

HUMAN RESOURCE STRATEGY

2016/7-2020/1



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INTRODUCTION

The University's 2020 Strategy provides the framework of mission, values and vision within which its human resource policies are developed and managed. The foreword to the strategy makes clear the direct link between that strategic framework and the University's people policies:

"...our Mission defines who we are, our Vision what we are aiming for, and our Values how we behave, but our ambitions will only be realised through our people."

The primary aim of the HR Strategy is to ensure that the University is able to recruit and retain a skilled and engaged workforce which is able to deliver competitive advantage in terms of the teaching, research and professional services we require, both now and in the future.

The HR Strategy is designed to support the University's corporate strategy. However, as much of our work enables all four of our institutional objectives, the HR Strategy is arranged under eight cross-cutting themes. These are presented in more detail with objectives in the subsequent sections. Annual action plans will be developed to support the delivery of the strategy. KPIs are set out in Appendix 1

Background

The University enjoys a reputation as a successful modern university and is a major employer in the Oxford region. Improvements in academic performance and raising our profile in the region mean that Brookes is increasingly seen as an attractive employer by both academic and professional services staff.

Our employment package is shaped by the National Framework Agreement for Higher Education and national pay bargaining but has been significantly modernised, with HR policies, terms and conditions being negotiated locally.

The period of the strategy will be characterised by financial stringency and uncertainty. It will therefore be a challenge to remain competitive and attract high calibre staff while ensuring that employment costs are affordable. Increasing staff numbers in order to meet new challenges will not be sustainable nor necessarily the most appropriate response. We need to develop an employment package that enables us to maintain a skilled, efficient and agile workforce.

As well as managing costs, we need continually to enhance the student experience. Motivated, appropriately-skilled and engaged staff will be crucial to sustaining our competitive advantage in this area. As a knowledge-intensive organisation, the University relies heavily on its staff to achieve institutional goals. Strategic HR management therefore has a key role to play in supporting the University to develop a sustainable, fit for purpose and high-quality workforce for the future.

The structure of Oxford Brookes with four faculties and eight professional services directorates reflects the needs of the University. From an employment perspective there is a balance to be struck between tailoring policy and practice to specific local requirements and the need for consistency and fairness of approach across the University. Such a structure also requires good internal communications to foster effective working across boundaries.



2020 Strategy

The 2016-20 HR Strategy is designed to support the delivery of the University's four strategic goals and their associated objectives, set out below.

A student experience of the highest standard possible

- Learning and teaching which is clearly at the leading edge of contemporary practice, and takes full account of the contemporary context of higher education.
- An environment in which students are proactively engaged in shaping their experience.

Externally-recognised world-leading research which is used for the benefit of the wider world

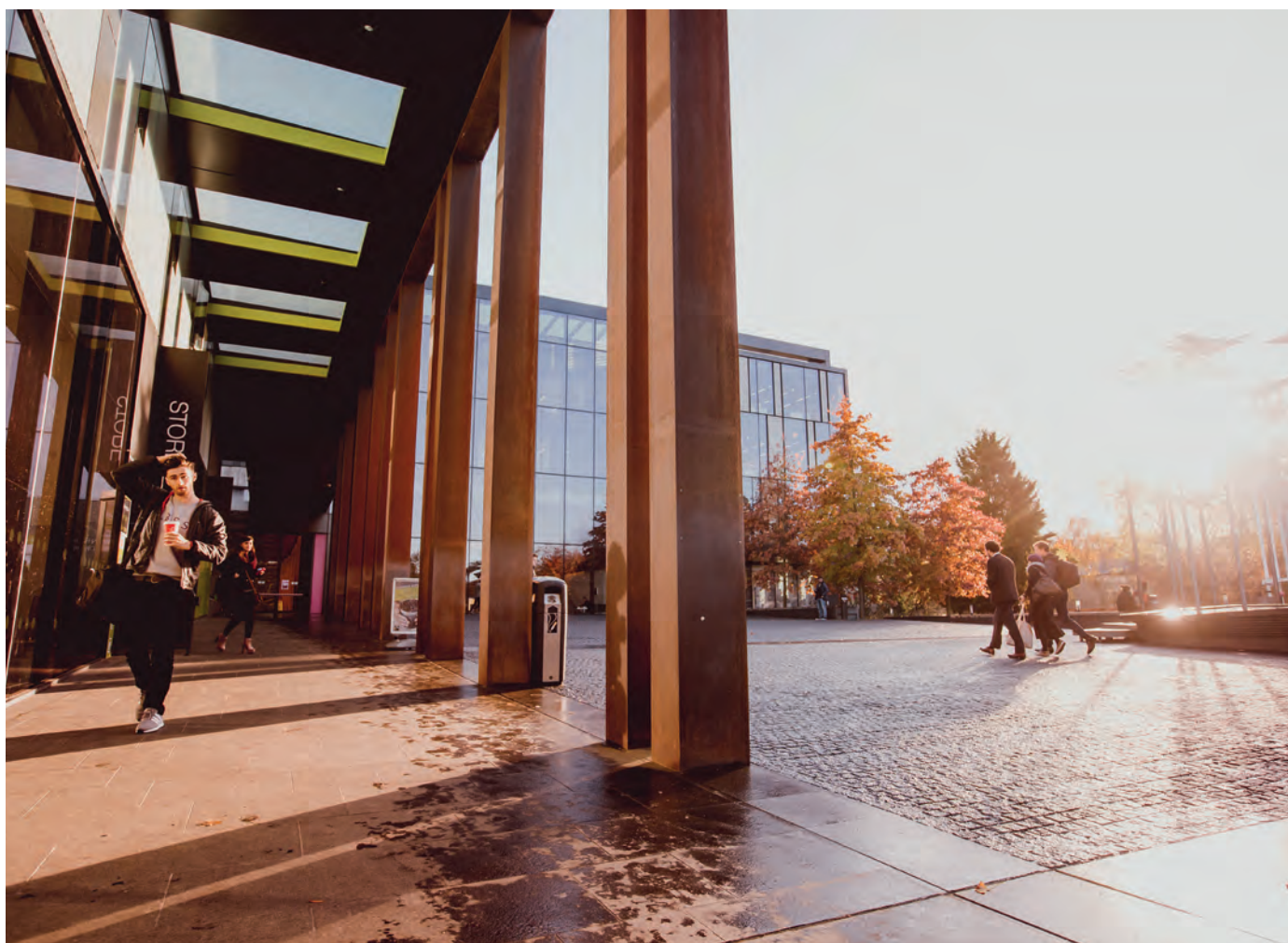
- Focus within the University on the areas which have the potential to meet that goal and encouragement of multi- and interdisciplinary research.
- Increase the exploitation and dissemination of our highest quality research.

Dedicated to improving the human condition

- Harness the work of the University for the benefit of local and regional communities.
- Develop partnerships which support the application of the University's resources nationally and internationally, and prepare graduates to be engaged as 'global citizens'.

Sector-leading, high quality, sustainable and cost-effective services and infrastructure operating within a culture of continuous improvement

- Self-sustaining and robust finances.
- Develop and enhance the quality and efficiency of the University's infrastructure and services.



Wider context

The wider strategic context within which the University is now operating, and within which the HR Strategy has been developed, continues to be volatile, uncertain and challenging.

- Brexit has created uncertainty, particularly in relation to immigration and the economy.
- The challenges facing the UK economy mean that pressure on public finances will inevitably be felt by HE. This is likely to result in on-going restraint in HE pay settlements and the possibility of industrial action. In response, the University may need to develop other mechanisms to recognise and reward staff contribution in order to attract and retain staff.
- All HE sector pension schemes are under financial strain: further changes and possible increases in contribution rates appear likely.
- The Apprenticeship Levy (0.5 per cent of payroll) added to staff costs from 2017. It will be a challenge to recoup a proportion of the levy for staff development, but there may also be opportunities for the University as a provider of higher level apprenticeships.
- We will need to optimise our return to the next Research Excellence Framework exercise.
- The 'customer' focus of students on value for money will continue to drive up expectations of a consistently high-quality service.
- Competition for student recruitment in both home and international markets has already introduced greater levels of uncertainty and unpredictably into the planning of student numbers and institutional financial plans. It also reinforces the need for sustained investment in the student experience, high-quality staff, buildings and infrastructure to maintain institutional competitive advantage, alongside greater emphasis on marketing and recruitment activity.
- The academic labour supply is international and competitive, and the market value of successful grant-earners has been increased by the REF.
- For Brookes, the high cost of housing in Oxford in relation to university pay levels is now affecting recruitment for some roles.
- Efficiency, achieving financial sustainability and demonstrating value for money will continue to be a major focus, both at university- and sector-level.
- Contemporary students are 'digital natives'. New and developing technologies are opening up extensive possibilities for teaching and learning in HE, as well as facilitating cross-institutional research and teaching collaborations. This will affect the nature of staff/student interaction, which will demand new skills and approaches from our staff.
- For Brookes, the Estates Investment Plan is transforming the teaching and working environment. Following the opening of the John Henry Brookes Building in 2014, major works are in progress on the Headington Campus, with the Oxford Brookes Business School relocating from Wheatley in 2017, and the Faculty of Technology, Design and Environment relocating a few years thereafter. Plans for major investment in the Harcourt Campus are at an early stage. The Estates Investment Plan will have major implications for ways of working and will open up new opportunities for teaching, learning, student services and the student experience. This will require flexibility within the workforce and careful management of change.
- Equality, diversity and inclusion will remain high on the agenda, not only for reasons of social justice, but also for institutional recognition and external funding related to sector charter marks (e.g. Athena SWAN, Race Equality Charter Mark).

Role of HR

The HR Directorate provides a key service to the University. This needs to be efficient, consistent, high-quality and timely. We will continue proactively to strengthen the operational functions of the Directorate in order to provide a cost-effective and professional support service in all key HR processes (recruitment, employment relations, reward, training and development, pensions, health and safety and occupational health). A central element of this will be realising the benefits of the Core HR/Payroll system.

Alongside this, the strategy sets out the contribution HR will make to the transformation and improvement of the University's performance and to securing its corporate objectives.

HR principles and values

The principles and values which will continue to underpin HR policies and practices are to:

- be a good employer and foster positive employment relationships
- reward staff equitably
- treat staff consistently in the application of people management policies and practices
- communicate openly and regularly with all staff
- involve staff and their representatives in decision-making
- provide genuine equality of opportunity for staff and take positive action to improve diversity and inclusion
- maximise the potential of staff at work, through training and personal development, flexible working conditions and positive career management
- make efficient and effective use of our staffing resources.

Applying the above, as well as the Brookes Guiding Principles, the HR Directorate seeks to ensure that staff of the appropriate quality are recruited and retained; that they are supported in developing their personal and organisational effectiveness to the greatest extent possible; and that they enjoy a working experience that is positive, supportive and inclusive.

HR approach

To deliver these objectives, the Directorate works through line managers in the faculties and directorates who have day to day operational responsibility for managing their teams, ensuring compliance with university policies and delivering the strategic objectives of the University. This is articulated through a Business Partnership approach, through which corporate policies are applied in ways which reflect the range of environments and challenges across the organisation. The HR and the Oxford Centre for Staff and Learning Development (OCSLD) Business Partners work closely with the senior teams in the faculties and the directorates, and support them in delivering their objectives through appropriate people processes.

Our guiding principles:

Confidence

We have confidence in our staff and students, and we know that we prepare our graduates well for a fulfilling and valuable life. Through their success, we continue to earn our outstanding reputation.

Enterprising creativity

We're adaptable and flexible, and consider a fresh approach in everything we do - because we know our sustainability depends on a pioneering spirit.

Connectedness

Our academic excellence is underpinned by a history of learning by doing. Our connections and our Oxford roots are fundamental to our students' experiences and our successful future.

Generosity of spirit

We believe people flourish in a culture of respect and support, where we celebrate difference and thrive on each others' success. Our students manifest a generosity of spirit as they progress in the world.

Cross-cutting HR themes

The HR strategy identifies eight key themes:

- Sustain and improve the performance of the University by recruiting, rewarding and developing high-quality staff.
- Support and develop staff to deliver an outstanding student experience.
- Support and develop staff to produce externally-recognised world-leading research.
- Enhance the staff experience such that Brookes is a great place to work with employees fully committed to the University's objectives and valued for their contribution.
- Promote and embed equality, diversity and inclusion.
- Develop a high-performance culture through effective performance management for individuals, teams and the organisation.
- Sustain investment in the development of leaders and leadership teams, particularly in relation to change management.
- Deliver efficient and effective HR processes which are enabled by technology where appropriate.

HUMAN RESOURCES – STRATEGIC THEMES

Sustain and improve the performance of the University by recruiting, rewarding and developing high-quality staff

The University has generally attracted high quality applicants. However, certain academic disciplines and professional services roles are becoming more difficult to fill as labour market conditions become more competitive following a long period of stability, and the cost of housing in Oxford continues to rise. We will need to ensure that our pay rates remain competitive, particularly for critical roles in shortage areas. Alongside this, we will continue to shadow the voluntary Living Wage.

Our aim is to achieve a high-quality and diverse workforce, with the skills to meet our needs, which is likely to be the same size or slightly smaller than at present (1900 FTE¹), but deployed to reflect our institutional priorities. We will keep the balance of in-house and out-sourced services under review for value for money.

The percentage of positions re-advertised is low but has increased slightly in the last year. The introduction of e-recruitment has reduced advertising costs and reduced the time between advertising and appointment. However, there is considerable scope for strengthening our presence in the local and national recruitment markets through better use of online recruitment and social media. We will also seek to integrate apprentices and interns into our workforce.

HR management has an important role to play in supporting institutional performance in external bench-marking exercises such as the NSS, REF and TEF. There is scope for improvement, including making high-quality appointment decisions on a consistent basis (i.e. preferring not to appoint rather than selecting a less than satisfactory candidate) and better induction for new starters to enable them to make an effective contribution as quickly as practicable.

Staff turnover is 11.6% and the average length of service is c. 9 years. While in some respects long-service is desirable, in a changing environment it is equally important that the workforce is regularly refreshed; and with an aging workforce (average 49.1 years for academic staff and 44.1 years for professional and support staff), more attention will need to be given to succession planning.

Objectives

- Undertake a review of our grading and salary structure, as well as our market pay policy and practice, to ensure that our reward structure is attractive and affordable, taking into account forecasts of movements in the voluntary Living Wage.
- Optimise our use of e-recruitment and our online presence to present Brookes as an employer of choice (particularly for under-represented groups).
- Work with faculties and directorates to develop succession plans for key roles.
- Improve the new starter experience, particularly induction for academic staff. Support and encourage managers to improve selection practice (including recruitment and selection training) to ensure high-quality appointment decisions. Enhance our on-boarding arrangements for staff relocating to the area.
- Enhance internal career development opportunities.
- Integrate apprenticeships and internships into the University's longer term HR resource planning.
- Develop responses to changes in pension provision, as necessary, and strengthen support for retirement planning.

KPIs

- Staff costs as a proportion of total expenditure
- Total staff numbers and FTE
- No of vacancies not filled at the first attempt
- Turnover by staff group.

¹ 31 July 2016, 1899.6 FTE, 2194 headcount excluding associate lecturers

Support and develop staff to deliver an outstanding student experience

The University has an ambitious programme for enhancing the student experience, derived from the Strategy to Enhance the Student Experience (SESE). The Oxford Centre for Staff Learning and Development (OCSLD), located within the HR Directorate, will continue to work closely with the PVC (Student Experience) and the faculty Associate Deans Student Experience (ADSEs) and Principal Lecturers Student Experience (PLSEs) to support the implementation of the SESE and to optimise the University's performance in the Teaching Excellence Framework (TEF).

OCSLD provides the University with a well-qualified resource for the promotion and dissemination of best practice in higher education teaching and learning. It delivers the University's Postgraduate Certificate in Teaching in Higher Education, the University's Teaching Excellence scheme, and the professional development programmes that lead to the advanced levels of HEA accreditation. OCSLD also supports developments in Technology Enhanced Learning.

Our aim is to support and recognise the delivery of high-quality teaching and learning amongst all our teaching staff, not only at the start of their careers but throughout, by setting expectations and providing appropriate support and development. To deliver this in a consistent way, an Academic Development Framework covering teaching, research and leadership has been developed and will be rolled out from 2017 (see Appendix 2).



Objectives

- OCSLD will work with the PVC (Student Experience) and the PVC (Research and Global Partnerships) on the development and implementation of the Academic Development Framework to support the performance of colleagues at all stages in their academic career.
- Provide opportunities for the continuous professional development of all academic teachers, including teaching qualifications and accreditation at the appropriate level.
- Support the delivery and recognition of outstanding teaching through proactive talent management of leaders in teaching and learning to enable them to progress to PLSE, professorships and national teaching fellowships.
- Refresh the University Teaching Excellence Award scheme to recognise and reward teams and individuals for excellence and innovation in teaching.
- Encourage curriculum design decisions to be made at the programme level by multi-skilled teams, led by effective programme leads and informed by educational research. This will be supported by tailored development for programmes leads, module leads and subject co-ordinators.
- Support the implementation and development of the Technology Enhanced Learning framework; develop staff digital capabilities in relation to teaching and learning; and generate and test innovative ideas for leading-edge teaching and learning initiatives.
- Support a culture of continuous improvement and evidence-based decision-making through engagement in pedagogic and institutional research, such as developing and piloting measures of student experience, student engagement and learning gain.

KPIs

- Number of academic staff holding a teaching qualification
- Number of academic staff holding National Teaching Fellowships
- Number of PLSEs
- Number of professors (Teaching, Learning and Assessment and Academic Leadership pathways)

Support and develop staff to produce externally-recognised world-leading research

The University's research strategy has focused in the recent period on securing the best possible outcome in the 2014 HEFCE Research Excellence Framework (REF) exercise, in terms of future research income and sectoral prestige. In the last exercise:

- 94% of our submitted research was internationally-recognised or better (up from 78% in 2008)
- 59% per cent was judged to be of 'world leading' quality or 'internationally excellent' (up from 36% in 2008)
- Quality-related research funding increased by 41% compared to a sector average increase of 3%.
- Strong performance on research impact.

The University's research and knowledge exchange portfolio extends well beyond the more tightly focussed areas involved in the REF exercise. Significant research is undertaken in areas that are relevant to the economic and social wellbeing of our communities, both locally and globally. The transfer or application of this research to industry, commerce, and the public and charitable sectors is an important aspect of the University's mission.

High-quality and relevant research across a broad range of disciplines has created a strong profile for Oxford Brookes. Looking to the future, it is important that the University nurtures the capacity and the skill-base that will support the maintenance and enhancement of 'impactful' research, as an element of the long-term contribution of the University to the wider community as well as the next REF.

A Research and Knowledge Exchange Strategy 2016-20 was developed on the strong performance in REF2014. HR will support the key objective to:

"Appoint, nurture and retain academic, research and support colleagues of the highest calibre or potential: working to create an inclusive, supportive and positive research environment in which they can thrive."

Objectives

- OCSLD will work with the PVC (Research and Global Partnerships) and the Director of Researcher Development to ensure OCSLD development opportunities complement those offered by the Research Training Co-ordinator and are aligned with the Academic Development Framework.
- OCSLD and HR will support the development and promotion of our 'Your First Three Years' programme for newly-appointed academic staff.
- Develop an appropriate strategy for the next REF to leverage competitive advantage.
- Maintain a workload planning framework which safeguards an appropriate proportion of the academic year for research and knowledge exchange activity.
- Work with the PVC (Research and Global Partnerships) and the Associate Deans (Research) on the research and knowledge exchange strategy at university and faculty levels, identifying skills gaps, strategic recruitment requirements for academic and professional services staff, and other elements of workforce planning.
- Work with the PVC (Research and Global Partnerships) to retain and embed EU HR Excellence in Research and the Athena SWAN accreditation.
- In the light of the faculty Research and Knowledge Exchange (RKE) strategies, undertake regular reviews of the career pathways for RKE-active staff, maintaining competitive terms and conditions of employment for all categories of staff through regular salary benchmarking.

KPIs

- Number of academic staff with a PhD
- Number of staff completing Your First Three Years programme
- Proportion of research active staff returned to the REF
- Number of staff engaging with the Researcher Development Framework

Enhance the staff experience

The University has made the improvement of the student experience the top priority in its Strategic Plan and recognises that to achieve this we will need a skilled and engaged workforce. The HR Strategy aspires to make Brookes a great place to work with employees committed to university objectives and valued for their contribution. To support this goal, the Vice-Chancellor has created a PVC portfolio for the staff experience.

The foundations of the staff experience have been laid through our involvement in Investors in People (in which we achieved a gold award). This will now be taken forward by a more focused programme of work on the staff experience specifically tailored to the needs and challenges of Brookes.

In the 2014 staff survey, 83% of respondents said that the University is a good place to work, which is slightly below the HE sector median (85%). Key challenges arising from the survey and which will be the focus for the next period are:

- Recognition
- Workload and bureaucracy
- Communication
- Change management
- Staff wellbeing

Objectives

- Agree and deliver a programme of work focused on enhancing the staff experience.
- Run regular staff surveys and strengthen action planning and monitoring to address the issues which are identified.
- Build on the Brookes People Awards and develop other forms of recognition appropriate to all staff groups.
- Review the workload planning framework; ensure it is applied fairly and consistently; and replace the current database for managing the application of the WLP with a fit-for-purpose IT solution.
- Work with colleagues from faculties, directorates and Communications and Marketing to improve the effectiveness of internal communications within the University, with a particular focus on upwards and face to face communication
- Enhance opportunities for career development for all staff.
- Identify and implement practical measures to promote staff wellbeing and reduce sickness absence rates.
- Support the development and implementation of the University's Social Responsibility agenda, and promote the University's volunteering policy in support of local and regional community engagement and recognise the wider contribution of our staff.
- Work with Communications to promote the benefits offered to Brookes staff.

KPIs

- Staff satisfaction as measured in the staff survey. Aim to reach the median for the HE sector in the 2018 staff survey and upper quartile by 2020.



Promote equality, diversity and inclusion

Equality, Diversity and Inclusion (EDI) are expressed in our 2020 Strategy as the foundation for all we do. Brookes has made great strides in making this a reality, as shown by the high proportion of women in leadership positions and amongst the professoriate, which are amongst the highest in the HE sector. We are actively engaged in Athena SWAN (having recently achieved an institution Bronze award under the new charter, a departmental Silver award in the Faculty of HLS, and are committed to achieving awards in all of our faculties). We regularly sponsor a cohort of staff to participate in the Aurora women's leadership programme; have recently become a Stonewall champion; and in 2016 held our first celebration of Lesbian, Gay, Bisexual and Transgender (LGBT) History Month.

We recognise that there is more to do in relation to other protected characteristics, notably the recruitment and progression of Black and Minority Ethnic (BME) staff and have formed a working group to improve our performance in this area with a view to applying for the Race Equality Charter mark.

We also wish to increase further the diversity of our Board of Governors, particularly in relation to ethnicity.

Brookes takes an evidence-based approach to EDI, and our engagement with sector charter marks has further underlined the need for high-quality and comprehensive equality data and analysis.

We have developed a set of institutional EDI objectives supported by an action plan and annual monitoring statistics. These will be linked to our action plans for Athena SWAN and race equality. Progress on these is overseen by the EDI Advisory Group which is chaired by the Vice-Chancellor. Key objectives for EDI are summarised opposite.

Objectives

- Achieve departmental Bronze Athena awards in the Faculties of TDE, HSS and Business.
- Retain Athena Silver award in the Faculty of HLS.
- Develop an action plan to increase the recruitment and progression of BME staff and aim to achieve the Race Equality Charter mark by the end of the plan period.
- OCSLD will promote inclusive teaching.
- Increase the diversity of our Board of Governors.
- Strengthen and embed data collection, reporting and analysis to support our charter marks.
- Continue to promote LGBT equality and inclusion, and develop a Trans inclusion policy.
- Revise and promote our harassment policy, and provide appropriate support through harassment advisers.
- Conduct regular equal pay audits.

KPIs

- Proportion of female professors
- Proportion of female senior staff
- Proportion of BME staff at all levels
- Proportion of female and BME members of Board of Governors



Develop a high-performance culture through effective performance management for individuals, teams and the organisation

In the context of this strategy, effective management of performance is focused on helping individuals and teams to identify and set priorities, providing regular feedback on progress, and ensuring that colleagues have the resources and skills to achieve those targets.

The aim of HR policy will be to establish a holistic approach to individual and group performance to foster a culture of continuous improvement. We will promote a management ethos that is based on a coaching approach. In some areas, professional staff will need to acquire relevant professional qualifications as the University seeks to benchmark service against the commercial sector.

The Personal Development and Review (PDR) process is a key tool for performance review and enhancement at Brookes. It provides clear messages about organisational values and priorities and the types of skill that are currently important, including management and leadership, interdisciplinary research and research impact. The success of a PDR scheme is dependent on its operation by line managers who need to set appropriate goals, give performance feedback, recommend appropriate staff development, and conduct effective coaching conversations around performance enhancement and career development. Results from the staff survey show that there are differences in PDR completion and effectiveness between faculties and directorates.

Where concerns about performance or capability occur HR will work with line managers to resolve the issue and will ensure that HR policies and procedures are fair and fit-for-purpose.

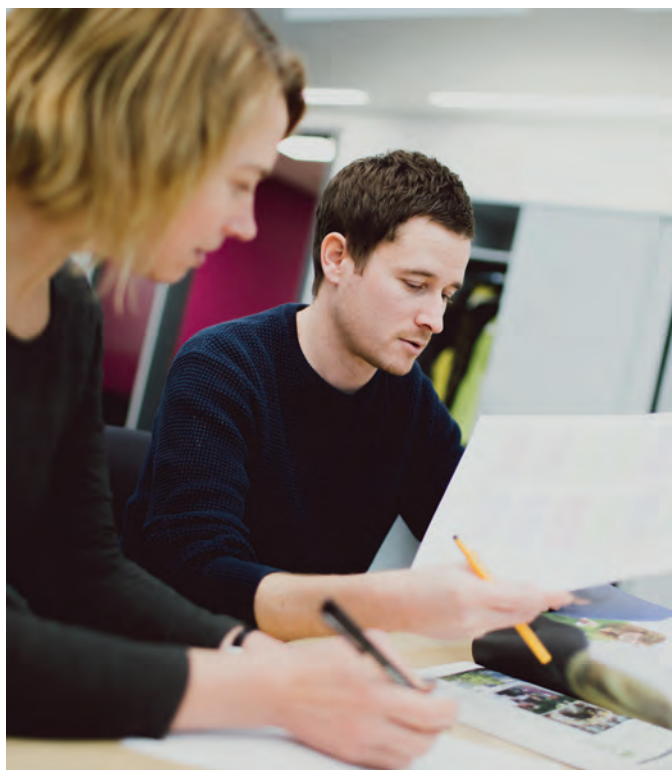
The financial flexibility to increase staffing is unlikely to be available, making it important to increase productivity and to modify business processes in such a way as to better relate workloads to staffing numbers. OCSLD will continue to provide training in participative process review in order to facilitate the streamlining of business processes.

Objectives

- Revise and re-focus the PDR process and associated training to ensure its consistent and effective application.
- Provide support for professional, personal and career development for staff at all stages of their career.
- Publicise all pathways to academic promotion and provide academic colleagues with mentoring and other support.
- Provide professional HR support to line managers to resolve under-performance issues when these arise and ensure that policies and procedures are fit-for-purpose.
- Offer regular training for line managers on a range of HR issues and skills.
- Deliver training in participative process review to enable teams to streamline business processes.
- Embed coaching approaches to management and career development.

KPIs

- Proportion of staff having annual PDR
- Proportion of staff reporting the PDR was effective
- Percentage of working time lost through sickness absence



Sustain investment in the development of leaders and leadership teams, particularly in relation to change management

A major reorganisation of the faculty structure took place some years ago. Smaller-scale change continues, both within faculties and directorates, as the University responds to changing needs and strives for continuous improvement in quality, efficiency and service delivery.

Over the plan period, the University will be heavily engaged in major investment to upgrade its physical estate, including the relocation of the Oxford Brookes Business School from Wheatley to Headington, refurbishment of large parts of the Headington campus, and the development of plans for the expansion and enhancement of the Harcourt campus. Alongside this, there will be improvements to our central IT systems, including a new student records system. Infrastructure investment on this scale will have an impact on ways of working and will require change management skills of a high order.

Support for workforce planning at faculty/directorate level will be required to address particular local challenges, including succession planning, responding to portfolio reviews and student numbers, targeted recruitment to enhance research performance, and cost-control.

Senior academic colleagues will be expected to take on leadership roles to deliver strategic curriculum change and enhance the student experience; as well as to manage teams.

For staff employed in professional services functions, effective management and leadership is increasingly important in delivering cost effective systems and procedures that will enable the University to operate successfully within tight, and increasingly commercial, financial constraints, as well as manage the constant process of change.

Objectives

- The HR partner teams will work with faculty and directorate senior teams to develop staffing and organisational structures, and support change management.
- HR Management and OCSLD will continue to support leadership development based on the Brookes Leadership Capabilities model, including the planning and implementation of change, and securing staff engagement so as to release creativity and innovation.
- Maintain a sector-leading portfolio of management and leadership development programmes, which respond to the changing requirements of the University over time, and which provide the capacity and confidence for successful change management. The aim is to create a 'change positive' culture.
- Support the successful relocation of the Oxford Brookes Business School and the Faculty of HSS and associated change process.
- Develop career pathways for professional services staff extending the use of generic job descriptions, work shadowing and secondments, and individualised development opportunities.
- As part of the University's space strategy, work with IT Services and EFM, to optimise flexible working arrangements (including working from home and shared-offices) and provide appropriate people management systems to support this.
- Work with faculties and directorates to develop succession plans for strategically important roles.

KPIs

- Feedback from the staff survey about leadership and change
- Participation in management and leadership development programmes as a proportion of staff with management responsibilities

Deliver efficient and effective HR processes which are enabled by technology where appropriate

Business partnering approach

The HR Management team within the Directorate operates on a business partner model, with three business partner teams each linked to a group of faculties and directorates. OCSLD is developing a similar partnership model through the link roles.

At the core of the business partner role, and the key to its success in practice, is an excellent understanding of the client's (faculty/directorate) business, and a mutual commitment to a close professional relationship between the client and the HR partner. The HR partner can be expected to bring to that relationship a proactive contribution to the development of the business and the strategy which informs it, through the design and implementation of appropriate HR policies and processes, as well as the provision of advice and support. As a member of the client's management team the HR Business Partner aims to challenge colleagues and clarify and address their needs. The Business Partner will provide leadership and support in identifying cost-effective business processes, future skills requirements, and change management processes which enhance organisational performance.

In the training and development sphere, OCSLD consultants are expected to establish proactive links with senior teams in their partner faculties and directorates, and to ensure that the OCSLD 'offer' meets their needs and requirements for educational development, enhancement of the student experience and general staff training.

Continuing to strengthen and enhance the business partner structure, and ensuring consistency of support, will be a key work stream for the Directorate throughout the period of this strategy.

Strengthen and streamline HR operational service

We recognise that the HR Directorate provides a key service to the University and that our faculties and directorates expect a service which is efficient, consistent, high quality, dependable and timely. We will therefore continue proactively to strengthen the core operational functions of the Directorate in order to provide a cost-effective and professional support service in all key HR processes (recruitment, employment relations, pay, training and development, pensions, health and safety, and occupational health).

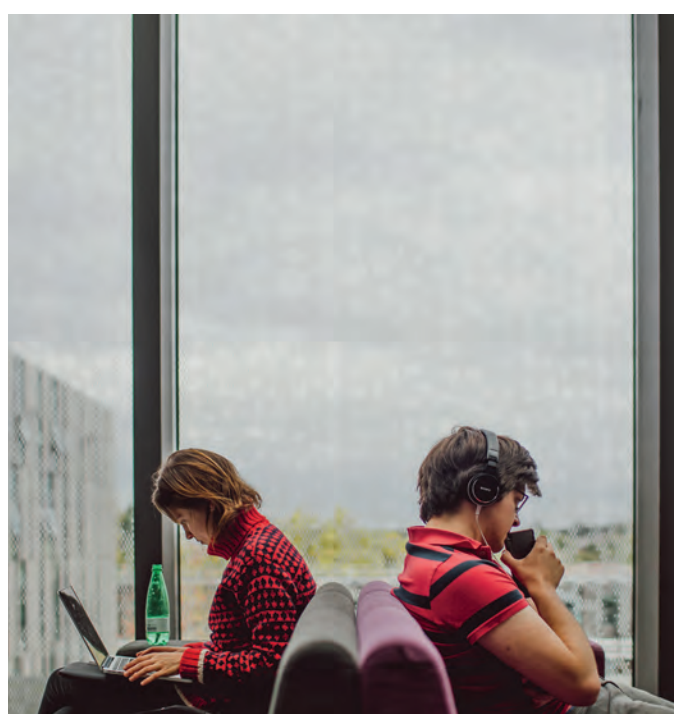
A key element of this will involve realising the benefits of the Core HR/Payroll system, which replaced our legacy HR and payroll systems. The focus for the period of the strategy will be to undertake business process reviews to realise the benefits of the e-enabled HR processes, as well as to provide high quality HR data to support decision-making.

Objectives

- Strengthen the Business Partner approach/service and review portfolios in light of the available resource and business needs.
- Conduct a thorough HR business process review in partnership with faculties and directorates and optimise the Core HR/Payroll system and processes to realise planned benefits in HR administration and the user experience.
- Complete the implementation of the Core HR/Payroll system, including the additional functionality to support training administration and time and attendance.
- Produce comprehensive and reliable HR data for faculty and directorate decision-making.
- Work with senior management colleagues, as required, to design HR policies and arrangements which address the strategic business needs deriving from the University's international strategy and the growth of partnering arrangements with institutions in other countries.

KPIs

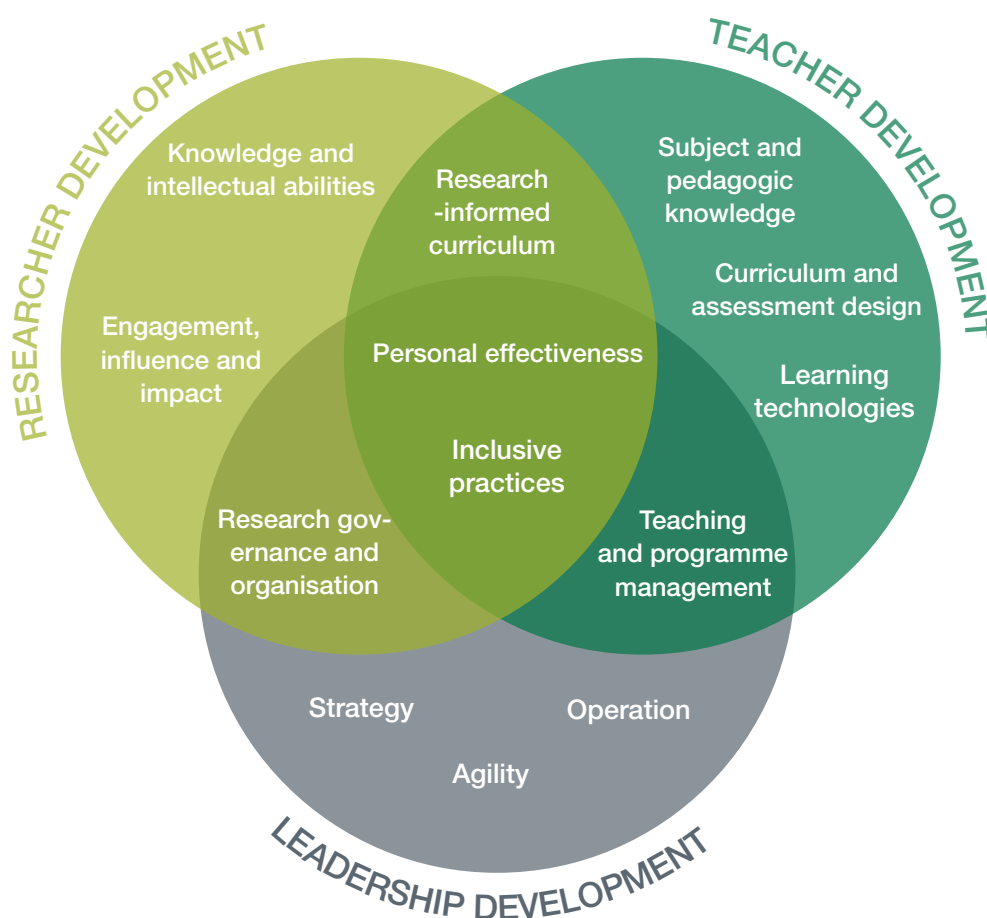
- Complete the implementation of Core HR
- Implement a workload planning database



APPENDIX 1: KPIs

	Metric	2016	Comment
University KPI	Contain staff costs below 55% of turnover and aim for 50%	49.85%	HE sector average 55.4% (2013-14)
Workforce	Total number of staff (FTE excluding casual & AL)	2194 (1899.6)	2133 (1850 FTE) at July 2015
	Academic staff as % of workforce (excluding casual)	36.2%	HE sector 49%
	Total number of Associate Lecturers headcount (FTE)	792 (96.5 FTE)	
	Turnover – overall	11.6%	Keep within range 5-15%
	Percentage of staff 56 and over	23.7%	HE average 17.7%
	Percentage of staff over 65	2.2%	HE sector 1.9%
	Number of posts p.a. which are not filled on first attempt	New	Indicator of recruitment market
Student experience	Number of staff with teaching qualification (%)	645 (46%)	73% of regular academic staff hold a teaching qualification
	Number of staff holding National Teaching Fellowship	10	
	Number of PLSEs	15	
	Number of professors (Teaching, Learning and Assessment)	2	
Research	Proportion of academic staff with a PhD	47.7%	
	No of staff completing Your First Three Years programme	NEW	
	No of research-active staff returned to REF	298 (REF 2014)	
	No of staff engaging with the Academic Framework	NEW	
Staff Experience	Staff Satisfaction (% agreeing University is a good place to work)	83%	Staff satisfaction measured through staff survey. Target sector median 85%
Equality, Diversity and Inclusion	% of female staff in workforce	60.2%	HE sector 54%
	% of female professors	43.8%	HE sector 22.3%
	% female senior staff	47.8%	
	% BME (black & minority ethnic) staff	10%	HE sector 11.7%, OBU student population 16.9%
	% staff with disabilities	6.3%	HE sector 3.4%
	% of women and BME governors	New	
Performance	Proportion of staff having annual PDR (2104 staff survey)	82%	HE sector average 85%
	Proportion of staff reporting that clear objectives were set in PDR (2014 staff survey)	84%	
Leadership	Proportion of staff who feel change within the University has been well managed (2014 staff survey)	43%	
	No of staff engaging with management and leadership programmes		
Efficiency and effectiveness	Complete the implementation of Core HR	New	
	Implement a workload planning data base	New	
Health and Safety	Reportable accidents per 1000 employees (excluding casual & AL)	2.9	Keep below HE sector average (4.3)
	% working time lost through sickness	2.01%	Keep below HE sector average (2.7%)

APPENDIX 2: Academic Development Framework



What is the academic development framework?

- Specifies the knowledge, behaviours and attributes of excellent colleagues at Brookes, informed by the Guiding Principles
- Provides a structure for your continuing professional development at all stages of your career
- Enables self-assessment of strengths and areas for further development
- Encourages the planning of your professional development through the Brookes academic promotion routes
- Links to professional accreditation schemes, so you can gain recognition for your achievements.

How can the development framework be used?

- To underpin conversations about setting objectives and professional development during PDR meetings
- To support action plans e.g. NSS action plans
- To provide a framework for decisions about investments in staff development
- To support changes to practice as required by changes in context e.g. emerging technologies.
- To support staff progression.

