



Much of the knowledge and expertise sit with our members and will require the funding to continue the research that delivers it. To realise the ambitions contained in the Reid Review and Prosperity for All, it is vital that the coal-face voice is heard in addressing the arrangements that will follow our departure from the European Union. That said, this is not merely about the demand to be heard. Recognising the real value of social partnership, UCU and its members are eager to engage collaboratively with government to share our expertise with respect to realising the equality-led, green recovery that Wales deserves. We fully recognise that this partnership best serves the interest of education.

One of the principle advantages of the social partnership model is its ability to detect and address failures before they occur. Responding to the Camm Report and Charter for Change, UCU will monitor developments to ensure that the aspiration towards good governance in the HE sector is realised so that excellence can be placed on a sustainable footing for future generation.

Similarly, the Welsh Government fully understands that the impact of the coronavirus crisis has not been felt equally across the population, both in health and economic terms. This impact will be more intense in Wales due to the age profile of our population, and the higher levels of social and economic deprivation in

1: Does the measure have a high positive equality impact? 2: Is the measure consistent with the requirements of the Future Generations Act, and other legislation? 3: Does the measure have any biases to the detriment of vulnerable or marginalised groups? 4: Does the measure provide any opportunities for widening participation and a more inclusive society?

Our point of departure is that systems which perpetuate managerialism and competition not only generate corrosive staff workload pressures but also introduces severe structural instabilities. Competition implies the existence of winners and losers, meaning that only those most able, whether through professional status, class background or privilege, can access excellent education. Rather than an add-on, equality must be treated as a pre-figurative necessity. This means that public service bodies not only mainstream equality thinking across their organisation but also embed these principles into their recruitment processes. For instance, we were surprised to note a recent Qualifications Wales application form in which equality considerations did not even feature.

In seeking to operationalise Welsh Governments Recovery Framework principles, thought needs to be given to measures which are locally rooted; socially and economically beneficial to all demographics; equality impact assessed; promote agency through creating community power and environmentally sustainable in the long term. UCU contends that this purpose will always be best served by collaboration, collegiality and pooled capacity. Innovation rarely emerges because of a metric. Rather, it is a process nurtured in the dynamic response between professionals and Welsh civic society at large.

There is an urgent need to return the focus of post 16 education to pedagogy. A managerial approach risks undermining expertise and diminishing opportunities for quality enhancement through its focus on quality performance. In the never-ending hunt for perfection, outcomes will only ever reflect input; input needs to be designed and delivered to reflect and support, the purpose of the overall aim. If we are not clear about the purpose of the system, we run the risk of evaluating outcomes that are not entirely appropriate; when such outcomes are then used to inform input, they are likely to skew the process away from the original purpose of the system. The result is then revealed in the unintended consequences and behaviour that appear. For example, funding by results has led to the quality of provision being

measured by the number of qualifications obtained, but takes little regard of the process which led the