UNIVERSITY OF BRISTOL PEOPLE STRATEGY

July 2014 to December 2016

Agreed by Council on 4 July 2014

Context

The University of Bristol has had a people strategy for many years. This revised strategy builds on previous versions of the People Strategy, first published in 2001, and should be regarded as dynamic. As University strategies, risks and funding priorities change this strategy will continue to be reviewed and revised as necessary.

UK Higher Education is currently faced with unprecedented uncertainty and change forced by a new economic and political landscape and this presents both challenges and opportunities for Bristol. In this context it is appropriate to update the People Strategy to ensure its strategic fit in relation to the emergent context.

We have set course to maintain Bristol as an internationally competitive, research-intensive university, delivering world-class education to the most talented students from all backgrounds and developing a positive culture of discovery and enterprise. This vision transcends the current uncertainty. The People Strategy supports the achievement of the University’s key goals and is shaped by its vision and values, see Appendix 1.

We aim to develop a sustainable workforce that delivers to its full potential, and we underpin this aim with a strong commitment to inclusivity, embedding equal opportunity, promoting diversity, focussed staff development, creating a positive work environment and generally seeking continual improvement in the working lives of all our staff. In implementing our strategy, it is our intention to work in partnership with our staff and with their recognised trades unions.

Expenditure on staffing is our largest single financial commitment and we are clear that the effective deployment of this investment is our best guarantee of long-term academic success and financial stability, a critical element in achieving sustainability. The current economic and political landscape significantly increases the need to focus on the cost effectiveness of our employment approach and we must be bold enough to challenge existing practice, however uncomfortable.

The University supports considerable autonomy at School level and this presents a significant challenge when responding to the current changes, where standardised, university wide solutions are a common response. Navigating the tension between these competing approaches will be an important component in our ability to adapt successfully.

We also experience considerable, and sometimes unpredictable regulatory compliance demands and these can often draw resource from delivery of University strategy. In a world of limited resources we may have to adjust our view of risk when prioritising activity.
Our decision-making will be informed by the following values:

*Excellence, Innovation, Ambition, Collaboration, Transparency, Diversity and Equity*

These are taken from our Values Statement and we aim to achieve an employment experience that is perceived by recipients to be based on the same value set. This approach will avoid conflicting messages and differential expectations and will help and encourage the whole University community to commit to the values agreed by our community.

Our enduring priorities with regard to “people”
The detail of the People Strategy evolves over time but it is guided by three enduring priorities that help to create a sustainable workforce. These are:

- The recruitment and retention of first-class talent
- Fostering a high-achieving workforce that is competent, committed, creative and capable of managing and responding positively to change
- Developing a culture and an environment that motivates and enables people to make an excellent contribution.

The remainder of this document sets out the areas where we will focus specific action in the period 2014 to 2016. To give structure to the strategy we have identified three work strands: initiatives that impact directly on people, initiatives that impact on the working environment and developments that enable the first two.

**People:**

1. **Resourcing**
   We will take further action to join up career pathway planning, role design, recruitment, selection, succession, re/deployment and contracting to create an effective workforce planning capability. The meeting of equality objectives to promote a diverse workforce will be embedded in this approach.

   This approach will help to manage cost and enhance our ability to recruit, deploy, develop and retain the right people.

2. **Fostering High-Achievement**
   We will develop performance enhancement policy and practice that nurtures and supports the achievement of excellence by all staff, making clear the responsibilities of individuals and those of the University.

   We will continue to improve the alignment between personal and professional development activity and the needs of staff and the University.

   We will support effective change management to ensure the delivery of benefits arising from the implementation of the University's business/process improvement projects.
We will continue to refine and improve internal communications to support staff in these uncertain times.

3 Pay and Benefits
We will keep under review our pension schemes and introduce further change to manage liabilities and respond to regulatory change as necessary. The actuarial valuation of USS in March 2014 and UBPAS in July 2015 are key dates.

We will explore the sustainability of our current pay structures and terms and conditions and develop alternatives where appropriate.

Environment:

4 Positive Work Environment
Informed by the 2012 staff survey, we will refocus our PWE activity in order to continue to ensure that we are providing a working environment for all staff that is productive, rewarding, enjoyable and healthy.

5 Equality and Diversity
We will continue with activities to embed behaviours and processes that sustain a culture that promotes diversity and equality of opportunity within our working environment. In particular we will take action to accelerate progress towards the improvement of gender equality.

Enablers:

6 Leadership Development
We will continue to refine and expand development of a comprehensive suite of leadership development activities.

7 Systems and Processes
We will seek to reduce the administrative burden and/or increase the effectiveness and efficiency of our HR processes.

We will implement an integrated Finance and HR system to streamline operational activity and enhance the availability of reliable management information.

8 Service Delivery
We will work to realise the benefits from the implementation of the distributed HR support structure with activity focused within HR, at the interface with other process areas and with those we support.

We will explore the potential offered by the GW4 collaboration to share service delivery costs and/or expertise.

Monitoring Implementation
The work plan that will support the implementation of this strategy is set out in Appendix 3. Progress against this plan will be monitored by the HR Programme Board, appropriate project boards where established and by the Personnel, Equality and Health and Safety Committee.
Risk Management
Our risk management strategy has informed the priorities set out in this strategy and Appendix 2 sets out the most significant HR-related risks from the University’s Risk Register. HR risks will continue to be monitored by the Personnel, Equality and Health and safety Committee.

Equality Analysis
The strategy has been subject to an equality analysis and no adverse impact on the grounds of gender, race or disability was identified. We welcome feedback on this strategy and the way it operates, particularly in terms of promoting equality of opportunity and supporting the diversity of our staff.
From University of Bristol Vision and Strategy 2009- 2016

Our mission

To pursue and share knowledge and understanding, both for their own sake and to help individuals and society fulfil their potential.

Our vision

The University of Bristol is an international powerhouse of learning, discovery and enterprise. Its vision is of a university whose excellence is acknowledged locally, nationally and globally and that is:

- dedicated to academic achievement across a broad range of disciplines, and to continuous innovation and improvement;
- research-intensive, supporting both individual scholarship and interdisciplinary or thematic research of the highest quality;
- a centre for intellectually demanding, research-informed education that nurtures independence of mind and helps students achieve their personal goals and serve society’s needs, both during and after their time here;
- an inclusive and collaborative community of scholarship that attracts and retains people with outstanding talent and potential from all walks of life and all parts of the world;
- a stimulating and supportive environment for all students and staff, distinguished by a commitment to high standards, respect for the individual and a strong sense of collegiality;
- committed to operating in a sustainable manner;
- engaged with society’s interests, concerns, priorities and aspirations;
- a major contributor culturally, environmentally and economically to Bristol and the South West;
- well led and responsibly run, with an emphasis on consultative decision-making and open communication as well as personal responsibility and accountability.

Our values

Our mission and vision are underpinned by these values:

- truth - we seek and are inspired by truth, which we pursue for its own sake;
- excellence - we strive for the highest quality in all we do;
- innovation - we welcome the challenge of the new and value the creative and entrepreneurial;
- ambition - we have high aspirations for the University and all its staff, students and alumni;
- responsibility - we aim to make a positive difference to the wider world and the future;
- independence - we encourage independent thinking and cherish academic and institutional autonomy;
- collaboration - we are committed to teamwork and to partnership with others;
- transparency - we want to be accountable for our decisions and actions;
- diversity - we view the diversity of our staff, students and alumni as a great asset;
- equity - we believe in the equitable treatment of all.
Extract from Education and the Student Experience Strategy

Provide effective and enabling educational leadership and structures that support educational enhancement.

We value education and research equally and students can expect to be taught and supervised by academic staff who are committed, enthusiastic and excellent teachers and researchers. We will continue to provide academic staff with appropriate training and reward for teaching through our People Strategy. Education at Bristol will continue to be actively championed and well led at University and faculty level, with key faculty roles and committee structures playing a vital part in leading, implementing and monitoring our Education Strategy as well as having an important quality assurance function. We are committed to assuring the quality of education at all levels, with students, academic staff and support services working in partnership. Enhancement and sharing effective practice are fundamental to this process. We will listen to students’ views and encourage their participation in the development of policies for quality assurance and enhancement of our educational offerings. We will strive to ensure that the environment for teaching and learning is free from discrimination and unfair treatment.

Ensure that learning takes place within a high-quality environment that enables both students and staff to achieve their full academic potential.

We aim to provide students with the best environment for their education. We will ensure that resource planning enables us to provide high quality learning infrastructure that takes account of emerging pedagogies and the learning needs of students. Our information, library and student services will work collaboratively to provide the highest quality support for learning and scholarship, within a modern and appropriate environment. We are committed to providing an efficient student-centred and increasingly online student administration service. Our teaching will be based on a robust and sustainable financial model that enables educational infrastructure needs of all kinds to be met.

Extract from Research Strategy

Create a positive research environment and infrastructure that will attract and retain the highest quality researchers and postgraduate students worldwide.

We will foster a culture that inspires and enables innovative research and enterprise. We will enhance our support structures and systems for all academic staff, in particular early-career researchers. We will encourage academic staff to be visionary and agenda setting, and to promote excellence within and across their disciplines. This research environment will include an entitlement to research leave and access to expert professional support. The University is committed to a major programme of infrastructural investment, believing that leading researchers need the best facilities.

Develop our portfolio of flagship and high impact research, working across and between disciplines to answer important societal questions and contribute to the social, political, environmental and economic well-being of the region, the UK and the wider world.

We are committed to seeking further collaborative and multidisciplinary opportunities, both within the University and externally. This includes partnerships with leading overseas institutions, for example through the Worldwide Universities Network. We aspire to develop relationships with a range of leaders in the public and private sectors. We will continue to produce research outputs of the highest quality and impact. The development and nurturing
of our portfolio of University Research Themes and their leaders will be a key priority and we
will actively seek new themes focusing on major areas of research. We will promote the
Institute for Advanced Studies (IAS) as a vehicle to host and support a range of
multidisciplinary activities. We will continue to offer expert professional support to
researchers through the Research and Enterprise Development Division, including specialist
strategic and project-management support to academics through all stages of large-scale
programme and project development.

Play a leading intellectual role in enterprise, knowledge exchange and economic and
social impact agendas, and continue to be a beacon of good practice and leader of
innovation in the city and region.

A key element of the University’s vision is to ensure that our research and our education
contribute to regional and national society and the economy. We will ensure that the
knowledge and technology we create and the skills of our staff and students contribute to the
generation of wealth and the development of society. We will build vibrant and effective links
with the community and its industries, through high quality research collaboration and
productive knowledge exchange; the exchange of people; the creation and support of new
companies and enterprises, and the licensing of intellectual property. We will ensure that we
contribute to wider social agendas as well as to economic goals, including contributions to
civic life; social, community and environmental support and regeneration; cultural and
intellectual enrichment, and participation as an institution and as individuals in global
development, communication and problem-solving. We will also continue to act as a catalyst
for knowledge exchange, facilitating and promoting innovation and enhanced collaboration
between both academics and a wide range of sectors in the city and region.

Extract from Financial Strategy

Maintain a sustainable recurrent investment in the academic, corporate and support
operations.

In order to achieve this objective concurrently with the above priorities we must, in simple
terms, ensure that income increases consistently at a greater level than costs and that costs
are controlled and deliver value for money. In order to create the capacity for investment, we
will control costs by establishing and funding agreed staffing levels throughout the
University, with regular critical review, and to invest in creating adaptive capacity in staff. We
will also continue our ongoing programme of process reviews, and our programme of
investment in information systems development and backlog maintenance of systems. We
will also establish ‘venture’ funding for research and teaching initiatives in order to facilitate
development.

Continue to develop and operate systems and processes that ensure proper
budgetary and financial control and deliver value for money.

We will continue to review and develop our three-year budgeting process and resource
allocation mechanisms, devolving our financial decision-making to the most appropriate level
through the allocation of resources to faculties, with Deans as budget holders. We will review
our financial reporting systems to ensure the provision of accurate, transparent and up-to-
date information to assess and monitor financial performance. This programme will also
encompass the development of a centralised online purchasing system to enhance
efficiency and value for money, and continued implementation of full economic costing to
ensure that our research and teaching are accurately costed and properly priced.
Appendix 2

Extract from the University's Risk Register: Key HR Risks

1  Failure to achieve financial sustainability

Key factors that would contribute to the risk:

There are a large number of factors involved and these include:

1) Student numbers
2) HUG fee cap
3) HEFCE funding
4) Staff costs
5) Pensions
6) Capital programme

Achieving sustainability requires a balance to be struck between these.

2  Failure to realise the University vision due to poor change management

Key factors that would contribute to the risk:

1) Insufficient change management capacity and/or capability within the University to manage necessary overall strategic change and major change arising from individual projects.

3  Interruption to research and education activity due to industrial action

Key factors that would contribute to the risk:

1) Significant industrial action cause major disruption to the working of the University.

4  Competitive edge lost due to the loss of (and/or inability to recruit/replace) key staff

Key factors that would contribute to the risk:

1) Competitors attracting key staff (and consequent inability to replace)
2) Turnover and retirement of staff in key areas (and consequent inability to replace)
3) Current economic conditions and financial pressure may make it harder to recruit and retain overseas staff and could lead to a loss of home staff to overseas institutions.
4) Current immigration policy and UKVI processes are unhelpful to overseas recruitment.
5) Significant loss of Technical staff (605 to 451 -25%, 2008 - 2012) through VSER scheme to make staff cost savings done without clear corporate strategy relating to the future need for technical expertise – but now being addressed.
5  Interruption to research and education activity due to the absence of key staff

Key factors that would contribute to the risk:

1) Significant infection or other equivalent risk materialises and reduces staff availability for a prolonged period.
## Appendix 3
### People Strategy Work Plan 2014 -16

<table>
<thead>
<tr>
<th>Theme</th>
<th>Objective</th>
<th>Action</th>
<th>Outcome</th>
<th>Lead</th>
<th>With</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>1. Resourcing</td>
<td>Develop career framework for professional staff</td>
<td>Career Framework website available and used by managers and staff to support professional services staff career management</td>
<td>Fiona Ford</td>
<td>Helen Wood</td>
<td>Dec-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Implement revised job evaluation processes</td>
<td>2013 UBJES Review proposals implemented</td>
<td>Fiona Ford</td>
<td>Jenny Smith and UBJES Steering Group</td>
<td>May-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue and enhance &quot;staff establishment&quot; controls</td>
<td>Accurate tracking and projection of core staffing numbers and cost</td>
<td>Jackie Noorden</td>
<td>HR Managers</td>
<td>Sep-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce workforce planning and development for Technical staff</td>
<td>Workforce planning in place and supported by development activity including technical apprenticeship schemes, skills and leadership training</td>
<td>Fiona Ford</td>
<td>Helen Woods and Allison Mc Richie</td>
<td>Jun-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refine the initial succession plan</td>
<td>Succession planning in place for tiers 1 - 3 and reviewed annually</td>
<td>Guy Gregory</td>
<td>Fiona Ford</td>
<td>Aug-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refine selection processes for academic staff to better assess teaching skills</td>
<td>All staff that teach have teaching skills assessed at recruitment</td>
<td>Fiona Ford</td>
<td>Alison Leggett, Eddie Procter and HR Managers</td>
<td>Aug-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider implementation of an in-house &quot;staff agency&quot;</td>
<td>In-house “agency” managing temporary staff recruitment and deployment</td>
<td>Guy Gregory</td>
<td>Eddie Procter</td>
<td>Jan-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider increasing student employment opportunities to support the “employability” agenda and to provide financial support</td>
<td>UoB Interns policy in place. Suitable opportunities for work made available to students.</td>
<td>Guy Gregory</td>
<td>Rob Fawkes</td>
<td>Sep-14</td>
<td>Aug-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Fostering High-Achievement</td>
<td>Implement the Performance Enhancement project, both on-line staff review and cultural change elements</td>
<td>On-line staff review implemented Performance enhancement culture embedded</td>
<td>Fiona Ford</td>
<td>Helen woods, Kemi Oladapo, Alison Leggett</td>
<td>Aug-15</td>
<td></td>
<td>Continuing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Embed 'behaviours' into role design, selection, and development activity</td>
<td>Professional Behaviours’ adopted by all Divisions Initiated the use of behaviours for academic roles Behaviours incorporated into development activity</td>
<td>Fiona Ford</td>
<td>Helen woods, Kemi Oladapo, Alison Leggett</td>
<td>Jul-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop and launch a new programme to support teaching and learning</td>
<td>CREATE scheme implemented (Levels 1 and 2) and delivered to all eligible staff</td>
<td>Fiona Ford</td>
<td>Alison Leggett and Jane Pritchard</td>
<td>Sep-14</td>
<td>onwards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop the CPD element of support for teaching and learning</td>
<td>CREATE scheme implemented (Levels 3 and 4) and engaged with by at least 10% of eligible staff</td>
<td>Fiona Ford</td>
<td>Alison Leggett and Jane Pritchard</td>
<td>Sept-15</td>
<td>onwards</td>
<td></td>
</tr>
<tr>
<td>Theme</td>
<td>Objective</td>
<td>Action</td>
<td>Outcome</td>
<td>Lead</td>
<td>With</td>
<td>2014</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>--------</td>
<td>---------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Embed both of the above within the wider academic staff development framework</td>
<td>CREATE scheme encompasses all aspects of academic activity (Induction, Research, Teaching, Leadership) at all levels</td>
<td>Fiona Ford</td>
<td>Alison Leggett and Jane Pritchard</td>
<td>Sept-15 onwards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintain investment in early career research staff support</td>
<td>Maintain RCUK Concordat accreditation</td>
<td>Fiona Ford</td>
<td>Alison Leggett and Alice Scott</td>
<td>Continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Increase the University's agility through the development of individual capacity to embrace change positively and the University's capability to manage change effectively</td>
<td>Change management forms a core part of all leadership development programmes</td>
<td>Fiona Ford</td>
<td>Kemi Oladapo, Helen Woods, Alison Leggett and Naomi Logan</td>
<td>Continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pay and Benefits</td>
<td>Implement the changes arising from the March 2014 actuarial valuation of USS</td>
<td>Changes implemented</td>
<td>Guy Gregory and Andy Nield</td>
<td>Emma Butler and Jackie Noorden</td>
<td>Jul-15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Implement any changes arising from the July 2015 actuarial review of UBPAS</td>
<td>Changes implemented</td>
<td>Guy Gregory and Andy Nield</td>
<td>Emma Butler and Jackie Noorden</td>
<td>Jul-16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor the impact of pension auto-enrolment</td>
<td>Reviewed the initial auto-enrolment scheme</td>
<td>Guy Gregory and Andy Nield</td>
<td>Emma Butler and Jackie Noorden</td>
<td>Mar-15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initiate discussion with TU's about &quot;restrictive&quot; terms and conditions, particularly pay additions linked to working patterns</td>
<td>Cost effective terms and conditions in operation</td>
<td>Guy Gregory</td>
<td>Jackie Noorden</td>
<td>Dec-14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>Reposition and reinvigorate PWE</td>
<td>2012 staff survey actions completed</td>
<td>Robin Geller and Fiona Ford</td>
<td>PWE Steering Group and Helen Woods</td>
<td>Dec-14 Aug-15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Positive Work Environment</td>
<td>Continue development of policy and activity to support a diverse staff population, with a particular focus on women in academic and research roles</td>
<td>Equality Act 2010 compliance maintained Women in senior academic and research roles increased by at least 20% University applied for Athena SWAN Silver Award At least two Schools hold Athena SWAN Gold Awards</td>
<td>Fiona Ford</td>
<td>Tracy Brunnock</td>
<td>Continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Equality and Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Theme</th>
<th>Objective</th>
<th>Action</th>
<th>Outcome</th>
<th>Lead</th>
<th>With</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. Leadership Development</td>
<td>Deliver our commitment to increase our leadership development activity</td>
<td>Effective Leadership development activity in place at all levels for both Academic and Professional Services staff</td>
<td>Fiona Ford</td>
<td>Kemi Oladapo, Alison Leggett</td>
<td>Aug-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Systems and Processes</td>
<td>Work to deliver the benefits from the e-Recruit system</td>
<td>Service definition finalised Standardised working practices in operation</td>
<td>Service definition finalised Standardised working practices in operation</td>
<td>Jackie Noorden</td>
<td>Jackie Noorden and Eddie Procter</td>
<td>Aug-14</td>
<td>Jan-15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete the review of the Ordinances and seek to negotiate revisions</td>
<td>Simple but effective Ordinances in place</td>
<td>Simple but effective Ordinances in place</td>
<td>Guy Gregory</td>
<td>Jane Bridgwater and Jackie Noorden</td>
<td>Dec-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progress the Integrated Finance and HR system project</td>
<td>Phase 1 of the project implemented</td>
<td>Phase 1 of the project implemented</td>
<td>Guy Gregory</td>
<td>Jayne Oram and Andrew Grice</td>
<td>Apr-15</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Service Delivery</td>
<td>Continue to review and optimise the operational delivery of the HR service</td>
<td>HR Structure and working practice developed to deliver the benefits of the new integrated system</td>
<td>Jackie Noorden</td>
<td>HR Managers</td>
<td>Dec-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GW4: Lead the implementation of the 'Developing People' Work stream</td>
<td>Delivery of specific development activity to support collaboration and research activity across the GW4 HEIs</td>
<td>Delivery of specific development activity to support collaboration and research activity across the GW4 HEIs</td>
<td>Fiona Ford</td>
<td>Alison Leggett, Richard Budd</td>
<td>Jul-15</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>GW4: Establish a collaborative network with HR leads and agree areas of potential collaboration</td>
<td>Collaborative activity initiated</td>
<td>Collaborative activity initiated</td>
<td>Guy Gregory</td>
<td>GW4 HR Directors and Fiona Ford</td>
<td>Jan-15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>