Staff Development Annual Report 2006/07

1. The Staff Development Team

1.1 Staff Changes within the Team

Julie Mansfield, the Leadership and Management Development Manager, who joined us in 2006 has left to accept a more senior role nearer to her home. The leadership and management development and support has been taken over by Anne Miller, who joined us in April as Julie's replacement. Anne is currently reviewing the provision of leadership training and implementing new initiatives for management development.

We are also pleased to welcome Siobhan O'Malley as our new part-time Diversity Trainer. Siobhan joined us from Leeds University and will be taking forward the much needed provision of diversity training within the organisation.

2. Achievements during 2006/07: University-Wide Support and Initiatives

2.1 Managers Training To Support Reward Implementation

Kate Tapper co-ordinated a training programme for managers involved with Reward implementation. The aim of the programme was to provide managers with the awareness, information and skills required for an effective implementation and keep disruption to a minimum. Kate Tapper and Alison Bilgin ran the concluding session on 'Managing People through Change'. The programme was well-received and formal evaluation after implementation has been planned.

2.2 PWE Week

Staff Development team helped plan and coordinate the second annual University of Bristol Positive Working Environment (PWE) week (11th and 15th of December) packed full of events for all University Staff. Over 300 University colleagues were able to take part in training workshops, lectures, tours of historic buildings, health living talks, sports and social events all aimed at making the University a 'productive, rewarding, and enjoyable' (PWE mission) place to work with 23 separate events on offer.

2.3 Equality & Diversity Training

Siobhan O'Malley joined the team in May 2007 and carried out a review of existing training provision and an organisational-level training needs analysis for equality and diversity. This process identified a number of needs and a prioritised, three-year action plan was drawn up. The top priority was to make general equality and diversity training available to all staff so a half-day introductory equality and diversity training session was developed to cover the essential topics relevant to UoB staff. This session was piloted and evaluated in August 2007 and is available to all staff from October 2007 through the Staff Development programme. Additional diversity modules covering specific topics to supplement the introductory session are being developed during 2007/08. An e-learning programme entitled 'Diversity in the Workplace' has also been made ready to rollout to all staff September 2007; thereby providing

all staff with the opportunity to access an introductory level of diversity training, either face-to-face or on-line.

The general equality and diversity packages are further supported by ongoing work with partners across the University to develop more targeted diversity training, by building equality and diversity sections into existing training and development programmes and offering bespoke equality and diversity training on request.

2.4 Course Provision

Staff Development continues to offer a high number of training and development events across many categories. The following gives a summary of events and attendees during this session.

Course topic	No. Of courses delivered	No. Of attendees
Computing	145	1308
Personal Development	47	717
Research	33	491
Leadership, Management & Supervision	29	387
Learning Technologies	19	128
Safety	5	69
Finance	5	43
Research Postgraduates	8	85
Technicians	0	0
Totals	**291**	**3228**

2.5 'Your Development at Bristol': Staff Development Handbook 2006/07

In July 2006 the Team were proud to launch a newly designed Staff Development Handbook for all staff and research postgraduates, promoting the wide and varied range of courses, initiatives and customised support provided by the Team, as well as signposting development opportunities and support available from related services throughout the University. The re-design took account of feedback from staff and presents a comprehensive guide to staff development in a user-friendly style, published once a year in July with a small follow-on Newsletter published mid December, which includes Staff Development news and extra courses. The Team has received extremely positive feedback following the launch and aims to continually review and improve the Handbook in future publications.

2.6 Staff Review and Development

Individual survey interviews show that use of SR & D documentation is mixed: some departments have 100% usage, in others use is sporadic, whilst in others virtually 0%. Other forms of review and development are likely taking place although staff may or may not be using the documentation provided. At present the system is only voluntary and depends very much on the volition of the line managers and the willingness of staff as much as the culture within the department. Several departments have introduced metric measuring

systems for performance management as well as participate in the SR & D process. Training and Development in the SR & D process continues and this year 52 managers attended 4 courses on how to prepare and conduct these discussions with their staff and further briefing sessions for staff on how to approach SR&D are planned.

2.7   Trainee and Apprentice Schemes
The continued development and support for the three trainee and apprentice schemes continue to be successful.

(i) Craft Apprenticeship Scheme
This year an electrical engineering apprentice was employed.

(ii) Modern Apprenticeship Scheme
The Scheme is now in its twelfth successful year and five new apprentices were appointed within the University Union, Research and Enterprise Development, School of Mathematics, Department of Social Medicine and the Department of Mechanical Engineering. Two apprentices from the previous intake have been employed on a permanent basis, with another employed on a temporary contract. All current apprentices have successfully completed a NVQ Level 2 in Administration and five apprentices are now undertaking a NVQ Level 3. We hope to recruit another six apprentices for 2007/8.

(iii) Technical Trainee Scheme
The Technical Trainee Scheme, which was launched in 2005, continues to flourish with two further trainees employed this year. Each trainee works within their relevant department for three years gaining valuable on the job experience, while undertaking a part-time course up to degree level in a relevant subject.   On completion of the three years and subject to satisfactory progress, trainees are likely to find a permanent technicians job and career.

2.8   Qualifications
As a result of increasing demand for formally recognised qualifications, the Team continued to source and facilitate high quality training provision for University staff.

(i) European Computer Driving Licence
The European Computer Driving Licence (ECDL) scheme continues to be popular with staff across the University. This year we have approximately 42 people undertaking the scheme and 75 people already completed.

(ii) Introductory Certificate and Diploma in Management
Two Introductory Certificates in Management and one Introductory Diploma were run at full capacity this year and were successfully completed by a total of 45 staff (15 per course). Demand for this qualification continues to increase, with courses filling as soon as they are advertised.

(iii) National Vocational Qualifications

60 people enrolled on NVQ programmes this year. Most popular NVQ qualifications were Administration and Customer Service.

Print Services have had 4 members of staff undertaking specialist print NVQs in association with Yeovil College. This has included one member of staff going along the apprentice route and another being funded on the Train to Gain scheme. Train to Gain is an initiative that funds people without a level 2 qualification (including less than 5 A* - C GCSEs) to achieve one.

2.9   Investor in People Award

Time was spent this year looking into the best way to move IiP forward. Rather than training internal reviewers the proposal of obtaining an overarching award for the whole of support services was investigated and approved. Work on IiP will continue in the coming year with several departments highlighted for a thorough review.

3.   Achievements during 2006/07: targeted support and initiatives

3.1   Leadership and Management Development

In order to inform the Training Needs Analysis process, to evaluate past provision and to ascertain senior staff's views on best practice leadership and management, research was carried out by way of one-to-one interviews with every PVC, Dean, Head of Department and Divisional Head. These interviews also served to provide information for the Working Party on Emerging Leaders regarding the appropriate methodologies for identifying future potential leaders of the University. After consideration the Working Party opined that a wider, 360-view of leadership and management was required therefore the survey was increased to include junior and middle managers, academic and support staff. This information should accelerate the implementation of the development programme for current and emerging leaders, internally and in consultation with Roffey Park, which has been delayed again this year due to staff changes. Roffey Park did start delivering coaching sessions to senior managers in January and by the end of the summer term all individuals who wished to access this had been serviced. Several TNA outcomes were successfully piloted in the Summer term eg Project management for change leaders and People Management masterclasses for Heads of Department and these will be rolled out in the next academic year. The 23 Leadership and Management Fora have reached a wider audience this year since the name change from HOD Fora as requested by managers. In addition, more customised support to departments is developing a wider range of managers and leaders around the organisation, particularly where facilitation is requested as a result of structural changes eg merger of departments. A particularly successful residential programme for junior to middle managers was piloted with the plan of introducing Action Learning Sets for ongoing peer support. The coaching service has been extended to include expertise coaches and in general development activities have been widened to increase the provision beyond training to include more one-to-one support, and the introduction of further experiential learning methods, more appropriate to middle and senior managers.

3.2   Support for Technicians

The second conference for technical staff took place in January at the prestigious Ashton Court mansion. The theme of the conference was 'Making things happen'. Clare Brophy, Staff Career Coach at the University of Bristol helped translate this theme into practice in a session she delivered on making careers happen for you.

3.3   Introduction to Delivering Learning

This programme was arranged for technical members of staff who wished to consolidate their teaching experience with a qualification. It was organised as a result of the HEATED (Higher Education Technicians Education and Development) survey undertaken by the Leadership Foundation for HE.

City of Bristol College ran the course on site. Eleven of the twelve participants completed the course; one dropped out due to high workload.

3.4   Customised support

The team continued to work with managers to design and facilitate customised events to meet a range of needs, including team building, forward planning and skill development. This year, approximately 15 events have been provided including:

(i) Customised training for the Reward Team on dealing with potential responses in relation to the Reward Agenda. This training was highly successful and will form part of the support package available to managers responsible for notification of the new pay and grading structure in 2007.

(ii) Staff Development facilitated an away day for the Technical/Resource Managers Group at the beginning of 2006 and established action groups for managers to work together on tackling problems and sharing best practice. The groups have continued to meet throughout the year, contributing their findings to the Technical/Resource Managers' website, and are due to report on developments in December 2007.

(iii) The Team has worked with both Medicine and Dentistry and Engineering Faculty Management Teams to design and facilitate forward planning sessions to confirm faculty level strategy and establish short and long term targets.

3.5   Research Staff Development

(i) Internal provision

The existing provision was reviewed by examining evaluation feedback, auditing selected sessions and gathering general opinions through one-on-one and group interviews in September 06. In addition departmental visits, meetings with research staff departmental representatives and selected academics throughout the University were conducted (over 300 researchers) to inform the training needs analysis. The review also took into account the results from the annual Careers in Research Online Survey (CROS) completed by 29.9% of researchers and the PI survey from 2005. These data highlighted the need for higher quality and more relevant development options for researchers, greater flexibility of choice, times and topics and more activities targeted at career support. It also highlighted the need for research staff specific induction, support for annual staff review and

development activity, mentoring support and development of a responsive provision that eventually extends beyond transferable skills. This resulted in substantial changes to the existing provision in quality, content, choice and range of offerings and this transition is on-going.

The new research staff provision of short workshops and courses aims to offer development activities in five key areas: research, personal effectiveness, communication, team- and net-working, and career management. Courses have been designed to stimulate and challenge and durations adjusted to fit content and respect the time pressures of research.

Courses with external providers have been custom designed to reflect the needs of Bristol research staff particularly in the areas of writing research publications and presenting.

All courses are regularly evaluated and adjusted and new pilots introduced throughout the year where needed, with the overall aim to support research staff development through learning activities that match research priorities and needs.

Several outcomes from the training needs analysis have been successfully piloted including research staff specific induction, rapid focused first drafts papers, career and personal development programme 'Growing Talent', effective networking in research and addressing developmental needs with mentors.

(ii) Leadership and Management Diploma
The management diploma training has been popular with research staff in the past. Along with the positive response, research staff asked for more flexible training options, more relevant content that can be applied to the 'now' and the future and course level and delivery that matches their style of learning. The new Level 5 management course from ILM offered this year, has been specifically tailored to the needs of our researchers with a relevant, up to date syllabus, more flexible training options and an e-learning component on Blackboard. 32 researchers took part in this qualification this year. Post course interviews suggest the course is relevant and has helped participants be more effective in their present role. We are arranging further courses for next year.

(iii) Teaching and Learning in Higher Education Programme
The Teaching & Learning in Higher Education (TLHE) Programme is offered for Research Staff by the Graduate School of Education on behalf of the University of Bristol and remains popular with researchers. We are looking at ways to strengthen and promote the programme further to researchers interested in developing their teaching skills.

3.6   **Mentoring**
Mentoring is a popular method of learning, support and development and many research staff as well as other staff groups have expressed interest in mentoring within the University. To address this need, two learning activities have been designed as workshops:

(1) **Addressing learning and development needs with mentors:** aims to introduce participants to mentoring as a method of development, allows attendees to perform a personal learning needs analysis and decide if mentoring might be appropriate to any of them and offer knowledge and basic tips on identifying mentors.

(2) **Becoming an effective mentor:** aims to ensure that staff that agree to be a mentor or wish to be mentors have the necessary support and skills to support mentees. The mentor training is based on well established mentoring practice and covers hands on mentoring and coaching skills supplemented with tools and techniques for effective mentoring; the definition of roles and confidentiality; building rapport; mentoring duration and contract; and evaluating good practice. Mentors are able to peer assess each other.

Mentoring is a new area for staff development that we are keen to promote and support within the University and particularly for research staff. In addition to these workshops, further support for mentors will be developed.

3.7 Research staff specific Induction

A research staff specific induction was developed and piloted to help new staff develop awareness and understanding of information that will help them function better within Bristol University such as the culture, conditions and support available. The project was funded by the Leadership Foundation for Higher Education. The evaluation showed specific and pretty dramatic benefits for attendees as well as institutional benefits such as increased employee motivation, greater feeling of integration within the University not just research group, as well as an overall feeling of being more 'plugged in'. Attendees feel more integrated long term, have a better understanding of the local culture and appear to do better in it. They are also much more generally satisfied with the University both initially and overall and feel more valued. Further benefits include substantially increased awareness of contracts, pathways and job profiles and greater knowledge and willingness to engage with staff review which is an important process for ensuring all staff are clear about their responsibilities and have a formal opportunity to discuss and obtain help in meeting them. The induction has become a fundamental element of the research staff provision for new staff and we are working on further improvements.

3.8 Research Staff Annual Conference

The fourth annual conference Positive Futures for research staff took place in February 2007 with over 200 researchers attending. The conference has received great feedback both from researchers and professional research support staff from other HEIs. The next conference is planned for April 2008.

3.9 Departmental Project Fund

The departmental project fund is designed to help develop leadership and transferable skills through projects which originate from research staff ideas and/or local needs and which benefit Bristol researchers. After redeveloping the criteria and the application form, we had a strong response for the last round of the Departmental Project Funds. Successful bids were received from departments of Anatomy, Earth Sciences, Mechanical Engineering and Biological Sciences and funded projects are currently underway.

4.0 Customised research team and individual support

Work with research team leaders and their groups continues to design and facilitate customised events to meet a range of needs, including team building, forward planning and skill development on request. A monthly research staff lunch on first Friday of each month has been set up as a platform to discuss development and training support issues so that they can be addressed in a timely manner. So far three lunches took place with topics ranging from field safety, research staff web site and management training and general training needs.

4. Financial Statement

Due to the challenges of departments / divisions to keep within budgets, we are pleased to report a £14k under spend, which was requested at the outset.

Category	Budget	Spend
Management Training and Development	£122,000	£119,598
Teaching and Learning Unit	£40,000	£40,000
Heads of Department Support	£24,000	£15,928
Technical Trainees	£50,000	£43,188
Technicians' Development	£10,000	£10,016
Research Staff Training and Development	£17,000	£16,445
Personal Development	£11,000	£14,274
Course Handbook	£12,000	£12,612
Staff Review and Development	£3,000	£3,816
National Vocational Qualifications	£3,000	£3,332
Diversity/Equal Opportunities/Disability	£1,000	£139
Investors in People	£2,000	£118
IT/European Computer Driving Licence	£1,000	£1,000
Miscellaneous	£3,890	£6,408
TOTAL	**£299,890**	**£286,874**