

# **Evaluation of the impact of public policy and investments in human resource management in higher education since 2001 (June 2009)**

## **Appendix F HR Director Survey Report**

### **F1 Introduction**

This is the full report of the HR Director HR Management Survey, developed for Oakleigh Consulting's report 'Evaluation of the impact of public policy and investments in HRM in HE in England since 2001', a study commissioned by HEFCE and undertaken between August and December 2008.

### **F2 Acknowledgements**

We would like to thank:

- The Universities Personnel Association and Guild HE for all their support and work in contributing to the design and dissemination of this survey.
- The HE Funding Councils for England and Wales, the Scottish Funding Council and the Scottish Heads of Personnel for providing support to the development of the survey.
- All the institutions who have responded to the survey for their time and effort in contributing to this study.

### **F3 Approach to the survey**

This survey formed a key element of the quantitative and qualitative evidence base for the study. It was a web-based survey which was distributed, with the assistance of the Universities Personnel Association (UPA) and GuildHE's Personnel Network, to all UK HE members of these networks.

### ***F 3.1 Survey design***

The survey was designed to address a range of key lines of enquiry for the study, and was aimed at staff with strategic and operational responsibilities for HR management at their institution (i.e. HR directors and equivalents).

It was devised to provide the study team with information which was not already available through alternative existing routes, and was divided into a number of sections:

- You and your organisation
- HR management priorities
- Impact of the Rewarding & Developing Staff Initiative (English HEIs only)
- Impact of key initiatives and policy developments on HR management at your institution
- Changes in HR management at your institution
- Future workforce: looking ahead to 2020

The last section was developed specifically in partnership with (and input from) the PA Consulting team undertaking the parallel 'Future workforce for the HE sector' study, and data from this section was passed on to PA for their analysis and incorporation into their report. All other sections were used for the purposes of this study alone.

We developed draft survey questions and sought feedback from HEFCE, the project steering group and UPA and Guild HE to refine these.

The survey was designed to be completed in approximately 45 minutes.

### ***F 3.2 Piloting the survey***

Before full roll-out, the online survey was piloted with selected UPA members and feedback was addressed.

We gained permission from UPA and GuildHE to circulate a unique link to the survey tool to each of their members, and also contacted the Scottish Funding Council, the Scottish Heads of Personnel group and the HE Funding Council for Wales to alert them to our survey and to seek

their support in extending the survey to Scottish and Welsh institutions, to enable comparison between the respective experiences of English and other UK HE institutions over the period. As a result of this, we issued the survey to all UPA and GuildHE members on 27<sup>th</sup> October 2008.

### ***F 3.3 Survey management***

We provided Oakleigh contact names for prospective respondents to contact in the event of any technical or project-related enquiries.

To enable response numbers to be maximised we:

- Reviewed response rates on a bi-weekly basis.
- Gave respondents three weeks to complete the survey and extended this by an initial six working days (alerting only non-respondents via UPA and Guild HE).
- Subsequently contacted all remaining non-respondents by telephone (circa 90 institutional contacts), further extended the survey deadline and allowed respondents unable to complete online to complete a hard copy or MS Word version of the questionnaire.

Overall, the link to the online questionnaire was circulated to 134 institutions throughout the UK. Access to the online form was via web-link emailed to an appropriate HRM professional at each institution. Appropriate individuals and contact email addresses were identified through the assistance of the UPA and GuildHE. Of those institutions contacted 56<sup>1</sup> viewed the questionnaire.

### ***F 3.4 This report***

Responses to each question are analysed in the following sections. The presentation of responses, and structure of the following sections mirror the construction of the questionnaire. Where appropriate, diagrammatic charts are used to present response information alongside descriptive text<sup>2</sup>.

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<sup>1</sup> Not all respondents chose to complete the questionnaire. In addition, several questions were not relevant to all respondents, meaning that numbers of responses to individual questions are often lower than 56. The sample size is provided alongside analysis of responses throughout this document.

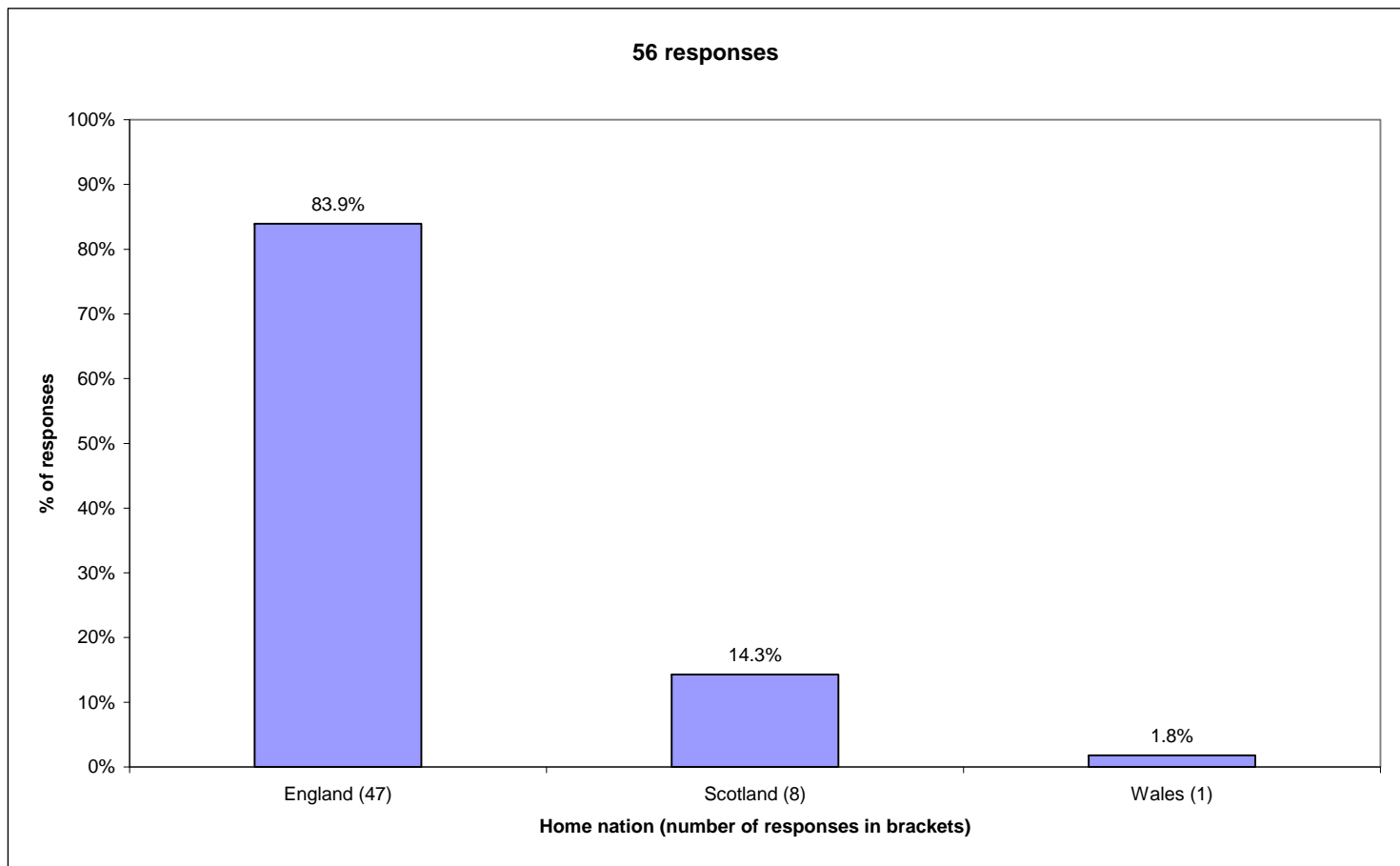
<sup>2</sup> Where percentage information is shown within charts and diagrams, this has been rounded and may result in a total that is not exactly equal to 100%.

## **Section 1: You and your organisation**

### **1. What is the name of your institution?**

Fifty respondents replied to this question. This information has been useful in contextualising the individual responses received. However anonymity of respondents and responding institution is maintained throughout this document.

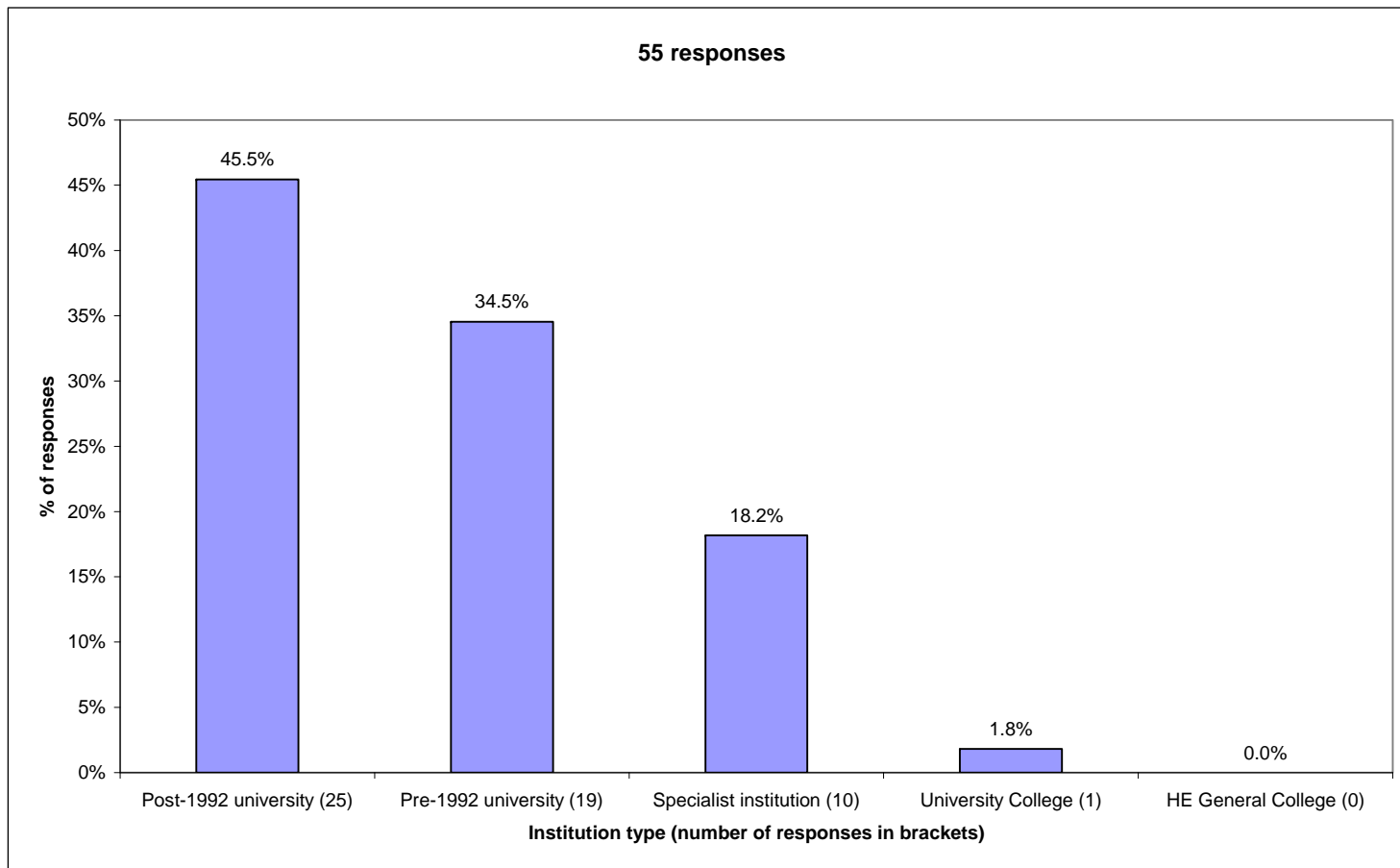
## 2. In which home nation is your institution based?



The majority of responses have been received from English institutions.

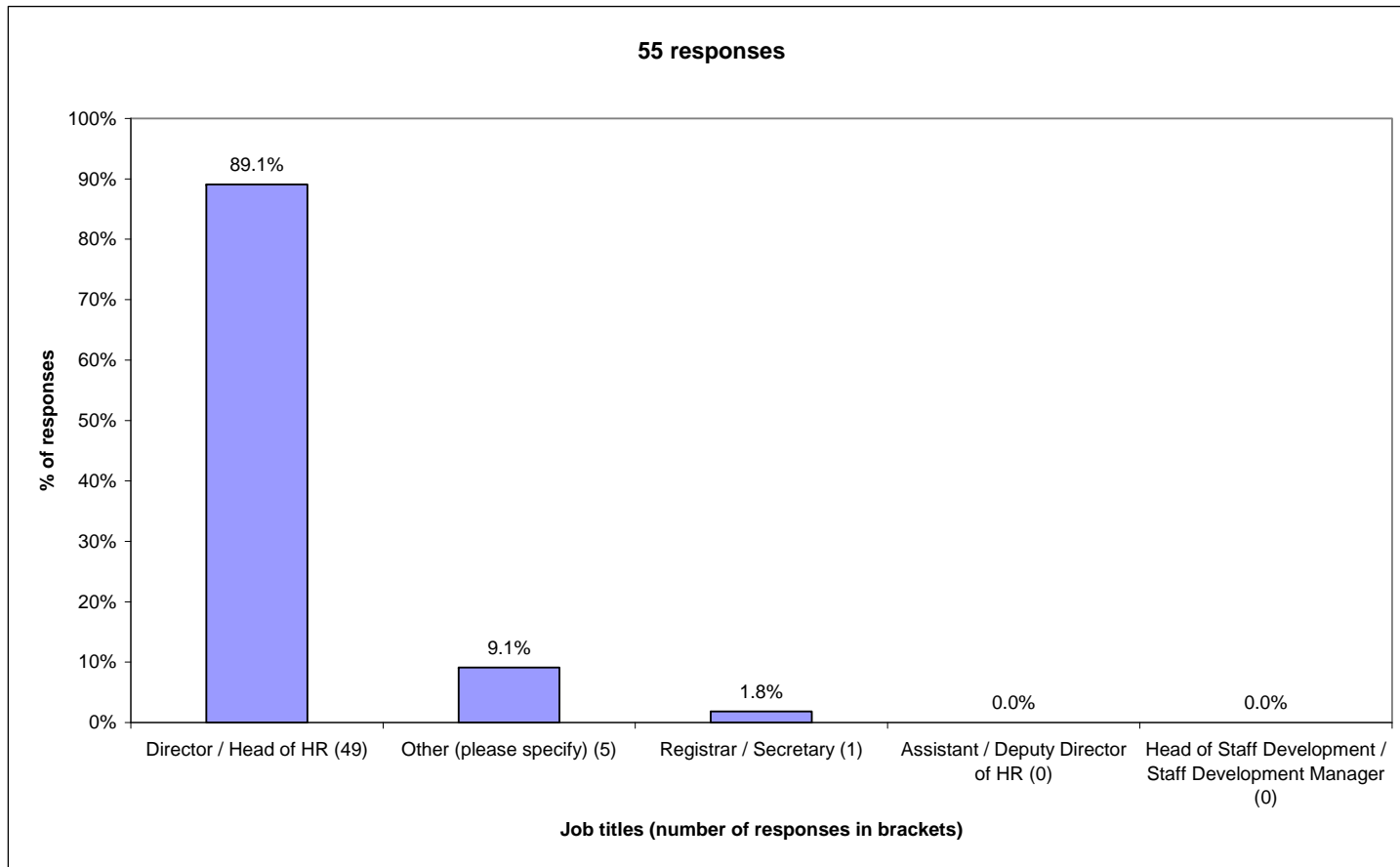
Responses from the other nations contribute just over 16%.

### 3. Which category best describes your institution?



The distribution of responses is broadly proportionate to the sector, although responses from university colleges are slightly under-represented.

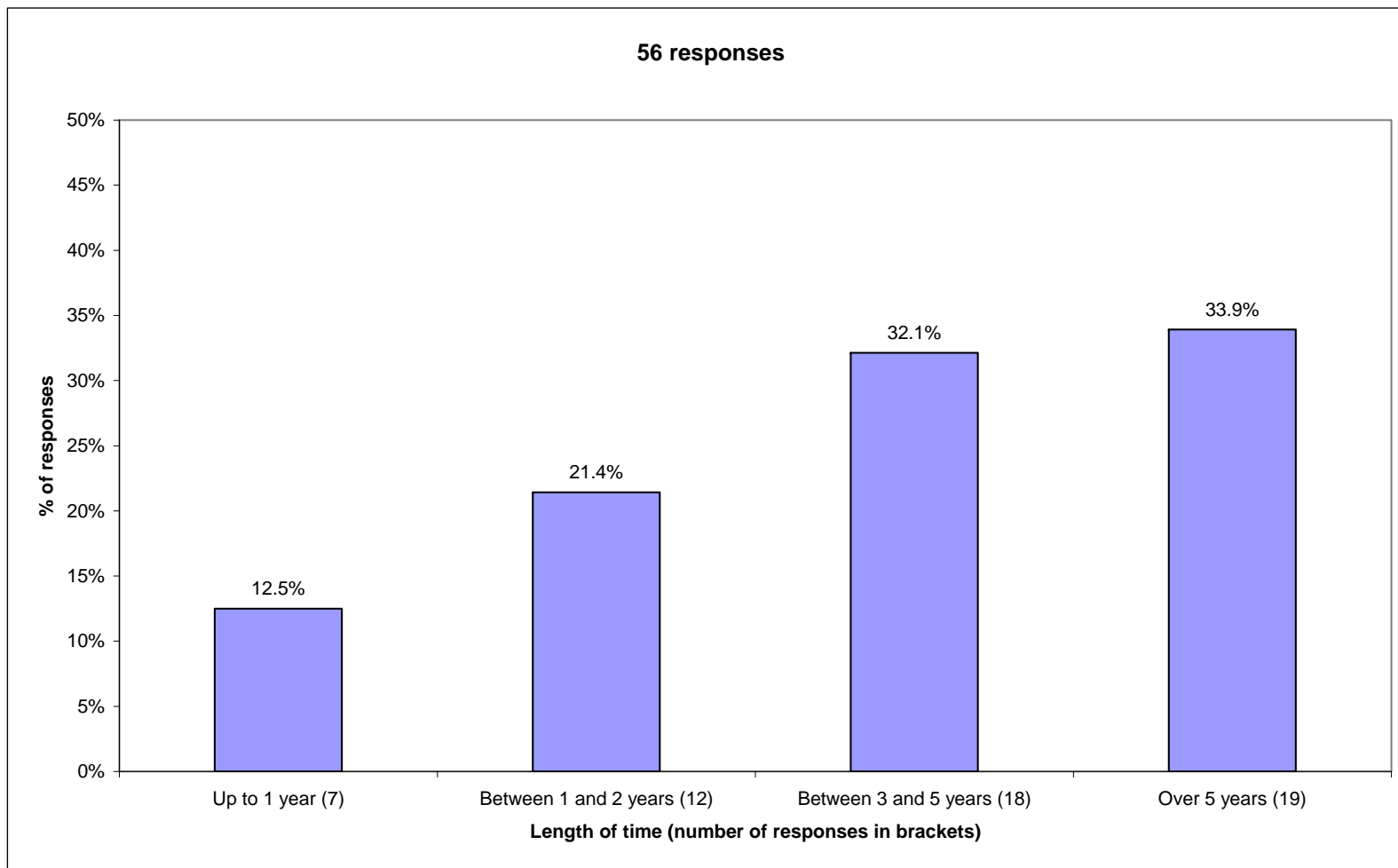
#### 4. What is your job title?



The vast majority of respondents (89%) are either a director or head of HR at their institution. Five 'other' responses were received, specifically:

- *Director of OD*
- *Employee Relations Manager*
- *HR Business Manager*
- *HR Manager*
- *Personnel Manager*

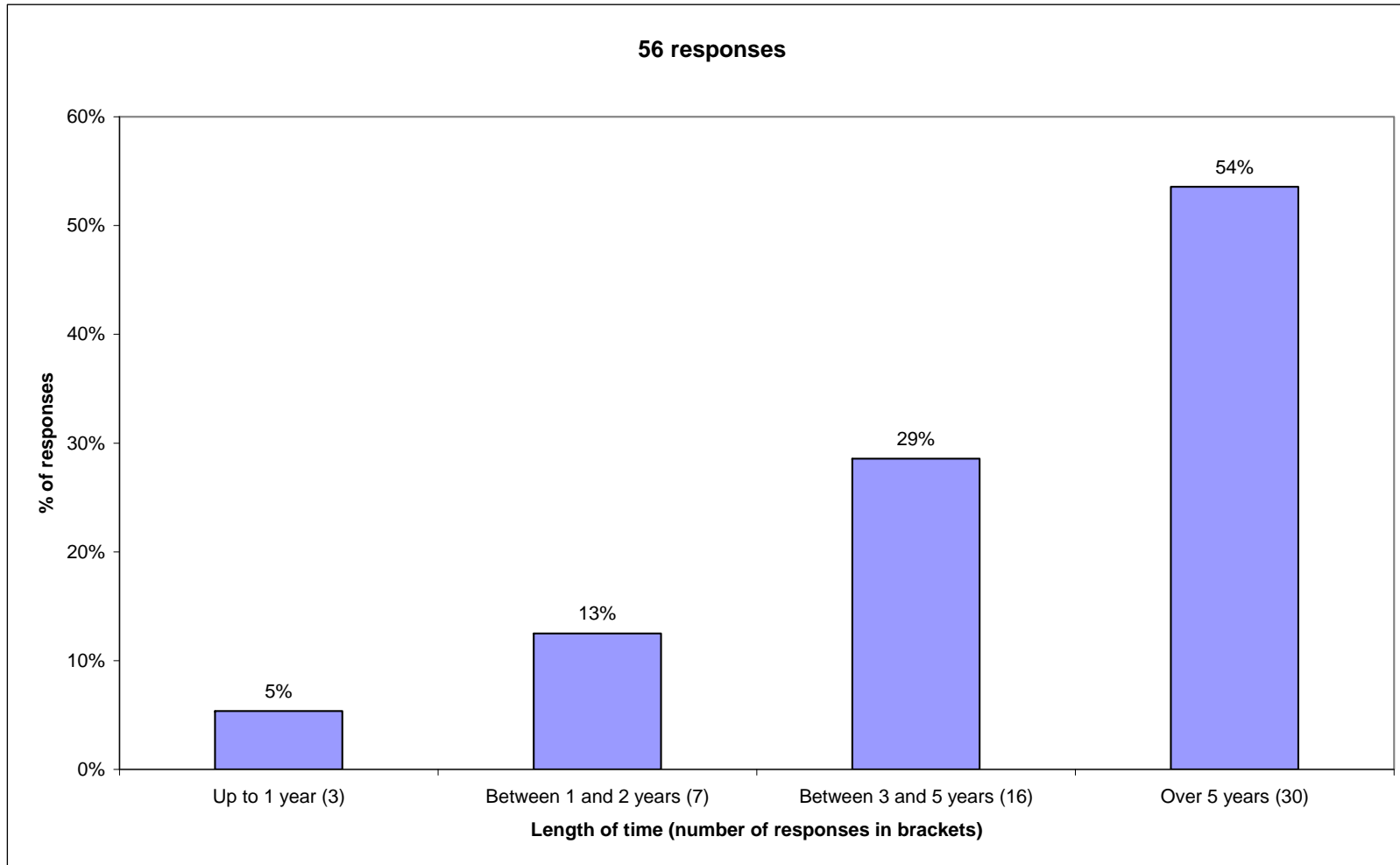
### 5. How long have you been in this job?



66% of respondents have been in their current job for three or more years.

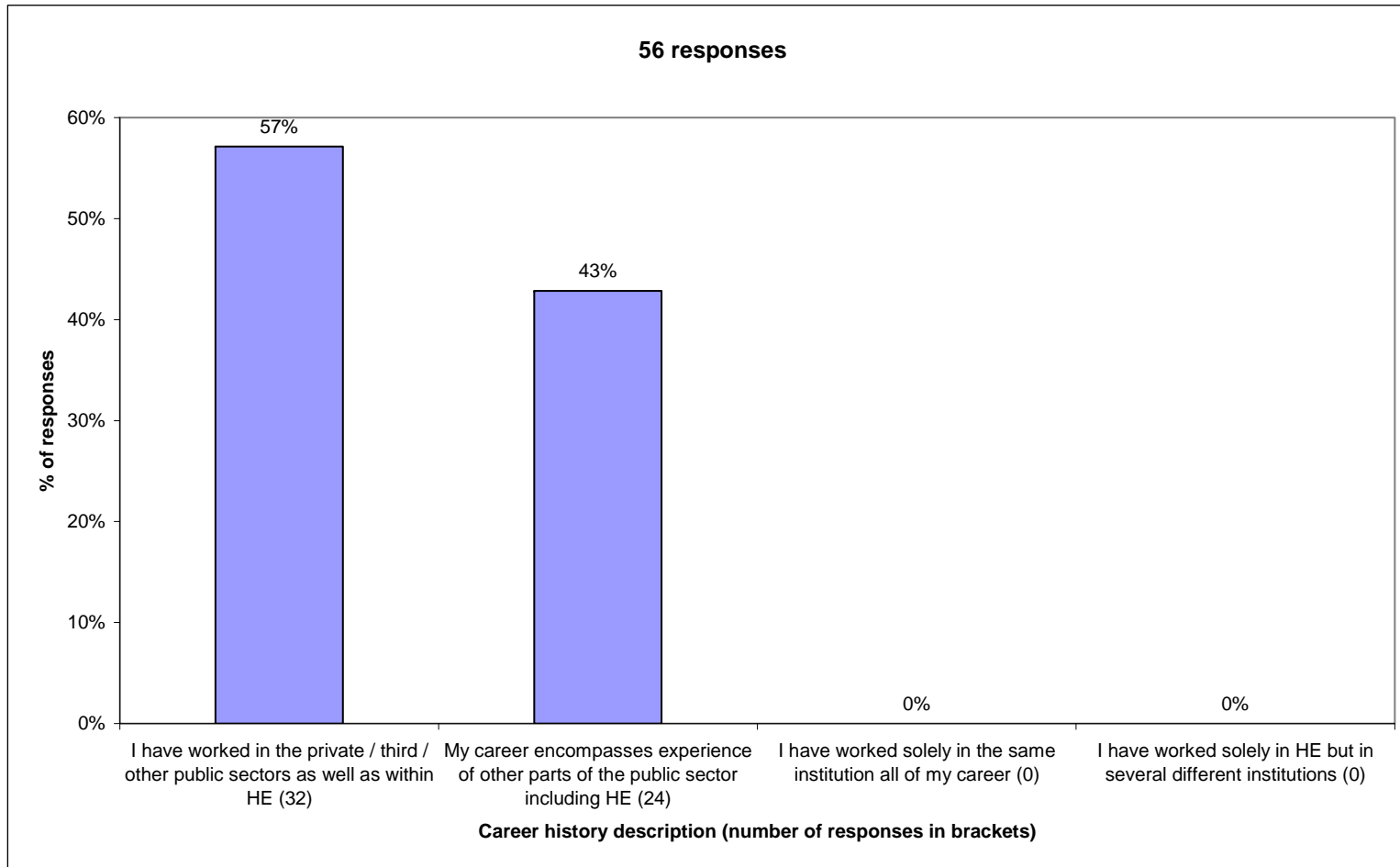


## 6. How long have you been employed by your institution?



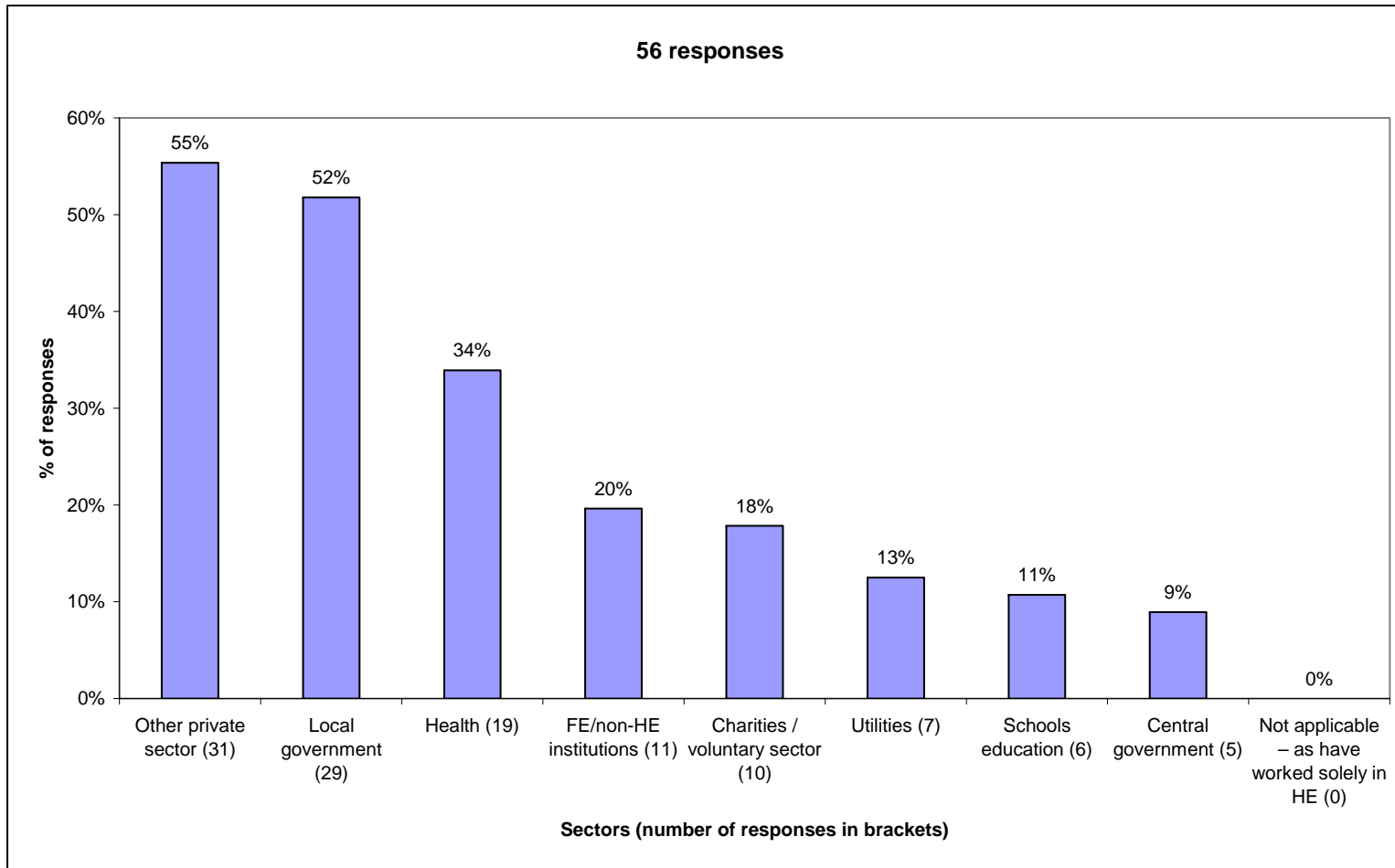
Just over half of respondents have been employed by their institution for over five years.

**7. How would you describe your career history to date:**



All of the respondent group have worked within other sectors; experience including private or third sector experience (57% of respondents) is marginally higher than experience from other parts of the public sector alone (43%).

8. If your professional career has encompassed working in sectors other than HE, please indicate which of the following sectors you have worked in:



All of the categories provided are reflected in the experience of the respondent group. The sectors where most experience has been reported include the private (55%), local government (52%) and health (34%) sectors.

## Section 2: HR Management Priorities

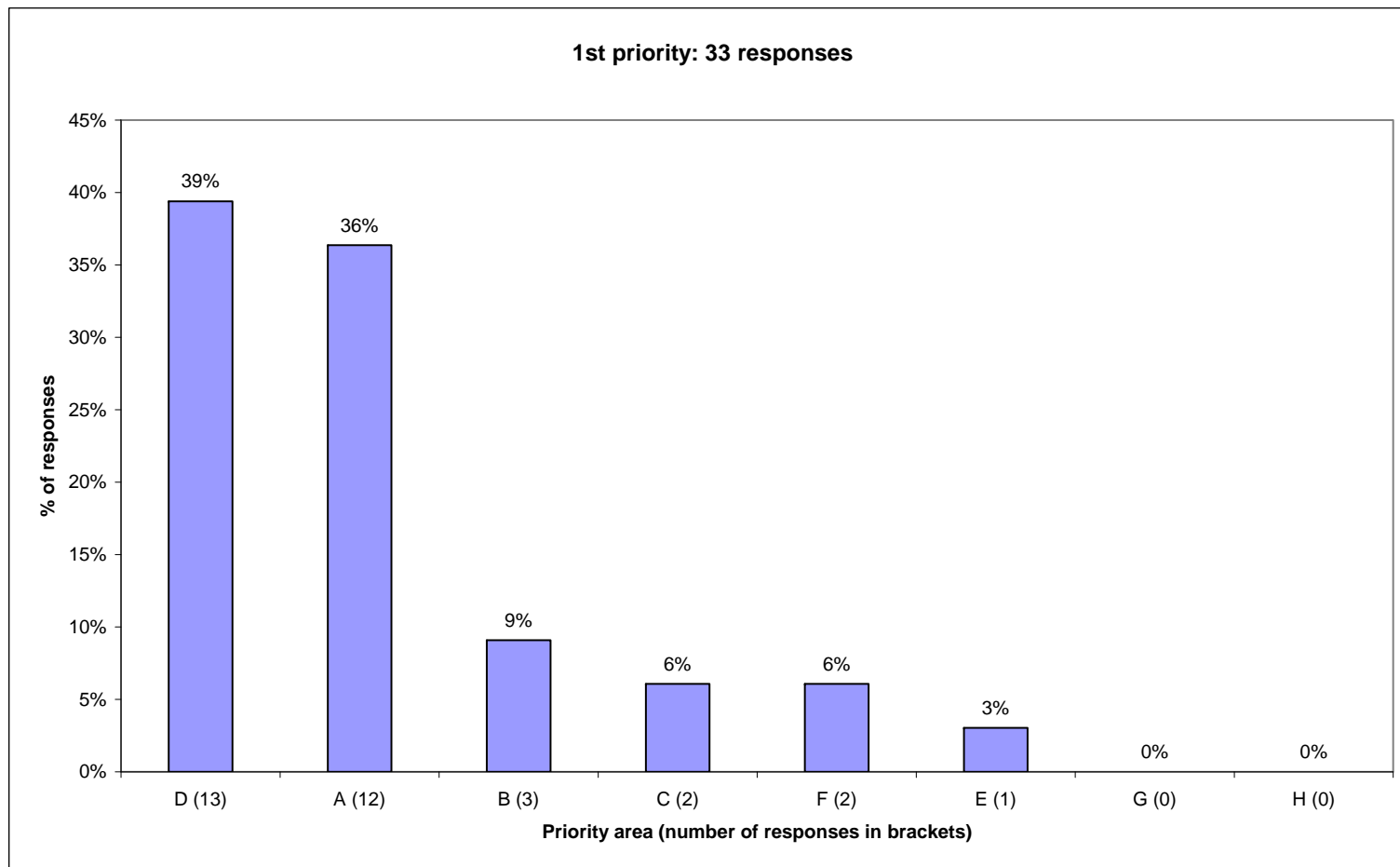
This section asks questions about the priority areas for HR management development at your institution and how these have changed over the last seven years.

If you are unable to provide an assessment of your institution 7 years ago, please leave questions 9 and 10 blank and answer questions 11 and 12 only.

9. Thinking back TO 2001, what would you rank as the top four areas of HR management in terms of their importance to your institution at that time?

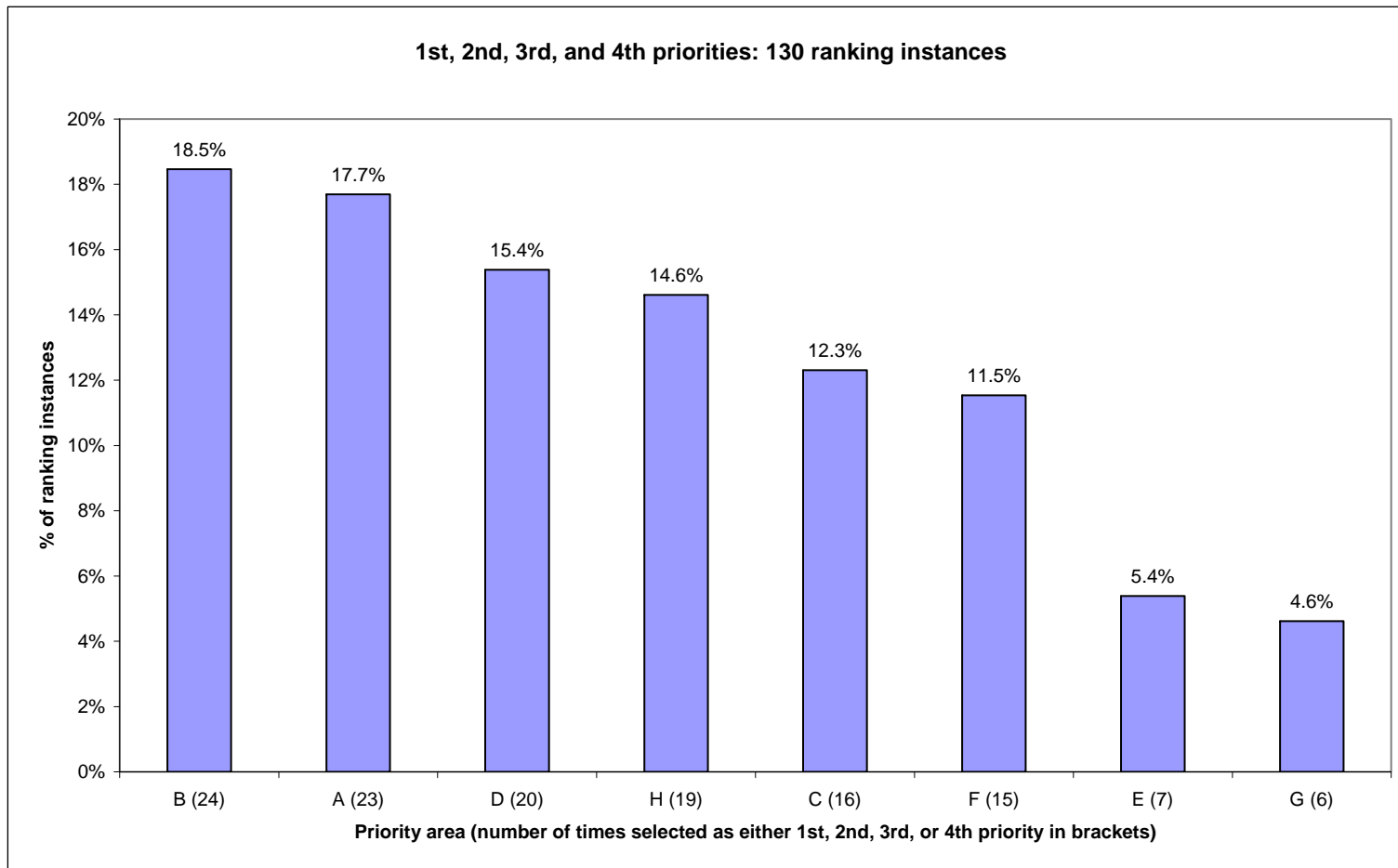
Code	Priority area
A	Addressing recruitment and retention difficulties
B	Developing staff for current and future needs of the organisation through staff development and training
C	Development of equal opportunities targets and implementation of good practice in respect of diversity and equal opportunities
D	Modernisation of remuneration structures to ensure equal pay for work of equal value
E	Workforce planning and staffing needs analysis
F	Extension of individual performance appraisal to all staff groups
G	Alignment of individual performance appraisal to pay enhancement structures
H	Addressing the management of poor performance

Respondents to this question were able to select up to four priority areas of HR management from the list provided (as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> choices).



The adjacent chart presents the response profile relating to the 1<sup>st</sup> priority area selected by respondents. Two priority areas are noticeably more popular than the others provided:

- *D: Modernisation of remuneration structures to ensure equal pay for work of equal value (39%)*
- *A: Addressing recruitment and retention difficulties (36%)*



However the response profile is different when 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> priorities are also taken into account. The following chart shows the relative importance of each priority area when all ranking instances are treated as equally weighted<sup>3</sup>. Where all selected priorities are included, choice B: *'Developing staff for current and future needs of the organisation through staff development and training'* becomes the most popular response.

<sup>3</sup> This chart reflects 130 ranking instances across 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> rankings, provided by 33 individuals. Not all respondents selected a priority area in relation to each rank.

**10. Are there any other priority areas not reflected above that you would identify as being of HIGH importance to your institution AS AT 2001?**

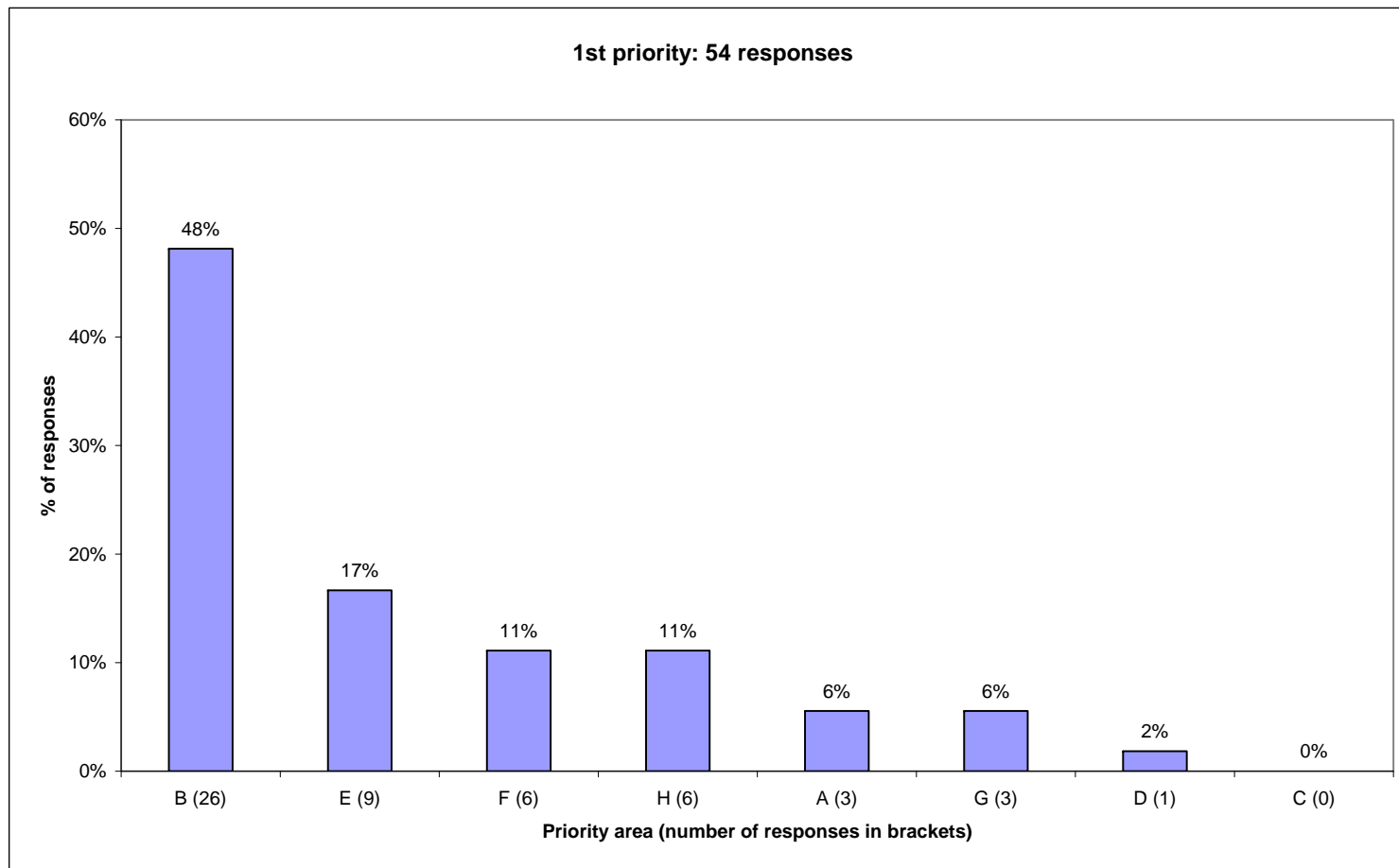
Nine responses to this question were received. These relate to:

- A focus on reducing costs
- Reviewing or adjusting HR strategy, policy or practice
- Restructuring activity
- Other specific priorities

**11. Thinking about the current situation, what would you rank as the top four areas of HR management in terms of their importance to your institution?**

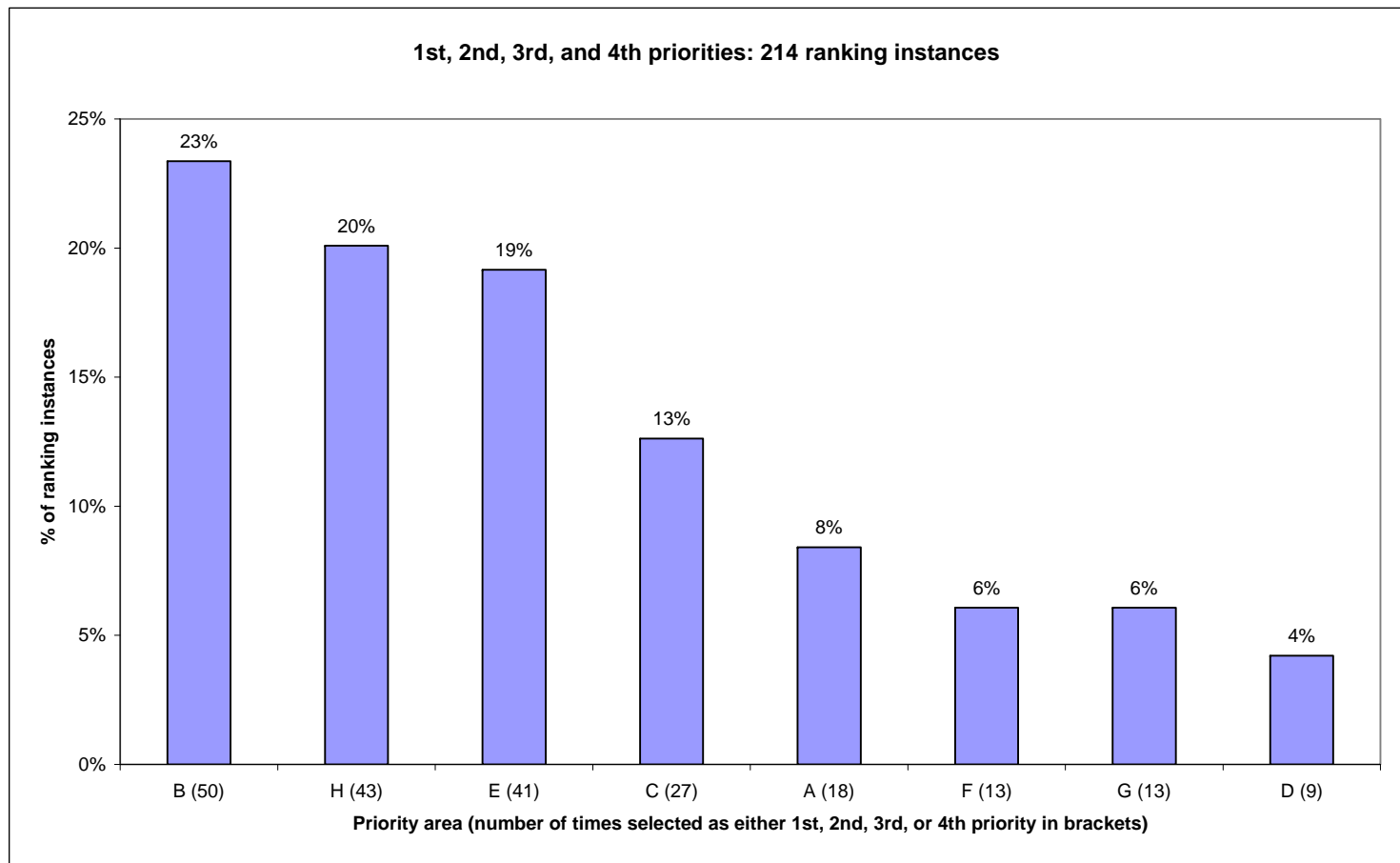
Code	Priority area
A	Addressing recruitment and retention difficulties
B	Developing staff for current and future needs of the organisation through staff development and training
C	Development of equal opportunities targets and implementation of good practice in respect of diversity and equal opportunities
D	Modernisation of remuneration structures to ensure equal pay for work of equal value
E	Workforce planning and staffing needs analysis
F	Extension of individual performance appraisal to all staff groups
G	Alignment of individual performance appraisal to pay enhancement structures
H	Addressing the management of poor performance

As at question 9, respondents to this question were able to select up to four priority areas of HR management from the list provided (as 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> choices).



The adjacent chart presents the response profile relating to the 1<sup>st</sup> priority area. Choice B: *'Developing staff for current and future needs of the organisation through staff development and training'* accounts for almost half (48%) of responses.





The adjacent chart shows the relative importance of each priority area when all ranking instances are treated as equally weighted<sup>4</sup>. Choice B: *'Developing staff for current and future needs of the organisation through staff development and training'* remains the most commonly ranked priority (23%), however this is marginal in relation to both H: *'Addressing the management of poor performance'* (20%) and E: *'Workforce planning and staffing needs analysis'* (19%).

<sup>4</sup> This chart reflects 214 ranking instances across 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> rankings, provided by 55 individuals. Not all respondents selected a priority area in relation to each rank.

**12. Are there any other priority areas not reflected above that you would identify as being of HIGH importance to your institution currently?**

Twenty responses were received to this question. Over-arching themes evident from the responses include:

- Development of leadership and/or management capability
- Supporting the management of change
- Implementation of technology in support of HRM
- Employee engagement
- Reducing the amount of spend on pay
- Improving employee conditions

Several specific projects and priorities are reported.

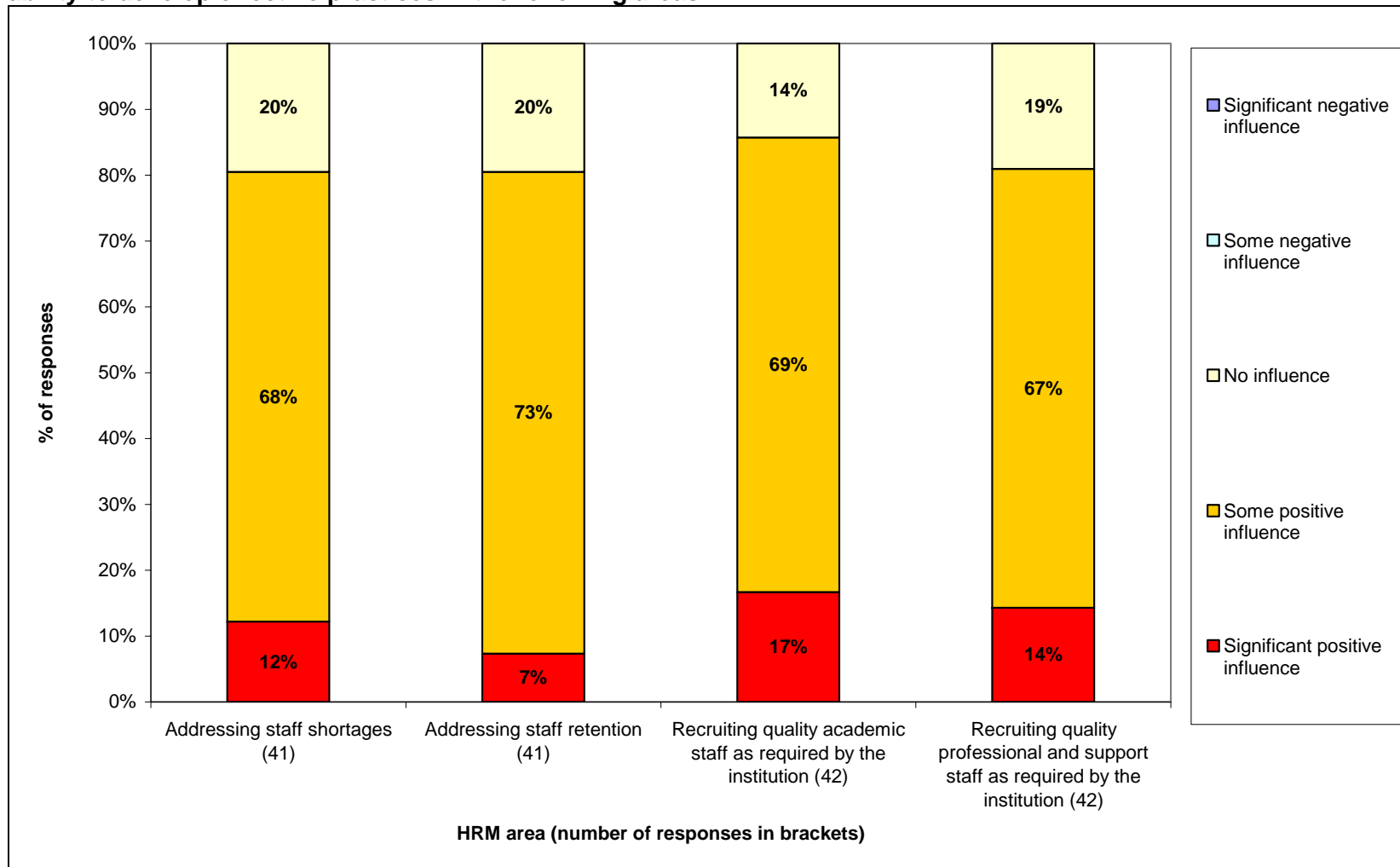
### **Section 3: Impact of the Rewarding & Developing Staff Initiative on HRM**

**13. Has your institution received funding under the HEFCE Rewarding and Developing Staff (R&DS) initiative over the last 7 years?**

Responses to this question were used to direct respondents to further questions as appropriate. Those in receipt of R&DS funding were directed to question 14 and progressed through this and subsequent sections. Those who had not received funding were directed to complete the questionnaire from Section 4 onwards.

**The next few questions ask for your views on the extent to which the R&DS initiative has influenced the development of effective practice in different areas of HR management within your institution since 2001.**

**14. Recruitment and retention:** please provide an assessment of the influence that the R&DS initiative has had on your institution's ability to develop effective practices in the following areas:



In order to aid interpretation of the response profile a score is given to each of the categories within the rating scale provided<sup>5</sup>; a mean score is then calculated where 5 is most positive and 1 most negative. The following mean scores have been derived:

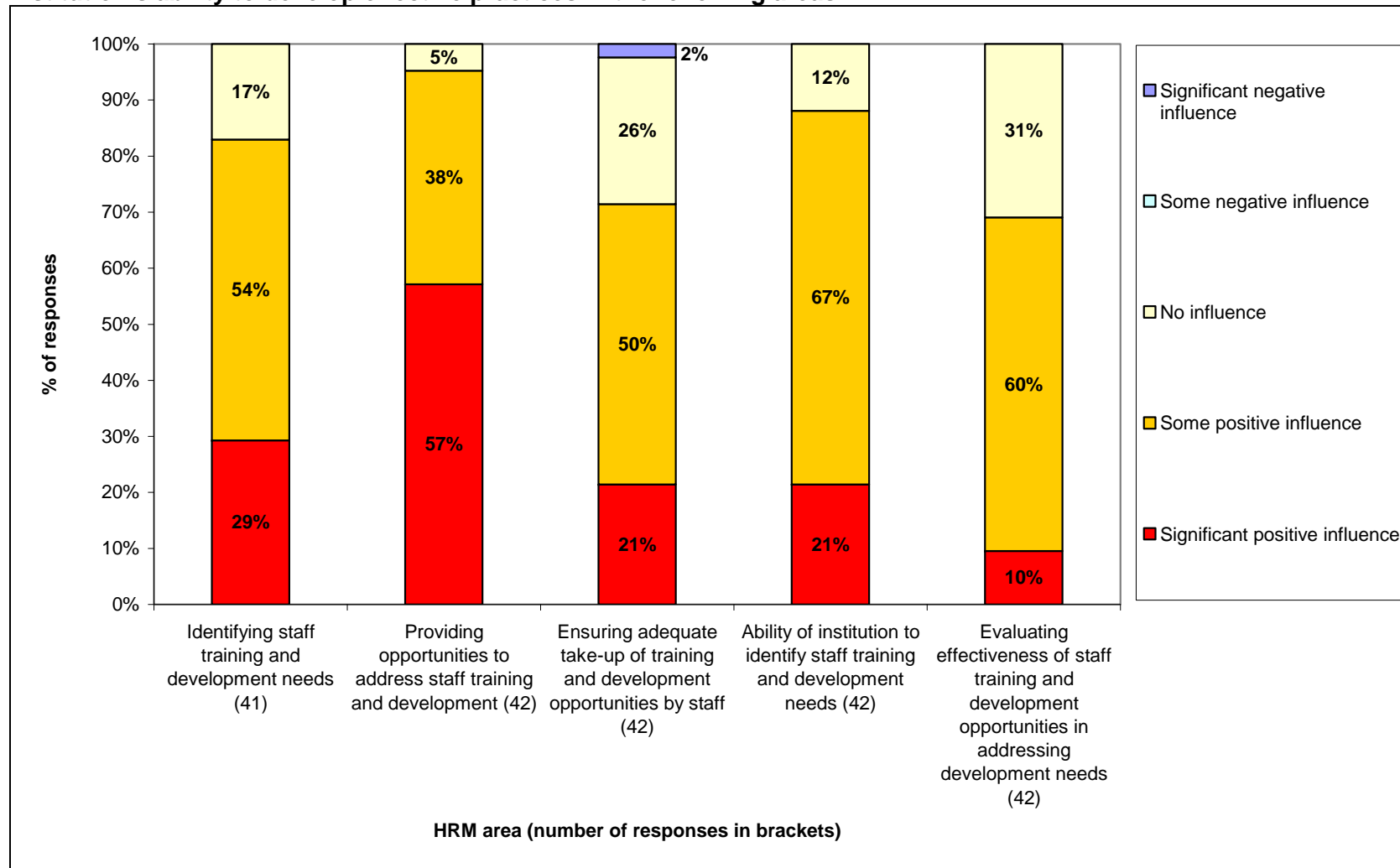
HRM area	Mean score
Recruiting quality academic staff as required by the institution	4.02
Recruiting quality professional and support staff as required by the institution	3.95
Addressing staff shortages	3.93
Addressing staff retention	3.88

Responses are generally positive, with no reports of negative influence in the areas provided. The mean score for each of the areas provided is closest to 4 'Some positive influence'. The positive influence of R&DS is rated marginally higher on the successful recruitment of academic staff (86% of respondents identifying some or significant positive influence) compared with professional and support staff (81% of respondents identifying some or significant positive influence).

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<sup>5</sup> Significant positive influence = 5; Some positive influence = 4; No influence = 3; Some negative influence = 2; Significant negative influence = 1.

**15. Staff development and training: please provide an assessment of the influence that the R&DS initiative has had on your institution's ability to develop effective practices in the following areas:**

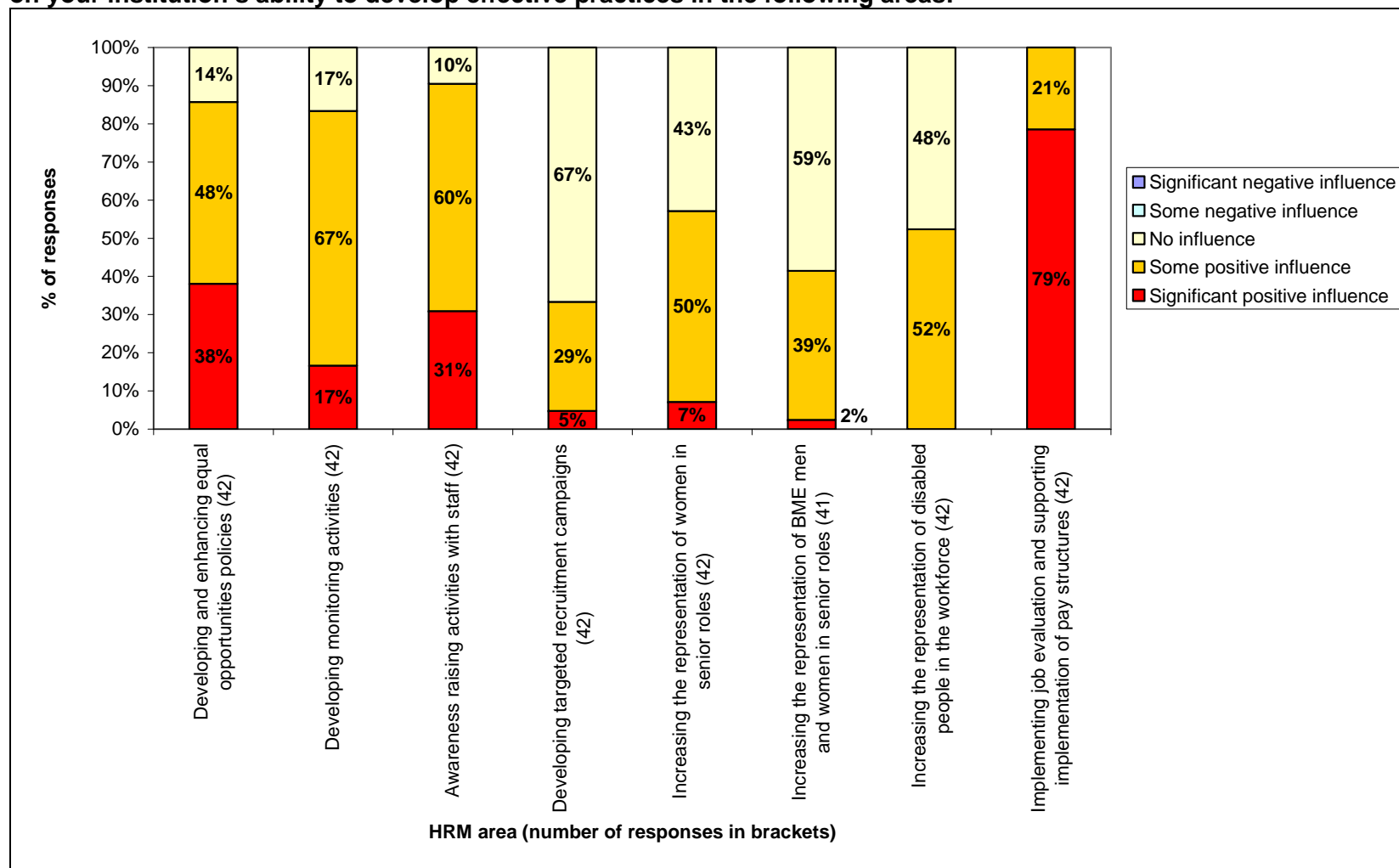


The following mean scores have been calculated in the manner described at question 14:

HRM area	Mean score
Providing opportunities to address staff training and development	4.52
Identifying staff training and development needs	4.12
Ability of institution to identify staff training and development needs	4.10
Ensuring adequate take-up of training and development opportunities by staff	3.88
Evaluating effectiveness of staff training and development opportunities in addressing development needs	3.79

The majority of respondents were positive towards the influence of the R&DS initiative in the areas provided. The area *'Providing opportunities to address staff training and development'* received the highest mean score and 95% of institutions perceived the R&DS initiative to have had some or significant positive influence in this area. A single respondent reported negative influence in relation to *'Ensuring adequate take-up of training and development opportunities by staff'*. The respondent's feedback suggests that this may be due to the absence of senior HRM personnel on the institution's senior management team. The influence of R&DS on institutions' activities to evaluate the effectiveness of staff development in addressing need was also perceived to be more marginal than other areas, although still positive overall.

**16. Equal opportunities, equal pay and job evaluation:** please provide an assessment of the influence that the R&DS initiative has had on your institution's ability to develop effective practices in the following areas:



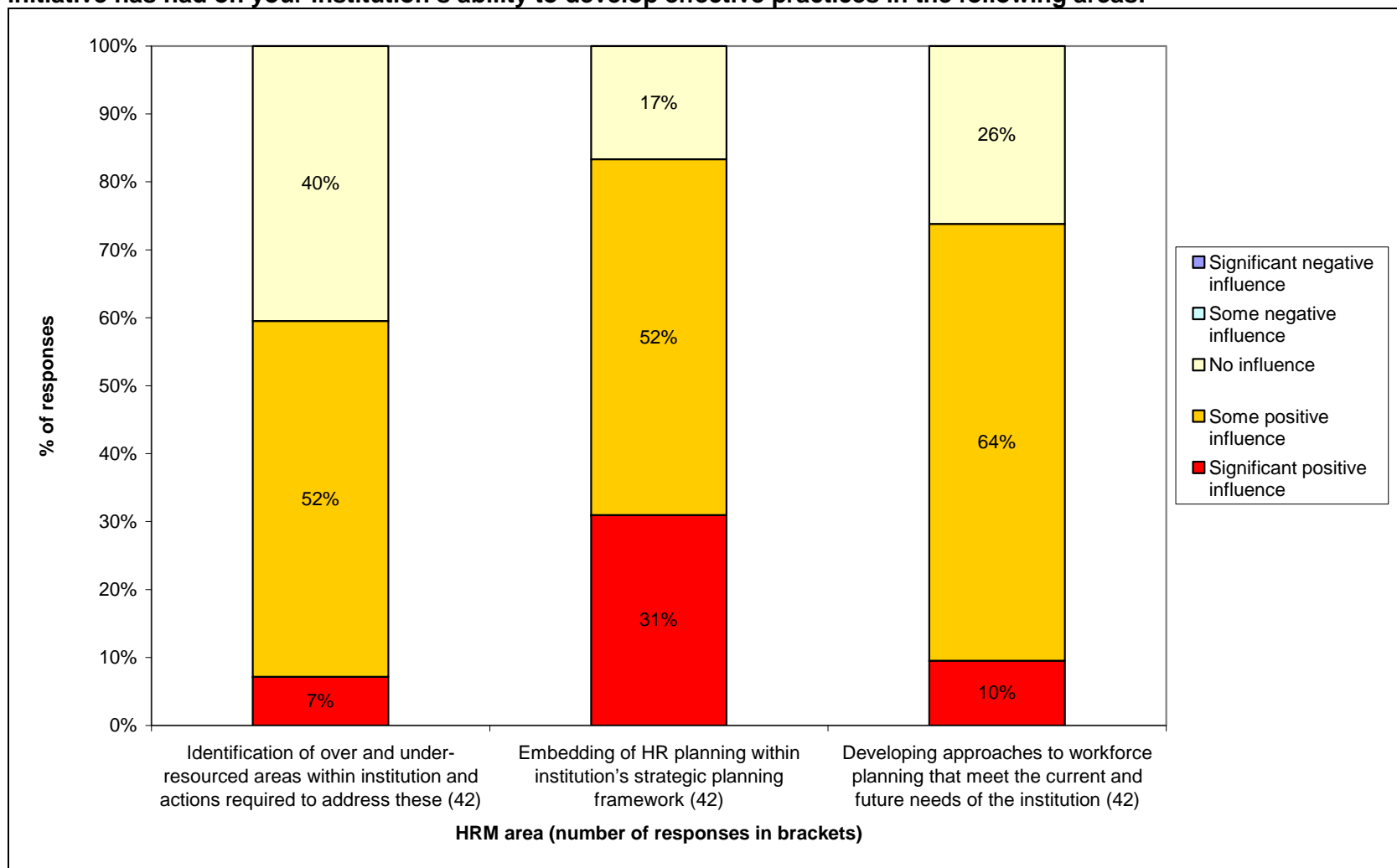


The following mean scores have been calculated in the manner described at question 14:

HRM area	Mean score
Implementing job evaluation and supporting implementation of pay structures	4.79
Developing and enhancing equal opportunities policies	4.24
Awareness raising activities with staff	4.21
Developing monitoring activities	4.00
Increasing the representation of women in senior roles	3.64
Increasing the representation of disabled people in the workforce	3.52
Increasing the representation of BME men and women in senior roles	3.44
Developing targeted recruitment campaigns	3.38

No negative responses were received in relation to any of the areas specified within the question. The area *'Implementing job evaluation and supporting implementation of pay structures'* received a very positive ranking (4.79) with 79% of respondents reporting that the R&DS initiative has had a significant positive influence in this area. The perceived influence of R&DS on institutional activities to increase representation of women and BME staff in senior roles, and in developing targeted recruitment campaigns was more modest in comparison with other objectives for this priority area.

**17. Workforce planning / reviews of staffing needs for the institution: please provide an assessment of the influence that the R&DS initiative has had on your institution's ability to develop effective practices in the following areas:**

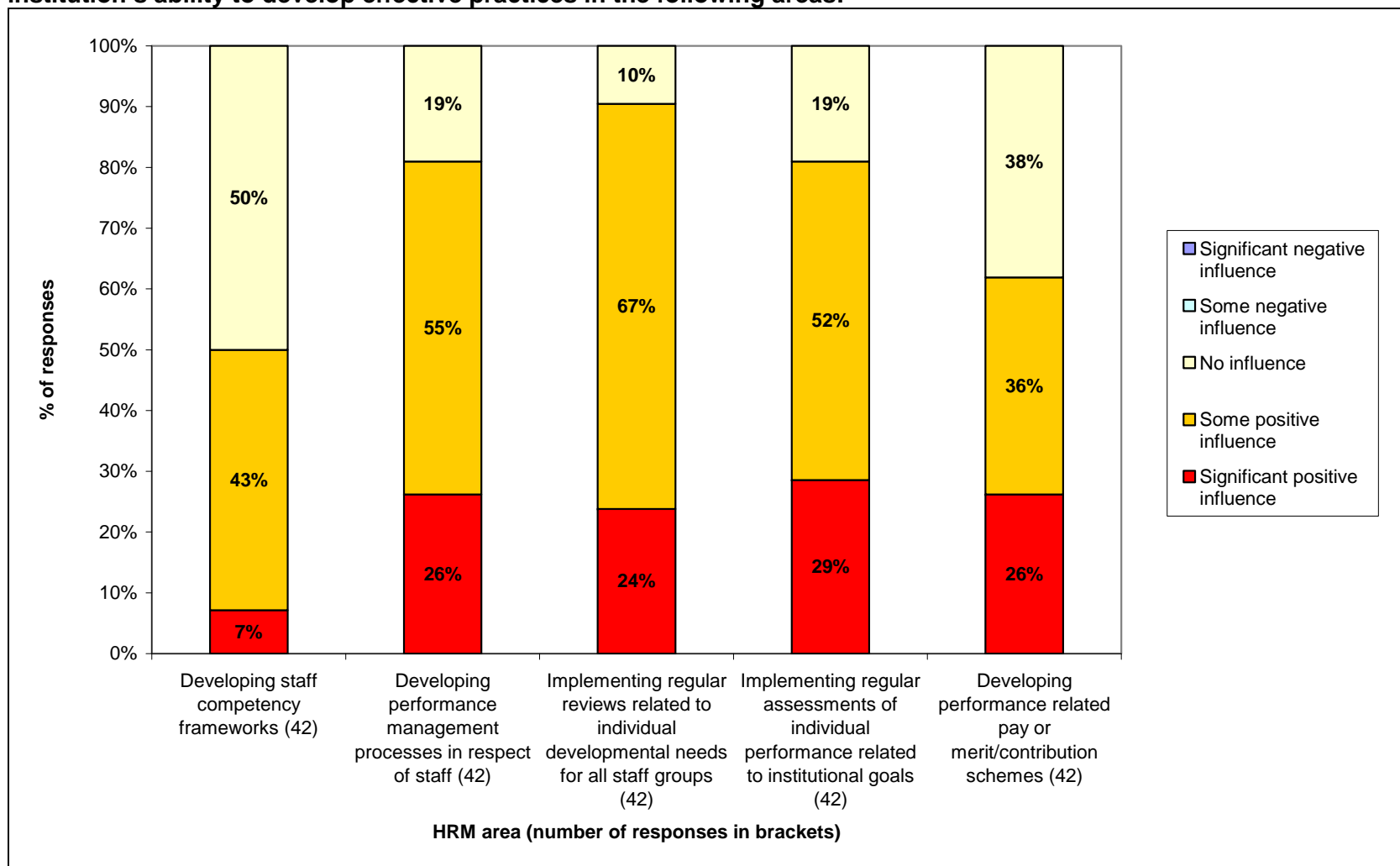


The following mean scores have been calculated in the manner described at question 14:

<b>HRM area</b>	<b>Mean score</b>
Embedding of HR planning within institution's strategic planning framework	4.14
Developing approaches to workforce planning that meet the current and future needs of the institution	3.83
Identification of over and under-resourced areas within institution and actions required to address these	3.67

No negative responses were received in relation to any of the areas provided, with the majority of respondents reporting some, or significant positive influence in each case. Results indicate that R&DS has enabled some positive trajectory in this area, even if this is still a priority area for further development – for example, as per responses to question 11 above.

**18. Regular performance reviews for all staff: please provide an assessment of the influence that the R&DS initiative has had on your institution's ability to develop effective practices in the following areas:**

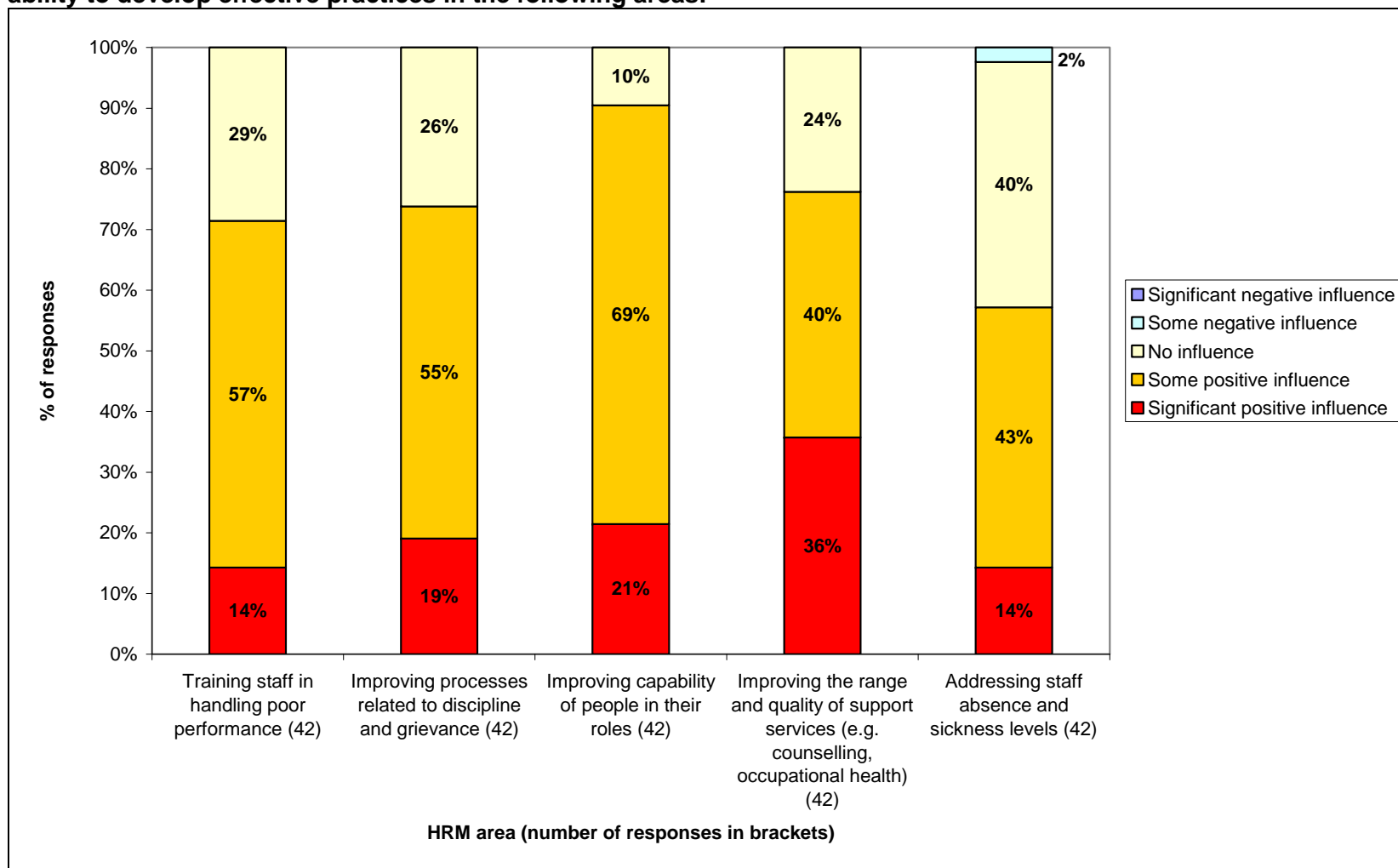


The following mean scores have been calculated in the manner described at question 14:

HRM area	Mean score
Implementing regular reviews related to individual developmental needs for all staff groups	4.14
Implementing regular assessments of individual performance related to institutional goals	4.10
Developing performance management processes in respect of staff	4.07
Developing performance related pay or merit/contribution schemes	3.88
Developing staff competency frameworks	3.57

Positive results show perceptions of a large influence in key areas here, with the positive influence being seen marginally higher in the area *'Implementing regular reviews relating to individual developmental needs'*, closely followed by *'Implementing regular assessments of individual performance related to institutional goals'* and *'Developing performance management processes'*. The area *'Developing staff competency frameworks'* is the area upon which the R&DS initiative had least influence, however 50% of respondents identified that some or significant positive influence has occurred here.

**19. Managing poor performance:** please provide an assessment of the influence that the R&DS initiative has had on your institution's ability to develop effective practices in the following areas:

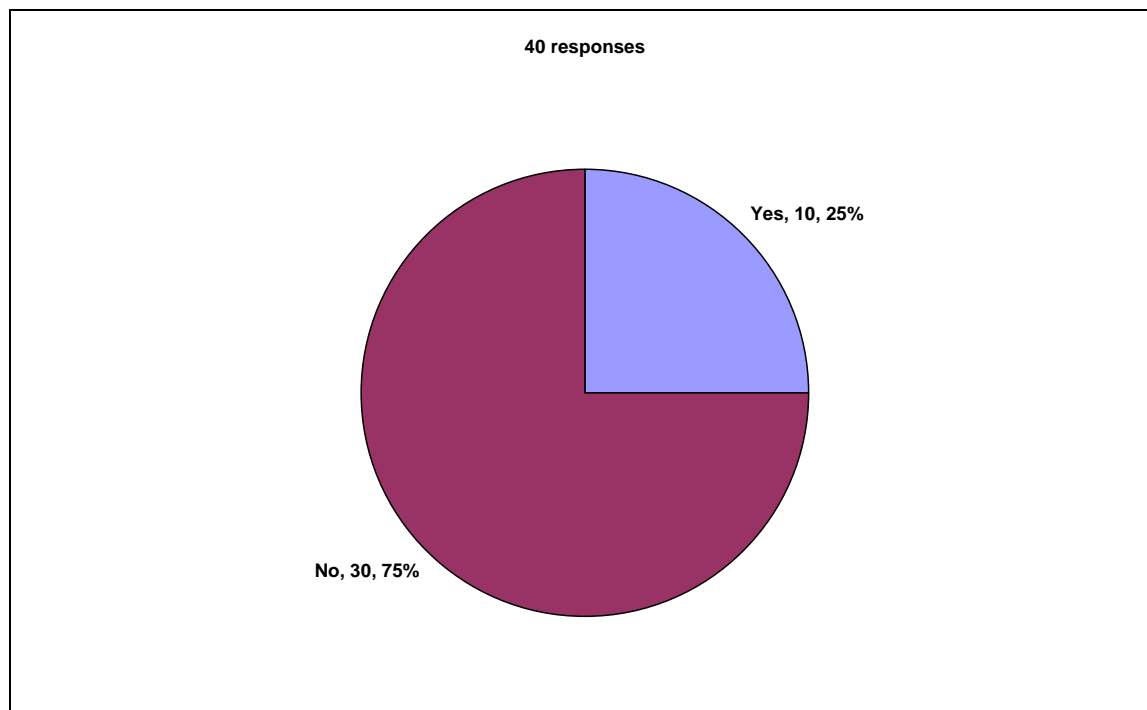


The following mean scores have been calculated in the manner described at question 14:

HRM area	Mean score
Improving capability of people in their roles	4.12
Improving the range and quality of support services (e.g. counselling, occupational health)	4.12
Improving processes related to discipline and grievance	3.93
Training staff in handling poor performance	3.86
Addressing staff absence and sickness levels	3.69

The majority of respondents were positive towards the influence of the R&DS initiative in relation to each of the HRM areas provided. The highest level of positive influence relates to *'Improving capability of people in their roles'* and *'Improving the range and quality of support services (e.g. counselling, occupational health)'*. A single negative response was made in relation to *'Addressing staff absence and sickness levels'*; however no contextual information was provided.

**20. Were any of your institution's key priorities for HR management not supported by the R&DS initiative?**

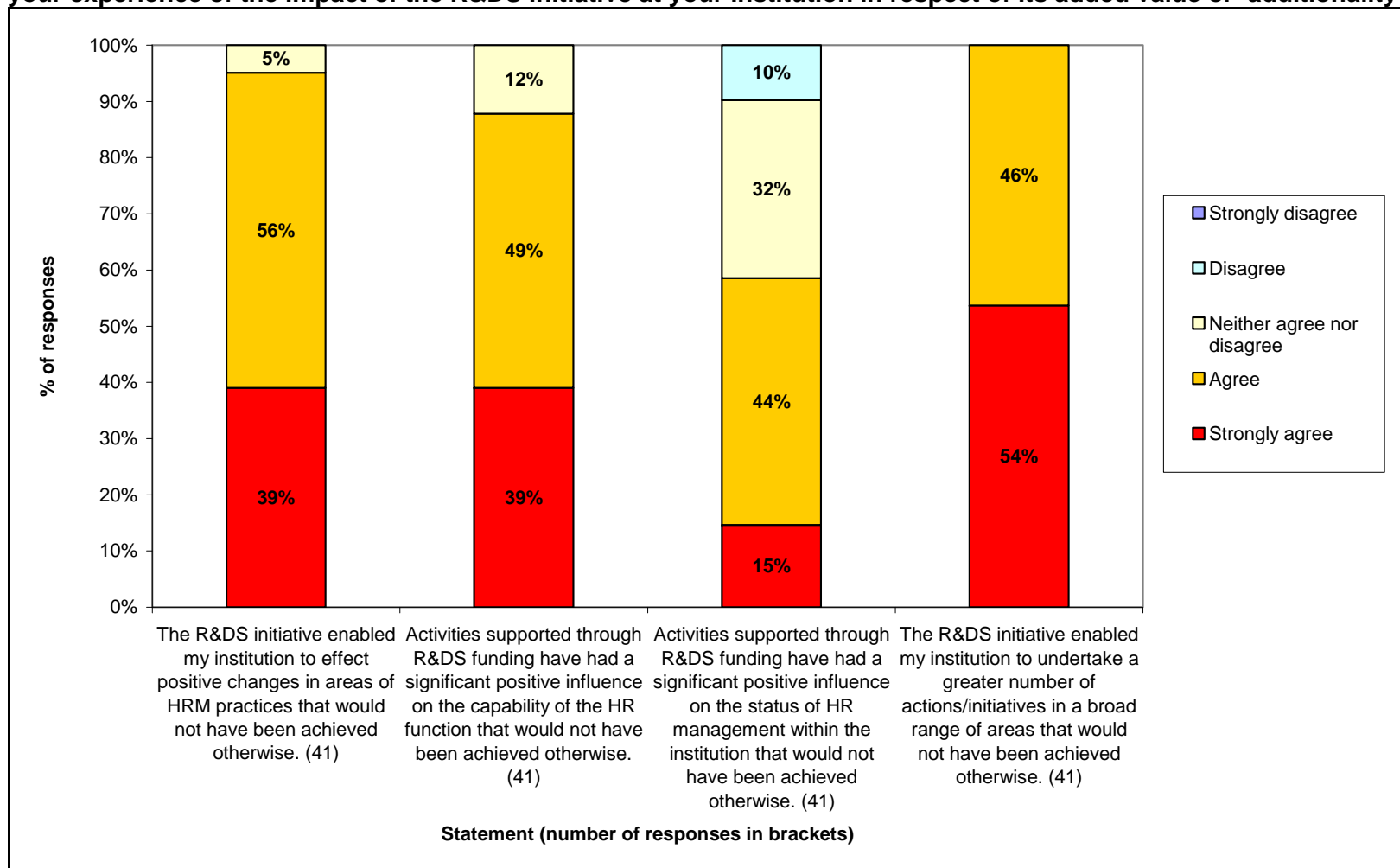


**If your response above was 'Yes', please provide further clarification in the space below:**

Eleven responses were received for this question. Specific areas reported by respondents included: management of organisational culture and behaviours, managing change and addressing IT and business process improvement and revision of the employment statute. Other respondents noted that R&DS monies were targeted at particular areas, e.g. at comprehensive implementation of pay and reward modernisation, and other HR priorities were supported and funded internally. One respondent noted difficulty in attributing significant progress made over the period on developing equal opportunities objectives to either R&DS or relevant legislative changes.



**21. The purpose of the R&DS initiative was to add value to your institution in developing HR management practice (i.e. value in addition to that which would have been achievable without this initiative). Please indicate how far the following statements reflect your experience of the impact of the R&DS initiative at your institution in respect of its added value or 'additionality'.**



In order to aid interpretation of the response profile a score is given to each of the categories within the rating scale provided<sup>6</sup>; a mean score is then calculated where 5 is most positive and 1 most negative. The following mean scores have been derived:

Statement	Mean score
D. The R&DS initiative enabled my institution to <b>undertake a greater number of actions/initiatives in a broad range of areas</b> that would not have been achieved otherwise.	4.54
A. The R&DS initiative enabled my institution to <b>effect positive changes in areas of HRM practices</b> that would not have been achieved otherwise.	4.34
B. Activities supported through R&DS funding have had a significant positive influence on the <b>capability of the HR function</b> that would not have been achieved otherwise.	4.27
C. Activities supported through R&DS funding have had a significant positive influence on the <b>status of HR management within the institution</b> that would not have been achieved otherwise.	3.63

Respondents were largely very positive towards the added value impact of the R&DS initiative. All respondents either agreed (46%) or strongly agreed (54%) that *'The R&DS initiative enabled my institution to undertake a greater number of actions/initiatives in a broad range of areas that would not have been achieved otherwise.'* Respondents were least positive towards the statement *'Activities supported through R&DS funding have had a significant positive influence on the status of HR management within the institution that would not have been achieved otherwise.'* However 59% of respondents either agree (44%) or strongly agree (15%) with this statement.

The following table shows a breakdown of responses by institution type. The information is presented in a standard format for each of the institution types, including calculation of a mean score. This approach is helpful in comparing the information, however sample sizes for some institution types are very small and comparisons should only be drawn with this in mind. The following key is provided to ease presentation of the information:

- A: The R&DS initiative enabled my institution to effect positive changes in areas of HRM practices that would not have been achieved otherwise.
- B: Activities supported through R&DS funding have had a significant positive influence on the capability of the HR function that would not have been achieved otherwise.
- C: Activities supported through R&DS funding have had a significant positive influence on the status of HR management within the institution that would not have been achieved otherwise.
- D: The R&DS initiative enabled my institution to undertake a greater number of actions/initiatives in a broad range of areas that would not have been achieved otherwise.

<sup>6</sup> Strongly agree = 5; Agree = 4; Neither agree nor disagree = 3; Disagree = 2; Strongly disagree = 1.

Statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total		Mean
	%	%	%	%	%	N	%	
<b>Post-92 Institutions</b>								
A	26%	63%	11%	0%	0%	19	100%	4.16
B	32%	47%	21%	0%	0%	19	100%	4.11
C	16%	47%	21%	16%	0%	19	100%	3.63
D	63%	37%	0%	0%	0%	19	100%	4.63
<b>Pre-92 Institutions</b>								
A	50%	50%	0%	0%	0%	14	100%	4.50
B	50%	43%	7%	0%	0%	14	100%	4.43
C	14%	43%	43%	0%	0%	14	100%	3.71
D	43%	57%	0%	0%	0%	14	100%	4.43
<b>Specialist Institutions</b>								
A	43%	57%	0%	0%	0%	7	100%	4.43
B	29%	71%	0%	0%	0%	7	100%	4.29
C	14%	43%	29%	14%	0%	7	100%	3.57
D	43%	57%	0%	0%	0%	7	100%	4.43
<b>University Colleges</b>								
A	100%	0%	0%	0%	0%	1	100%	5.00
B	100%	0%	0%	0%	0%	1	100%	5.00
C	0%	0%	100%	0%	0%	1	100%	3.00
D	100%	0%	0%	0%	0%	1	100%	5.00

Any comparisons drawn are limited by the size of each sample. However the pre-92 institution group would appear to agree with statements A and B to a greater extent overall when compared with responses from the post-92 group; for example 50% of the pre-92 respondents strongly agree that the 'R&DS initiative enabled my institution to effect positive changes in areas of HRM practices that would not have been achieved otherwise', compared with 26% of the post-92 group.

**22. If you wish to comment on your responses to questions 14 to 21, please use the space below.**

The 7 responses received to this question were largely positive statements referring to the value of the R&DS initiative from the perspective of the responding institution:

*The additional resources were a significant boost which accelerated existing plans. As the Framework Agreement came along midway through the delivery of HR strategies, it caused delay and distraction from original plans. [Post-92 HEI]*

*While I think initiatives would have been undertaken anyway at some stage, the R&DS initiative and funding acted as a catalyst and resulted in two key things – enhanced HR staffing (as well as other areas) and a planned strategy and action plan to address the R&DS key issues. [Post-92 HEI]*

*This institution is a very different place to what it was like in 2001. I think the initiative enabled us to think differently about what HR could offer and by targeting funds at those areas where the greatest returns could be made has supported a change agenda which otherwise would have taken far longer. [Post-92 HEI]*

Other responses relate to: additional contextual information about the institution; qualification of previous responses, given the limited time that the respondent had been in post; and for one respondent, an issue in relation to the position of the HR director in relation to the senior management team.

**23. What effect (if any) has there been on your institution as a result of the transfer of R&DS funding to the block teaching grant?**

Thirty responses to this question were received. Approximately half of these are accounted for by those indicating that no discernable effect has been identified, or that it is too soon after the change to comment.

*No discernable effect yet, but it is early days. [Post-92 HEI]*

Several respondents commented that funds now need to be secured through competition with other functional areas of the institution, and that this may have had some negative impact.

*Major – I now have to bid for funding; ring-fenced funding was much easier to control, manage and fund HR initiatives. I now spend a lot of my time justifying why I need the funding – very frustrating. [Post-92 HEI]*

*Although my institution continues to support HR strategic initiatives I would have preferred to see RDS monies continue to be specifically ring-fenced for investment in HR workstreams. [Post-92 HEI]*

*[Effect] on institution: probably none. [Effect] on HR, quite significant, because having earmarked funding for HR initiatives was very positive. [Pre-92 HEI]*

However one respondent reported that this scenario has resulted in positive benefits.

*... We now compete for funding with other parts of the institution during the budget round. This has brought a far better commercial discipline to the table. HR now has to make a business case for its activities and work hard to demonstrate the impact we can have on performance. I think this is a more engaging and has also resulted in the function being taken more seriously by the leadership group at [institution]. [Post-92 HEI]*

A number of respondents also commented that the institution is more able to focus on institution-defined priorities.

*This has had a positive impact on HR as a function as this has enabled the function to focus on those areas of people management that the university has identified as key to its own strategy, rather than having to demonstrate the achievement of specific external objectives. [Post-92 HEI]*

*The transfer of R&DS funding to the block teaching grant has enabled the institution to take a longer term view on a number of projects designed to effect cultural change, such as approaches to reward and recognition, leadership and management development and the strengthening of the HR function within the university. [Post-92 HEI]*

## Section 4: Impact of key initiatives and policy developments on HRM

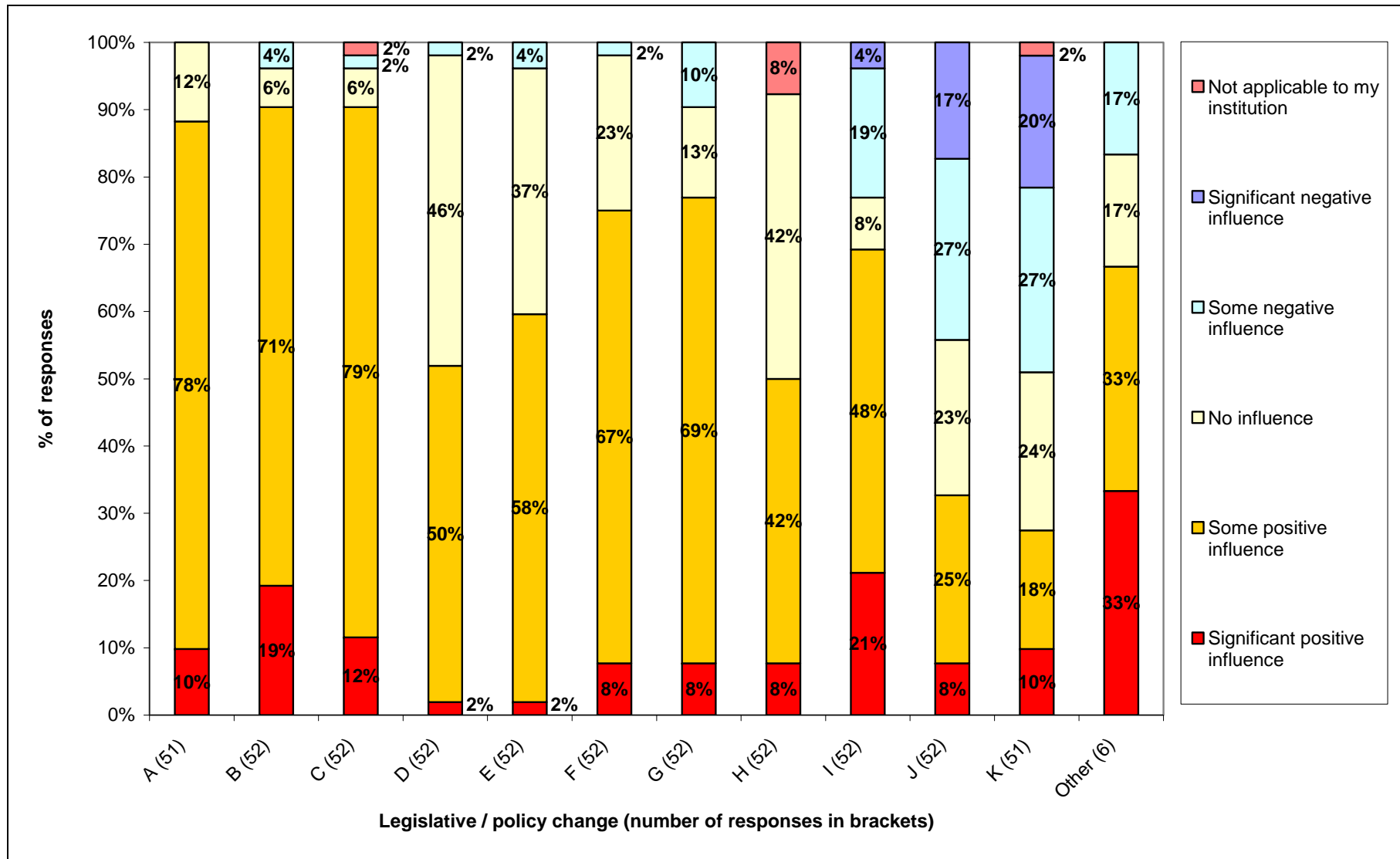
This section asks questions about a range of relevant policy initiatives, legislative changes and other developments over the period since 2001 and the extent to which these have influenced your institution's approach to HR management.

We are interested in your assessment of the relative overall effect that these have had on HR management at your institution (for example: as drivers or enablers of change, or constraints to change).

**24. Legislative & policy changes:** For each of the following, please provide an assessment of the overall influence that this has had on your institution's approach to HR management.

In order to aid presentation of responses the following key has been adopted:

Code	Legislative/policy change
A	Race Relations Amendment Act 2000
B	Disability Discrimination Amendment Act 2005
C	Equality Act 2006 – Gender Equality Duty
D	Employment Equality Regulations – Religion or Belief (2003)
E	Employment Equality Regulations – Sexual Orientation (2003)
F	Employment Equality Regulations – Sex Discrimination (2005)
G	Employment Equality Regulations – Age (2006)
H	Concordat to support career management of researchers
I	Fixed Term Employees Regulations 2002 (Prevention Of Less Favourable Treatment)
J	Employment Act 2002 (Dispute Resolution) Regulations 2004
K	HESA staff data developments (i.e. extension of staff record to all staff with contract of employment)
Other	Other (please specify below if using)



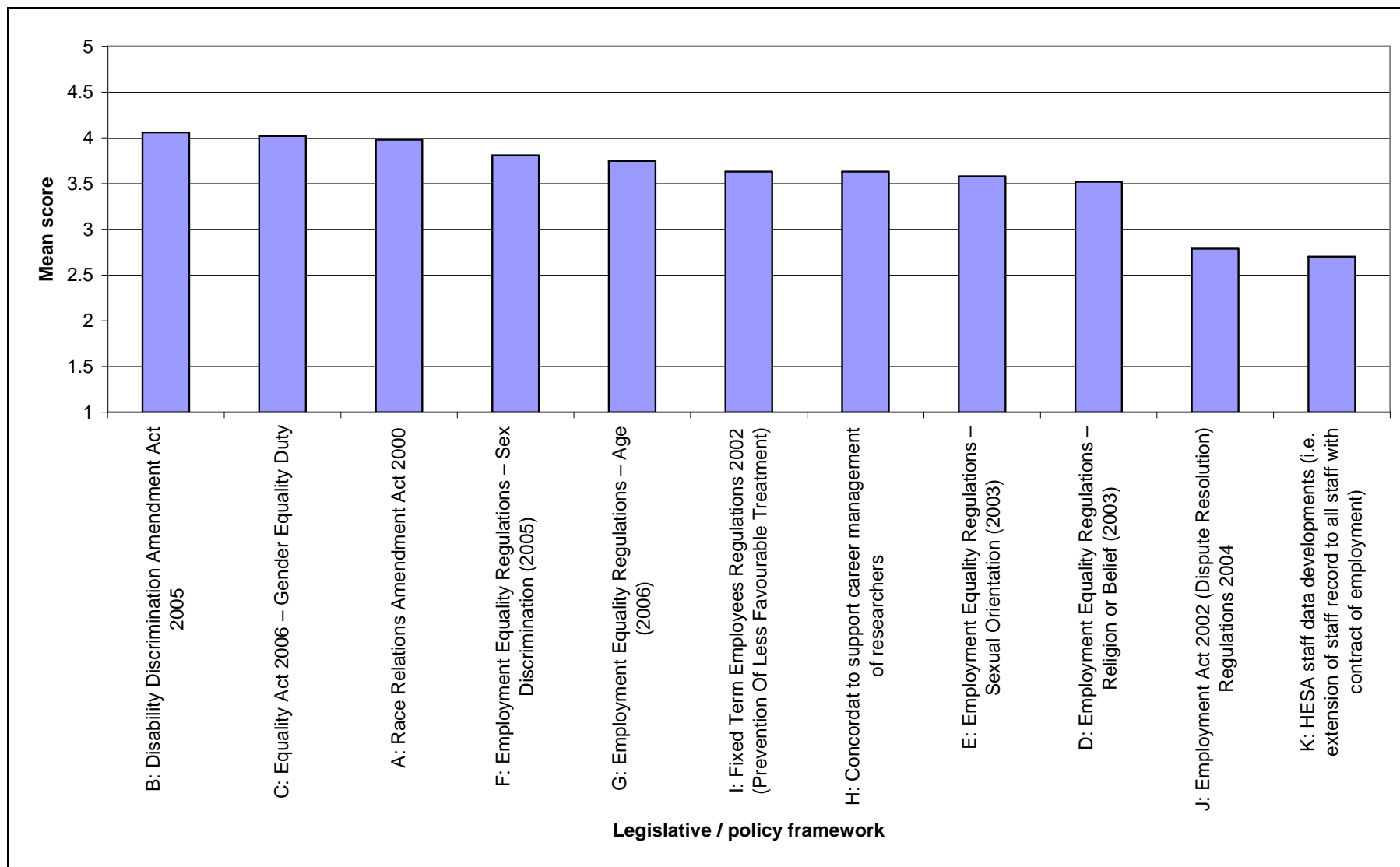
In order to aid interpretation of the response profile a score is given to each of the categories within the rating scale provided<sup>7</sup>; a mean score is then calculated where 5 is most positive and 1 most negative. The following mean scores have been derived:

<b>Code</b>	<b>Legislative / policy change</b>	<b>Mean score</b>
B	Disability Discrimination Amendment Act 2005	4.06
C	Equality Act 2006 – Gender Equality Duty	4.02
A	Race Relations Amendment Act 2000	3.98
F	Employment Equality Regulations – Sex Discrimination (2005)	3.81
G	Employment Equality Regulations – Age (2006)	3.75
I	Fixed Term Employees Regulations 2002 (Prevention Of Less Favourable Treatment)	3.63
H	Concordat to support career management of researchers	3.63
E	Employment Equality Regulations – Sexual Orientation (2003)	3.58
D	Employment Equality Regulations – Religion or Belief (2003)	3.52
J	Employment Act 2002 (Dispute Resolution) Regulations 2004	2.79
K	HESA staff data developments (i.e. extension of staff record to all staff with contract of employment)	2.70

In order to aid interpretation of this information, mean scores are also presented in the following chart:

<sup>7</sup> Significant positive influence = 5; Some positive influence = 4; No influence = 3; Some negative influence = 2; Significant negative influence = 1; Not applicable to my institution = excluded from calculation.





Those legislative/policy changes with the greatest reported positive influence include:

- Disability Discrimination Amendment Act 2005 (B)
- Equality Act 2006 – Gender Equality Duty (C)
- Race Relations Amendment Act 2000 (A)

The vast majority of respondents reported either some or significant positive influence in each case.

Those legislative/policy changes with the greatest reported negative influence include:

- HESA staff data developments (i.e. extension of staff record to all staff with contract of employment) (K)
- Employment Act 2002 (Dispute Resolution) Regulations 2004 (J)

(20% and 17% of respondents respectively reported a significant negative influence for these.)

Respondent comments on this area included clarification on issues raised on HESA data:

*HESA data collection is a major exercise, but little is published at national and regional level – HESA needs to engage more with the sector to make suitable reports more freely available, via the web, with some ability for the user to create ad hoc reports by manipulating parameters. [English Post-92 HEI]*

*Generally legislative changes in the area of diversity have been helpful to supporting the stance of the university in these areas. We continue to have some concerns about the extent of some HESA reporting requirements and their impact on DPA and the real cost of providing this information. [English Post-92 HEI]*

Seven responses were received in the ‘other’ category<sup>8</sup>.

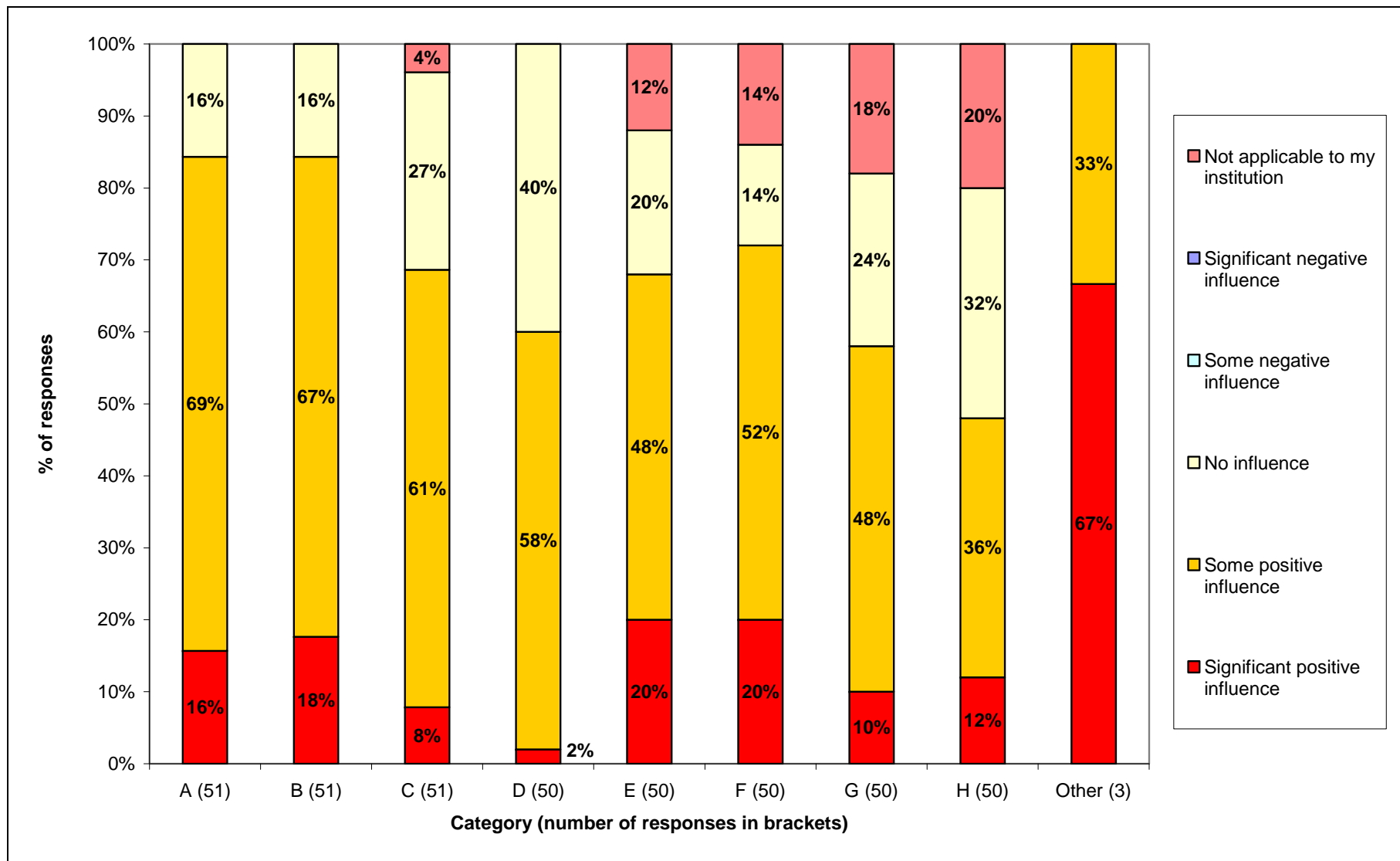
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<sup>8</sup> 7 responses were received in relation to ‘other’ legislative / policy changes. These included: Work and Families Act (some positive influence noted); Dispute resolution procedures (significant positive influence noted); Health and Safety stress management framework (some or significant positive influence noted). Other responses (not rated) included additional illustrative commentary on answers given to this question.

**25. Professional development and support to staff:** For each of the following, please provide an assessment of the overall influence that this has had on your institution's approach to HR management.

In order to aid presentation of responses the following key has been adopted:

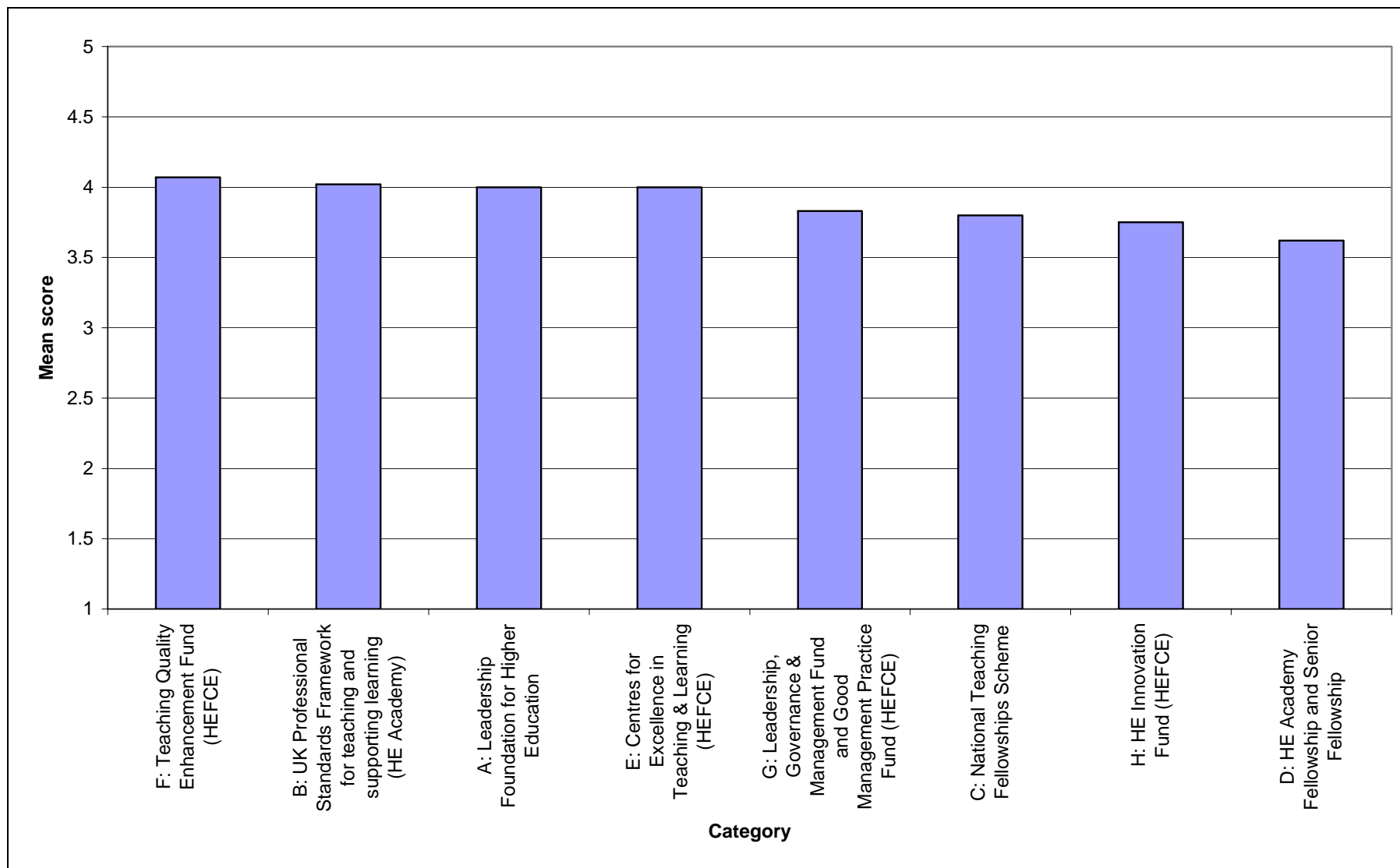
<b>Code</b>	<b>Category provided</b>
A	Leadership Foundation for Higher Education
B	UK Professional Standards Framework for teaching and supporting learning (HE Academy)
C	National Teaching Fellowships Scheme
D	HE Academy Fellowship and Senior Fellowship
E	Centres for Excellence in Teaching & Learning (HEFCE)
F	Teaching Quality Enhancement Fund (HEFCE)
G	Leadership, Governance & Management Fund and Good Management Practice Fund (HEFCE)
H	HE Innovation Fund (HEFCE)
Other	Other



The following mean scores have been calculated in the manner described at question 24:

<b>Code</b>	<b>Category</b>	<b>Mean score</b>
F	Teaching Quality Enhancement Fund (HEFCE)	4.07
B	UK Professional Standards Framework for teaching and supporting learning (HE Academy)	4.02
A	Leadership Foundation for Higher Education	4.00
E	Centres for Excellence in Teaching & Learning (HEFCE)	4.00
G	Leadership, Governance & Management Fund and Good Management Practice Fund (HEFCE)	3.83
C	National Teaching Fellowships Scheme	3.80
H	HE Innovation Fund (HEFCE)	3.75
D	HE Academy Fellowship and Senior Fellowship	3.62

In order to aid interpretation of this information, mean scores are also presented in the following chart:



Where the initiative provided was relevant to the responding institution, respondents were generally positive towards the influence on HR management. The following initiatives are viewed as having the most positive impact:

- Teaching Quality Enhancement Fund (HEFCE) (F)
- UK Professional Standards Framework for teaching and supporting learning (HE Academy) (B)
- Leadership Foundation for Higher Education (A)
- Centres for Excellence in Teaching & Learning (HEFCE) (E)

Three responses were provided in the 'other' category<sup>9</sup>.

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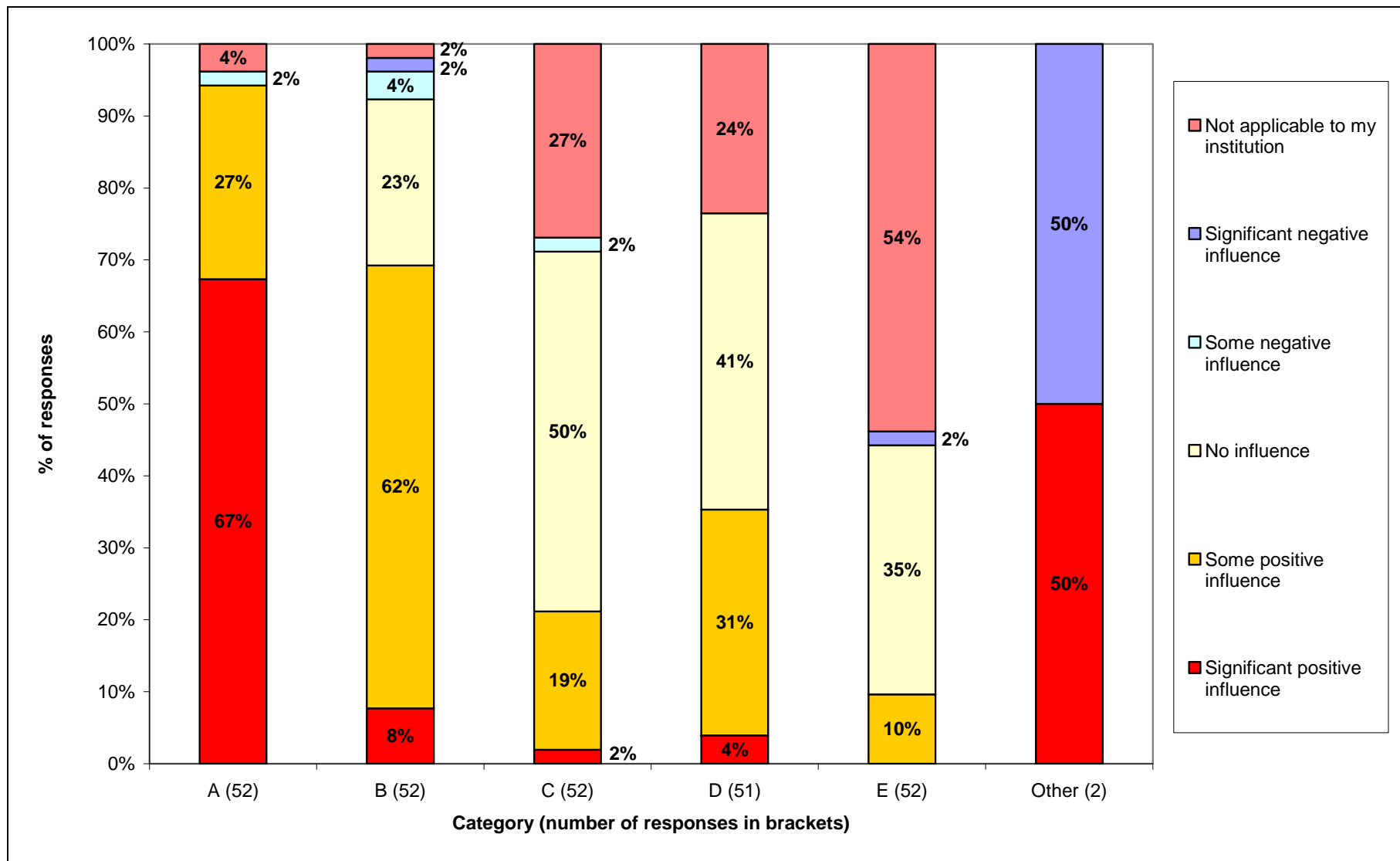
<sup>9</sup> Three institutions provided responses – these specified their some/significant positive ratings as applied to: R&DS; UCEA and Eversheds.

**26. Development of HR management capacity / ability to respond to strategic and legislative challenges: For each of the following, please provide an assessment of the overall influence that this has had on your institution's approach to HR management.**

In order to aid presentation of responses the following key has been adopted:

<b>Code</b>	<b>Category provided</b>
A	Framework Agreement for modernisation of pay structures
B	Equality Challenge Unit
C	Golden hellos' recruitment & retention scheme (HEFCE)
D	Promising Researcher Fellowship scheme (HEFCE)
E	Clinical Senior Lectureship Awards (HEFCE)
Other	Other

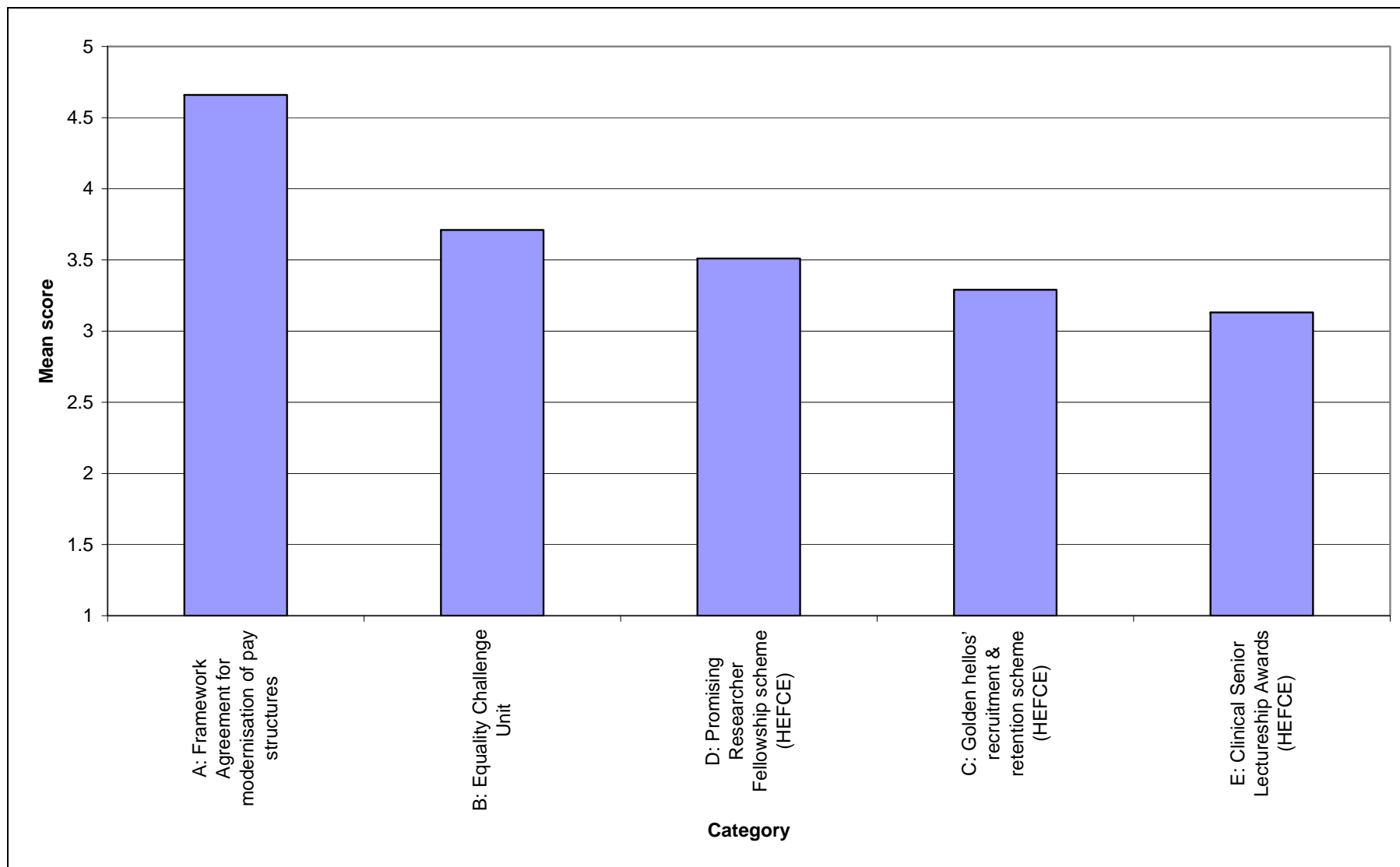




The following mean scores have been calculated in the manner described at question 24:

<b>Code</b>	<b>Category</b>	<b>Mean score</b>
A	Framework Agreement for modernisation of pay structures	4.66
B	Equality Challenge Unit	3.71
D	Promising Researcher Fellowship scheme (HEFCE)	3.51
C	Golden hellos' recruitment & retention scheme (HEFCE)	3.29
E	Clinical Senior Lectureship Awards (HEFCE)	3.13

In order to aid interpretation of this information, mean scores are also presented in the following chart:



Respondents showed a strongly positive view towards the overall influence felt by the '*Framework Agreement for modernisation of pay structures*': 67% of respondents report that this has had a significant positive influence over the period, with 27% reporting some positive influence. The majority of respondents are also positive towards the influence of the '*Equality Challenge Unit*' with 8% of respondents reporting a significant positive influence, and 62% some positive influence.

The other initiatives are not relevant to a larger proportion of the responded group, however positive influence is reported where these are relevant.

Two responses were provided in the 'other' category<sup>10</sup>.

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<sup>10</sup> Two responses given identified UCEA guidance and Academic-Union employee relations as having significant positive and significant negative influence respectively on their institutions' approaches to HRM.

**27. What would you identify as the top four factors which have had the greatest positive influence on your institution's approach to HR management (these could include any of those shown in questions 24, 25, and 26, or any other identified factors)? Please state your reasons alongside each factor.**

Forty eight respondents provided a variety of responses to this question. The most popular factors included:

- The national framework agreement allowing modernisation of pay structures and greater transparency (mentioned some 34 times):

*Framework Agreement – addressed outdated pay structures and introduced transparency in relation to pay and reward. [Scottish specialist institution]*

*Not only has this simplified many of our HR practices, it has also led to a greater transparency, openness and equity. [English pre-92 HEI]*

- Legislative changes, particularly equality related legislation, and institutional responses (mentioned some 19 times):

*Equality and diversity legislation has led to the introduction of impact analysis. [English pre-92 HEI]*

*Race Relations Amendment Act 2000 – the flagship piece of legislation leading to equality duties, need for strategy in this area and higher profile for diversity matters. [English pre-92 HEI]*

*Equality legislation – introduction of impact assessment is positively influencing HR management. [English university college]*

- The R&DS initiative and activities possible as a result of associated funding (mentioned some 16 times):

*Emphasis on need for 'strategic' HRM/D in the sector – R&DS funding initiative and self assessment requirement. [English pre-92 HEI]*

*R&DS requirements for submission of Statement of Investment & extended investment plan 'forced' university to accept HR initiatives otherwise funding was withheld. [English post-92 HEI]*

- Leadership arrangements at the institution including senior management support for HRM, and inclusion of senior HRM staff at this level, as well as specific leadership development initiatives (mentioned some 17 times):

*Commitment of university council, VC and senior team. [English pre-92 HEI]*

*Position of HRD role as full member of senior management team reporting directly to the VC. [English pre-92 HEI]*

*Senior management commitment to HR agenda. [English post-92 HEI]*

*Leadership development – raised the profile and level of investment. [English post-92 HEI]*

- The impact associated with Fixed-Term Employee Regulations (mentioned some 6 times):

*Fixed-term employee regs. – forced the need to examine an area that was recognised as unsatisfactory. [English pre-92 HEI]*

*Fixed-term regulations – because of high proportion of research funding in this institution. [English pre-92 HEI]*

Other factors noted across selected institutions included:

- Strategic improvements within the HEI;
- Partnership working and positive relations with trade unions;
- Promotion of performance management;
- Development of HR support for managers and attraction of high-quality staff with good awareness of expectations of responsibility for supporting their staff teams:

*Increased quality of academic and service managers who are increasingly aware of their HR responsibilities and equipped to undertake them well. [English pre-92 HEI]*

**28. What would you identify as the top four factors which have had the greatest negative influence on your institution's approach to HR management? Please state your reasons alongside each factor.**

Forty four respondents provided a variety of responses to this question. The most popular factors included:

- Issues associated with the Employment Act 2002 (Dispute Resolution) Regulations 2004 (mentioned some 19 times):

*Dispute resolution regulations – these have increased the workload of HR staff and line managers as we have found ourselves progressing more things formally. [English university college]*

*Dispute resolution procedure has introduced an unhelpful layer of complexity and caused confusion. [English post-92 HEI]*

*Dispute Resolution Regulations 2004 – militates against effective resolution of cases. [Scottish pre-92 HEI]*

- Issues associated with perceptions of sector relations with trade unions (mentioned some 11 times):

*Local Employee Relations climate. [English pre-92 HEI]*

*Collective agreements with trade unions; difficult to implement change by 'mandated national TU stances' e.g. redundancy. [English post-92 HEI]*

- Issues associated with Fixed-Term Employee Regulations (mentioned some 10 times):

*Fixed-term worker regulations have been a mixed blessing. On the one hand, abuses of individuals have been alleviated; on the other hand there is now too much pressure on institutions to have permanent staff in place and that reduces the capacity to innovate and experiment in new fields and markets. [English post-92 HEI]*

*Fixed-term Regs – because they sit awkwardly with Research Council funding and the reality of research careers in the UK. [English pre-92 HEI].*

- The complexity of the legislative framework in which HRM in HE operates (mentioned some 8 times):

*The snowstorm of equality legislation has put a strain on our limited diversity resource. [English pre-92 HEI]*

- Issues associated with HESA returns (mentioned some 8 times):

*Submission of constantly changing HESA data increases workload without tangible benefits. [English pre-92 HEI]*

- The management and leadership capabilities of staff across the institution, specifically in addressing staff support and management (mentioned some 6 times):

*Resistance to managing performance. [English post-92 HEI]*

*Line management inertia. [English pre-92 HEI]*

*Academic reluctance to systematically manage academics. [English pre-92 HEI]*



## Section 5: Changes in HR (people) management at your institution

This section asks questions about the development of HR (people) management at your institution since 2001 in relation to:

- HR management priorities (i.e. improvements sought / desired outcomes in all aspects of HR management)
- HR management strategies (i.e. the institution's response to identified priorities – at the strategic level)
- HR management structures (i.e. form that HR management takes at the institution)
- HR management practices (i.e. the HR management 'culture' at the institution)

If you are unable to provide an assessment of your institution as at 2001, please provide responses for 'Current' state only in the questions below.

In order to assist analysis of responses, the following information has been isolated and presented in relation to each question in this section:

Reported development within the English HE sector between 2001 and the current state

- Responses from English institutions relating to 2001
- Responses from those same institutions relating to current state<sup>11</sup>

Comparison between the current state within the English and other UK HE sectors

- Responses from English institutions relating to current state<sup>12</sup>
- Responses from other UK (excluding England) institutions relating to current state

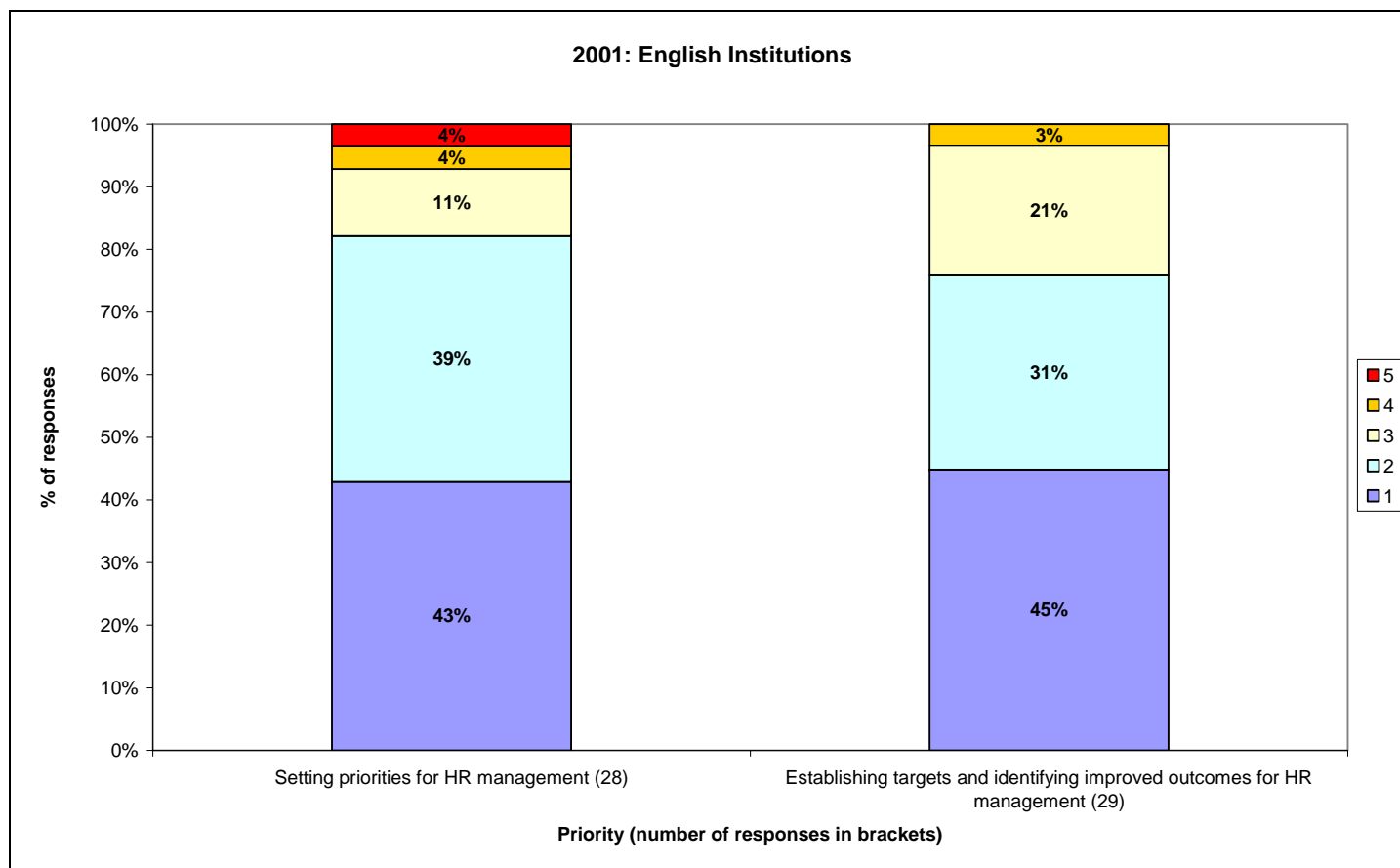
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<sup>11</sup> Not all English institutions provided a response in relation to 2001.

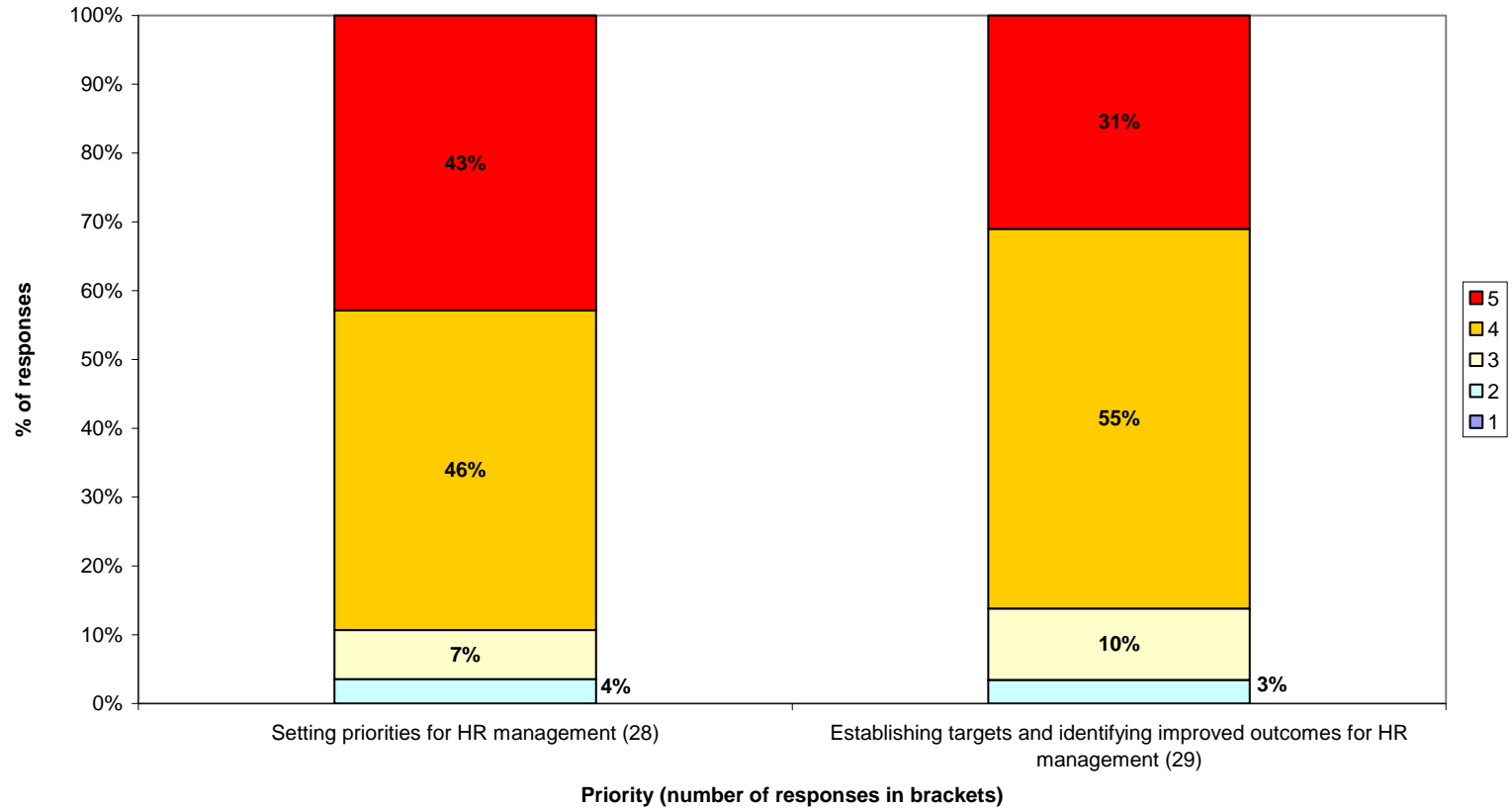
<sup>12</sup> As not all English institutions provided a response in relation to 2001, the sample of English institutions used is larger than in the analysis of reported development within the English HE sector between 2001 and the current state.

**29. HRM priorities.** Thinking back to people management at your institution during 2001, and comparing this to the current state, please assess on a scale of 1 to 5 where 1 is 'Yet to be developed' and 5 is 'Well developed' how developed your institution's approach is to the following:

*Reported development within the English HE sector between 2001 and the current state*



**Current: English Institutions**

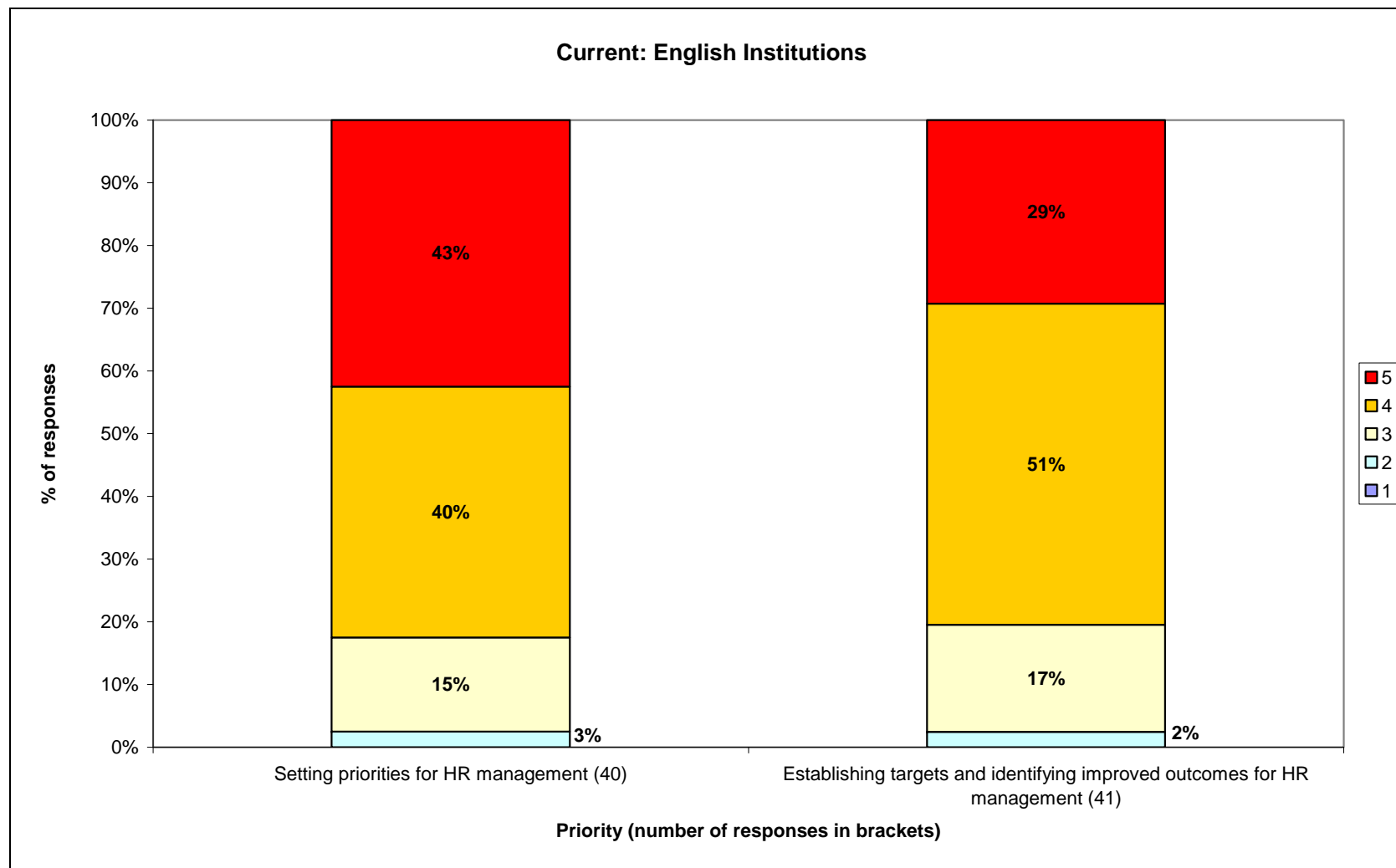


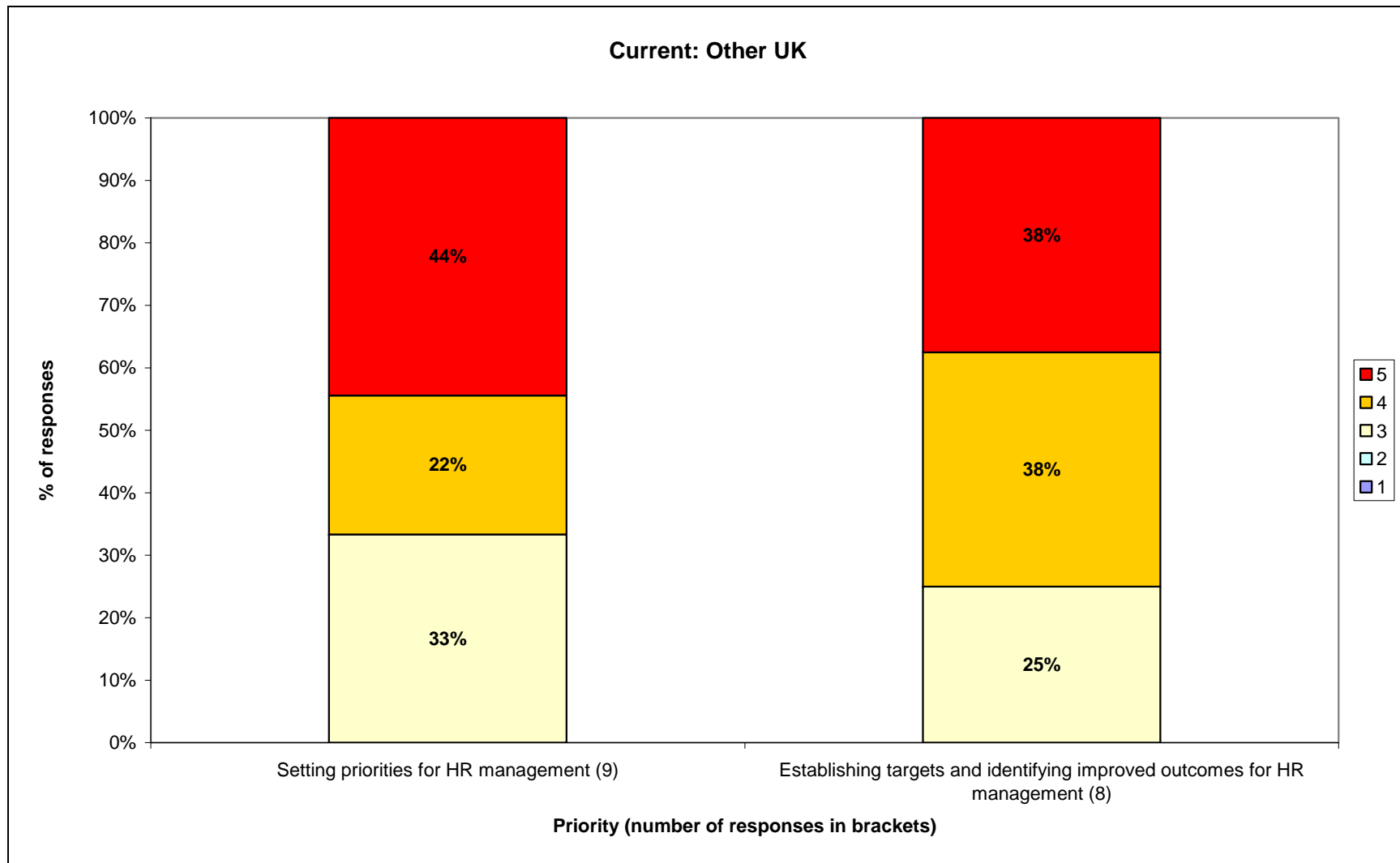
In order to aid interpretation of the response profile a score is given to each of the categories within the rating scale provided; a mean score is then calculated where 5 is 'well developed' and 1 is 'yet to be developed'. The following mean scores have been derived:

Priority	2001	Current	Difference between 2001 and present
Setting priorities for HR management	1.86	4.29	+2.43
Establishing targets and identifying improved outcomes for HR management	1.83	4.14	+2.31

In each case current practice is reported as much more developed than it was in 2001, with '*Setting priorities for HR management*' considered marginally better developed than '*Establishing targets and identifying improved outcomes for HR management*'. This shows clear evidence of a positive trajectory in these areas.

**Comparison between the current state within the English and other UK HE sectors**





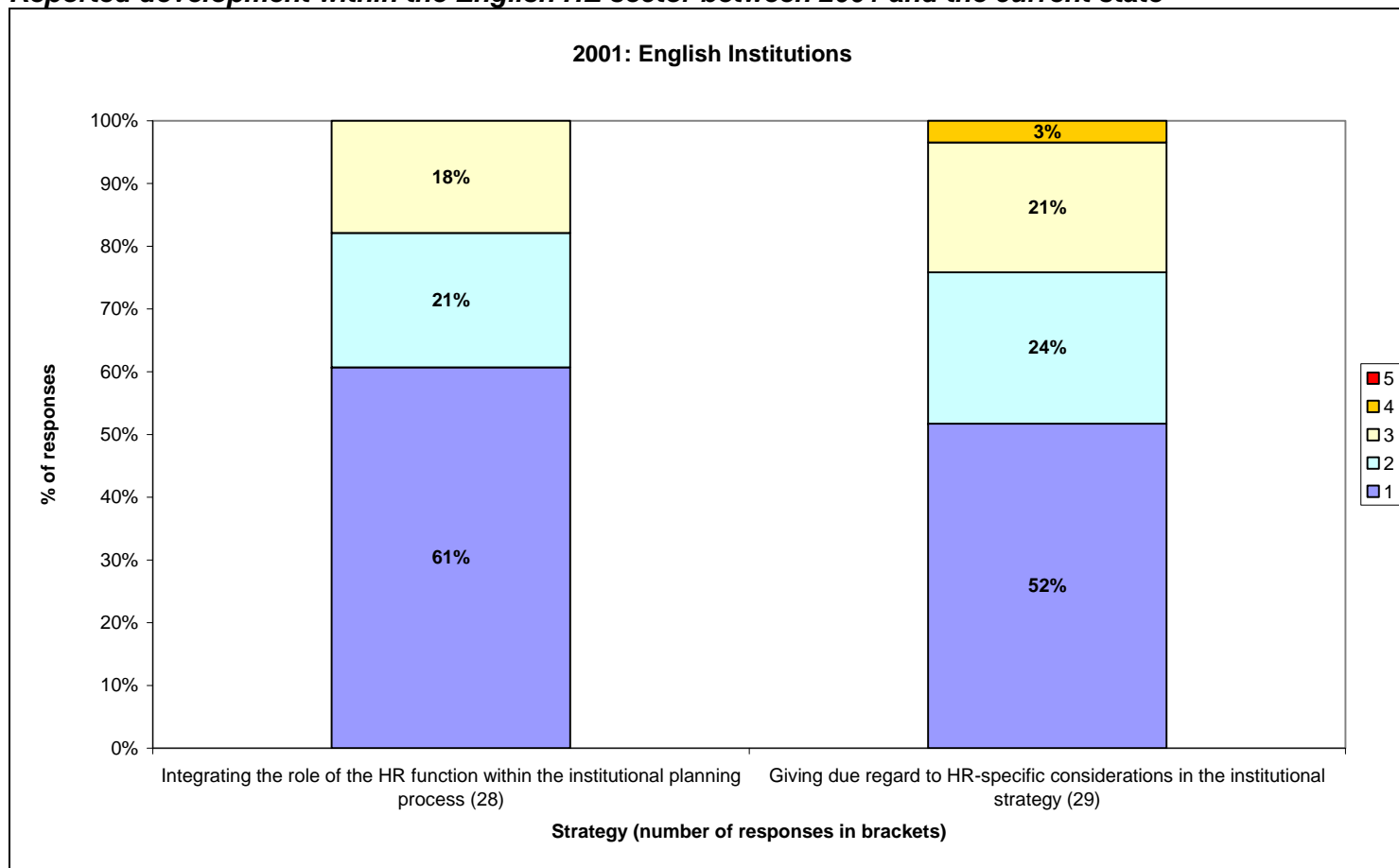
The following mean scores have been calculated as in question 29:

Priority	England	Other UK	Difference (England – Other UK)
Setting priorities for HR management	4.23	4.11	+0.12
Establishing targets and identifying improved outcomes for HR management	4.07	4.13	-0.06

The current assessment of '*Setting priorities for HR management*' would appear to be marginally higher at the English institutions, while the current assessment of '*Establishing targets and identifying improved outcomes for HR management*' would appear to be higher at 'other-UK' respondent institutions. However, caution needs to be applied in interpreting these results, given the proportionately smaller number of 'other-UK' respondents.

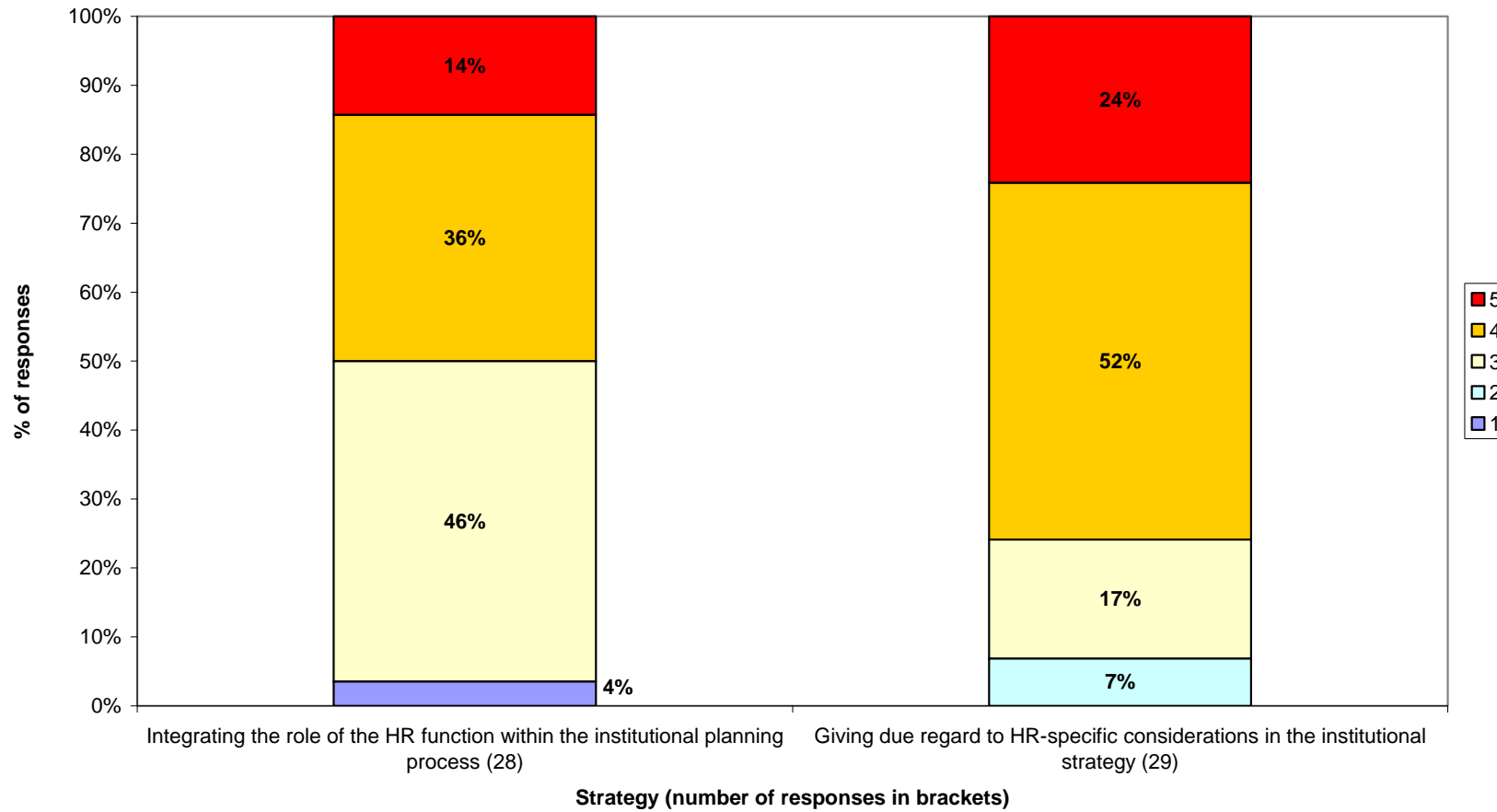
**30. HRM strategies.** Thinking back to people management at your institution during 2001, and comparing this to the current state, please assess on a scale of 1 to 5 where 1 is 'Yet to be developed' and 5 is 'Well developed' how developed your institution's approach is to the following:

***Reported development within the English HE sector between 2001 and the current state***





**Current: English Institutions**

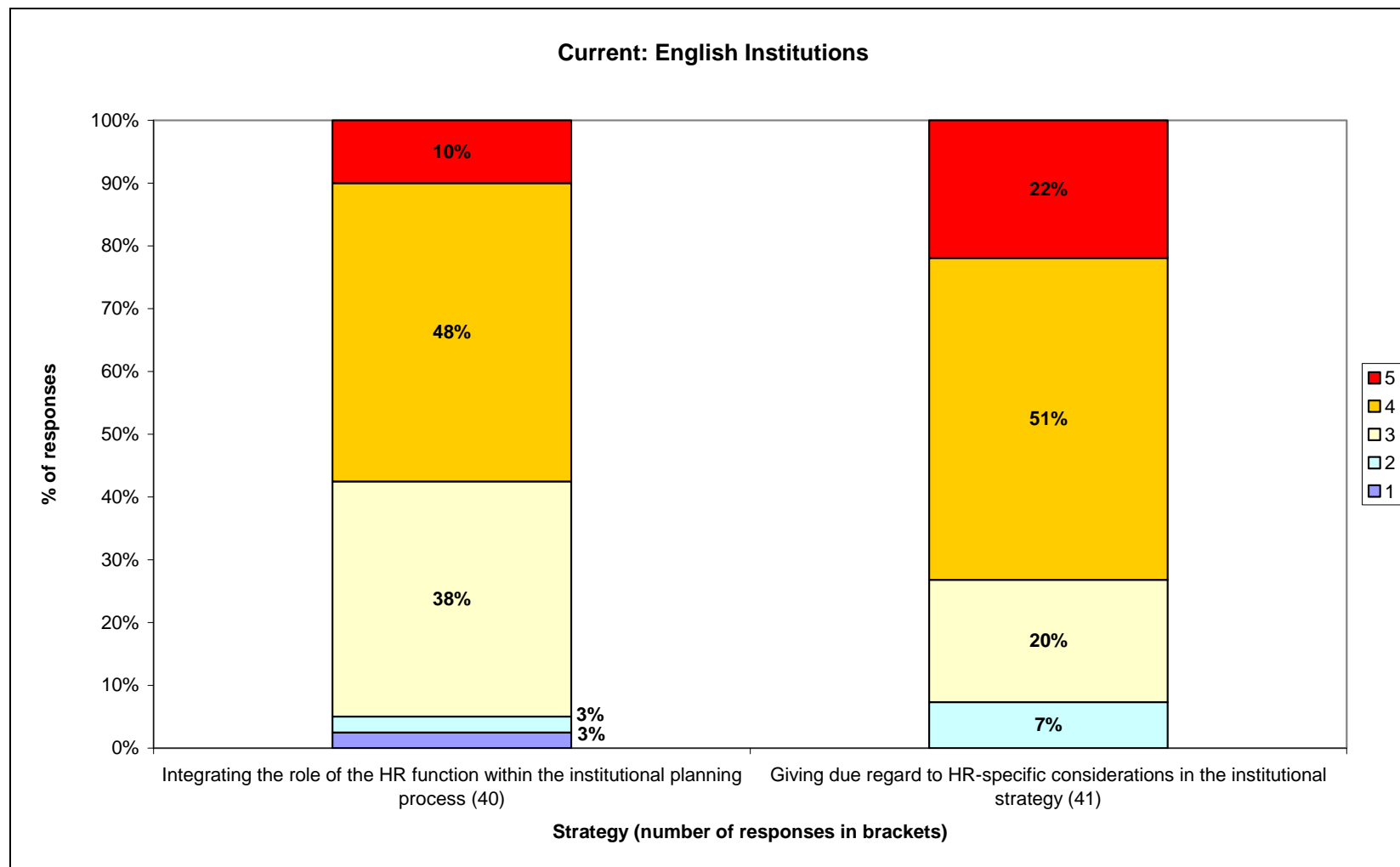


The following mean scores have been derived as in question 29:

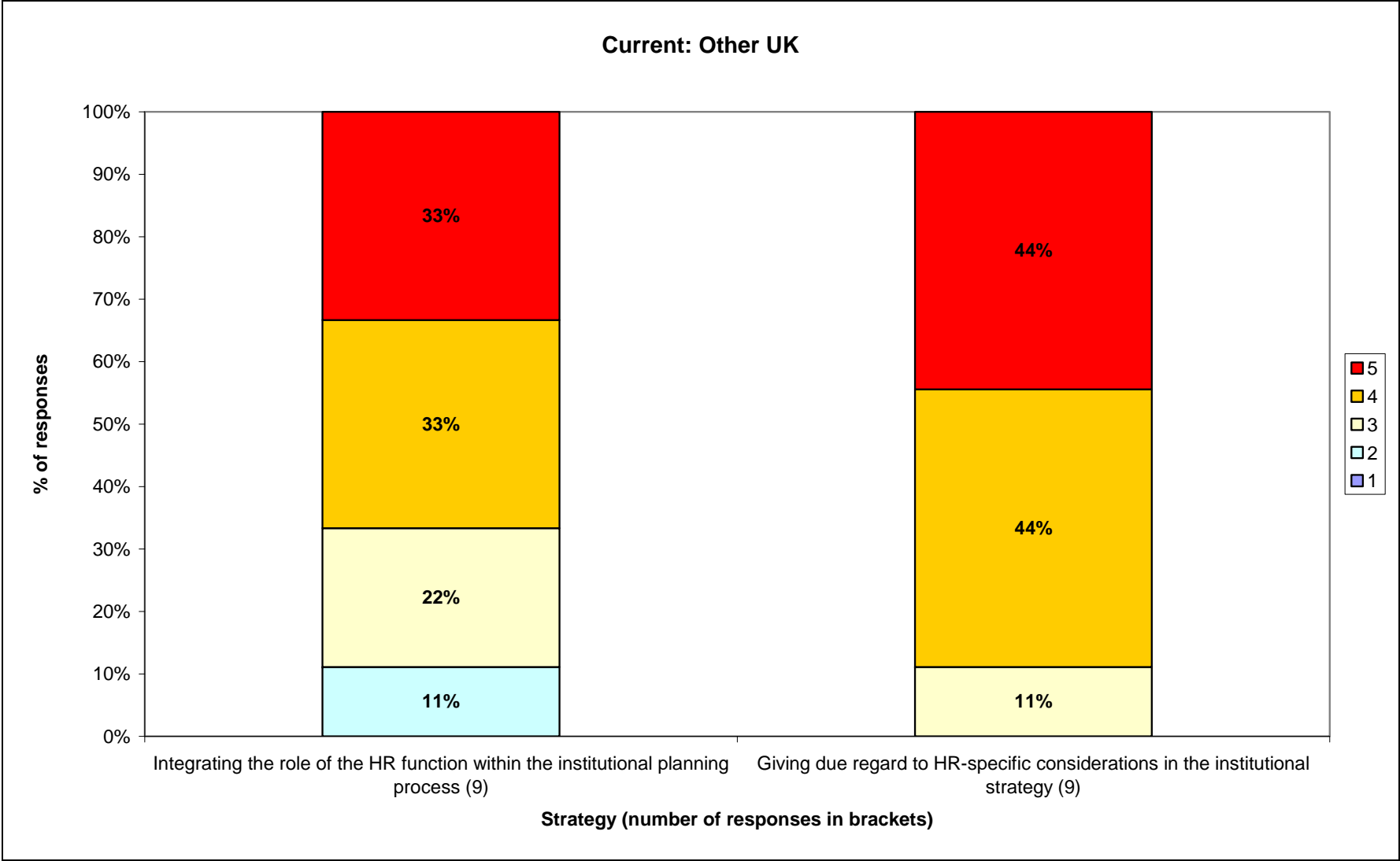
<b>Strategy</b>	<b>2001</b>	<b>Current</b>	<b>Difference between 2001 and present</b>
Giving due regard to HR-specific considerations in the institutional strategy	1.76	3.93	+2.17
Integrating the role of the HR function within the institutional planning process	1.57	3.57	+2.00

In each case current practice is reported as more developed than it was in 2001. It can be noted that a high proportion of institutions have assessed themselves at the lowest levels (61% and 52%) as at 2001. A higher proportion of respondents have assessed their institutions as '4' or above (76%) for *'Giving due regard to HR specific considerations in institutional strategy'* than the proportion assessing their institutions as '4' or above for *'Integrating the role of the HR function within the institutional planning process'* (50%). This suggests that the role of the HR function is not necessarily as fully integrated within institutional planning processes as heads of HR would wish to see currently.

**Comparison between the current state within the English and other UK HE sectors**



**Current: Other UK**



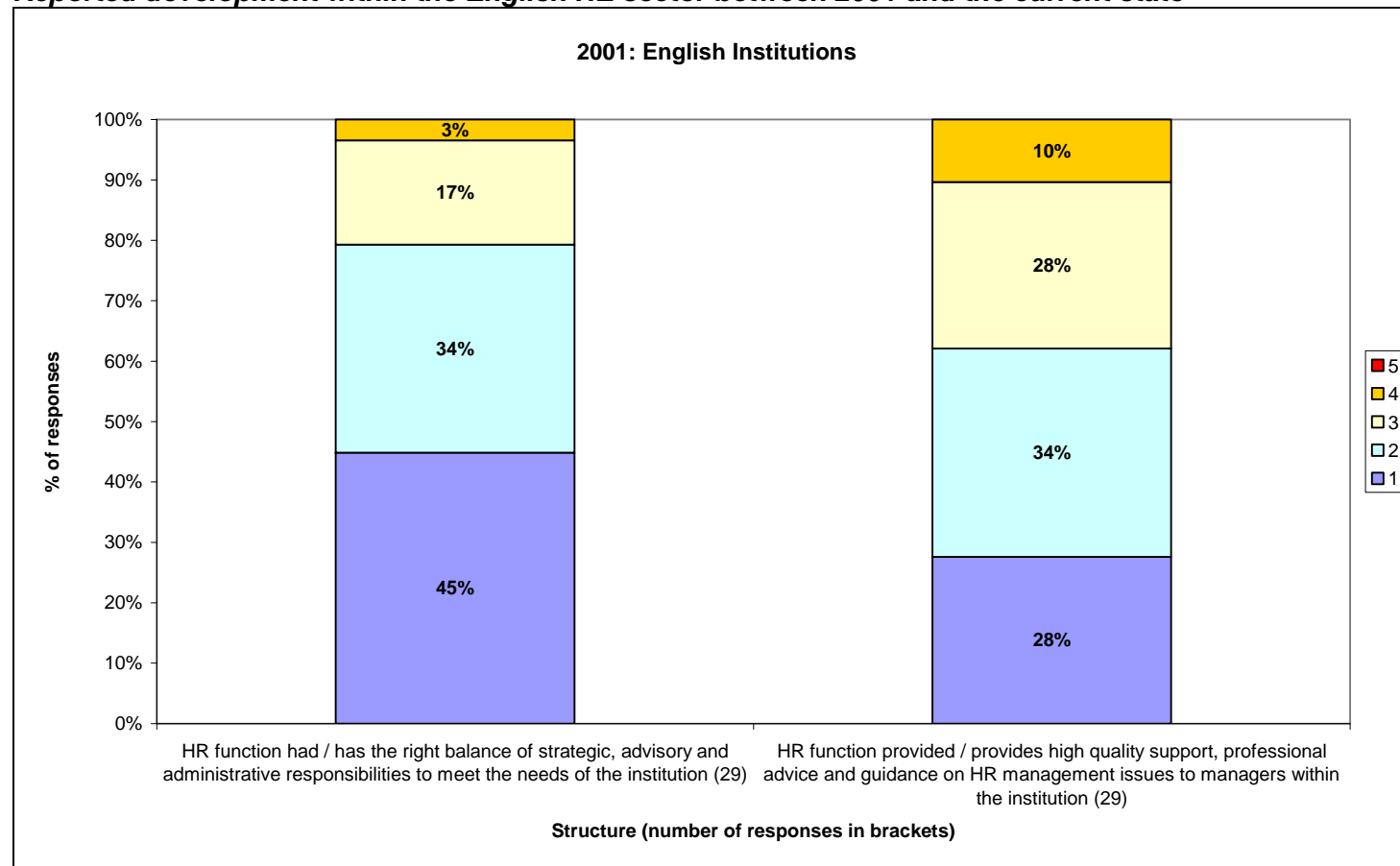
The following mean scores have been derived as at question 29:

<b>Strategy</b>	<b>England</b>	<b>Other UK</b>	<b>Difference (England – Other UK)</b>
Integrating the role of the HR function within the institutional planning process	3.60	3.89	-0.29
Giving due regard to HR-specific considerations in the institutional strategy	3.88	4.33	-0.45

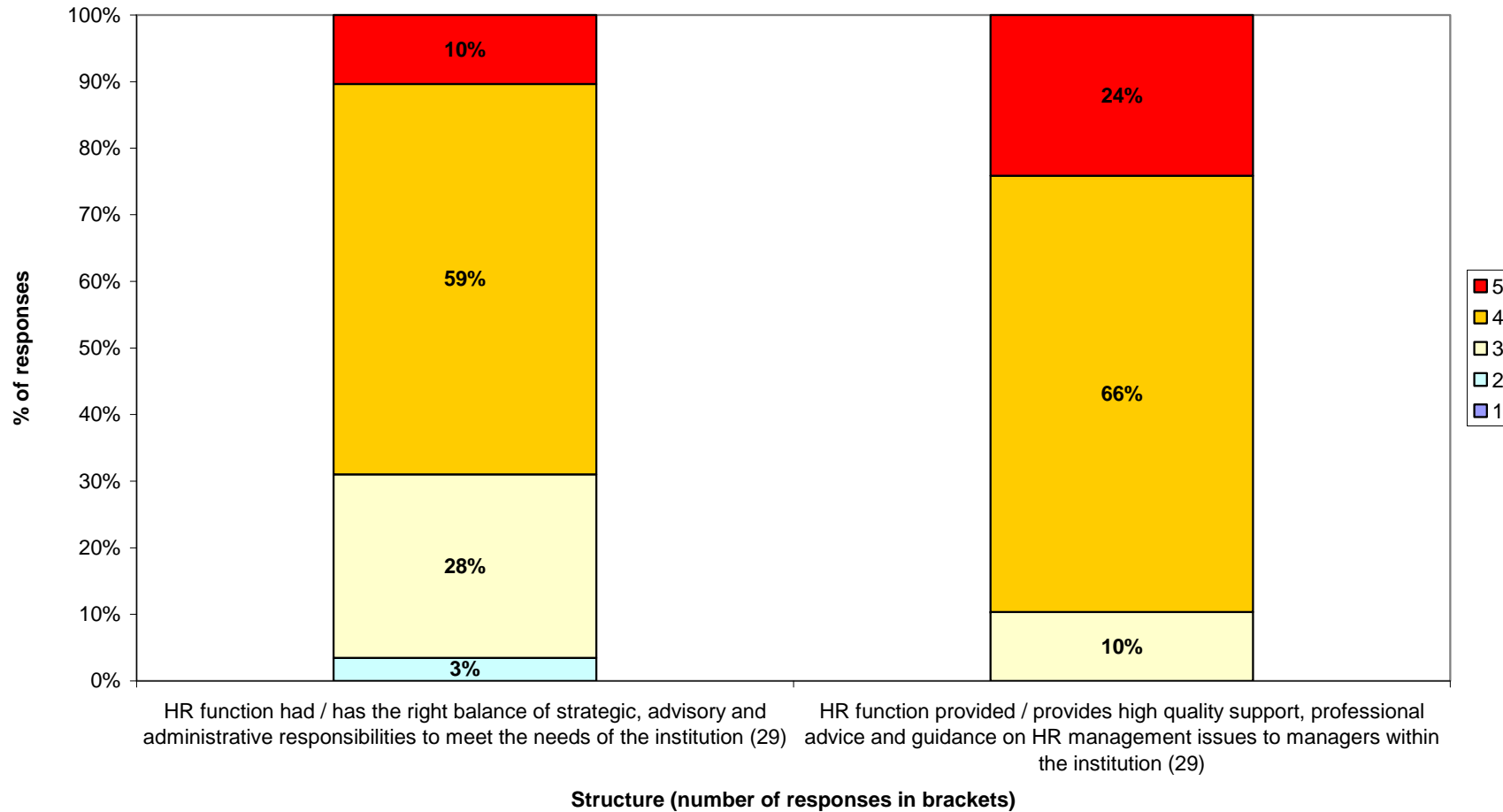
The other-UK institutions responding to this question have reported a marginally higher level of current development overall in each of the areas specified. However, as for question 29 above, caution needs to be applied in interpreting these results, given the proportionately smaller number of other-UK respondents.

31. **HRM structures.** Thinking back to people management at your institution during 2001, and comparing this to the current state, please assess on a scale of 1 to 5 where 1 is 'Yet to be developed' and 5 is 'Well developed' how developed your institution's approach is to the following:

**Reported development within the English HE sector between 2001 and the current state**



**Current: English Institutions**



The following mean scores have been derived as in question 29:

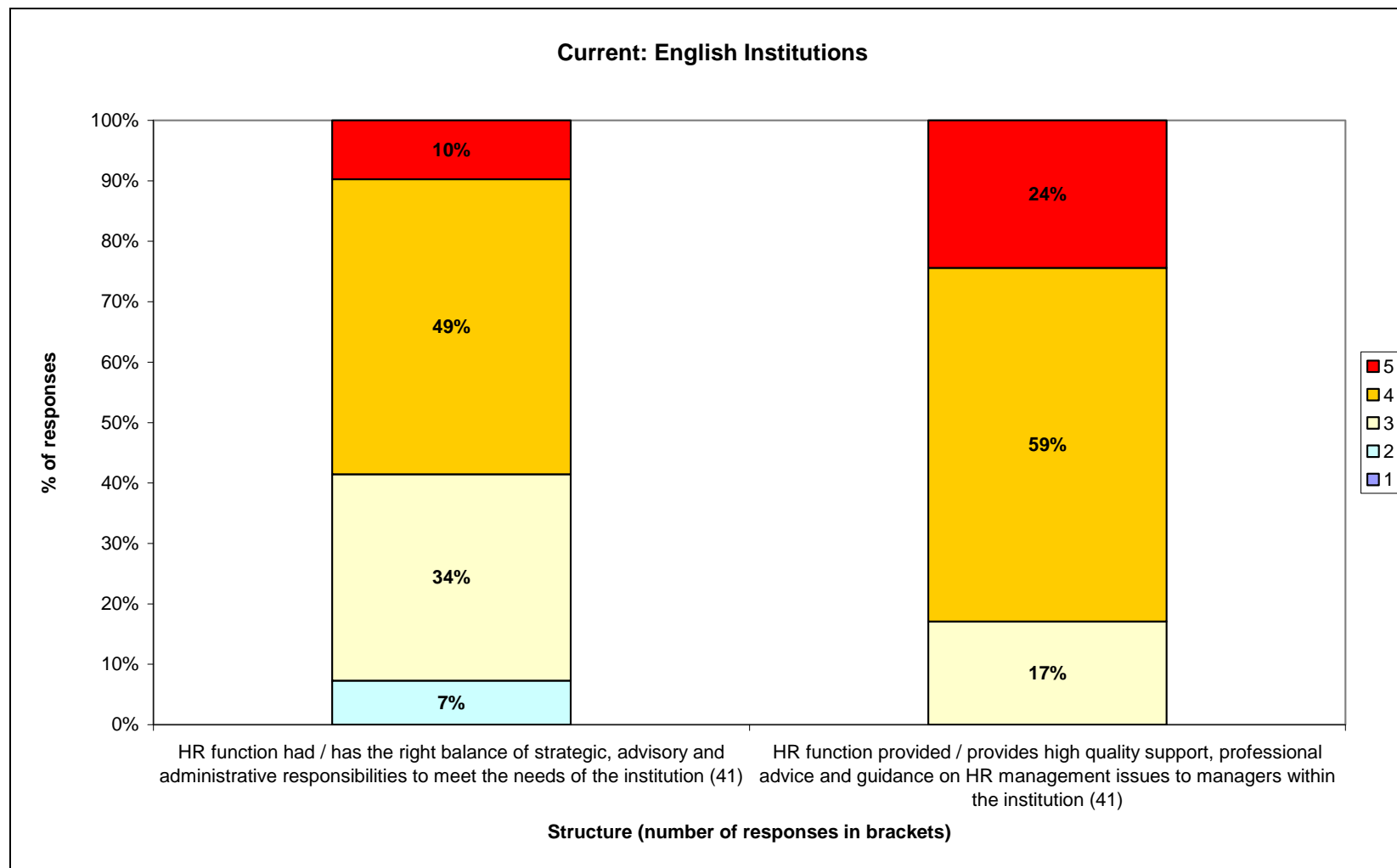
<b>Structure</b>	<b>2001</b>	<b>Current</b>	<b>Difference between 2001 and present</b>
HR function had/has the right balance of strategic, advisory and administrative responsibilities to meet the needs of the institution	1.79	3.76	+1.97
HR function provided/provides high-quality support, professional advice and guidance on HR management issues to managers within the institution	2.21	4.14	+1.93

In each case current practice is reported as more developed than at 2001, with *'HR function provided/provides high-quality support, professional advice and guidance on HR management issues to managers within the institution'* considered better developed than *'HR function had/has the right balance of strategic, advisory and administrative responsibilities to meet the needs of the institution'*.

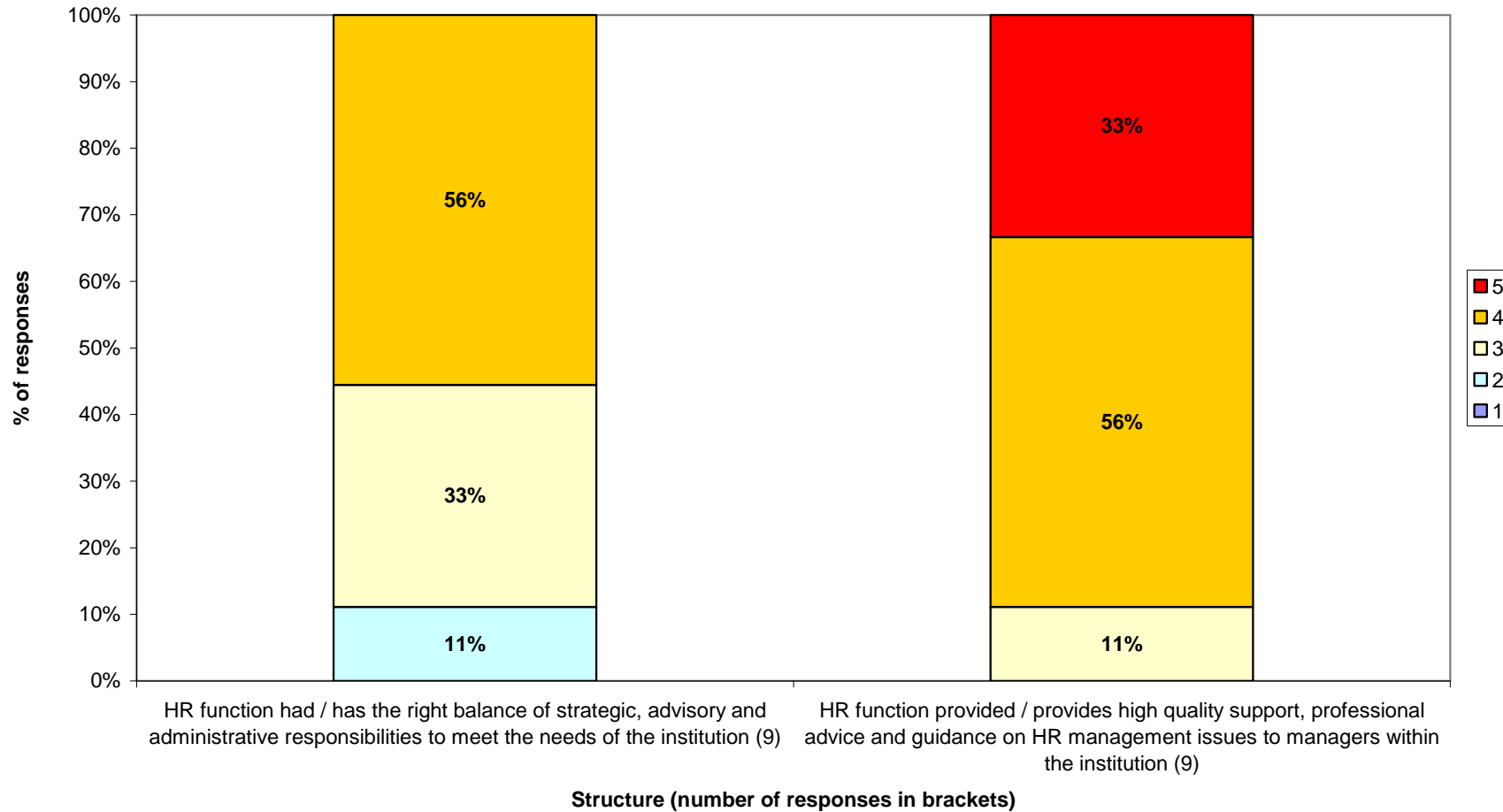
The results may indicate that the balance of service provision through HR functions is now seen as being much more fit for purpose to meet institutional needs, than is perceived to have been the case in 2001.



**Comparison between the current state within the English and other UK HE sectors**



**Current: Other UK**



The following mean scores have been derived as in question 29:

Structure	England	Other UK	Difference (England – Other UK)
HR function had/has the right balance of strategic, advisory and administrative responsibilities to meet the needs of the institution	3.61	3.44	+0.17
HR function provided/provides high-quality support, professional advice and guidance on HR management issues to managers within the institution	4.07	4.22	-0.15

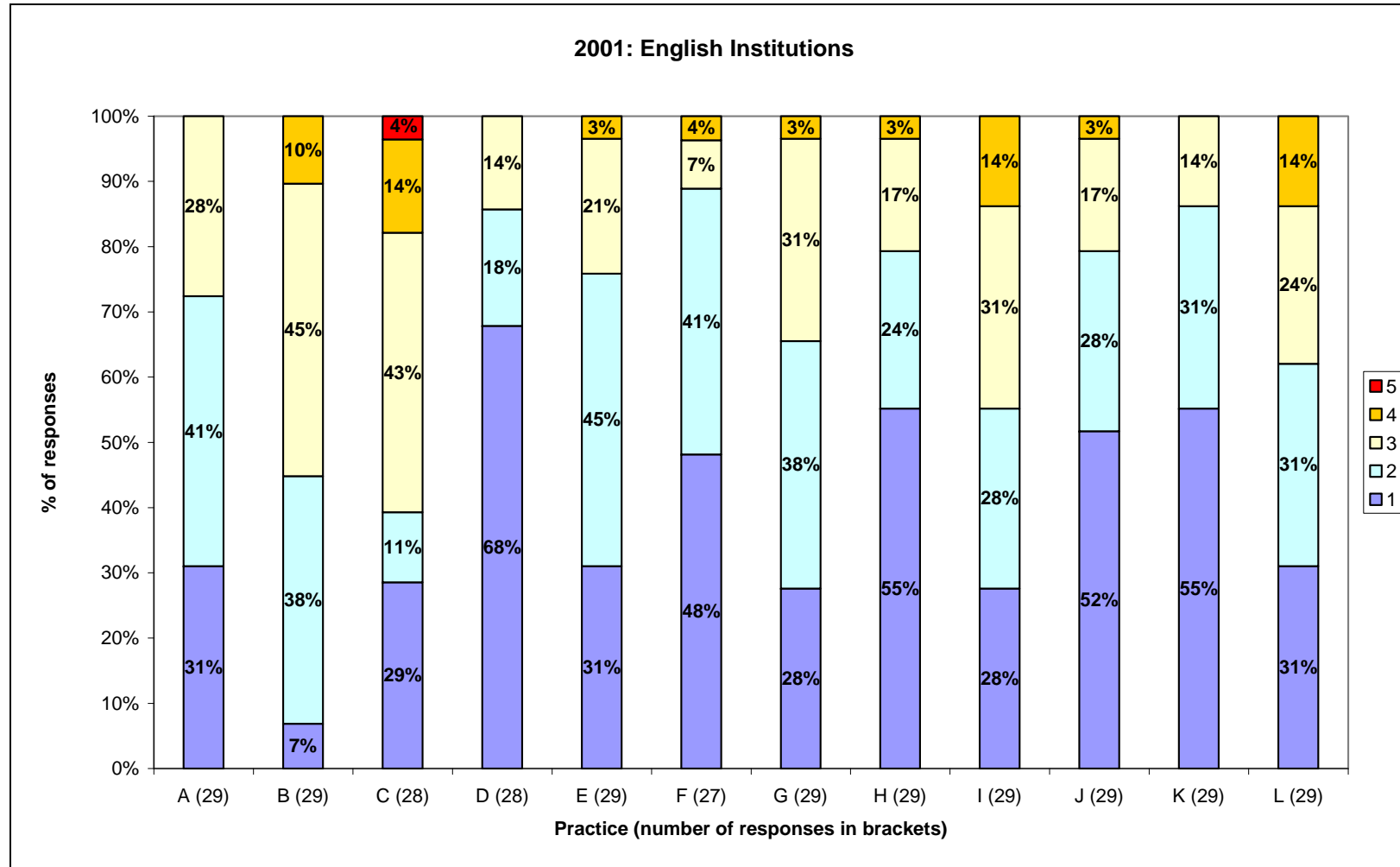
The current assessment of *'HR function had/has the right balance of strategic, advisory and administrative responsibilities to meet the needs of the institution'* would appear to be marginally higher at the English institutions, while the current assessment of *'HR function provided/provides high-quality support, professional advice and guidance on HR management issues to managers within the institution'* would appear to be higher at other-UK respondent institutions. However, caution needs to be applied in interpreting these results, given the proportionately smaller number of other-UK respondents.

**32. HRM practices.** Thinking back to people management at your institution during 2001, and comparing this to the current state, please assess on a scale of 1 to 5 where 1 is 'Yet to be developed' and 5 is 'Well developed' how developed your institution's approach is to the following:

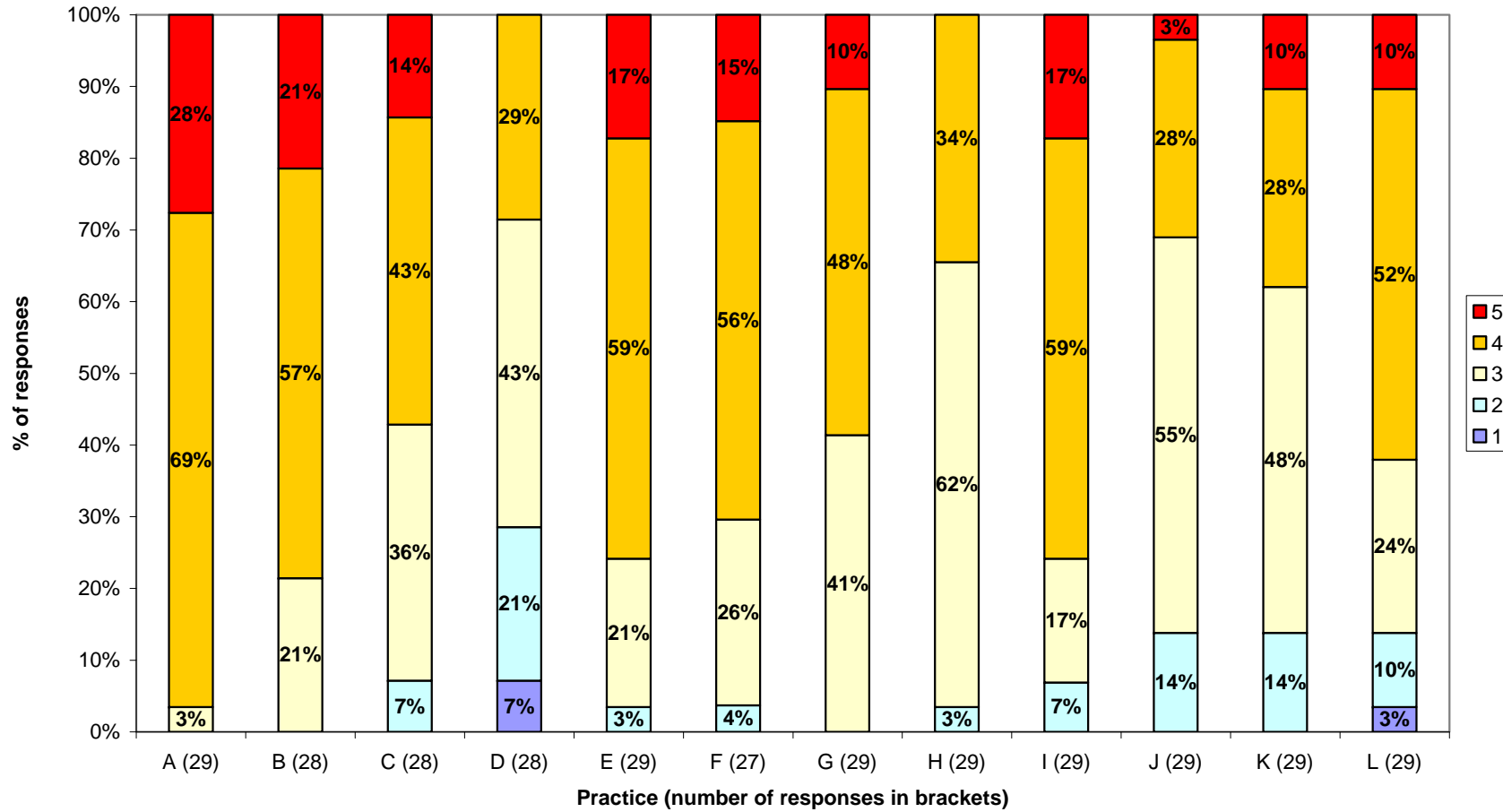
In order to assist presentation of responses the following key has been adopted:

Code	Practice
A	Remuneration and fair employment
B	Staff recruitment
C	Staff retention
D	Workforce planning
E	Staff development and skills needs: Staff induction
F	Staff development and skills needs: Leadership and management
G	Staff development and skills needs: Appraisal
H	Leadership, involvement and change management (including succession planning)
I	Occupational health, staff welfare and health and safety
J	Management of individual performance related to institutional goals
K	Managing staff under-performance
L	Communications between senior managers and staff in the workplace

**Reported development within the English HE sector between 2001 and the current state**



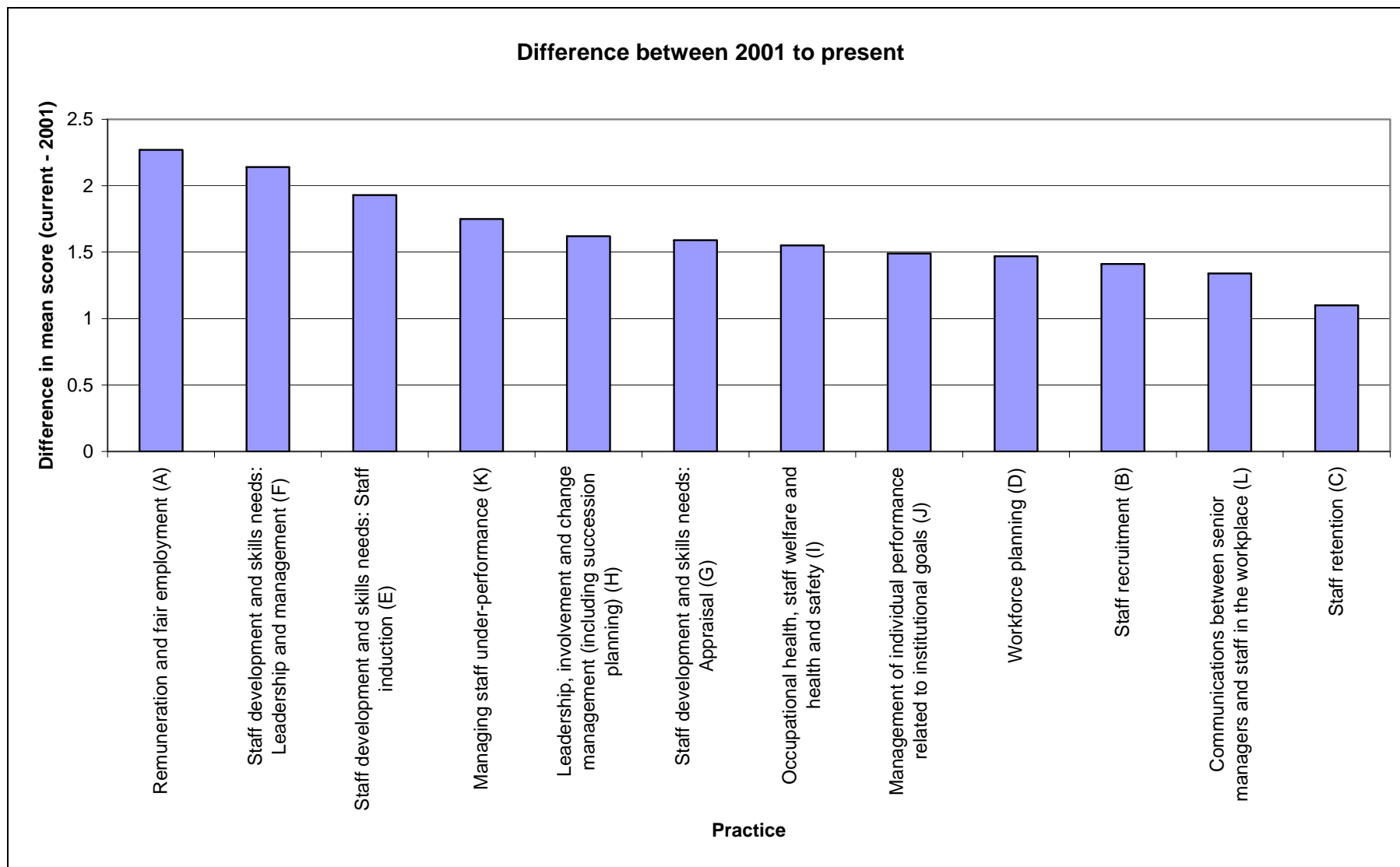
**Current: English Institutions**



Mean scores have been derived as described in question 29. The table below shows each area of assessed HRM practice in order of difference between mean ratings of institutional approaches for 2001 and the present:

<b>Practice</b>	<b>2001</b>	<b>Current</b>	<b>Difference between 2001 and present</b>
Remuneration and fair employment (A)	1.97	4.24	+2.27
Staff development and skills needs: Leadership and management (F)	1.67	3.81	+2.14
Staff development and skills needs: Staff induction (E)	1.97	3.90	+1.93
Managing staff under-performance (K)	1.59	3.34	+1.75
Leadership, involvement and change management (including succession planning) (H)	1.69	3.31	+1.62
Staff development and skills needs: Appraisal (G)	2.10	3.69	+1.59
Occupational health, staff welfare and health and safety (I)	2.31	3.86	+1.55
Management of individual performance related to institutional goals (J)	1.72	3.21	+1.49
Workforce planning (D)	1.46	2.93	+1.47
Staff recruitment (B)	2.59	4.00	+1.41
Communications between senior managers and staff in the workplace (L)	2.21	3.55	+1.34
Staff retention (C)	2.54	3.64	+1.10

In order to aid interpretation of this information, the differences between the 2001 mean score and the current mean score are also presented in the following chart:





All areas are reported by respondents as evidencing development in practice since 2001. The three areas of largest reported development since 2001 are perceived as:

- Remuneration and fair employment
- Staff development and skills needs: Leadership and management
- Staff development and skills needs: Induction

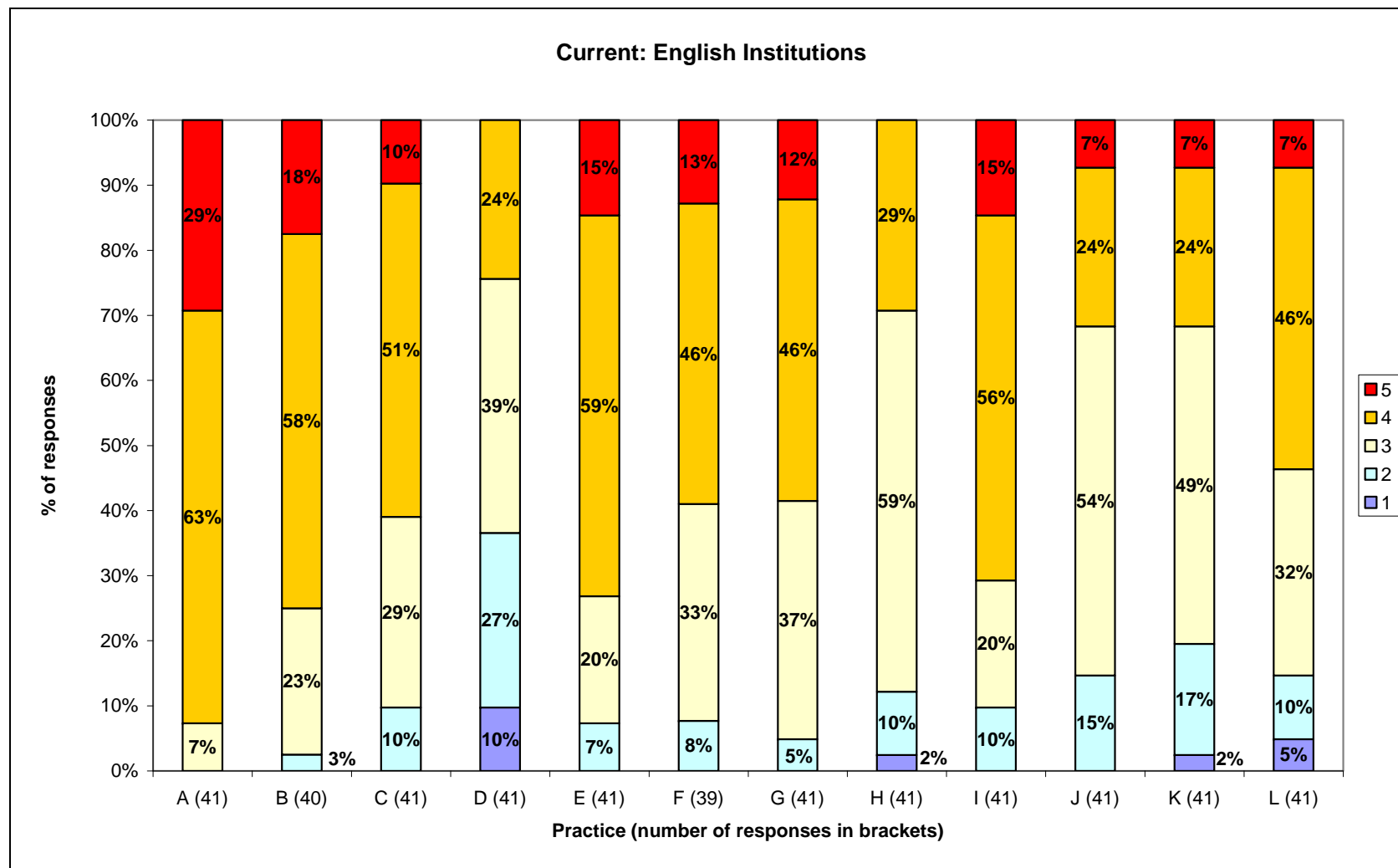
The two areas showing the lowest levels of positive development over the period are: *'Communications between senior managers and staff'* and *'Staff retention'*, although both of these areas were perceived to have started from a marginally higher base.

The areas of *'Staff recruitment'* and *'Occupational health, staff welfare and health and safety'* are also perceived to be relatively well-developed in terms of HRM practice across institutions, albeit that these areas started from higher bases as at 2001.

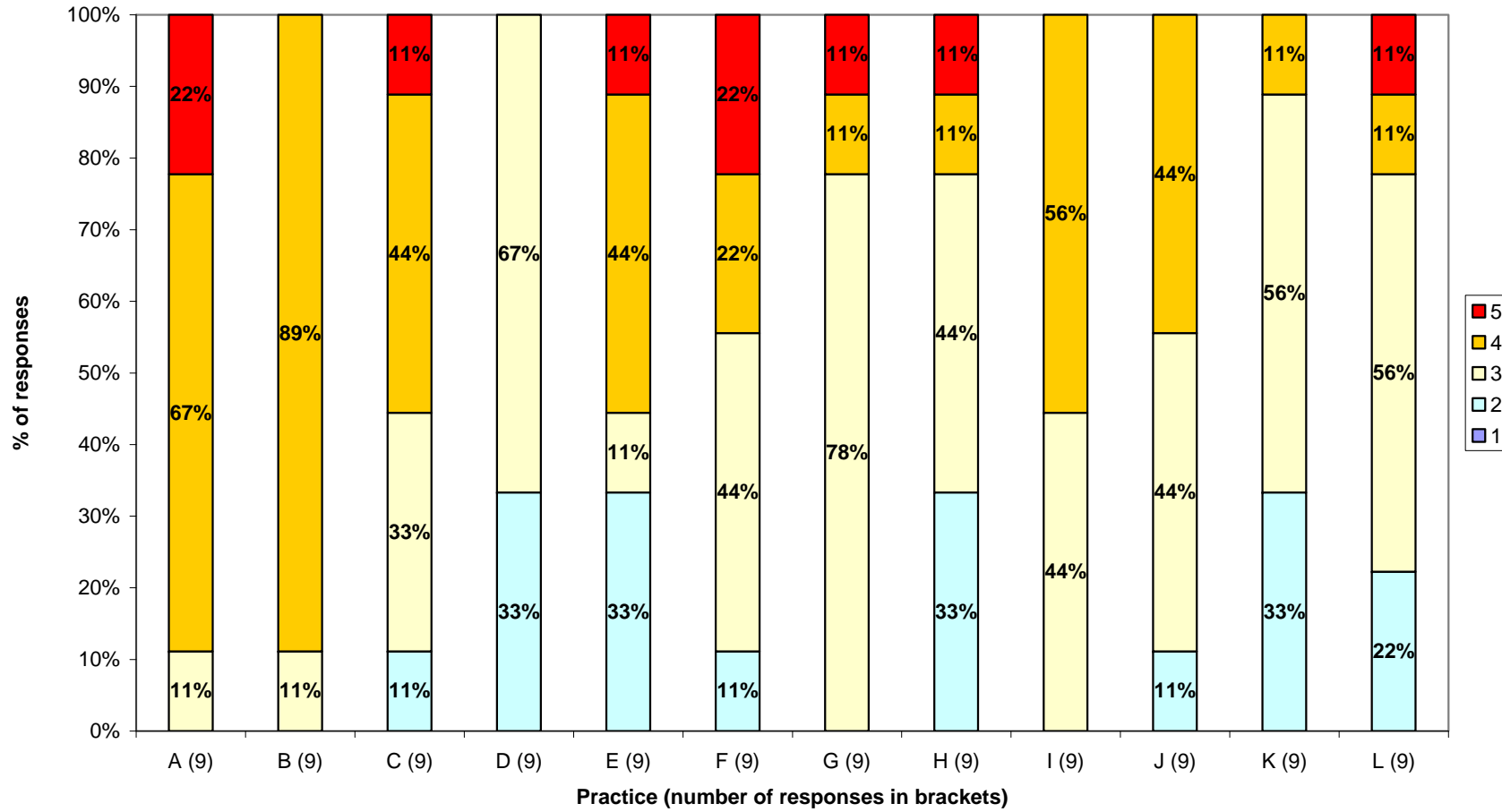
The two areas starting from the lowest base at 2001 were: *'Workforce planning'* and *'Managing staff under-performance'*, although the latter in particular reflects respondent perceptions of a proportionately higher level of development over the period than other areas of HRM practice.

These results can be compared with responses to Question 11 above – in which *'Staff development'* is perceived as one of the key current priority areas for institutional HRM, despite being rated as one of the more significant areas of positive change over the period since 2001. It can also be noted that *'Managing staff under-performance'* is still seen as a positive development area, despite still being an area of ongoing concern.

**Comparison between the current state within the English and other UK HE sectors**



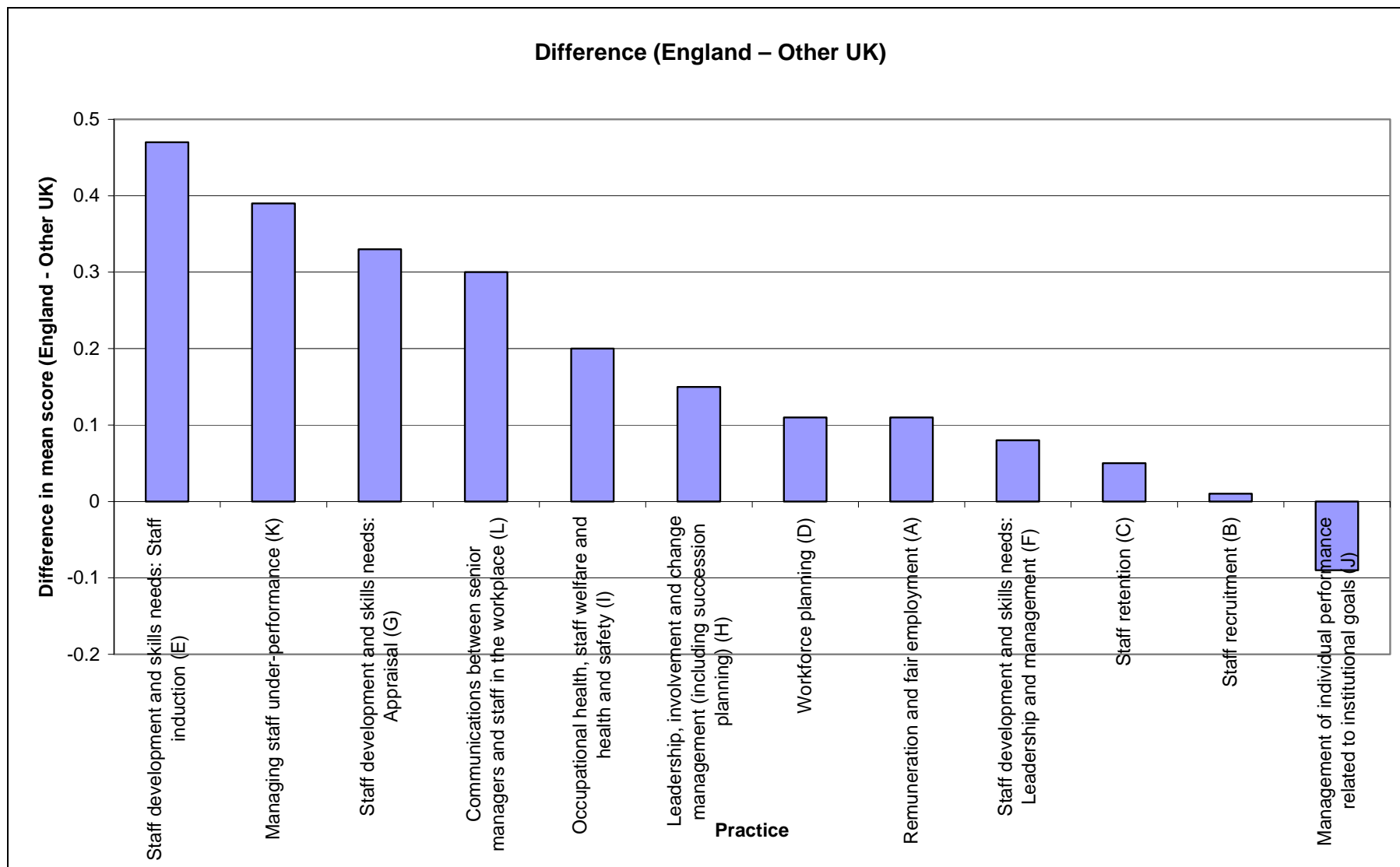
Current: Other UK



The following mean scores have been derived as in question 29:

<b>Practice</b>	<b>England</b>	<b>Other UK</b>	<b>Difference (England – Other UK)</b>
Staff development and skills needs: Staff induction (E)	3.80	3.33	+0.47
Managing staff under-performance (K)	3.17	2.78	+0.39
Staff development and skills needs: Appraisal (G)	3.66	3.33	+0.33
Communications between senior managers and staff in the workplace (L)	3.41	3.11	+0.30
Occupational health, staff welfare and health and safety (I)	3.76	3.56	+0.20
Leadership, involvement and change management (including succession planning) (H)	3.15	3.00	+0.15
Workforce planning (D)	2.78	2.67	+0.11
Remuneration and fair employment (A)	4.22	4.11	+0.11
Staff development and skills needs: Leadership and management (F)	3.64	3.56	+0.08
Staff retention (C)	3.61	3.56	+0.05
Staff recruitment (B)	3.90	3.89	+0.01
Management of individual performance related to institutional goals (J)	3.24	3.33	-0.09

In order to aid interpretation of this information, the differences between the England mean score and the Other-UK mean score are also presented in the following chart:



The largest differences in reported current state of development relate to:

- Staff development and skills needs: Staff induction
- Managing staff under-performance
- Staff development and skills needs: Appraisal

In each case, the current assessment would appear to be marginally higher within the English respondent group than within the other-UK institutions. *Management of individual performance related to institutional goals* is reported as marginally higher within the other-UK respondent group. However as with all English and other-UK comparisons in this section caution needs to be applied in interpreting these results, given the proportionately smaller number of 'other-UK' respondents.

### 33. How would you characterise the development of HR (people) management overall at your institution since 2001?

There were 33 responses to this question, the vast majority of which were positive towards the development of HRM at the responding institution.

Observations were made on the role and shape of HR and changes to this, including inter-dependencies on the support of top teams:

*The profile of HR management has been raised significantly. However, the R&DS format still allowed HR to be viewed primarily as an administrative function rather than tackling more fundamental issues such as a culture change. A change in approach has only come in with the change in leadership in the institution and the HR department. [English post-92 HEI]*

*A very positive move forwards with HR playing an increasingly recognised role in taking the university forwards through changing times. [English pre-92 HEI]*

*HR has moved from being a transactional function to a strategic function, supported by the introduction of a new devolved structure in 2002. [Scottish pre-92 HEI]*

*Although the volume of work remains primarily transactional there has been recognition of the importance, and a shift towards greater emphasis being placed on, the tactical and the strategic. The function has been reorganised and staff changes made to support this. After a difficult period of initial change, a more mature HR function is beginning to emerge. [English specialist institution]*

Several responses referred to advancements in the positioning of HRM strategically within the institution:

*Greater integration with institutional goals and mission, increased links with other parts of the institution, more networking throughout the sector, less emphasis on the individual, more on business needs. [English pre-92 HEI]*

*Probably now seen as a significant contributor to the business. [English pre-92 HEI]*

A number of respondents comment that although great progress has been made, further development is still required.

*Since 2002, we have achieved a lot in terms of enhancing people management particularly in terms of upskilling managers, supporting institutional priorities, professionalisation of service etc. Still lots more to do but much of it planned e.g. workforce planning, further developing leaders and managers. [English post-92 HEI]*

*HR (people) management has developed significantly at the university since 2001. However, we are not complacent and realise that we still have a long way to go. [English post-92 HEI]*

*There is now recognition of [the] contribution of HRM to institutional success but still a lot to do to translate this into practices at all levels of management. Role of TUs in modernised environment also needs to be re-interpreted. [English pre-92 HEI]*



## Section 7: Final Comments

### 42. Finally, please use the space below to make any other observations about this survey not covered in earlier responses.

There were 11 responses to this question including:

Comments that HRM development should continue to be supported going forward at a national and local level:

*The importance of HR needs to be supported by HEFCE – all the R&DS funding could be 'lost' if VCs are not reminded from 'above' the importance of good HR practices. [English post-92 HEI]*

*HR Management has come a long way since 2001 and further investment and development is essential to equip professional HR staff with the additional skills, resources and confidence to contribute towards their institutions' long-term strategic development. [English specialist institution]*

*The HE sector has a fantastic opportunity to apply sophisticated HRM to maximum effect. It needs to be brave and face down some of the traditionally conservative lobbies. It also needs to introduce more pace or risk being overtaken and weakened. HR has a great opportunity and needs high-quality people to make this happen. So we do need to look after the career paths of people in HR as well. [English post-92 HEI]*

Specific comments on the role of HRM going forward and the drivers influencing this:

*Graduate employability of students is, and will continue to be, a key deliverable. This is a key driver for continued student satisfaction. [English post-92 HEI]*

*There will be a growing cultural shift to take account of more sophisticated demands of both students and staff. Staff will need to be more flexible, adaptable, customer-oriented.... Academic and professional services staff will work more closely together and there will be a growth in hybrid roles.... The key role of HR in facilitating these [and other noted] changes will be increasingly recognised and HR will continue to play a greater role in leading and informing strategic change. [Scottish pre-92 HEI]*