**Consultation Questions**

Please use the [explanatory document](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.medr.cymru%2Fwp-content%2Fuploads%2F2024%2F09%2FMedr-Strategic-Plan-Consultation-2024-English.docx&wdOrigin=BROWSELINK) to guide you through the questions.

More information: [Strategic plan - Medr](https://www.medr.cymru/en/strategic-plan/).

Email your response to **consultations@medr.cymru** by 23.59 on **Friday, 25 October 2024.**

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| Details of some responses to this consultation are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick. | [ ]  |

\* Required.

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| **Name** \* |  |
| **Organisation (if applicable)** |  |
| **Email** \* |  |

**Part One: legislative duties and evidence**

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| 1. The Tertiary Education and Research (Wales) Act 2022 places eleven strategic duties on Medr to:
	1. Promote lifelong learning
	2. Promote equality of opportunity
	3. Encourage participation in tertiary education
	4. Promote continuous improvement in tertiary education
	5. Promote of research and innovation
	6. Promote collaboration and coherence in tertiary education and research
	7. Contribute to a sustainable and innovative economy
	8. Promote tertiary education through the medium of Welsh
	9. Promote a civic mission
	10. Promote a global outlook
	11. Promote collaboration between providers of tertiary education and trade unions

To what extent do you agree that the Plan enables us to fulfil our duties?[ ]  Strongly agree[ ]  Agree[ ]  Disagree[ ]  Strongly disagreeAre there any duties that are under-represented in the Plan? [ ]  Yes[ ]  No |
| **Please provide details.** |

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| 1. Our Plan needs to respond to the [statement of strategic priorities for tertiary education and research and innovation](https://www.gov.wales/statement-strategic-priorities-tertiary-education-and-research-and-innovation-html) issued to us by the Welsh Government. The five priorities are:
	1. Develop a tertiary system that prepares learners for a dynamic and changing economy where all can acquire the skills and knowledge they need to succeed in life and work.
	2. Maintain and enhance the quality of the tertiary system, continue and intensify work on widening participation and take steps to ensure a more equitable and excellent system for all.
	3. Putting the learner at the heart of the system by focusing on the experience of learners in the tertiary system and their wellbeing.
	4. Ensure that the tertiary education system contributes to the economy and society.
	5. Establish the Commission for Tertiary Education and Research as a highly effective organisation providing stability and leadership during this time of transition.

Does the Plan sufficiently address all of these priorities?[ ]  Yes[ ]  No[ ]  Partially |
| If no or partially, please provide details of how could it better respond to them. |

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| 1. i) Does the Plan take account of the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents)

[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |
| ii) Does the Plan take account of the need to advance equality of opportunity between persons who share a protected characteristic[[1]](#footnote-1) and persons who do not share it[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |
| iii) Does the Plan take account of the need to foster good relations between persons who share a protected characteristic and persons who do not share it: [ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |
| iv) Does the Plan take account of the need to reduce the inequalities of outcome which result from socio-economic disadvantage[[2]](#footnote-2)?[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |

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| 1. Will the Plan contribute to the achievement of the national [well-being goals](https://www.legislation.gov.uk/anaw/2015/2/section/4) set out in the Well-being of Future Generations Act 2015?

[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |

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| 1. Are the aims and commitments in the Plan in accordance with the [sustainable development principle](https://www.legislation.gov.uk/anaw/2015/2/part/2/crossheading/sustainable-development-and-wellbeing-duty-on-public-bodies)?

[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |

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| 1. In drafting this Plan, we have taken into account a wide range of evidence from published reports and statistics, including the Welsh Government’s ‘Our National Mission – high standards and aspirations for all’, ‘Cymraeg 2050 – a million Welsh speakers’ and the Wellbeing of Future Generations Commissioner’s strategy for 2023-2050: ‘Cymru Can’.

Is there any additional evidence we need to reflect in the Plan?[ ]  Yes[ ]  No |
| **Please provide details.** |

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| 1. Do you foresee any unintended consequences or negative impacts resulting from the Plan?

[ ]  Yes[ ]  No |
| **Please provide details.** |

**Part Two: Aims, Priorities and Opportunities**

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| 1. Medr’s vision states that we will work in close collaboration with our partners to enable a tertiary education and research system which is centred around the needs of learners, society and the economy with excellence, equality and engagement at its heart.

Do the strategic aims in the Plan enable us to deliver on our vision? [ ]  Yes[ ]  No[ ]  Partially |
| If no or partially, please provide details of how the Plan could better enable us to deliver on our vision. In your response, please consider the role your organisation would play in the realisation of our aims. |

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| 1. Within each of the strategic aims in the Plan, there are founding commitments to be achieved within the first two years, and growth commitments to be developed over five years.

Considering each of the strategic aims, are the founding and growth commitments correct?[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |

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| 1. What are the key priorities for current and future **learners** in the tertiary education and research sector in Wales?

Are these sufficiently reflected in the Plan?[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.**In your response, please consider whether the Plan sufficiently balances these priorities alongside the other duties (as outlined in part one) placed on us. |

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| 1. What are the key priorities for tertiary education **providers** in Wales in the next five years?

Are these sufficiently reflected in the Plan?[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.**In your response, please consider whether the Plan sufficiently balances these priorities alongside the other duties (as outlined in part one) placed on us. |

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| 1. What are the biggest opportunities of having a single body responsible for oversight of the whole tertiary sector?
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| In your response, please consider whether the Plan enables us to make the most of these opportunities, or how we could do this better. |

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| 1. Medr has a duty to promote collaboration throughout the tertiary education and research sector.

To what extent does the Plan enable us to make the most of opportunities to collaborate?[ ]  Fully[ ]  Moderately[ ]  Slightly[ ]  Not at all |
| **Please provide details.** |

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| 1. We need to be ambitious about what we can achieve. However, the financial environment we are working in is challenging. We also recognise the establishment of Medr is a significant change for the sector and we are committed to ensuring a smooth transition.

Considering the context we are working in, to what extent is the level of ambition in the Plan suitable?[ ]  Fully[ ]  Moderately[ ]  Slightly[ ]  Not at all |
| **Please provide details.** |

**Part Three: Our Ambitions**

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| 1. Please consider the ambitions on page 4 of the Plan.
2. To what extent do you agree with our long-term ambitions for success?

[ ]  Fully[ ]  Moderately[ ]  Slightly[ ]  Not at all |
| **Please provide details.** |
| 1. What changes are required in the sector to achieve these long-term ambitions?
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| **Please provide details and examples.** |
| 1. How will we be able to measure success against these ambitions?
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| **Please provide details and examples.** |

**Part Four: Welsh Language**

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| 1. Does the Plan appropriately reflect the Welsh Government’s ambition to increase the number of Welsh speakers and increase the use of the Welsh language?

[ ]  Yes[ ]  No[ ]  Partially |
| **Please provide details.** |

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| 1. What positive or adverse effects might the Plan have on:
	* 1. opportunities for persons to use the Welsh language
		2. treating the Welsh language no less favourably than the English language?
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| 1. Could the Plan be changed to increase positive effects, or decrease adverse effects on:
	* 1. opportunities for persons to use the Welsh language?

[ ]  Yes[ ]  No  |
| **Please provide details.** |
| * + 1. treating the Welsh language no less favourably than the English language?

[ ]  Yes[ ]  No  |
| **Please provide details.** |

1. Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. [↑](#footnote-ref-1)
2. Socio-economic disadvantage is defined as: ‘living in less favourable social and economic circumstances than others in the same society’. Experiencing socio-economic disadvantage may include some or all of the following:

• living in a deprived area;

• having little or no savings;

• having little or no income; and/or

• experiencing material deprivation (that is, lacking the things which most people would say are needed for an acceptable standard of living – such as the ability to replace worn-out furniture or to afford adequate heating). [↑](#footnote-ref-2)