PEOPLE STRATEGY

2012 – 2017
INTRODUCTION

The People Strategy sets out Birkbeck’s plans to ensure the recruitment, development and retention of the best quality staff in all staff groups, in order to fulfil the College’s Mission and thereby meet its strategic aims and objectives.

The Strategy covers the period 1 August 2012 – 31 July 2017 and sets out the aims, objectives and action required to improve people management at Birkbeck, and thereby contribute to the success of the College.

The Strategy has been shaped taking into consideration the following:

- The HE White Paper: Students at the heart of the system (published June 2011)
- Employment legislation and best practice in human resources
- Guidance from the Universities and Colleges Employers’ Association

The high level challenges facing Birkbeck have also been taken into consideration in formulating this Strategy.

The Director of Human Resources is responsible for proposing and implementing the Strategy. The Human Resources Strategy and Policy Committee (HRSPC) has responsibility for approving the Strategy. Staff and trade union representatives have been consulted on the Strategy.

The HRSPC will review the People Strategy on an annual basis to assess progress against the objectives. The Committee has responsibility for advising the Finance and General Purposes Committee and the Governors on staffing matters.

The Strategy covers a five year period and, as such, will be adapted to respond to Birkbeck’s changing needs through regular reviews. In addition, these reviews will also take account of any emerging employment trends, local, national and EU legislation and best practice in HR and higher education.

Arrangements for the implementation of the Strategy will be outlined in an action plan.

Building on the College’s existing HR policies and procedures, the purpose of the Strategy is to provide an effective framework for recruiting, developing and retaining staff in an effective, fair and supportive environment. To this end, the Strategy is structured around the following key themes:

1) Recruitment and Retention
2) Reward
3) Organisational Development
4) Staff Well-being and Engagement
5) Equality and Diversity
6) Performance Development
7) Employment Framework

The College takes an organisational development approach in the Strategy and aims to ensure that the above themes and underpinning aims support and complement each other to maximise effectiveness.
THEME 1: RECRUITMENT AND RETENTION

1.1 RECRUITMENT

College Objective: Teaching and research excellence

Aim – based on workforce planning, to recruit high calibre staff in all staff groups to meet Birkbeck’s objectives of providing high quality teaching and developing excellence in research, and to build the College’s capacity to deliver service excellence.

For the majority of advertised posts, the College attracts a strong field of applicants. This is primarily because of its good academic reputation, the unique opportunities it offers (i.e. working in a research intensive institution - teaching mature, part-time students in the evening), and its reputation as a good employer offering opportunities for career development, job security and a flexible approach to work.

However, Birkbeck also faces a continuous challenge in competing with other universities and, in some cases, the private sector for particular types of staff. The decision to pay market supplements to staff in key academic disciplines and certain professionally qualified and skilled staff has enabled the College to recruit high calibre staff in these areas.

As the next Research Excellence Framework (REF) exercise approaches, it is highly likely that competition to recruit high calibre research active, internationally-renowned academic staff will increase and intensify, and the payment of attractive salaries and market supplements will become more prevalent.

Other forms of reward and recognition schemes (such as recruitment and retention premia) will also need to be considered and costed to support the College’s recruitment and retention of high performing staff. However, it should be borne in mind that the College has limited funding available for this purpose.

The College will do the following:

- Review the recruitment and selection policy.
- Review the attraction and retention payments policy and other identified incentive schemes, and ensure that Birkbeck has in place effective policies to be able to recruit and retain high calibre staff.
- Review and benchmark the College’s benefits package against other comparable higher education institutions (HEIs), to ensure it remains attractive to new and existing staff.
- Review and publicise existing non-financial benefits (e.g. generous leave entitlement, relocation allowances, season ticket loans, counselling services, work/life balance policies) and market them more effectively in recruitment advertising.
- Report regularly on the effectiveness of recruitment and retention initiatives, incentives and packages, and whether they are being used in a consistent, fair and transparent manner.
1.2 RETENTION

College Objective: Teaching and research excellence

**Aim** – to retain and motivate high achieving staff at all levels to meet Birkbeck’s objectives of providing high quality teaching and developing excellence in research, and service excellence.

1.2.a Turnover

A level of staff turnover in organisations is considered healthy in order to ensure fresh ideas, ways of working and motivation. However, a degree of stability is also necessary so that organisational knowledge and skills and continuity are maintained. Birkbeck contributes to an annual survey of HEIs conducted by DLA; the 2011 survey showed staff turnover across all staff groups was lower at Birkbeck (3.1%) than the sector average (6.4%).

Our central London location, in an area well served by public transport and with good academic, shopping and leisure facilities, enables us to attract staff to Birkbeck. However, with the plethora of HEIs locally, there are also many other job opportunities for staff in close proximity. In particular, increased clerical staff mobility has been attributed to the wealth of employment opportunities in other HEIs but also private sector organisations in the vicinity, with staff using Birkbeck as a stepping stone. Birkbeck also benefits from this effect by recruiting from other local employers.

- Understand who our key staff are and what motivates them to stay at Birkbeck.
- Compare all staff group salaries with other HEIs in London and local employers to ensure Birkbeck continues to offer a competitive salary.
- Produce an annual turnover report to enable the College to address any areas of concern.
- As turnover is currently low, ensure staff continue to develop the skills to enable them to meet Birkbeck’s changing needs.

1.2.b Exit Questionnaires

The College uses exit questionnaires to ascertain the reasons for staff leaving and help identify themes or areas to target future recruitment and retention action.

- Every two years analyse and report on feedback from exit questionnaires, including equal opportunities information, and take appropriate action.

THEME 2: REWARD

College Objective: Teaching and research excellence

**Aim** – to have in place a fair and transparent reward strategy that supports excellence in teaching, research service delivery, and ensures that all staff are paid a fair and competitive salary, and are rewarded and recognised for high performance.

The College is committed to rewarding existing high performing and prospective staff with competitive and sector comparable packages. However, it is recognised that the recruitment pool for this talent will also include other public and private sector employers, who have greater financial flexibility at their disposal. In view of this, the College will continue to consider and introduce clear and transparent reward packages that are both affordable and recognise either

- indicates how key aims will be achieved
individual or team high performance.

More emphasis on the wider reward package, including greater investment in staff development and improvements in working environment, will also be considered as these are important retention factors.

➤ Review current reward packages, develop and implement more attractive packages to retain high performing staff.

➤ Review promotion processes for all staff.

➤ Review performance related pay processes for all staff.

2.a Job Evaluation
The College introduced the Hay job evaluation scheme as part of the National Framework Agreement. This offers a fair and consistent mechanism for ensuring staff are appropriately graded and paid.

➤ Further refine the job evaluation process to meet the College’s changing requirements.

2.b Harmonisation
The College implemented the first phase of the National Framework Agreement (NFA) in 2006 introducing a new pay and grading structure and harmonising certain terms and conditions. It has since been working on phase two, the aim of which is to move sessional lecturers (teaching and scholarship staff) on to the single pay spine and harmonise their terms and conditions, as appropriate. This is a major piece of work and the milestones achieved to date are the development and grading of jobs in this category and the matching of all staff to roles; agreement with UCU on the majority of terms and conditions; and policy harmonisation work.

➤ Fully implement phase two of the NFA by October 2012.

2.c Equal Pay Audit
In order to ensure our reward systems are not inherently biased or applied inconsistently, the College will conduct regular equal pay audits, and scrutinise the diversity profile of staff in relation to promotion, merit pay, starting salary, allowances, etc.

➤ Produce annual equality reports and conduct an equal pay audit (including allowances and starting salaries) every three years.

2.d Recognition
Traditionally, pay was considered to be the key motivator at work. However, with changing demographics and a new life-work balance philosophy, research has shown that other key elements of the reward package also engage and motivate staff. Staff need to feel respected and valued for the contribution they make. The quality of the working environment is also important to staff.

➤ Consider and introduce other non-financial benefits that would attract/retain staff.
THEME 3: ORGANISATIONAL DEVELOPMENT

College Objectives: Respond rapidly to new and changing opportunities  
Provide an inclusive working environment for staff

**Aim** - to develop the College’s capacity to deliver its Mission effectively, including through enhancing quality and service excellence, respond flexibly to strategic challenges and improve efficiency. To, also, support a positive and flexible working environment, in which staff contribution is valued and harnessed, and in which equality of opportunity, and the appreciation of diversity and dignity at work, are respected values.

The College has a collegiate, consultative culture, and recognises the value of all its staff in contributing to the success of its Mission. Working relationships with the trade unions are good, with management and unions working in partnership on strategic issues, as well as on group and individual matters.

The College takes an organisational development approach in this overall strategy and this section identifies specific organisational development activities.

3.a Organisational Effectiveness Reviews
The aim of conducting staff surveys is to inform activities that enhance organisational effectiveness, efficiency, staff well-being and equality. The College is committed to conducting College-wide staff surveys in order to collect feedback about the working environment and to identify areas that are effective in enabling the delivery of the College’s Mission and areas in which improvements can be made.

Birkbeck is currently also undertaking a College-wide operational excellence project, the aim of which is to develop and sustain the College’s capacity to deliver optimal support services to students and staff, and to create a culture of continuous improvement.

- Undertake a Staff Survey every three years and act on its findings, conducting follow-up interim surveys as required.
- To develop and implement a plan to support the people and organisational development elements of the operational excellence project.

3.b Leadership and Management Development
The College will continue to develop and deliver a full and coherent strategy for developing management and leadership capabilities across the College. The strategy will evolve over time and, amongst other areas, will develop capabilities in leadership, change management, strategy development and implementation, performance management and support the development of a coaching culture.

- Provide leadership coaching to Pro Vice Masters (PVMs) and Executive Deans.
- Champion and offer 360 degree feedback for senior staff.
- Provide support and leadership development activities for Heads of Professional Services Grade 9 managers in Professional Services and School Managers.
- Provide support and development for School Executives and other senior teams.
➢ Provide academic leaders with support and development at key stages of their careers, including promotion to Assistant Dean, Executive Dean, PVM.

➢ To offer a range of management development activities for all managers in response to College needs.

3.c Change Management
As competition increases in the sector, the College needs to ensure that it is able to recruit and retain students by offering attractive courses, high quality teaching and effective structures and processes, as well as ensuring that our research profile remains strong.

In order to achieve this, the College needs to create an agile, change-ready and flexible workforce equipped to take forward new initiatives.

➢ To build the capability of leaders and managers, and management teams, to lead and manage change, through the strategy in 3b.

➢ Through training and development improve the personal resilience of staff and managers so that they are better prepared to manage and deliver change.

➢ Continue to provide professional advice and, in particular, address employee relations and staff development issues relating to change projects across the College, including people management issues related to the satellite campus being developed at Stratford, and restructurings of School and Professional Service departments.

➢ To monitor the impact of organisational change through the staff survey, see 3a.

3.d Research Excellence
Developing excellence in research is a key College objective. Research is a core strand, along with teaching and administration, of all academic staff roles at Birkbeck. Providing research led teaching, carrying out high quality research and generating research income are core to our business. To enhance research performance consideration needs to be given to supporting staff to excel in this area.

➢ Develop the capability of academic staff to support newly appointed and less research productive staff through mentoring.

➢ Develop a programme of workshops to provide staff with the skills to write grant applications, present papers etc.

The College is currently in the midst of preparing for the REF exercise in 2014. The overall objective of this is to maximise the outcome for the College. The results will be published in December 2014.

Using good practice guidance and resources from key organisations (HEFCE, ECU), HR will work in partnership with the REF Working Group to develop transparent policies and processes to aid the successful implementation of the College REF submission strategy.

➢ Develop and deliver an effective Equality Code of Practice.

➢ To provide academic and research staff with transparent understanding of College expectations, the process of selection and the process to activate to apply for reduction in submission numbers.
3.e Academic Professional Development
The importance of academic professional development related to learning and teaching issues is recognised by the College. Through the establishment of a co-ordinated programme of professional academic development for those teaching and supporting learning, the College is taking an enhanced approach to supporting academic staff across the institution in the maintenance and development of their professional competence. This integration of development activity for academic staff will help to create an inclusive culture, ensuring that the needs of academic staff – whether full or part-time – are recognised. Co-ordinating this with student learning development support will provide an interface between these two aspects which will ensure that academic professional development is informed by a clear picture of student learning needs.

**Developing Professional Competence in Teaching**
This is now on the Government agenda. All newly appointed academic staff are required to take the PGCE: HE unless they have substantial teaching experience, in which case they are required to be members of the Higher Education Academy (HEA). This is a prerequisite for passing academic probation. The College offers the Postgraduate Certificate in Education: Higher Education as a route to HEA membership.

The College has long supported postgraduate teaching assistants through a ‘Fundamentals of Teaching’ programme. A Graduate Certificate in Teaching and Supporting Learning has been developed to replace ‘Fundamentals’, and has been accredited by the HEA. It is anticipated that from 2012/13 all postgraduate research students who are teaching six or more lectures/seminars and/or supporting learning will take this certificate.

Teacher training will also need to be considered for teaching and scholarship staff.

**Continuing Professional Development**
The College encourages active engagement with the HEA and provides support for academic staff in applying for individual membership of the HEA. The College will continue to fund staff membership of this body.

**Rewarding Excellence in Learning, Teaching and Assessment**
The annual Birkbeck Excellence in Teaching Award (BETA) will continue to recognise staff who undertake innovative practice relating to learning and teaching. Best practice from recognized projects will be disseminated throughout the College.

Support and encouragement will also be given to academic staff to apply for National Teaching Fellowships, to further extend recognition of successful activity in this area.

A working group chaired by the PVM Learning and Teaching has developed and clarified an explicit set of criteria for academic promotion (from Lecturer to Senior Lecturer) under the current academic promotion policy on the grounds of excellence in teaching. The College will continue to support and monitor this and will also look at other stages of academic promotion in terms of explicit teaching criteria.

3.f Staff Training and Development
Birkbeck is committed to providing training and development opportunities to ensure that all staff are competent and appropriately skilled to meet the current and future aims and needs of the College. All staff are able to access training and development opportunities appropriate to their role, including teaching and scholarship staff and part-time staff.
A number of providers deliver non-subject-specific development for staff. These providers include the Learning and Organisational Development team (general skills and management training); Health and Safety Office (health and safety training) and Information Technology Services (IT training).

Alongside this provision, wherever possible subject-specific staff development needs are met by the relevant School/Department.

The College will continue to provide training for staff in College-wide systems, such as the Progress and Development Review, and in areas of skills or knowledge required by law or best practice such as Recruitment and Selection, Equality and Diversity, Disability Awareness, Health and Safety and Induction.

It is the College’s aim to ensure that all members of staff understand that they are responsible for their own development, with the support and guidance of their line manager. The College also aims to ensure that all staff with people management responsibility are competent in the skills of managing and supporting their staff.

➢ To develop processes for capturing organisational training needs.
➢ To develop a wider programme of general learning activities, which meets the College’s ongoing needs.
➢ To develop capabilities in coaching others, mentoring and supporting others’ learning and development on the job.
➢ To provide a programme of development to support staff and managers with delivery of effective customer service, including handling student expectations. This includes training and development sessions within the Leadership and Management Development Strategy for staff with people management responsibility, see 3b.
➢ To explore flexible methods of training and development delivery.

THEME 4: STAFF WELL-BEING AND ENGAGEMENT

College Objective: Provide an inclusive working environment for staff

Aim – to provide a safe and healthy working environment that promotes staff well-being.

4.a Well-being

The promotion of well-being can have benefits for both employees and the organisation in the form of increased commitment and job satisfaction, improved morale, staff retention, improved performance and productivity and reduced staff absence and cost.

To this end, a range of staff benefits are already in place including counselling, an occupational health service (including health checks), work/life balance policies such as flexible working and career breaks and the cycle to work scheme.

➢ Consider what further strategies can be put in place to improve the work/life balance of hardworking staff at Birkbeck.
Consider introducing an Employee Assistance Programme.

Promote the use of mediation as a tool for addressing workplace disputes.

Promote the Dignity at Work and Study policy which supports a culture where all are respected, treated fairly and not discriminated against.

### 4.b Sickness Absence

The College recognises that staff absences are costly in terms of loss of skills and experience, operational difficulties, colleagues covering for absence, and sick pay. In 2011 the average number of working days lost due to sickness was three; the average period of absence 3.2 days and 35% of total staff absence was long term (more than 20 days).

As part of Birkbeck’s commitment to promote the health and well-being of staff, a new policy has been developed to manage sickness more effectively. Currently, sickness absence reporting and monitoring is not consistently carried out across the College and management information is difficult to generate.

- Implement the new sickness absence policy and equip managers to manage sickness absence cases more effectively.
- Improve sickness absence management reporting and monitoring in order to determine the level of sickness absence at Birkbeck.

### 4.c Employee Engagement

Promoting employee engagement enables staff to understand the aims and objectives of the organisation, sign up to and support them, and contribute to the achievement of College objectives. This is particularly important at a time when the sector as a whole and Birkbeck face major challenges.

- Improve line manager impact on staff engagement through regular and more effective communication.
- Clarify the institution’s aims, plans and strategy, and increase the visibility of senior staff.

### THEME 5: EQUALITY & DIVERSITY

**College Objectives:**

- Create a diverse student body
- Provide an inclusive working environment for staff

**Aim** — to attract and retain a diverse staff community that reflects the College’s diverse student population, and embed equality and diversity into all College activity.

A key strand of Birkbeck’s Mission is to ensure that the College provides an inclusive learning and working environment for its students and staff so that all develop to their full potential. Birkbeck has a long tradition of providing opportunities for staff and students from diverse backgrounds and is committed to providing equality of opportunity for both staff and students.

To embrace Birkbeck’s vision of equity and access, we want to ensure that equality and diversity is an integral part of the College’s practices and is embedded in all that we do. We have strived to build an enabling environment free from prejudice, discrimination and harassment by supporting the diverse and cultural needs of staff and students, through a range of awareness...
raising activities across the College.

5.a Equality Initiatives
Under the Equality Act 2010, the College has a general duty to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a relevant characteristic\(^1\) and persons who do not. To this end, we have signed up to the following good practice equality initiatives:

- Athena SWAN Charter Scheme which recognises and celebrates excellence in Science, Engineering and Technology (SET) for women in higher education and research.
- Mindful Employer’s Charter Scheme aimed at increasing awareness of mental health at work and the provision of ongoing support for employers in the recruitment and retention of staff.
- Positive about disabled people ‘Two Ticks’ Scheme, a recognition given by Jobcentre Plus to employers who have agreed to take positive action to meet five commitments in the employment, retention, training and career development of disabled people.
- Stonewall Diversity Champions Programme, a good practice forum in which employers work with Stonewall to promote lesbian, gay and bisexual equality in the workplace.

5.b Equalities Committee
Birkbeck’s Equalities Committee has responsibility for the College’s strategic equality direction, monitoring and reporting on progress annually. The Committee has a wide membership from the Professional Service Departments, an Equality Lead from each School, union representatives and student representatives to drive the equalities agenda at the College.

The Equality Strategy is the College’s overarching strategic framework articulating Birkbeck’s equality approach; it is supported by an implementation plan.

5.c Equality Objectives
We have developed and committed to four key equality objectives over the next four years (2012 – 2016) to strengthen our performance of the general and specific duties. These objectives will be underpinned by detailed activities and will be monitored on an annual basis. The objectives are:

**Objective 1:** Compliance with equalities legislation by promoting equality of opportunity and diversity in all that we do.

**Objective 2:** Raise awareness and understanding for all staff and students of their equality and diversity responsibilities.

**Objective 3:** Develop a diverse workforce reflective of the student body.

**Objective 4:** Develop an inclusive and enabling environment that promotes tolerance, acceptance and freedom from discrimination at work, study and in all that we do.

5.d Policies

---

\(^1\) The nine protected characteristics referred to are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership (with regard to eliminating discrimination).
The College has a wide range of policies on flexible working, career breaks, maternity, paternity, parental and adoption leave where some provisions are more beneficial than the law requires; including a childcare voucher scheme.

The Dignity at Work and Study Scheme provides support to both staff and students on harassment and bullying issues, with a pool of trained Dignity Contacts who play a key role in successfully supporting staff to resolve these issues.

The recruitment and selection policy and guidelines have been revised to reflect changes in legislation and best practice.

- Provide mandatory recruitment and selection training, with a specific focus on equality, for panel members, with all panels reflecting the diversity of the College population (e.g. they contain at least one member of each sex).

5.e Equality Monitoring
As part of our statutory requirements to monitor staff and applicant information, data is generated from the Alta HR database and iGRasp online recruitment system detailing our current staff profile, including the diversity of the workforce.

- Publish the outcomes of our monitoring through an annual report capturing an analysis of the trends and patterns which feed into strategic workforce action planning.

5.f Training
We are committed to training all staff to ensure that they are aware of their equality and diversity obligations.

- Run recruitment and selection and performance and development workshops, specifically covering equality and diversity.
- Include specific equality and diversity and disability sessions on the staff induction programme.
- Make the ‘Equality, Diversity and You’ online training resource, hosted on Moodle, available to all staff in the College as an introductory course to equality and diversity. This captures discrimination, legal and social context, the Birkbeck perspective, cultural diversity and employee responsibilities including a section for managers.
- Continue to offer training to support the diverse and cultural needs of staff and students through a range of equality and diversity activities across the College.

THEME 6: PERFORMANCE DEVELOPMENT

College Objectives:  Teaching and research excellence  Develop staff to their full potential

Aim – to ensure that staff are equipped to carry out their roles effectively and develop to their full potential, and that the College embeds a culture of consistent high performance.

The College is committed to providing support for all staff in the acquisition of skills, knowledge and experience to meet both the current and future needs of its Mission. It supports the development of a culture that values high performance, including the development of high
performing teams. Strategies that support performance development include secondment and cross-team project work.

**6.a Induction**

In order to support staff to carry out their roles to a high standard, the performance standards expected of them need to be made clear at the point of recruitment, through the induction and probation process, and then through regular appraisal and review meetings. Staff should be given the necessary support and training and development to enable them to fulfil their role requirements.

- Review the staff induction and probation processes.
- Build coaching and mentoring capabilities of line managers.

**6.b Progress Review**

The College recognises that there is a strong sense of commitment, loyalty and achievement amongst staff at Birkbeck, and that the continued success of the College depends on staff understanding and performing their roles to a high standard, continuing to learn and develop and being flexible in response to new challenges.

The College's Progress and Development Review (PDR) system provides an annual, formal opportunity for all staff to review their progress and plan activity. It is also an opportunity to identify and record any related development and support necessary to carry out their roles effectively, develop to their full potential and ultimately, to enable the College to achieve its Mission. It complements the ongoing discussions between staff and line managers about progress and planning and provides a formal annual record.

To date, the College recognises, with concern, that low numbers of academic staff have taken part in this review scheme, and that it is important that all staff have the opportunity to discuss their progress, development and plans, and their contribution to the School and wider College.

Training for staff responsible for conducting reviews is now mandatory and monitoring of participation in the PDR system will continue.

- Review academic PDR process.
- Continue to provide PDR training for all new staff and those new to conducting a PDR at Birkbeck.
- Audit return rates of PDRs as agreed with senior managers.

**6.c Rewarding Exceptional Performance**

The College is committed to recognising and rewarding exceptional performance (see 2).

**6.d Under Performance**

The College recognises that it is important to deal effectively and at the earliest opportunity with under performance, so that the morale and work of the majority of staff is not affected adversely by colleagues who are not achieving their objectives. The College also recognises that dealing with under performance can be difficult and time-consuming for managers.

- Develop a new capability policy reflecting Acas good practice guidelines.
- Ensure that under performance and incapability are dealt with promptly in a consistent, fair
and sensitive manner, by providing managers with training to manage performance and advising on individual cases.

**THEME 7: EMPLOYMENT FRAMEWORK**

**College Objectives:**

*Teaching and research excellence*
*Respond rapidly to new and changing opportunities*

**Aim** – to provide an effective framework that fosters good employee relations and supports managers in people management.

The HR department facilitates the implementation of the People Strategy by providing a high quality service to support delivery of Birkbeck’s Mission and ensuring that Birkbeck staff have the skills needed to meet current and future challenges.

Birkbeck’s employment policies and procedures (approved by Governors) provide an important framework and source of guidance to managers and staff for effectively managing employment issues.

- Continuously review and update policies to reflect College requirements and provide briefings, training and coaching, as appropriate, on policy implementation; in particular, managing without a retirement age and more flexible employment.

- Continue to work closely with the trade unions on strategic, policy and individual matters.

- Implement the Revised Model Statute and associated policies and procedures that cover grievance, conduct, performance, ill health and redundancy for academic staff.

- Improve HR management information to inform decision making.

- Utilise the current computerised HR system to its full capability and undertake a systems capability review in 2014 to assess whether it is still fit for purpose and can meet changing College requirements.

- As part of Birkbeck’s operational excellence project, improve the effectiveness of the service provided by HR by continuous review and improvement of processes, and introduction of automatic processes wherever feasible e.g. exit interviews.

- Review the service level agreement.

- Consider other models of service provision e.g. shared services/outsourcing.

**NAINA PATEL**

**Director of Human Resources**  
**May 2012**