

Sector impact assessment

Name of policy/initiative/project	Leadership Foundation for Higher Education (second evaluation)
1. What are the aims of this policy/initiative/project?	<p>We have funded the Leadership Foundation for Higher Education (LFHE), alongside our partners, the Scottish Funding Council, the Higher Education Funding Council for Wales and the Department of Employment and Learning for Northern Ireland since its inception in 2004. Our purpose is to enhance the sector's ability to respond to change by developing leadership capability and capacity in the higher education (HE) sector. LFHE contributes to leadership development through:</p> <ul style="list-style-type: none"> • the development of individuals, who attend LFHE courses and are mentored through it • consultancy work with higher education institutions' (HEIs') management teams, including institutional team building • research and innovation in the UK and international intelligence • facilitating professional networks, such as the Management of Small HEIs Network (MASHEIN).
2. At what stage of the development process is this SIA being undertaken?	<p>Regular reviews are undertaken of related bodies which receive funding from the UK HE funding bodies. A review was proposed for 2010 in the current funding agreement (see www.hefce.ac.uk under About us/Related bodies). This assessment is undertaken to coincide with that review.</p>
3. Do existing data sources enable us to provide evidence of impact? If not, how should be best gather evidence?	<p>The independent evaluation undertaken by Oakleigh Consultants in 2006 forms the baseline for this review. Further data will be available from LFHE's own publications, including annual reports, Board papers and self-evaluations and stakeholder feedback. Data on HE staff is available from the Higher Education Statistics Agency (HESA). We are undertaking research in preparation for the publication of the HEFCE Workforce Framework, scheduled for January 2010, which will provide trend data on HE staff. The review scheduled for October 2009 to January 2010 has been asked specifically to look at LFHE's promotion of equality and diversity and sustainable development.</p>
Regulatory impact assessment	
4. Will this policy/initiative/project require HEIs to pay for or carry out additional work in response to our demands? If yes, please describe the additional work	<p>Leadership development is an activity in which any organisation must be involved. There will be a managerial burden for HEIs in identifying appropriate individuals, and releasing them from their duties so that they may participate, with consequent opportunity costs and direct costs. LFHE's programmes are tailored to the needs of the sector and have been adjusted to take account of the time and cost pressures, faced by the sector in a period of pressure on public funding, caused by the economic downturn. When development has taken place the individual will add more value in their work. They may leave the HEI to take up a leadership position at another one, but equally the HEI may gain by recruiting staff from other HEIs who have undertaken LFHE development.</p>

<p>5. If so, do the benefits of doing this to the delivery of HEFCE strategy, the HE sector, the HEI itself and others outweigh what we have asked HEIs to do? If yes please describe the benefits</p>	<p>Since HEIs would be engaged in leadership development, even if there were no LFHE, there is no additional activity and costs are arguably lower. The alternative to LFHE is either a commercial provider or in-house provision, both of which are likely to cost more than the shared-service model of the LFHE. The annual public funding of LFHE (£1.2 million), if redistributed to English HEIs would amount to around £7,500 per institution, which would be a low budget for leadership development. There would be a negative impact on the sector now, if the LFHE's contribution were to cease.</p>
--	---

<p>6. How have you arrived at this judgement? Please refer to the results of consultation and other supporting evidence.</p>	<p>Independent evaluation of the LFHE after its first three years of operation indicated that the sector recognised its establishment and cost as an effective use of public funds for developing the necessary capability. This has been reinforced by HEIs' willingness to take out voluntary memberships of LFHE.</p>
<p>Equality and diversity</p>	
<p>7. Which individuals or groups are likely to be affected by this policy/initiative/project?</p>	<p>This policy primarily affects those who have the potential to become the leaders of the HE sector, offering them the opportunity to develop their skills in readiness for future career building. This includes senior academic postholders, finance, IT, HR and other professionals working in HEIs.</p> <p>The extension of those opportunities to a wider pool of talent is an issue that has been identified from LFHE's own research. HESA data indicates that 35.5 per cent of HE senior postholders are women; 2 per cent have a known disability and 3.7 per cent of UK nationals holding a senior HE post are from ethnic minority groups.</p>
<p>8. What is the likely impact on these groups (is it positive, negative or neutral)?</p>	<p>For those who have been identified with leadership potential, the impact is likely to be beneficial, if the leadership development is effective and they achieve leadership positions. This may be particularly helpful for non-traditional candidates, such as women, disabled people, and individuals from ethnic minorities, since pathways will become transparent. All English HEIs are members of LFHE and may nominate.</p> <p>In time participation in LFHE programmes could well become a pre-requisite for senior appointments. Thus for those who are not identified as having potential, but still aspire, the impact may be negative, because they will be excluded from networking opportunities and developmental activity provided by the LFHE programme. Self-referral is an option.</p>
<p>9. If negative, what actions have been taken to mitigate the effect?</p>	<p>Equality and diversity is built into the funding agreement, and LFHE strategic and operating plans. We have encouraged LFHE to work with the Equality Challenge Unit and it has its own diversity strategy. LFHE's Diversity Advisory Forum, made up of sector representatives and equality and diversity experts, advises on diversity and on areas for potential research. Its programmes must be accessible and monitoring of the programmes is ongoing. LFHE advises on the selection of LGM Fund projects. Examples include projects on age diversity and the future black and minority ethnic leaders development programme. The LGM Fund has supported networks and mentoring projects, so that under-represented groups have the confidence to work within LFHE framework to develop their leadership skills.</p>

<p>10. Can this policy/initiative/project be used to ensure and promote both equality and diversity? If so, how?</p>	<p>We have encouraged LFHE to promote equality through developing LFHE programme participants' understanding of equality and diversity issues, including the legal responsibilities of senior personnel. LFHE ensures in all its interactions with HEIs that the benefits of fostering equality of opportunity are made clear. It undertakes and disseminates research on equality themes, and has established diversity champions to take forward equality and diversity issues. We have encouraged LFHE to demonstrate its commitment by referring explicitly to equality and diversity in their contracting and by building training in this area into their induction process for new programme directors. We have opened up discussion with them on accessibility issues for the LGM Fund conference, which it organises on the Council's behalf and on legibility of LFHE printed materials.</p>
<p>Sustainable development</p>	
<p>11. What is the likely impact of this policy/initiative/project on sustainable development? Is it positive, negative or neutral?</p>	<p>LFHE contributes positively to social cohesion and economic well-being by promoting the success of HEIs and the HE sector. In its work to embed good governance in the sector and on governor development, the LFHE also makes a significant contribution to longer-term confidence in, and sustainability of, HE. This offsets in part the inevitable impact on the environment of the LFHE's activities, premises and its staff. Participants are however as likely to travel to other organisations' events, if LFHE did not exist and LFHE is now delivering in-house tailored programmes at some HEIs, thus reducing the need for staff in those HEIs to travel for development purposes. LFHE can make a positive impact by making sustainable development part of its programmes, (for example, its corporate social responsibility (CSR) programme for governors). We are monitoring their programmes to ensure that they are doing this.</p>
<p>12. If negative, what actions have been taken to mitigate the impact?</p>	<p>LFHE has developed a CSR policy in which it seeks to encourage environmental responsibility among its stakeholders, but this is not yet reported publicly. It includes environmental considerations in its purchasing and procurement. It has a policy of community and charitable involvement by its staff.</p>

<p>13. How can this policy/initiative/project be used to create opportunities to support sustainable development? Please indicate how you have maximised these opportunities or why you have been unable to do so.</p>	<p>We advocated the development of LFHE's CSR policy, and encourage it to consider building sustainable development into its programmes in order to make future leaders of HE more aware of their responsibilities. LFHE's programmes for estates and procurement personnel now include components on sustainable development. Our personnel contribute to its programmes, including the CSR for governors. There is an opportunity for positive promotion of sustainable development during LFHE events, and we will need to do more to encourage them to take advantage of this.</p> <p>The joint LFHE and LGM Fund conference presents an opportunity for us to support the practical expression of LFHE's environmental commitment in its business operations. We encouraged LFHE to work in partnership with the Committee of University Chairs on a programme to embed good governance in HEIs, which included the development of briefing guides for governors, and ensured that the guide on estates and physical infrastructure included sustainable development. We are working with LFHE, Universities UK, and GuildHE on the development of strategic support for the sector in implementing sustainable development.</p>
<p>Certification by Director</p> <p>This is a fair assessment of the impact of this policy/initiative/project on the HE sector, taking into account the regulatory burden imposed. The policy/initiative/project has been appropriately designed to meet our equality obligations and promote equality and diversity and sustainable development. This assessment is ready for publication.</p> <div style="text-align: center; margin: 20px 0;">  </div> <p>Signed Date 30 September 2009</p>	