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## Overview

This People Plan comes at a time when universities are under pressure like never before to demonstrate they offer value to all their stakeholders and value for money to the taxpayer. Through the regulatory environment being shaped by the Office for Students we see an increasing focus on Student Progression and Outcomes as providing the dominant lens through which an institution's Value for Money is understood. In the near term, this drive will be also compounded in a post-COVID recovery economy.

At Salford, 91% of our income comes from Student fees. Simply put, without our students, there would be no university. This stark context should sharpen actions and intent; aligning everything we do to ensure we enable student progression and success is foundational to our survival and success as a university.

With this imperative in mind, we recognise that a great Colleague Experience enables a great Student Experience. Having a plan that delivers a great experience will effectively contribute to improving the outcomes for our students, for our colleagues and our organisation. We must enable our students to be successful and as our colleagues are at the heart of all student successes, we must enable our colleagues to be consistently at their best.

Welcome to our University People Plan!

This plan will set the direction for the experience that we want to create for our colleagues here at the University. Our University People Plan will outline, the Colleague Experience we want to create and the Goals and Deliverables that will enable us to achieve that experience. We'll have key outcomes and impacts identified and we'll outline how these impacts on student success and outcomes.

## *Why have a People Plan?*

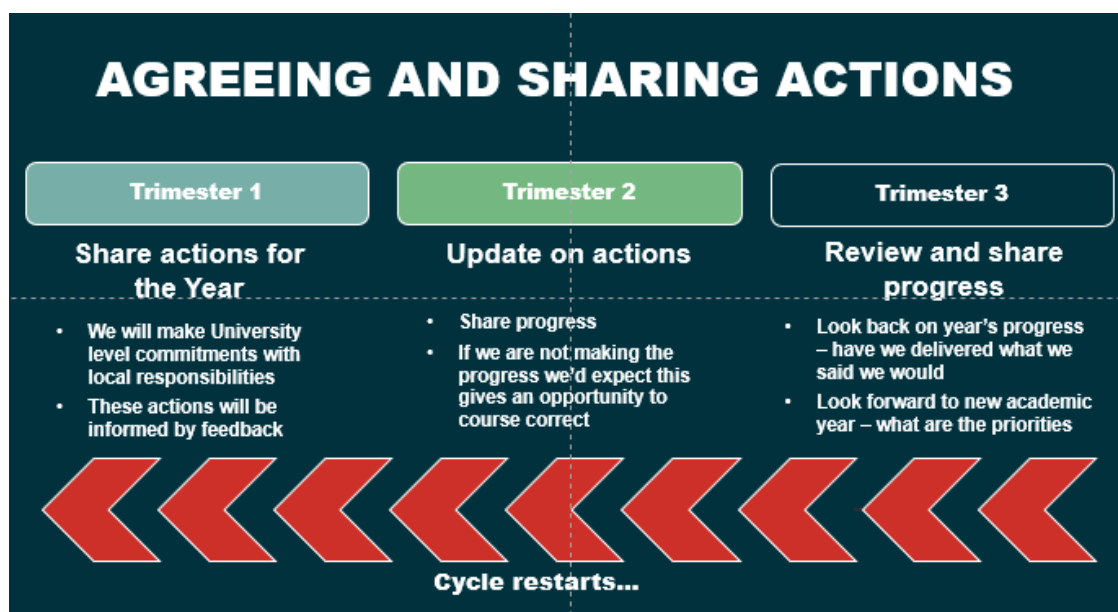
- Our people are central to our success and this plan is designed to achieve a colleague experience that enables everyone to be at their best.
- Having colleagues at their best means that we can improve the outcomes of our students, enabling them to be successful.
- We know to make a difference we need to commit to action. We want a clear path and actions that create the right experience. Our People Plan enables us to agree actions and hold ourselves to account.
- We want colleagues, current and future, to understand and be part of shaping the experience at Salford; Having a focus through the University People Plan will enable this.
- The Colleague Experience is critical to our Student Experience and we must question the current success of our Colleague Experience as the outcomes and success of our students is not where we want it to be. This plan will give us a focus – getting it right for colleagues will enable us to get it right for students.

## Principles for our People Plan

- Delivering a great colleague experience will be achieved by doing the right things, consistently.
- We are committed to being transparent about the actions we are taking and will share progress each trimester.
- In this plan, we set out our ambition. We'll get there through collaboration; Our plan will be responsive to feedback and will evolve to fit the changing circumstances.
- Our actions and process will be data driven and responsive to feedback. We will have clear outcome measures, hear the views of our colleagues and adjust our actions where needed.
- We have a strong ambition, but we know we can't do everything at once. We'll need to be realistic and prioritise accordingly. We will adopt a maturity model to show how we will move through the model as part of measuring our success.
- We recognise that one size does not fit all, so we'll build opportunities for teams to translate this plan to local action, recognising where they are and the distance to travel to achieve the goals; To achieve the consistency, it will be essential that local plans are anchored to the University plan.

## Delivering the University People Plan

- VCET are accountable for this plan and ensuring it is delivered, but we are all responsible for its success. Every leader and colleague will have a role to play in ensuring we can all be at our best, aligned behind our University vision and priorities, developing our organisation so we stay inspired and committed. This is critical to us enabling our students and colleagues to be successful.
- We want to be clear about where we are going but also focus on delivery as we go. That's why the plan will set specific and clear actions for a specific time period. We'll then review and build the next part of the path to reach our future ambition.
- If the actions set aren't delivering the outcomes we need, we'll make the required changes to ensure we meet our goals.



## The University of Salford Colleague Experience

Everyone is unique, we are not looking to create an organisation of the same people. We want to celebrate the differences we all have and look for how we play to everyone's strengths. We want to create an experience that is consistent, not the same, but where there is a clear understanding and expectation of what working at the University of Salford means.

We know that if we get our colleague experience right, we'll enable colleagues to be at their best, whatever that looks like for them and as a result this will enable them to contribute their best. The colleague experience will be the backbone of our culture at the University of Salford and critical to enabling our students to be successful.

We have many different groups of colleagues across our organisation, our professional services colleagues delivering a wide variety of development, support and direction for our organisation; our academics delivering amazing teaching and learning experiences for our students and amazing work with partners through research and enterprise. These different groups are different but equally important to the success of our overall student experience.

We know life and the world evolve. You could say that we'll never get to the end of this. We'll continually need to shift and flex as the world and expectations of the workplace and of our students change, but that's OK. We'll keep all colleagues involved and close to the evolution of what the University of Salford Colleague Experience means to ensure we continue to meet or move towards the desired experience. We know that the experience outlined below is not currently experienced by every colleague or consistently experienced, it is our ambition to enable this experience for all colleagues, consistently, by delivering this plan.

For now, how we describe the desired University of Salford Colleague Experience is as follows:

- Colleagues have great conversations with their line manager and their wellbeing (physical and mental) is central to that.
- Colleagues are clear on what contribution is expected from them, enabling them to be at their best.
- Colleagues are valued and recognised for the contributions that they make.
- Colleagues are not treated the same, but they are treated fairly based on their needs and the requirements of our organisation - there should be no surprises when it comes to performance with a consistent approach to considering the individual needs.
- Colleagues have a voice and feel heard.
- Colleagues are supported to develop and perform at their best.
- Colleagues have the tools and environment to work in that enables them to perform at their best.
- Colleagues are enabled to cope well with change through the quality of change delivery.
- Colleagues feel that they belong.
- Colleagues feel confident raising incidents of inappropriate behaviour and conduct, knowing that this will be taken seriously and addressed.

We'll start to achieve our desired Colleague Experience ambition, through the achievement of our first three Goals. These Goals will be the focus, for now, moving us towards achieving a consistent Colleague Experience that enables student success.

## **University People Plan – Our Goals v1**

Each of the Goals outlines why these are important focus areas for now and what we expect to hear from colleagues when we are getting this right. Our first three Goals are:

- **Goal 1** – Wellbeing is at the heart of everything we do
- **Goal 2** – Creating a more inclusive and diverse place to work and study, rooted in equality
- **Goal 3** – Deliberately focusing on performance, development, reward and recognition

We'll now explain some more about each of these Goals. We've set out the initial actions we are prioritising with the aim of seeing significant progress against these by December 2022. We'll continue to flex the actions based on their success, feedback from colleagues and the environment we face. We want to be able to hear and feel that the Salford Colleague Experience outlined above is well on its way to being embedded and that we have achieved our Goals, by 2025.

## Goal 1 - Wellbeing is at the heart of everything we do

### *Why this Goal?*

Wellbeing goes beyond physical health to incorporate aspects of mental, emotional and financial wellbeing. Positive wellbeing is the foundation of colleagues being able to balance work and life responsibilities, be productive and connect with their work. A focus on wellbeing has been shown to reduce absence, turnover and increase colleague engagement. Getting the wellbeing of our colleagues right enables us to provide a consistent and great experience for students.

We want to have an attitude of 'prevention is better than cure' and that should be at the forefront of our approach. We need to advocate proactive action instead of responding to the symptoms rather than the cause; To support this we'll draw upon good practice advocated by organisations such as NICE (<https://www.nice.org.uk/guidance/ph22>).

We know that as a sector, we have issues with mental health related absence. We are no exception, 30% of all absence and 41% of long-term absence being mental health related; this is a basic cost of £492k for the 19-20 year. Some of this is work related and therefore we need to tackle the causes of this where it is more personal or long-term reasons and therefore, we need to ensure that the right provision and care is in place to enable our people to access the support they need. We have seen changes to sickness absence rates and types during the pandemic and therefore we need to understand these changes properly as part of the delivery of our actions for this Goal. Colleagues highlighted in their feedback that the key to overall wellbeing is ensuring fairness and transparency, facilitating honest two-way conversations and being able to access support, when needed, on issues from workload to mental health. Colleagues also highlighted our ways of working especially those around ensuring clarity of expectations and a fair and balanced workload that are seen to support these broader conversations and help colleagues find the right blend for them. You can see further insights and themes [here](#).

Whilst wellbeing has consistently been flagged by colleagues as a key aspect of building a great experience, COVID-19 pandemic has demonstrated the work we still have to do to promote positive wellbeing. Some key areas of focus are:

- Appropriate and accessible service offering for all colleagues.
- Recognising the different needs of different groups for wellbeing – the same solutions may not be as valuable to Professional Services, Academic or Leadership colleagues.
- Promoting ways of working that support all colleagues to find the right balance
- Educating and training managers and colleagues to recognise and support their own wellbeing and others
- Enabling colleague voice across the University, listening to colleagues, involving them in action and sharing the results
- Being recognised as an employer who values the wellbeing of colleagues.
- Commitment from the University leadership team to the importance of positive mental health in the workplace for colleagues

We already have a large wellbeing offering but the feedback we have gathered so far tells us it is not well known or utilised and we need to face that some of this is because colleagues do not have the space or time to access or implement the wellbeing services available. This

is a great opportunity for us to promote these services and then assess if they are indeed fit for purpose. We also have a fantastic student wellbeing offer and experts in the wellbeing field that support this. We will look to learn from this and apply this to our colleague offer.

The COVID-19 pandemic has been challenging and put a great deal of strain on all our colleagues. It has particularly impacted on how connected colleagues feel to their team and the University, this coupled with increased feelings of isolation and amplified financial concerns. However, it has also sped up the adoption of new ways of working that support increased flexibility and more conversations about how we do our best work. As restrictions ease, we want to keep the positive aspects of lockdown such as increased autonomy and greater flexibility over working patterns, this means harnessing a culture of trust, belonging and focusing on what we contribute not where we are physically. The focus of our wellbeing agenda will need to evolve to address multiple and varied wellbeing concerns.

***By December 2022 we'll have implemented the following, giving us time to embed by 2025....***

- Increased the visibility of wellbeing as a priority with a particular focus on the importance of mental health through an organisation-wide approach - supported by a communication plan and calendar to create more opportunities to engage in open and honest conversations about wellbeing and mental health. There isn't a one-size fits all approach to wellbeing and we need to recognise the different colleagues we have and the different types of wellbeing that exist or are required.
- Actively promote our current wellbeing offering, including our counselling services and Employee Assistance Programme, ensuring it is well signposted and easily accessible to all no matter what their role. We will then review access and feedback at the end of this year to understand if these services are fit for purpose and act as required.
- Using the learnings from our COVID response, we will ensure that all risk assessments are integrated into day-to-day working so we can continue to be secure on campus. We will ensure that Equality Impact Assessments are used to really understand health inequality and that we incorporate this understanding into ways of working, policies and procedures.
- Established a proactive approach to improve mental health, including a strategic policy statement on the importance of mental health in the workplace, support for managers to have conversations that address individual mental health needs. Through this we will enable better conversations about workload and priorities, expectations and promote in the moment recognition to support positive wellbeing, including mental health.
- Ensure our ways of working support and promote agile working. This means understanding the role of flexibility and agile working in supporting wellbeing and more blended approaches to working; enabling everyone to have a conversation about how they do their best work and sharing the best bits from off-campus working. We need to ensure that agile working is healthy working from a physical and mental health perspective as well as considering the environmental impact e.g. patterns and hours of working, switch off, effective DSE, overtime management and improving air quality.
- Understood the requirements for an annual absence response plan that is underpinned by great data and insights. We will understand how to use data and



interact with it to identify the focus areas to support attendance. We want to get the balance right here, enabling great attendance but not driving presenteeism, supported by a toolkit to address focus areas within absence. This includes promoting a better understanding and implementation of reasonable adjustments to improve attendance and wellbeing. We must ensure that we prevent the preventable, especially if related to the working environment but we have a role in considering the health and wellbeing needs of the whole person.

- Introduce support plans to navigate through challenging situations for example disciplinary, grievance and organisational change. This includes embedding existing toolkits such as the change toolkits developed to support change projects.
- Our Colleague Networks are a source of support by fostering community and amplifying the voice of colleagues. This is critical for wellbeing.
- Continued our commitment to the Living Wage Foundation and maintain our accreditation and continue our support towards making Salford a Real Living Wage Place – we know this underpins wellbeing for our colleagues and community.
- Explore the Financial Wellbeing support offer that can be made available to colleagues.
- Introduced our Colleague Forum as part of our Colleague Voice channels to improve two-way communication and increase colleague participation in the organisation.
- Introduce a new caring responsibilities policy as part of wider flexibility guidance to cover a range of support for both colleagues with and without caring responsibilities – taking us beyond our COVID interim policy.
- Launch the Report and Support system for colleagues so that they can confidentially highlight issues of concern relating to any discrimination, harassment or bullying that could be impacting their overall wellbeing, or that of others.
- Improving conversations about mental wellbeing across our University – making it easier for leaders, colleagues, and teams to openly discuss mental wellness and illness in a non-judgemental environment. Equip leaders, line managers and colleagues to support this cultural change through storytelling, role modelling, conversation and relationship development.
- We are more planned and persistent about enabling all colleagues to take their annual leave and asking for support – it is a key contributor to wellbeing and must be an active conversation and action between line managers, colleagues, and teams.

### ***Achieving this Goal***

As we've mentioned this plan and the actions within it will evolve and flex to enable us to meet the Goal of having Wellbeing at the heart of everything that we do but the end point, what success looks like will be consistent.

There are 2 ways that we will measure success. The first, are the key metrics that we can access, and they indicate the impact of wellbeing on our organisation and the second is the experience colleagues have.

#### **1. We'll know we've been successful by seeing the following changes in metrics**

- Mental Health related absences (days lost and incidents) have reduced by 20%
- Experience measure/ benchmarking linked to this Goal are improving



- Reduction in preventable long-term absence related leavers
- Increased use and variety of wellbeing services proactively used by colleagues
- We have become a full member of the GMCA Good Employment Charter, recognised for our wellbeing offer.
- We increase the volume of Exit interview data that is available and that is used to inform future parts of the plan.

## 2. We'll know we've been successful when by 2025, all colleagues are saying...

- "I know that as times change, we must change with it. I might not like it, but I always feel supported to enact it. I understand why it's happening, I'm always clear on what I need to know, I can ask questions and I know how the change will impact me personally and the University. It feels that when we have to change something it is well planned, and time is taken to embed it. I feel involved and my wellbeing is actively considered"
- "I know how to access wellbeing services if I need them. I proactively seek them out and encourage others to do the same"
- "I went through a period of long-term sickness. It was a really challenging time, but I felt supported throughout. My manager listened to me and involved me in any decision making, keeping me in the loop about what happens next and respecting my wishes. When I was ready to come back my team and manager were really supportive and helped me with a phased return"
- "My manager and I regularly discuss my wellbeing and I feel confident sharing how I'm doing"
- "I understand what is expected of me and I feel comfortable asking for more details if this isn't clear"
- "I know my manager cares about me, my wellbeing and how I do at my job. They show this through regular recognition, and actively engaging in conversations with me about strengths, aspirations and wellbeing"
- "I have a level of control over how and when I do my role. I appreciate the autonomy and my manager trusts me to make the right decisions on how I get my job done although they do challenge me if I'm not delivering what is expected"
- "I have positive relationships with the people I work. I feel respected and valued for the work I do"
- "I'm proud to work for an organisation that pays the Real Living Wage"
- "As a manager, I feel confident having conversations with my team, even when it's a challenging one"
- "We have open and transparent conversations about workload allocation. I feel like I am not just busy for the sake of it, there are clear expectations and priorities that are reflected in my own and the team's workloads"
- "I don't feel pressure to be in work when I am really not well enough to do so. My manager trusts me to make these decisions about my own wellbeing and discusses this with me. Within the team we make sure that we share knowledge so if anyone needs to take time off for whatever reason they know things will be looked after in their absence"

## **Goal 2 - An Inclusive and diverse place to work and study, rooted in equality**

### ***Why this goal?***

We are committed to achieving an inclusive and diverse place to work and study, rooted in equality; A place that recognises that we are all unique and that people with different backgrounds and experiences bring creative, fresh ideas which help both our colleagues and students to thrive. We also know that not everyone feels like they belong here; they face experiences or situations that don't match our ambitions to be inclusive or we have structures or historical ways of working that do not enable everyone to feel they work or study in an equitable organisation. This will take a cultural change as we recognise that we do not currently have a culture or community that is as inclusive or diverse as we would like to ensure that all colleagues and students feel that sense of belonging.

We know from the data that we have available that our colleague profile is not as diverse as our student population or our local community. For this goal, we are not looking at our sector for what good looks like as this does not reflect the reality. A more diverse place to work and study would mean that our colleague profile would be more aligned to the profile of our local community and our students who we are delivering for. We see the impact of this lack of diversity in our outcomes for students but also for our colleagues. You can see more insights provided by colleagues [here](#).

For our students, we see this most clearly in the 18% gap (2018/19) in the awards to students of colour compare to white students, this isn't acceptable. For our colleagues, we see this most in our Gender Pay Gap and our Equality Pay reporting where overall people of colour and women are more likely to be in lower graded roles. This sort of data and our KPIs are a key part to understanding where we are and what progress we are making. We know that the metrics are not the most effective way to drive real, long term culture change but they remain an important starting point and a way to hold ourselves to account and focus our attention. Our approach to KPIs linked to Equality, Diversity and Inclusion is that if we take the right actions to change behaviours and the system, our metrics will improve.

We know that colleagues have not always had a positive experience here. The barriers and experiences around under representation of ethnicity and gender is concerning, demonstrating a lack of opportunities and that systematic discrimination does exist. We don't want to ignore that anymore. We want to become an organisation that is diverse and inclusive for all. We want colleagues to have a positive experience; not to be disadvantaged by their gender or ethnicity but celebrated and able to contribute to the success of our University. We will become a place that people want to be part of because we are diverse and inclusive and champion equality.

We want everyone who is part of our organisation to feel they belong. Therefore, in addition to addressing imbalance and experiences of people of colour and genders, we will also be focusing on those who have a disability, are LGBT+, are carers and from more diverse socio-economic backgrounds, addressing under representation across the University. We recognise however that working towards achieving this may inadvertently put a personal and emotional strain on under-represented groups who are over-relied on to share their stories and come up with solutions. We must find a balance where those with less to lose are the ones speaking up and find ways to ensure we are supporting all colleagues in this journey.

We want to build a culture where it is worth speaking up and the personal risk is outweighed by the reward.

COVID has presented many challenges but also opportunities for the way we work and how accessible employment and opportunities are at our University. The tragic death of George Floyd has shone a light on systemic racism, and we want to change – we will be an anti-racist organisation and have this as a foundation for the diverse and inclusive place to work and study we want to be. It's important that we are able to acknowledge and address the systematic and structural barriers that are in place and consider the wide-ranging impacts of this from health inequalities to barriers to progression.

We know many of these issues are bigger than us as a University but the external factors and inequalities in our wider communities do not stop us taking action and responsibility for the part we play. We want to drive ownership across the institution from our formal governance in the Workplace Inclusion Action Group (WIAG) and Inclusion, Diversity and Equality Committee to our Senior teams and every individual who works or studies here.

***By December 2022 we'll have implemented the following, giving us time to embed by 2025....***

For all the agreed actions for delivering this goal are part of the University Equality, Diversity and Inclusion Action Plan - [University EDI Action Plan - 24 March 2021 - updated for UPP .docx](#)

### ***Achieving this Goal***

As we've mentioned this plan and the actions within it will evolve and flex to enable us to meet the Goal of having a more inclusive and diverse culture but the end point, what success looks like will be consistent.

There are 2 ways that we will measure success. The first, are the key metrics that we can access, and they indicate the impact of wellbeing on our organisation and the second is the experience colleagues have.

#### **1. We'll know we've been successful by seeing the following changes in metrics**

- EDI KPIs
- Achievement of action plans
- Achieve and maintain bronze award for REC and Athena SWAN
- Continuing to trend upwards for Stonewall (2018 Rank: 394/ 2019 Rank: 248 / 2020 Rank: 157)
- Maintain Level 2, on the path to becoming a Level 3 Disability Confident Employer
- Our Gender Pay Gap has closed to 5% by 2023.
- Increase in Professors who are people of colour and women (Budget permitting)
- Report and support increases visibility and response to discrimination
- Experience measure/ benchmarking linked to this Goal are improving

- We increase the volume of Exit interview data that is available and that is used to inform future parts of the plan.

## 2. We'll know we've been successful when by 2025, all colleagues are saying...

- "I feel part of this place. I am not seen as one part of who I am but as a whole person with many identities. I feel that this is recognised and celebrated and a key part of what makes me great at what I do"
- "I know can succeed – who I am doesn't get in the way of my progress"
- "The University takes this stuff seriously. I never feel that it's just lip service. As a University I see us doing what we say we will. Action actually happens and I feel involved in it".
- "We have honest and open conversations. Sometimes these are difficult and uncomfortable, but I feel safe raising issues. I know how important this is to creating lasting change"
- "I know I will be taken seriously if I raise an issue and it will be addressed appropriately"
- "I can see myself reflected in our University community and I've heard students say the same"
- "I've learnt and understood more about my own privilege and how I impact on the colleagues and students around me. I recognise the complexity of this and want to do my part to make it an open conversation".
- "I feel part of the general discussions and don't feel excluded because of my personal characteristics."
- "I'm pretty introverted and I don't really like talking in a large group so struggled to get involved initially in some of these conversations. The University was great at creating varied opportunities to get involved so I could choose the right way for me"
- "I feel that our leadership team is more representative and understands the gaps that still exist. I know and can see that they are working on it".

## **Goal 3 - Deliberately focusing on performance, development, reward and recognition for all**

### ***Why this goal?***

The overall performance of the organisation is a representation of our success in providing clear purpose, a focus on contribution, follow up, appropriate development and the right approach to recognition, either through reward, opportunities or acknowledging impact. When we get this right, we can enable our colleagues to be at their best, whatever this looks like for them. This enables our students to have a great experience and positive outcomes. We know that one size does not fit all so our expectation of what good looks like will take account of the wide variety of roles across teaching, research, enterprise, and professional services.

We are not where we want to be when it comes to student outcomes and the progress of key metrics for our organisation. This means that we have some work to do when it comes to enabling our colleagues to be at their best in their role. The way we can change this is by deliberately focusing on performance, development, and reward and recognition. We can only enable our students to be successful if our colleagues are first.

We've already started working on this through the development of the Academic Career Framework through the rollout of Salford Academic, the Salford Manager programme, the introduction of a new pension scheme and the launch of My Salford but we have more to do to create a consistent and fair approach for all.

We've heard from colleagues that the objectives they are set are not always aligned to the University or their wider School or department strategy. There is often inconsistency in what is considered a priority for us at all levels of the University with a lot of changes experienced in the day-to-day demands on colleagues leaving many feeling uncertain on what is required, what good looks like and whether they are achieving what is expected. Transparency in objective setting and an alignment of workload to the key priorities is seen as essential in creating more clarity in these areas. Essential to this is also the follow up and being able to hold those who are accountable, responsible for that. You can read more of the insights [here](#).

We know that we are all working hard, in particularly challenging circumstances. With this goal we want to ensure we are all working hard on the right things and all colleagues are clear on what this looks like for them and feel appropriately recognised for these contributions. In order to action this for individuals we recognise that managers who have these conversations will need additional support and time to manage but also the back up of an institutional approach that shows this is important through how budgets are allocated and structures are designed across the University. This includes ensuring that no manager has an unmanageable number of direct reports so that these conversations can be meaningful and drive the desired outcomes.

### ***By December 2022 we'll have implemented the following, giving us time to embed by 2025....***

- Completed the Salford Academic roll out – including the wraparound development, the introduction of the Academic Career Framework and Performance and Career Conversations. With all Schools having a base understanding of the tools, we will be able to start the new academic year 2021/22 with all academic colleagues starting to

work in the new way enabling us to move to embedding this approach. This includes conversations about both poor and excellent performance, career, development, and a more robust calibration process that ensures transparency and fairness across Schools when it comes to objectives, performance and progression.

- A Workload Allocation process that is transparent, fair, and understood by all academics with all activities aligned clearly to objectives and the University strategy. This means great conversations about not just the allocation model but capacity within roles to allow honest and realistic workloads that focus on not doing more but doing the right things really well.
- Professional Services performance and career conversations are enhanced to ensure clear embedding of objectives, recognition of contribution and poor performance is effectively addressed. With this, establishing an improved calibration approach enabling a University wide calibration process, that recognises performance fairly and consistently. As with Salford Academic, Salford Professional will include the broader ways of working that make this possible and how these conversations can inform better talent and succession planning.
- To facilitate the implementation of Performance and Career conversations and calibration across the University as well as more transparent talent management and succession planning, we will review and implement a system that supports the fair and transparent capture of objectives, conversations, and ratings
- University wide objectives which are clearly understood and reflected in individual objectives that agreed through collaboration with colleagues
- A reviewed, transparent and fair Professorial promotions and review process which is aligned to the Academic Career Framework with parity of appointments across the three core pathways.
- Completed a collaborative review of our reward offer with a clearer link to pay based on contribution.
- Open discussion and debate around what incentive/ reward people actually want with a view to exploring what is possible so we can transparently show what is and is not available at Salford going forward. This will include reviewing our My Salford offer to ensure that it is helping colleagues save on the things that matter most and to support leaders and colleagues to recognise the contributions of others.
- Promoted and encouraged conversations across the University through events such as Leading at Salford and Salford Conversations.
- Continued to evolve the Salford Manager programme to enable line managers from new to existing, academic to professional services, to build and improve their skills and behaviours.
- Reviewed and evolved our learning offer for all colleagues. For academics a focus area will be supporting them to enhance the quality of our teaching and learning with a focus on digital skills and pedagogy.
- Reviewed the process for recruitment, onboarding, quality and development of HPAs to ensure they can deliver in line with the University strategy
- Digital Confidence working group – a multi-phased programme of work building core systems capability and confidence; allowing all colleagues to be at and above a minimum standard. This will be supported by multiple learning interventions and



designed based on delivery of student experience. Later phases will transition us to fully cloud based computing giving further agility and flexibility to our colleagues.

- Building change capability through toolkits approach and consistently transparent change management
- We will have equipped colleagues to learn in the way that works for them supporting them to responding to change and uncertainty.
- Expanded how we celebrate success from local interventions to bigger events such as Salford celebrates, we celebrate the everyday amazing and out of this world achievements acknowledging the wide spectrum of reward and recognition
- Review of Salford Behaviours to ensure they are driving the culture we want to build recognising the diversity of our colleagues
- Review the end to end colleague journey to ensure that we are setting them up for success when they join us through to ensuring that there is a robust exit interview process so colleagues leave as advocates
- Review our talent management and succession planning and how this is supported by more consistent performance and career conversations to enable us to retain and develop our internal talent from technicians and early career academics to transition into more senior roles in a fair and inclusive way. This may sometimes mean facing into honest two-way conversations about career and development that allow colleagues to push themselves but also allows them to make decisions as individuals which may mean them leaving for an external opportunity accepting that retaining colleagues is not always the primary objective.
- Engage with finance on ensuring the ambition of this goal is reflected and realistic within our budget setting exercises. As with our review of reward and recognition, we will be honest about what's been agreed and the reality of the situation.
- Enabling our line managers to be successful setting clear expectations and support in their role from time to manage, being present, having clear 121s, to performance and career conversations as established through Salford Academic and Salford Professional. This is reinforced by senior leaders in how they recognise and create space for great line management so we can catch issues before formal intervention.
- Maximising the impact of our colleague voice channels to ensure 2-way communication that links to strategy and sets clear expectations for involvement. This is facilitated by signposting to the hub and working to drive a self-serve culture,
- Embedding the HUB as enabler of performance, reward and development with easy navigation of key messages, what you need to know i.e. policies and access to tools you need to be at your best i.e. self-serve development, guides etc.

### ***Achieving this Goal***

As we've mentioned, this plan and the actions within it will evolve and flex to enable us to meet the Goal of deliberately focusing on performance, development, reward and recognition but the end point, what success looks like will be consistent.

There are 2 ways that we will measure success. The first, are the key metrics that we can access, and they indicate the impact on our organisation and the second is the experience colleagues have.



## 1. We'll know we've been successful by seeing the following changes in metrics

- PDR/ PCC completion rates
- PDR/ PCC ratings
- Student Experience KPIs
- Use of My Salford – no. of recognition cards and products used
- Experience measure/ benchmarking linked to this Goal are improving
- We increase the volume of Exit interview data that is available and that is used to inform future parts of the plan

## 2. We'll know we've been successful when by 2025, all colleagues are saying...

- "I have clear goals and understand how they impact on our overall University and School plans. If I think I'm being asked to do work that does not link to these goals I am comfortable asking for more information and challenging it as a priority"
- "I know what my goals are but also what my wider team and manager is working on. It's great to be able to see that we're all contributing to the same vision"
- "I can develop my career here if I choose to. I can create my own opportunities for development that work with my ambitions"
- "I feel that I can succeed in my specialism. If I'm seeking a senior role, I know I don't have to just focus on research. Roles are available across lots of different pathways"
- "My Annual review conversations with my line manager about my performance are useful. Although nothing we talk about is a surprise it's really helpful to have dedicated time to discuss me and my progress. It feels like this is important to my manager as much as it does to me. They always make time for it"
- "I feel appreciated in my team and by my manager. They recognise me in the moment, and we have a great culture of celebrating success"
- "I was disappointed not to get a recent promotion opportunity that came up, but the process was fair and transparent, and my manager was honest with me about the reasons I was unsuccessful. I know what I need to focus on now so I'm ready when the next opportunity comes up"

## University People Plan – Measuring Progress

The University People Plan has identified some key measures to identify success, some of these a wider measure such as student experience KPIs and some relate more specifically to KPIs that focus on our people. A dashboard will be developed for the measures and used to support the updates to colleagues and for progress monitoring.

We want to replace the traditional employee engagement survey with something that is more useful to us in terms of the experience that colleagues have. As we launch the University People Plan, we'll want to do a temperature check on how our colleagues think we are doing against the desired Colleague Experience. This will give us the baseline as we launch but will be able to use that throughout the implementation and evolution of the plan.

There will be some core questions that will align to the desired Colleague Experience, but we could also add in some specific questions, for example, we could ask how colleagues have experienced lockdown and return to campus.

We'll use equality monitoring to strengthen our understanding of the experience of different types of colleagues and we'll ensure the anonymity of the data gathering.

We'll be looking to use a 6-point scale for responses – Strongly Agree/Agree/Somewhat Agree/Somewhat Disagree/Disagree/Strongly Disagree. For questions that may not apply to everyone – we'll provide a n/a response for those questions.

### Example Colleague Experience Check:

**Topic 1** - Colleagues have great conversations with their line manager and their wellbeing (physical and mental) is central to that.

**Topic 2** – Colleagues are clear on what contribution is expected from them, enabling them to be at their best.

**Topic 3** - Colleagues are valued and recognised for the contributions that they make.

**Topic 4** - Colleagues are not treated the same, but they are treated fairly based on their needs and the requirements of our organisation - there should be no surprises when it comes to performance with a consistent approach to considering the individual needs.

**Topic 5** - Colleagues have a voice and feel heard.

**Topic 6** - Colleagues are supported to develop and perform at their best.

**Topic 7** – Colleagues have the tools and environment to work in that enables them to perform at their best.

**Topic 8** - Colleagues are enabled to cope well with change through the quality of change delivery.

**Topic 9** - Colleagues feel that they belong.

**Topic 10** - Colleagues feel confident raising incidents of inappropriate behaviour and conduct, knowing that this will be taken seriously and addressed