW undertakes annual pay reviews with Welsh Government and HEFCW's Works Council. This includes engaging staff opinion and feedback and consideration of non-pay benefits. A two-year pay deal was agreed for the period 2011-12 to 2012-13. Our Human Resource Committee is responsible for approving staff salary and related issues and the Remuneration Committee for senior managers' salary and related issues. These committees report to our Council annually on these matters.
- 6.6 In addition to collecting employee data in respect of pay differences, we have set two pay-related objectives in our Strategic Equality Plan which will contribute to our further understanding of pay-related equalities issues¹¹. These objectives cover the reporting period April 2013 – March 2014 and we will report progress against these objectives in our next report.

Staff training

- 6.7 We work with staff to inform them about, and equip them to take account of, equality issues, including equality legislation, throughout their area of work.
- 6.8 Our induction programme for new staff includes equality awareness training covering elements including compliance and best practice.
- 6.9 We hold a cyclical programme of equality and diversity training which all staff are required to attend. The last training session of this kind was held in February 2013. E&D specific training takes place every three years, therefore future training sessions will take place in 2016, unless there is a significant change in legislation and additional training was required.
- 6.10 Relevant HEFCW staff have received training on the current equality impact assessment processes. We have reviewed and are finalising our new impact assessment policy and procedures and all staff will receive training to support them in implementing the new processes, from April 2014.

¹⁰ Objective 6: *work with HEIs and Welsh Government to improve the diversity of governing bodies in Wales and within HEFCW (2014-15).*

¹¹ Objective 10: *undertake a comprehensive pay audit; objective 11: analyse and publish (subject to consideration of issues of small sample sizes) HEFCW data in regards to appointments, promotion, secondment and training, disaggregated by gender.*

Fair treatment advisers

- 6.11 HEFCW has a 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, as well as being involved in the development of the policies and procedures.
- 6.12 HEFCW has **four** nominated officers who deal with harassment, discrimination and bullying complaints.

Communications

- 6.13 Most information for HEFCW staff, higher education institutions and other stakeholders is available electronically, but we will make it available in other formats on request.

Childcare vouchers

- 6.14 As part of HEFCW's salary sacrifice scheme, HEFCW offers Childcare Vouchers to eligible employees. In 2012-13, HEFCW had **three** staff taking part in the scheme.

'Two Ticks' disability award

- 6.15 HEFCW's 'Two Ticks' Disability award is reviewed every three years and was last awarded in May 2012. This award highlights our commitment to employ, keep and develop the abilities of disabled staff. Further information about this award is available on our website¹².

South East Wales Equality Network

- 6.16 HEFCW is a lead member of the South East Wales Equality Network (SEWEN) Steering Group and Network Group.
- 6.17 HEFCW's membership of SEWEN enables it to share and gain best practice and to develop our effectiveness in responding to diversity agendas. Further details are available on its website¹³.

Employee Assistance Programme

- 6.18 HEFCW subscribes to an Employee Assistance Programme which offers staff free, confidential and independent support to help them balance their work and personal life. Support includes advice, guidance and counselling on a range of issues. Information about this Programme can be accessed by staff through HEFCW's intranet.

¹² [HEFCW's Two Ticks Award](#)

¹³ [South East Wales Equality Network](#)

7 Equalities monitoring and the higher education sector

- 7.1 Our Strategic Equality Plan sets out the datasets we hold which are collected by external organisations on staff and students in higher education institutions in Wales which we publish by protected characteristic¹⁴.
- 7.2 We publish statistical data on the HE sector's performance regarding equality and diversity to monitor progress, support improvement and identify gaps in reporting, as well as informing our equality impact assessments.
- 7.3 The sub-sets of data used by HEFCW to calculate funding contributions to universities and directly funded FE colleges are subject to external audit.
- 7.4 The main findings from our monitoring exercises, based upon HESA statistics by academic year (August to July) are published on our website¹⁵.
- 7.5 We analyse annually sector-related data on protected characteristics, reporting to our Council and its sub-committee, the Student Experience Teaching and Quality Committee (SETQC). In 2012-13 the Council and SETQC received specific equalities-related reports in October 2012 although other papers to the Committees included equalities-related issues, as appropriate.

8 Additional actions contributing to meeting our equality duties in supporting the sector

Equality Challenge Unit¹⁶

- 8.1 With its partners, HEFCW continues to fund the Equality Challenge Unit (ECU), which promotes equality and diversity in UK higher education. HEFCW is an ECU Board observer and a member of its Funders' Forum.
- 8.2 The ECU aims to further and support equality and diversity for staff and, where appropriate, students in UK higher education. The ECU seeks to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of any protected characteristic or through any combination of these characteristics or other unfair treatment. The ECU provides expertise, research, advice and leadership to funding councils, institutions and students.
- 8.3 The ECU facilitates a Welsh Liaison Group with a membership consisting primarily of equality and diversity human resource practitioners from Welsh higher education institutions. HEFCW officers attend the group and shares policy and practice information directly with the ECU and sector practitioners.
- 8.4 The ECU publishes an annual UK equalities statistical report which analyses UK HE sector equalities data, providing a benchmark for HEIs' activities and

¹⁴ HEFCW's [Strategic Equality Plan p. 7](#)

¹⁵ HE sector staff and student data is available on our website: www.hefcw.ac.uk

¹⁶ [Equality Challenge Unit \(ECU\)](#)

an evidence base to inform funding councils' policy implementation and HEIs' equality objective setting¹⁷.

Higher Education Academy¹⁸

- 8.5 The Higher Education Academy (The Academy) provides expertise and resources to support funding councils and the higher education community to enhance the quality and impact of learning and teaching. It recognises and rewards excellent teaching, bringing together staff and resources to research and share best practice and helping to inform, shape and implement policy.
- 8.6 The Academy and the Equality Challenge Unit have worked together to support the HE sector on issues of promoting inclusive change, including the degree attainment of black and ethnic minority students. Further information about this work is available at:
www.heacademy.ac.uk/search/search?qt=ECU&sb=relevance

9 Progress against our 2012-13 equality objectives for HEFCW staff and the higher education sector

- 9.1 Our equality objectives are set out in our Strategic Equality Plan¹⁹. The objectives span the four years of the Plan, with those for year one falling within this reporting period.
- 9.2 For 2012-13 we indicated that we would focus on the following three objectives:
- i. Objective 2: Examine what actions the sector is taking to better understand, and to address, disability-related harassment in relation to sector staff and students;
 - ii. Objective 4: Collect and analyse HEFCW staff data on marital/civil partnership status; and
 - iii. Objective 7: Assess how the sector promotes good relations between different faiths and religious beliefs, including non-belief.
- 9.3 We invited institutions to provide us with information related to these objectives. A summary of responses is attached as **Annex B**.
- 9.4 To inform their response, we encouraged institutions to consult their equality and diversity committee, or equivalent, and to take account of the views of relevant staff, Students' Union officers and the student body. Our request for information was designed to improve our evidence base and to contribute to supporting improvements in sector performance in equality and diversity.

¹⁷ [ECU annual statistical report 2012](#)

¹⁸ [Higher Education Academy](#)

¹⁹ See our [Strategy Equality Plan p. 10 to 13](#).

- 9.5 In addition to informing our equality objectives, this information will inform our wider policy implementation and contribute to promoting and sharing effective practice, as well as supporting the sector to comply with its statutory duties.

Progress towards Objective 2

- 9.6 Our initial discussions with the Welsh ECU Liaison Group in 2012 explored issues of disability-related harassment. The group identified issues including that all types of harassment are under-reported in society and on campus and that harassment related to a specific protected characteristic, when reported, is often not articulated specifically in terms of a protected characteristic. The group identified examples of effective practice across the sector, including focussed support services for both staff and students and, mandatory staff training, particularly for line managers to equip them to address issues of harassment generally including disability- related harassment.

Progress towards Objective 4

- 9.7 In 2012-13 our annual audit of staff data collected details on marital/civil partnership status for the first time. As already noted, during 2012-13 there were some staff promotions and movement due to HEFCW's re-organisation process, as well as the usual incremental increases and salary adjustments, in line with the pay remit.
- 9.8 While the audit analysis shows that a greater percentage of married staff were promoted, or had some change in their employment terms, it is important to note that there are significantly more staff with a marital status of 'married' than any status within HEFCW. Organisational size is a limitation of our staff data with most of it falling under Data Protection Act requirements which prohibit us from publishing it without potentially identifying individuals. However, this information has enabled us to begin monitoring trends and we will continue our annual monitoring to assess whether status has any bearing on success/promotion/salary prospects.

Progress on Objective 7

- 9.9 Responses to our survey of institutions indicated that the role of Chaplaincy teams in promoting good relations between different faiths and religious beliefs, including non-belief, is highly regarded by the institutions. Many institutions reported that they were mindful of prayer times and faith and religious events when devising timetables and they held regular events for staff and students to gain a better understanding of faith and belief, including non-belief and to challenge stereotypes.
- 9.10 In terms of equality monitoring, a number of institutions have begun collecting student data on religion and belief to inform their policy implementation and action planning. The Higher Education Statistics Agency (HESA) does not currently collect student data on religion and belief status, however, some response indicated that this would be useful.

10 Assessing the impact of our policies and practices

- 10.1 Whilst drafting or revising HEFCW internal or sector-related policies and practices, policy authors are required to undertake equality impact assessments, to take account of the needs of individuals with a protected characteristic. We also consider the needs of Welsh speakers, Welsh learners and Welsh speaking communities.
- 10.2 We currently use equality impact assessments (EIAs) as a way to ensure that we do not intentionally or unintentionally discriminate against or disadvantage any individual. The EIA process is also a means of encouraging staff and teams to reflect on the likely impact of policies, to identify any unmet needs and to provide a basis for action to improve policies and processes, where appropriate.
- 10.3 Our EIA processes systematically assess and record the actual, potential or likely impact of a policy, or a significant change in a policy, on different groups of individuals. The consequences of policies on particular groups are analysed and anticipated so that, as far as possible, any negative consequences can be eliminated or minimised and opportunities for ensuring equality can be maximised. As already noted, we are in the process of finalising our new approach to impact assessment and we will report on this next year.
- 10.4 Relevant staff have been trained in equality impact assessment and further training on implementing the new policy and process will be provided. Equality impact assessment outcomes are available on request from equality@hefcw.ac.uk.

Staff Equality Monitoring Report 2012-13

As of 31 March 2013

Sex/ Gender Re-assignment	2012-13
Male	16
Female	34

%	Census Comparison* % for Wales
32%	49%
68%	51%

Ethnicity groups	2012-13
Black - African	
Mixed - White & Black African	
White	
White English	
White Scottish	
White Welsh	26
White British	15
White Irish	
White other	
Not Known	

%	Census Comparison* % for Wales
	0.4%
	0.1%
	93.2%
52%	
30%	
	0.5%
	1.8%

Disability	2012-13
Day-to-day activities limited a lot (Census category)	
Day-to-day activities limited a little (Census category)	
Autistic Spectrum Disorder	
Blind/partially sighted	
Deaf/hearing impairment	
Disability not listed	
Long-term medical condition or unseen disability e.g. Asthma, cancer, diabetes, epilepsy, HIV, ME, MS	
Mental health difficulties	
Personal care support	
Specific learning difficulty e.g. Dyslexia	
Wheelchair user/mobility difficulties	
Not declared	12
No known disability	28
Multiple disabilities	

%	Census comparison for Wales %*
	12%
	11%
16%	
24%	
56%	77%

Sexual Orientation	2012-13
Bisexual	
Gay	
Heterosexual	41
Lesbian	
Not declared	

%	No census data collected
82%	
16%	

Religion and belief	2012-13
Buddhist	
Christian	25
Hindu	
Jewish	
Muslim	
Sikh	
Not Declared	12
Other	
No Religion	11

%	Census comparison for Wales %*
	0.3%
50%	57.6%
	0.3%
	0.1%
	1.5%
	0.1%
24%	7.6%
	0.4%
22%	32.1%

Age	2012-13
Under 25	
25-34	
35-44	12
45-54	16
55-64	12
65 over	
Not declared	

%	Census Comparison* % for Wales
72%	62%
26%	38%

Marriage and Civil Partnership	2012-13
Married	32
Single	12
Partner (Cohabiting, not civil partnership)	
Civil partnership	
Divorced	
Widow	
Not declared	

%	Census Comparison* % for Wales
64%	46%
24%	25%
	11%
	1%
	7%
	7%

What can't be published and why
Categories withing protected characteristics where numbers are less than 10%. Pregnancy and Maternity is not included in the report as numbers are less than 10%

* 2011 Census

Applicant Equality Monitoring Report 2012-13

Sex/ Gender Re-assignment	2012-13	%
Male	28	46%
Female	33	54%

Race	2012-13	%
Black		
Black - African		
Chinese		
Mixed - White & Black Carribean		
Mixed - other		
Mixed		
Pakistani		
White		
White English		
White Irish		
White other		
White Welsh	18	33%
White British	17	31%
Other ethnic group		
Not declared		
Total (excluding not declared)	55	

Disability	2012-13	%
Autistic Spectrum Disorder		
Blind/partially sighted		
Deaf/hearing impairment		
Disability not listed		
Long-term medical condition or unseen disability e.g. Asthma, cancer, diabetes, epilepsy, HIV, ME, MS		
Mental health difficulties		
Personal care support		
Specific learning difficulty e.g. Dyslexia		
Wheelchair user/mobility difficulties		
Not declared	21	34%
No known disability	34	56%
Multiple disabilities		
Total	61	

Sexual Orientation	2012-13	%
Heterosexual	21	70%
Bisexual		10%
Gay		17%
Lesbian		
Not declared		
Total	30	

Religion	2012-13	%
Buddhist		
Christian	13	43%
Muslim		
No religion	14	47%
Not declared		
Total	30	

What can't be published and why
Categories withing protected characteristics where numbers are less than 10%.
Data on applicants religion and sexual orientation from April 2012 - January 2013. February 2013 onwards data could be recorded on the system

Summary of responses to HEFCW's Strategic Equality Objectives

1. The majority of responses received from institutions addressed similar issues with examples of effective practice being replicated across large parts of the sector.

Objective 2: Examine what actions the sector is taking to better understand, and to address, disability-related harassment in relation to sector staff and students

2. All of the responses made reference to the dignity at work and study policy, and felt this was an important tool in reinforcing that all staff and students within an institution are entitled to be free of unfair treatment, bullying, harassment or victimisation and free from discrimination. Policies of this kind clearly set out what is considered to be unacceptable behaviour, and the actions that a person should take if they have or are experiencing such behaviour. In line with the policy, it is relatively commonplace for institutions to have dignity at work and/or study advisers in place who provide a first point of contact.
3. Staff development teams play a key role in providing staff training, and staff development programmes. Training examples included general equality and diversity awareness training and mental health first aid training.
4. It was widely recognised that very few incidences of disability-related harassment are brought to institutions' attention, which does not necessarily mean that incidences of this kind are not happening. A number of responses provided information on actions that are being taken to address this, such as developing and implementing improved monitoring processes.
5. A number of responses referred to the occupational health services within institutions, and their role in providing information and staff support on a range of issues.
6. Several responses noted the importance of specialist disability and dyslexia support services for students. Their function included recommending and making reasonable adjustments to support students with disabilities.
7. Several responses noted that within institutions there are forums and networks for both staff and student to discuss disability-related issues, share experiences and provide or signpost to relevant support services.
8. Many institutions hold regular awareness-raising events, often coinciding with events such as Disability History Month and World Mental Health Day, for both staff and students.
9. One institution referred to the NUS report [No Place for Hate](#) findings and recommendations, noting how this report has been used to review policies and procedures for both staff and students.
10. Several responses mention specific provision being made in relation to promoting mental health and wellbeing for both staff and students; To support the implementation of the Welsh Government's mental health strategy, *Together for Mental Health*, delivery plan, HEFCW's Fee Plan Guidance 2014/15 states that: *'fee plans are expected to reflect the principles of the strategy and include provision of*

appropriate support services to improve support for people with mental health and substance misuse problems in higher education’.

Objective 7: Assess how the sector promotes good relations between different faiths and religious beliefs, including non-belief

11. Several responses made reference to institutions’ Religion and Belief Policy and guidelines which in many cases link closely with Dignity at Work and Study policies. Guidelines include information for staff and students on quiet rooms, religious calendars etc.
12. Several responses indicated the importance of multi-faith chaplaincy services and faith advisers, which play a proactive role in promoting good relations and supporting the development of key institutional policy and guidelines. The service also provides drop-in sessions for both staff and students.
13. All responses confirmed the provision of quiet rooms for prayer and meditation, with the availability widely publicised throughout the institution. Many responses noted that these facilities are being well used.
14. Several responses reported that staff have are encouraged to have an awareness of all religious festivals and holidays which are considered when setting assessment and examination dates. In some instances further work is being undertaken to better understand the religious needs of students during examination periods.
15. Many institutions reported that monitoring systems capturing staff equality data have been improved, with many now collecting data on religion and belief. A number of institutions will be incorporating student monitoring data of this kind into future reports.
16. Several responses mention the need to support and promote freedom of speech within the law, and a few institutions are looking to develop guidance for external speakers that are intending to deliver a lecture at the University.
17. All responses detailed regular events that are held for both staff and students to celebrate different religious beliefs and increasing awareness and understanding. An example of this is a week-long programme of events to celebrate Interfaith Week. A number of universities work closely with their Students’ Union and student societies to take such work forward.
18. Several responses made reference to the Equality Challenge Unit publication on ‘Promoting good relations on campus’¹ which has assisted institutions to progress with this work.

¹ [ECU - Promoting good relations on campus: a guide for higher and further education](#)