

# University of Gloucestershire People and Culture Strategy 2013-17

## Section one: Context and purpose

This People and Culture Strategy is focused on enabling the University to excel in achieving the goals set out in the 2012-17 Strategic Plan:

- To provide students with excellent learning experiences through outstanding learning and teaching support.
- To promote enterprise, employability and wider economic, social and cultural benefit for the community.
- To embed research, scholarship, practice and consultancy in all our activities.
- To build strong relationships with selected partners for mutual benefit.
- To be a successful and sustainable organisation.

It has been developed with University's academic purposes and the success of students very much in mind. All of our staff have a contribution to make towards these goals - academic staff, technicians, researchers, and professional services staff.

Seizing the opportunities and meeting the challenges inherent within the strategic goals, will therefore depend on the combined talent, knowledge, skills, dedication, flexibility and goodwill of the University's staff<sup>1</sup>.

The University has many strengths, and many achievements to be proud of. Above all, we have many excellent, dedicated, talented staff who work hard to provide outstanding teaching and learning for students, to support students in developing their wider employability and personal skills, to undertake excellent research, to provide high quality services, and to ensure that the University is successfully managed. So in many respects, this strategy starts from, and aims to build on, a position of strength and good performance.

But it would be a mistake to suppose that because of these strengths we can carry on exactly as we are. The external environment is changing rapidly, and presents risks and challenges. Higher fees have reduced demand for higher education across the sector, so achieving the University's recruitment targets is likely to be challenging for some time to come. Government policy is encouraging greater competition between Universities and private providers. Student expectations are rising year by year, in terms of what they consider to represent a good experience of higher education. All of these external forces will require the University to keep reviewing and improving what we do. That is not a criticism of current performance: it is simply a recognition that as expectations rise and competition intensifies, what was good enough yesterday will not be sufficient to keep the University thriving for tomorrow.

As a community, the University also needs to be honest in acknowledging the internal evidence that shows where things are not good enough and need to improve. The most recent staff perception survey, published in Autumn 2011, showed that staff have a range of concerns about the way the University operates, and in important respects staff considered

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<sup>1</sup> At the end of October 2012 we had 924 staff on indefinite or fixed-term contracts, and 616 part-time hourly paid staff. This translates to a total of 820 full-time equivalent staff.

that things had got worse rather than better since the previous survey. Each year the National Student Survey shows that while many programmes are outstanding, students on some programmes see a lot of room for improvement. Last year's internal staff survey of our corporate services showed that our own community rates some of the services considerably higher than others. All of this evidence, along with the experience of daily life in the University, should cause all of us working in the University to reflect on how we can improve.

The purpose of this People and Culture Strategy is to provide a framework for securing that improvement. Improvement of the University's performance as a whole is mainly the result of building the contribution of individuals. That requires a re-assessment of the University's systems for the management, leadership and development of staff at all levels. So, many of the actions in this strategy are targeted there - improving management capability and offering better support for staff development. Good management is about supporting, encouraging and enabling people to achieve personal fulfilment and growth through the contribution they make towards the University's success.

During the consultation, some scepticism was expressed based on some people's previous experience of poor management and leadership, and a concern that management systems wrongly applied can lead to suppression of views, demotivation, disengagement and even bullying. There was also questioning of whether the University needs the various management levels and roles currently in place. The University Executive team understand these concerns. The aim is to develop a management approach that builds on the good practice demonstrated by many managers and represents a positive experience for staff, recognising that it is essential for senior managers to lead by example. That is why some of the actions in this strategy focus on developing the capability of senior managers, and reviewing the fitness for purpose of our management structures.

Because the people who work at the University are so fundamental to its continued development and success, it is essential that the University: fosters an open and empowering working environment; attracts, recognises and retains high calibre staff; nurtures potential by supporting all staff – including the highest achievers – to learn and develop; and is rigorous in addressing poor performance.

To underpin all of this, the University needs skilled and inspiring leaders and managers; to be more strategic about planning its workforce requirements; a more effective approach to reviewing performance and development; to ensure that its package of terms and conditions are attractive, fair and fit for purpose; and to streamline its HR and other management systems, policies and procedures where appropriate so that they support faster action whilst remaining fair and transparent.

The University also needs to be alert to the possibility that national pay arrangements in the sector may change if a significant number of universities decide to withdraw from national pay bargaining. This is not something the University is seeking, but it may happen for reasons beyond the University's control, for example, if the national bargaining structure ceases to operate.

Successful implementation of this Strategy will help the University and its staff respond creatively and robustly to the rapidly evolving higher education policy context – and to thrive by attracting and retaining more local, national and international students; building strong partnerships; and winning more funding and investment at a time of intense competition

between higher education institutions. In turn, this will enable the University to preserve and create jobs and support more people to move forward in achieving their career ambitions. The best safeguard of long term job security and employment growth at the University is not to uphold the status quo. It is to create a rewarding shared future for ourselves by being willing to adapt and improve, acknowledge areas of weakness, recognise the challenges we face, and respond flexibly so that students, businesses and other partners will choose to come here and work with us, rather than go elsewhere.

This sets the context for the University's People and Culture Strategy. It is not simply about the work of the HR Department. For the strategy to work, ownership and responsibility for delivering it needs to be shared widely within the University.

The sections below set out:

- The shifts the University aspires to achieve and embed in its culture over the whole life of the plan ('the way we do things') (Section two).
- The priority people actions for the first three years of the plan to support these shifts and enable people to give of their best in achieving the University's goals (Section three).
- The measures to track progress (Section four).
- The consultation that has informed the development of this plan so far (Section five).
- Arrangements for implementation and reporting (Section six).

## Section two: Cultural shifts

The University's culture needs to underpin its mission: ***'founded on values, centred on students, focused on learning'***.

Over the life of this strategy, the focus will be on achieving nine shifts in our culture to make the University both more successful and a more fulfilling place to work. Some individuals and teams are already exemplars of good practice. The aspiration is to build on this and achieve these shifts consistently across the University. The words 'we', 'us' and 'our' in this section are intended to include all members of the University staff community.

The cultural shifts are:

1. ***Be consistent about matching behaviours with values.*** We all share responsibility for bringing our values of nurture, creativity, sustainability, service, respect and trust to life through the way we carry out our day-to-day activities, the decisions we take, the advice we give, the resources we consume, and in the way we behave towards others. We need to develop a stronger shared understanding of appropriate behaviours and be clear that as a community we will not tolerate bullying, harassment or discrimination.
2. ***Work together well towards shared goals ('One University').*** We will get further, faster if we do more to recognise our mutual endeavour and mutual dependence, seek to understand and value each other's contributions, work collegiately, and support each other to succeed. That includes giving and receiving constructive feedback on what we are doing well, how we can continue to improve, and the rare cases where performance is unacceptable.
3. ***Share responsibility for engaging in clear, honest, timely communications.*** Our roles are interconnected. We all have a role in making sure that the people we work with – within and beyond our own schools and departments – are involved in genuine discussions about issues that affect them and have the information they need to do their job well. We each have a responsibility to engage constructively and openly in these discussions and seek out information that is available. It is important that managers create an environment where people feel they can freely express their views in a constructive way.
4. ***Develop the quality of service to our students, staff and other customers within the available resources.*** We seek to listen to, and work in partnership with, our potential, current and past students to secure further improvement in the student experience. Some of us will achieve this through providing excellent customer service to colleagues, and building strong relationships with partners and stakeholders.
5. ***Increase staff empowerment and accountability underpinned by high quality people management and development.*** We are all individually and collectively responsible for using our talents and experience to make the University a success. The University will increasingly depend on self-aware, skilled leaders and managers who can engage, empower and support their colleagues at every level to make things happen, enhance good performance, and address poor performance. Reinvigorating development opportunities at the University is essential in improving staff satisfaction and performance, supporting career development and achieving the University's strategic goals.

6. ***Eliminate unnecessary bureaucracy and work efficiently and effectively.*** Our working practices need to be sustainable and fit for purpose. Some bureaucracy is necessary, for example in ensuring that the University complies with external regulatory and legal frameworks. However, all of the University's policies and procedures should be as streamlined as possible, focused on outcomes, and provide a clear framework with appropriate scope for empowered and accountable staff to apply them to the particular situation. That includes ensuring that our management structures and roles are well-designed and cost-effective. It is also imperative that we prioritise, work efficiently and make the best use of technology so that we can increase our focus on academic excellence and invest in developing our services whilst charging students and other partners and customers fair and competitive fees.
7. ***Embrace and lead change.*** We need to improve the way we engage with, and manage, change to ensure that we take account of the wider context and implications in making decisions and that we are agile and skillful in implementing them. We need to ensure that our culture fosters innovation and enterprise and supports people to take calculated risks.
8. ***Increase our awareness of different cultures and broaden the diversity of our staff base.*** Increased cultural awareness, and a greater range of perspectives and styles, would enrich our decision making and help us understand better the potential impacts of what we do, particularly in showing sensitivity to the different backgrounds and expectations of our students. The University will strive to increase the proportion of our staff from under-represented groups.
9. ***Promote and celebrate success.*** We have a great deal to be proud of and we all need to ensure that we take the time to notice, share, enjoy and learn from our own and others' achievements. We need to invest more in sharing good practice and recognising the wide range of contributions people make to the University's success.

These cultural shifts will be supported by actions in all of the other University's underpinning strategies: the Learning and Teaching Strategy, Research Strategy, International Strategy, Business Development Strategy, Strategy for Sport, Sustainability Strategy, Finance Strategy, ICT Strategy, Estates Strategy, and Marketing and Communications Strategy.

## **Section three: Priority people-related actions**

This section sets out the actions proposed to support these cultural shifts in:

- Leadership and management.
- Workforce planning, resourcing and recruitment.
- Performance, development and recognition.
- Engagement and wellbeing.
- HR service development and delivery.

For each of these themes, this section sets out an aim and key deliverables and the four highest priority actions. These actions focus on the period up to 2014-15 and will be reviewed in that year for the remaining two years of the strategy.

## **Leadership and management**

The University aims to have highly effective, accountable leaders and managers who achieve the University's goals by working collaboratively across faculties and departments and enabling the staff in their areas to succeed.

There was a review of the Executive Group in 2011-12. The composition and structure of the Group has been substantially changed, and the Vice Chancellor is leading the ongoing implementation of the review to secure an effective leadership team.

In 2013 the Executive Group will endeavour to build a greater consensus, in discussion with staff and unions, about what constitutes successful academic leadership and management, the range of academic leadership and management roles that is appropriate for our University, and the best distribution of responsibilities between those roles.

As well as getting roles and structures right, the University needs to support all leaders and managers in reflecting on and developing their skills. All leaders and managers within the University will have experienced some leadership and management development by 2014-15. The Executive Group recognises that any scepticism about the purpose and quality of management will change only when staff across the University experience the benefits of effective management, and see a real difference in day to day behaviour.

One measure of success will be a rise in staff satisfaction with leadership and management in each successive staff survey. Ultimately though, success will be measured by the extent to which the University meets its key performance indicators (KPIs).

<b>Priority actions</b>	<b>Lead</b>	<b>Timing</b>	<b>Shifts</b>
1. Evaluate the outcomes of the Faculty Management Review against its objectives, including the impact and appropriateness of the various academic leadership and management roles, in consultation with all stakeholders. Agree and implement changes (if any) and tailored development activities.	DVC / HR	Evaluation in 2013. Implementation for 2014-15.	1-9
2. Members of the Executive Group to participate in a tailored, externally-run development programme. Senior staff (including the Executive Group) to receive 360 feedback from their manager and samples of their peers, external contacts, and the people they manage supported by a coaching session. Participants will select representative samples of feedback givers. For each member of Executive and UMG the largest group of feedback givers will be people who report to them either directly or indirectly. Participants discuss the development priorities that arise with their manager.	HR / Exec	2013	1-9
3. Provide a tailored postgraduate certificate in higher education leadership and management development - including participation in an action learning set - for at least 40 managers in a variety of key leadership and management roles across the University. At least 30 managers in their first line management role to achieve	HR / School of B&M	2014-15	1-9

level 3 ILM accreditation.			
4. Develop a strengthened induction programme for line managers, operational managers and course leaders.	HR	2013-14	1-9



## Workforce planning, resourcing and recruitment

The University aims to take a more strategic and systematic approach to workforce planning, resourcing and recruitment so that it can: actively manage the resource implications of changing circumstances (including planning ahead to minimise the need for staff redundancies); attract and retain high performing staff; develop and make the best use of people's talents in achieving the University's goals; and offer structured work-based opportunities to students.

The University and Students' Union share the view that engaging students in work opportunities: benefits the University in terms of the students' contributions and the diversity of the staff base; enhances students' employability and enterprise skills; builds greater levels of engagement between staff and students; support the cultural shifts; and - where they employed through the Students' Union jobshop temps - helps students support themselves financially.

By the end of 2013-14 the University will have reviewed and reached broad conclusions on the shape, size, and flexibility of the workforce it needs to develop over the next few years. That includes an understanding of how the external policy environment, and the competitive challenges the University faces, may influence the attributes, knowledge and skills of the staff we need (for example, in terms of digital literacy); and greater clarity about the job design, types of contract, and terms and conditions that will best enable the University to thrive, rather than retrench, in that environment. This work will be informed by an understanding of the types of contract and terms and conditions in organisations competing with us to attract staff, including other similar universities. If, as a result of that review, it is proposed to make any changes to terms and conditions, those changes would be negotiated through the Joint Common Interest Group, including the Trade Unions.

In support of this, the University will continue to refine its academic workload model in negotiation with UCU; and improve its management information.

<b>Priority actions</b>	<b>Lead</b>	<b>Timing</b>	<b>Shifts</b>
5. Identify our workforce requirements for 2014-15 and beyond taking account of, for example: <ul style="list-style-type: none"> <li>• Student recruitment patterns (including international students)</li> <li>• The academic portfolio review</li> <li>• Changing the length and structure of the student year, and online assessment, marking and feedback</li> <li>• Student demand-led timetabling</li> <li>• The evaluation of the Faculty Management Review</li> <li>• Financial projections</li> <li>• Expectations of service delivery / service standards</li> </ul>	HR / Workforce planning group Registry/F&P  DVC TLI  DVC DVC F&P Service Leads	2013-14	1, 2, 3, 4, 5, 6, 7
6. Undertake a comprehensive review of our staff recruitment practices. Take account of best practice in job design, advertise posts internally and externally in the great majority of cases, implement e-recruitment, take positive action to increase applications from people in under-represented groups, and ensure that we appoint the best candidates through rigorous and fair selection processes involving rigorous external	HR	2013-14	1, 2, 3, 4, 6, 7, 8, 9

panel members where appropriate.			
7. Engage over 300 student interns in short-term assignments across the University and work with the Students' Union to promote jobshop temps as the first port of call for filling suitable temporary assignments.	Student services / HR	2014-15	1, 2, 3, 4, 7, 8, 9
8. In recognition of the fact that staff redundancies may be a possibility at times, we need to review our Avoidance of Redundancy Procedure (ARP) in negotiation with the Trade Unions and Management Common Interest Group. The aim will be to ensure that the Procedure strikes the best balance between being fair, transparent and inclusive in the treatment of all staff affected by a restructuring while still allowing the University to act decisively when change is needed. This means ensuring that the Procedure supports high quality consultation and decision making; complies with the letter and spirit of the law; reflects the ACAS guidance on redundancy; builds on the lessons we have learnt from restructuring reviews; and is as clear and straightforward as possible.	HR	2013	1, 3, 6, 7

## **Performance, development and recognition**

The University aims to empower, support and motivate people to achieve their potential within and beyond their careers at the University. As part of this it will encourage self-awareness, promote constructive performance feedback, and facilitate effective academic, professional and personal development opportunities.

The University will invest an amount equivalent to at least 1% of the staff pay budget in the staff development programme. The majority of this funding will continue to be devolved to faculties and departments to spend on the priority development activities for their teams and staff (e.g. attendance at conferences). In addition to this, amounts will be held centrally: to sponsor people to attend relevant courses provided by the University; to fund cross-University development priorities (e.g. management and leadership development, customer service, and information/digital literacy); and for development related to teaching and learning innovation. The aim is to make staff development more systematic, so that support is available across the board for staff to undertake activities that will develop their capabilities, expertise and contacts. Those activities should be directly related to priorities identified within the staff development review process.

As part of increasing the focus on effective performance management, the University will endeavour to develop a greater shared understanding of what good performance is, and increase accountability for achieving objectives and key performance indicators. It will look to recognise contribution and achievement. Cases of outright under-performance are rare in the University. But it is clear from the staff perception survey and consultation that staff get frustrated when they see an individual under-performing and nothing being done about it. They feel that this can have a detrimental impact on their own workloads. So in those rare cases, it is important that managers take robust action. Far more significant, however, is the need to provide constructive and engaging support for the vast majority of committed and effective staff in pursuing development activities to improve an already good performance.

During the consultation, there has been much discussion about whether it would be appropriate to link performance with pay. Many people hold strong views on this subject. The University Executive consider that it is right to assess the pros and cons of such an approach in an open-minded way, in the light of experience at other Universities and comparable organisations. That would include looking at the implications of both team and individual-based systems of reward; and the options for sensible first steps. For example, one possible first step would be to re-activate provisions which already exist within the University pay system but have been suspended (such as accelerated incremental progression and progression beyond the contribution threshold). At present, however, the debate is hypothetical, because no robust and valid link could be made between pay and performance until there is a performance review and assessment system operating for all staff which is recognised to be effective, credible and valid. So the first step - which does not prejudge whether it would be right subsequently to link pay and performance - is to review our approach to staff development reviews.

Success would result in an increase in staff satisfaction with development in each successive staff survey. Increasing retention of our highest performing staff is also key although at present we cannot measure this.

<b>Priority actions</b>	<b>Lead</b>	<b>Timing</b>	<b>Shifts</b>
9. Agree business plans and key performance indicators for each faculty and department, and objectives for each member of staff. Formally review progress against business plans at least twice a year.	VC	Each year	1-9
10. Review and change the staff development review (SDR) mechanism to ensure it supports regular, high-quality, comprehensive discussion between individual staff and their managers about their role, objectives, performance, and training and development needs. This will take account of, and seek to balance, the individual's circumstances and aspirations, the requirements of their job and the demands of any relevant professional standards framework, the business plan for their faculty or department, relevant feedback on their performance from a range of sources (including students, staff and other partners/customers), and the funding, opportunities and time available. Initially the emphasis will be on improving the focus and quality of the self-evaluation and the quality of the conversation. Any subsequent changes to the SDR policy would be negotiated through the Personnel Working Group and Joint Common Interest Group, which include the Trade Unions.	HR	2013	1-9
11. Review and develop our approach to recognising and rewarding contribution, performance and achievement in a way that motivates people and supports excellence. In the light of Action 10 above, assess the pros and cons of, and possible models for, linking pay and performance. Build on the success of the student-led teaching awards and team-based staff excellence awards in developing our approach to recognising contribution and achievement in a way that motivates people and supports excellence.	Exec / HR	2014-15	1, 2, 3, 4, 5, 6, 7, 9
12. Develop clearer career pathways in learning and teaching, research, management, and other professional and support services within the University, and identify the staff development needed to underpin these. For academic staff this includes implementing the Review of Academic and Professional Practice (RAPP). Add the appropriate level of fellowship of the Higher Education Academy (HEA) as a desirable criterion for all academic posts (with a condition of contract that people attain it within a fixed period if they are successful in securing appointment and do not already have it) to help deliver our commitment to excellent learning and teaching.	HR / TLI / R	2014-15	1, 2, 3, 4, 5, 6, 7, 9

## **Engagement and wellbeing**

The University aims to enable everybody, whatever their role, to have an enjoyable, rewarding and fulfilling experience of contributing towards the University's goals. There should be an open and positive working environment where varied opinions are sought and valued and every member of staff is treated with dignity.

Many of the things that will best promote engagement and wellbeing are not tasks in their own right, but are embedded in how leaders and managers interact with their staff, and how everyone communicates and applies the University's values in their work.

High quality, open and transparent communication and dialogue is fundamental. The University will maintain the agreed structures for formal collective discussion and decision making including with unions and staff. But it will also promote other formal and informal opportunities for people to build effective relationships and discuss issues with colleagues across the University.

From April 2013, the University will pay all its eligible employees at least the 2012 'Living Wage'<sup>2</sup>. We are not proposing to become an accredited 'Living Wage employer', or committing to future increases, because of the uncertainty around the costs and affordability in the future.

Success would result in increases in the response rate and overall satisfaction in each successive staff survey. It will also be monitored through our basket of People KPIs (see measures in section 4).

<b>Priority actions</b>	<b>Lead</b>	<b>Timing</b>	<b>Shifts</b>
13. Wherever possible, protect at least an hour a week in timetables so that members of staff in each School are all available to meet.	Timetabling team	2013-14	1, 2, 3, 4, 5, 6, 7, 9
14. Develop and run a 'dignity at work' campaign to explore and clarify mutual expectations of appropriate behaviours and etiquette in line with our values, promote understanding of the value of diversity, recognise that managers have a responsibility to discharge managerial duties, and set out the support that is available for people when they have concerns about bullying, harassment or discrimination.	Working Group led by HR	2012-13	1, 2, 3, 4, 5, 8
15. Promote and develop our existing measures to support people's health, safety, and wellbeing in a cohesive and accessible way (e.g. meaningful roles, staff development, flexible working, the workload allocation model for academic staff, occupational health, counselling, and sporting, volunteering and social opportunities).	Working Group led by HR	2012-13	1, 2, 3, 4, 5, 8
16. Carry out a comprehensive, externally benchmarked staff	Working Group	2013 and	1-9

<sup>2</sup> The UK Living Wage is calculated by the Centre for Research in Social Policy. The 2012 UK Living Wage for outside of London is £7.45 per hour. The University will apply the 2012 Living Wage to the staff it employs directly. The Living Wage does not apply to interns (including students on placements) or apprentices (the University does not currently employ any apprentices but is looking to do so in future).

survey every two years, consider the trends, act on the results, and feedback to staff.	led by HR	2015	
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## **HR service development and delivery**

All staff can make a real difference to the University by pursuing the cultural shifts in this strategy in their own work and interactions with others. All managers and a number of individuals and teams across the University have responsibilities for implementing particular actions.

The work of the 12.5 full-time equivalent staff in the HR Department will contribute to this. The Department is committed to working in partnership and aims to provide a high quality, professional and flexible service focused on the delivery of this strategy and the individual needs of University staff, thereby contributing to the achievement of the University's overall goals.

It recognises that to achieve this it needs to improve its core service including its day-to-day operations, systems, processes and related controls as a matter of priority, and strengthen its approach to business partnering and organisational development. A peer review of the HR function has been carried out which has helped identify changes needed in the team's culture, processes and structures.

In line with developments inside and outside of the HE sector, the expectation is that more responsibility for people management will transfer from HR to managers and staff over the period of this strategy. This will only be possible once we have improved leadership and management development, strengthened HR business partnering, and increased the HR related information and processes available online.

HR has a key role in sustaining a constructive relationship with our recognised Trade Unions and the Management Common Interest Group. It is essential that the University meets its obligations to inform, consult and negotiate.

The HR Department is focused on increasing customer satisfaction with HR to at least 70% in 2014.

<b>Priority actions</b>	<b>Lead</b>	<b>Timing</b>	<b>Shifts</b>
17. Undertake a self-assessment and peer review of the HR function to identify changes required to ensure that it is fit for purpose. This will take account of the overall capacity and capability of the team, stakeholder feedback, benchmark data, and current and future demands on the function.	VC / HR	2012-13	1-9
18. Transform the quality, availability, and use of HR management information. Ensure that the HR system is populated with accurate data. F&P to develop a staff 'dashboard' highlighting key staffing data identified by HR and managers.	HR / F&P	2013-14	1-9
19. Review key HR policies and procedures. Review the recognition and facilities agreements with the recognised Trade Unions if required.	VC	2014-15	1-9
20. Carry out a customer satisfaction survey every two years, act on the results, and feedback to staff. Gather	HR	2014	1-9

qualitative feedback through focus groups in the intervening years.			
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## Section four: Measures

This is a challenging agenda. Ultimately our success will be measured by the University's key performance indicators as set out in the University strategy, particularly student recruitment and overall student satisfaction ratings, as measured by the National Student Survey and the Postgraduate Taught Experience Survey. We will measure our progress using the following indicators:

Indicator	Baseline	Target
The response rate to the biennial staff perception survey.	26% (June 2011)	At least 50% in 2013 At least 70% in 2015
Overall staff satisfaction ratings in the biennial staff perception survey. [The University will benchmark its 2013 staff survey results and develop further targets for improvement in light of the findings]	53% overall (June 2011)	At least 60% in 2013 At least 75% in 2015 and sustained improvement thereafter
Standard HR indicators: staff costs, staff turnover, sickness absence, satisfaction with learning and development.	Staff costs as a percentage of total income : 51.4% <sup>3</sup>  Staff underlying turnover rate: 4.87% <sup>4</sup>  Average number of days lost through sickness absence per member of staff: 5.64 <sup>5</sup>  Overall satisfaction with training and development: 37% <sup>6</sup>	53% (University Budget target 2012-13)  To review if this is significantly out of line with the sector average as measured by DLA HR benchmarks.  We are working to increase the robustness of this data before setting targets.  At least 47% in 2013 increasing to at least 70% in 2015.
The percentage of staff attaining the various categories of Fellowship in the UK Professional Standards Framework.	We are working with the HEA to establish our baseline position.	To be set in light of the baseline position.
Diversity of University staff	Black and Minority Ethnic (BME): 5.2% <sup>7</sup>	Sustained improvement in the proportion of University

<sup>3</sup> Source: BIR and Financial Accounts 2011-12

<sup>4</sup> Source: People KPI report, October 2012. Data from resource link, excluded PTHP staff. Staff numbers are those employed at any point in the academic year 2011-12.

<sup>5</sup> Source: People KPI report, October 2012. Resource link, excluded PTHP staff. Staff numbers are those employed at any point in the academic year not average FTE. We are working to develop data on 'working days lost' rather than total days lost to improve our ability to benchmark. Data relates to 2011-12 year.

<sup>6</sup> Source: Staff satisfaction survey, June 2011

<sup>7</sup> Proportion of posts held by people from these groups, subject to HESA data verification checks

	Disability: 3.1%	staff from BME groups. Sustained improvement in the proportion of University staff reporting a disability
Staff satisfaction with the service HR provides, as measured by the internal customer satisfaction survey.	44% (March 2012)	At least 70% in 2014 and sustained improvement thereafter.
Achieve the European Commission's 'HR Excellence in Research' accreditation.	n/a	Award in 2013-14

## Section five: Consultation

The Executive Group is grateful to the wide range of people who have contributed to the various conversations, discussions and specific points of consultation that have fed in to the development of this Strategy.

This began with the staff perception survey results from June 2011, issues raised with the Vice Chancellor in his September 2011 all staff briefings, the *'Improving our Working Lives'* report produced by a working group of staff who prioritised suggestions from staff across the University about how the University should respond to the results, and issues raised in 25 follow-up discussions open to all staff in April and May 2012.

The HR Team asked all staff to identify their top priorities for this Strategy in a survey on satisfaction with internal services in March 2012. This coincided with the publication of the University's Strategic Plan (which had also been informed by consultation with staff).

The emerging themes for the Strategy were discussed by the Executive Group, University Management Group, Joint Common Interest Group (made up of representatives from the recognised Trade Unions and Management), Students' Union, and Employment Policy Committee.

A full draft of the Strategy was considered by the Executive Group, University Management Group, and Council in June 2012 and the Vice Chancellor shared this with all staff and the Students' Union in July. The Employment Policy Committee and the Executive Group discussed further drafts in Autumn 2012.

The Executive Group invited all staff, the Trade Unions and the Students' Union to take part in a consultation on a full draft of the strategy over three weeks in November and December 2012. People were invited to contribute to consultation responses by their School or Department, and also had the opportunity to submit individual responses (anonymously if they wished). As part of this consultation the Strategy was discussed at the Joint Common Interest Group.

The Strategy was further revised in light of the wide range of views expressed from over 30 respondents including the Trade Unions, Schools and Departments, and nine individuals. It was discussed at meetings of the Executive, Employment Policy Committee and the Council, Trade Union and Management Consultative Committee.

Given the number of changes made to the Strategy in response to the consultation a further final round of consultation took place in January/February 2013. This included discussions with the Trade Unions and University Communications Champions. The Students' Union responded and we had 10 other responses. The final version of the Strategy was approved by the Executive Group and the Employment Policy Committee at the beginning of March 2013.

## **Section six: Implementation and reporting**

This Strategy will be made operational through the actions in the University's operating plan and the annual business plans for faculties and departments, including HR's business plan.

A Steering Group will be established to champion the Strategy, monitor progress, and help resolve significant issues that arise with implementation. Members of the Group will be drawn from a sample of Schools and Departments and will include staff from a range of grades.

Progress will be reported to the Council as part of the University Operating Plan, and to Executive Group, Joint Common Interest Group, and Employment Policy Committee. Progress reports will also be made periodically to all staff.