

Meeting of the HR Committee

4pm on Monday, 24 February 2014
Room 1B27, Technopark, London Road, London SE1

Agenda

<i>Item</i>	<i>Paper</i>	<i>Presenter</i>
1. Chair's welcome and apologies <ul style="list-style-type: none">• Membership		Chair
2. Declarations of Interest		Chair
3. Equality Act 2010 briefing for committee members		DDSOD
4. Minutes of the previous meeting (for publication)	HR.01(14)	Chair
5. Matters arising		Chair
6. Update on Consultation: Developing our Structures (to note)	HR.02(14)	VC
7. Deputy Vice Chancellor recruitment update (to note)	HR.03(14)	VC
8. Strategic HR matters (to note)	HR.04(14)	Dir of HR
9. Behavioural Framework (to discuss)	HR.05(14)	Exec Dean of AHS
10. London Pension Fund Authority 2013 Fund Valuation (to discuss)	HR.06(14)	CFO
11. Procedures for suspension and dismissal of senior post holders (to recommend to the Board for approval)	HR.07(14)	Dir of HR
12. Any other business		Chair
13. Date of next meeting – 4pm on Tuesday 1 April 2014		Chair

Members: Anne Montgomery (Chair), Prof David Phoenix (Vice Chancellor) and Steve Balmont.

Observer: Jon Warwick

Apologies: Hilary McCallion and Mee Ling Ng.

London South Bank University

With: Pro Vice Chancellor (Academic), Chief Financial Officer, Executive Director of Corporate Services, Director of HR, Deputy Director of Staff and Organisational Development, Senior OD & EDI Manager (for item 2), Executive Dean of Arts and Human Sciences (for item 9) and Governance Officer.

Apologies: University Secretary

The 2010 Equality Act Briefing

Satwant Kaur
Interim Senior Organisational Development &
Equalities, Diversity & Inclusion Manager.

The Equality Act 2010

- Brings together all previous piecemeal discrimination legislation
- Designed to remove inconsistencies and make it easier for people to understand, it also extends some of the previous laws
- Broadly the Act outlines that people are protected against discrimination on protected grounds; before, during and after employment
- Creates obligations for organisation, individual employees and public sector bodies
- Makes it unlawful for individuals and employers to use protected characteristics as a basis for making decisions or conducting themselves
- Customers and service users are also protected from discrimination on the basis of protected characteristics
- Individuals asked to discriminate against another person also receive protection and may themselves be able to claim discrimination

9 'Protected characteristics'

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Headline provisions

- Single public sector equality duty (+ specific duties)
- Public procurement to 'lever in' E&D
- Gender pay gap: transparency and pay reporting
- Age discrimination - goods, facilities and services

Discrimination defined

Direct discrimination

Someone is treated less favourably than another person because of a protected characteristic (PC)

Discrimination by perception

Direct discrimination against someone because the others think they possess a particular PC

Associative discrimination

Direct discrimination against someone because they associate with another person who possesses a PC

Indirect discrimination

Can occur when you have a rule or policy that applies to everyone but disadvantages a particular PC

Harassment

Employees can now complain of behaviour they find offensive even if it is not directed at them

Victimisation

Someone is treated badly because they have made/ supported a complaint or grievance under the Act

Public Sector Equality Duty

In the design and delivery of public services public bodies must

1. eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
2. advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
3. foster good relations between people who share a protected characteristic and people who do not share it.

The three 'E's of the public duty

- **Evidence** – needs to be good quality
- **Engagement** – directly with equality groups
- **Enforcement** – EHRC to work with inspection bodies (e.g. Ofsted, HESA, CQC etc) to share the load

What this means for employers

Broadly replicates current law and extends provisions to all protected characteristics and dual discrimination, but also...

- Equality provisions on occupational pensions include: gender reassignment; marriage/civil partnership; sex.
- Gender pay gap – pay reporting (larger employers)
- Positive action – implies staff equality monitoring?
- Employment tribunals' stronger powers
- Ban on pre-employment health reporting - disability
- Tendering for public contracts – equality readiness

What this means for students

The categories of people covered by the further and higher education institution provisions are:

- Prospective students (in relation to admissions arrangements)
- Students at the institution (including those absent or temporarily excluded)
- Former students (if there is a continuing relationship based on them having been a student at the institution)
- Disabled people who are not students at the institution but who hold or have applied for qualifications conferred by the institution

What this means for students

The Act says that it is unlawful for a provider of higher education to discriminate against a student:

- in the arrangements it makes for deciding who is offered admission as a student
- in the terms on which it offers to admit the person as a student
- by not admitting the person as a student
- in the way it provides education for the student
- in the way it affords the student access to a benefit, facility or service
- by not providing education for the student
- by not affording the student access to a benefit, facility or service
- by excluding the student
- by subjecting the student to any other detriment

The monetary costs

Average UK awards in successful discrimination claims 2011-12

- **Sexual orientation discrimination**
£13,505 (highest award £27,473)
- **Disability discrimination**
£8,928 (highest award £390,871)
- **Sex discrimination**
£6,746 (highest award £89,700)
- **Age discrimination**
£6,065 (highest award £144,100)
- **Race discrimination**
£5,256 (highest award £4,445,023)
- **Religion or belief discrimination**
£4,267 (highest award £59,522)

(MoJ Employment tribunal statistics 2011/12)

Questions?

London South Bank University

	PAPER NO: HR.01(14)	
Board/Committee:	Human Resources Committee	
Date:	24 February 2014	
Paper title:	Minutes of the meeting of 22 October 2013	
Author:	James Stevenson, University Secretary and Clerk to the Board of Governors	
Board sponsor:	Anne Montgomery, Chair of the Human Resources Committee	
Recommendation:	That the committee approve the minutes of its last meeting.	
Aspect of the Corporate Plan to which this will help deliver?	N/A	
Matter previously considered by:	N/A	N/A
Further approval required?	N/A	N/A
Communications – who should be made aware of the decision?	Published on the University's website	

Executive summary

The Committee is requested to approve the minutes of its meeting of 22 October 2013 for publication. No redactions are proposed.

Minutes of the Meeting of the Human Resources Committee
held at 4pm on Tuesday, 22 October 2013
in Room 1B27, Technopark, London Road, London SE1

Present

Anne Montgomery Chair
Steve Balmont
Mee Ling Ng

In attendance

Katie Boyce Director of Human Resources
Prof Phil Cardew Pro Vice Chancellor (Academic)
Ian Mehrtens Executive Director of Corporate Services
Vongai Nyahunzvi Deputy Director of Staff and Organisational Development
James Stevenson University Secretary and Clerk to the Board of Governors
Michael Broadway Governance Officer

Welcome and Apologies

1. Apologies had been received from Professor Martin Earwicker, Professor Jon Warwick and Richard Flatman.

Declarations of Interest

2. No member declared an interest in any of the items on the agenda.

Minutes of the meeting held on 28 February 2013

3. The minutes of the meeting held on 8 July 2013 were approved (paper **HR.14(13)**). The minutes were approved for publication with the proposed redactions plus the last sentence of minute 6.

Matters Arising

4. There were no matters arising not covered elsewhere on the agenda.

HR Implications of the Corporate Plan

5. The committee discussed an update on the HR implications of the Corporate Plan (paper **HR.15(13)**). Under national arrangements members of UCU and UNISON had agreed to strike on 31 October 2013. It was anticipated that the impact on students and the university would be minimal.
6. It was reported that the HR Department had undertaken a review of the way consultation on redundancy was handled and a further update would be provided to the committee at their next meeting.
7. The committee discussed in detail the Organisational Development Strategy. The Strategy was intended to help drive cultural change and improve performance across the University. It sets six strategic objectives covering leadership and management; organisational culture, systems and processes; employee engagement; equality, diversity and inclusion; performance enhancement; and strategic workforce planning and realignment. The committee requested a progress report at the next meeting which include quantifiable outcomes.
8. The committee noted the HR Department business plan.

Performance Management Update

9. The committee discussed an update on performance management (paper **HR.16(13)**). A performance management steering group had been established to deal with the challenge from the employee engagement survey on improving how poor performance is dealt with. An update would be provided at the next meeting.

Employee Engagement Survey Update

10. The committee noted an update on actions following the 2013 employee engagement survey (paper **HR.17(13)**). It was noted that 90% of departments had responded with action plans. Feedback would be given to staff on actions taken from the survey.

Equality Act 2010 Assurance Update

11. The committee discussed an update on compliance with the public sector equality duty under the Equality Act 2010 for both staff and students (paper **HR.18(13)**). The committee noted data in relation to the protected characteristics, including: 48% of students were BME, 43% white; and 28% of staff were BME and 68% white. The committee noted the update and recommended the Equality, Diversity and Inclusion policy to the Board for approval.
12. It was noted that the paper on student data would be considered by the Educational Character Committee at its meeting of 4 December 2013.
13. At its next meeting, the committee would participate in a pilot of the facilitated equality and diversity workshop prior to the Board.

HR Committee terms of reference

14. The committee noted its terms of reference and membership for the year (paper **HR.19(13)**).

Any other business

15. A governor requested the Executive to review using the low bond rate to hedge pension scheme exposure.
16. The committee noted that a conference organised by LSBU on “Rethinking change in the Higher Education” sector was taking place on 4th November 2013.

Date of next meeting

17. The date of the next meeting was confirmed as Tuesday 4th February 2014 at 4pm plus the workshop.
Secretary’s Note: this meeting was subsequently rearranged to Monday 24th February 2014

Confirmed as a correct record:

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Chair

	PAPER NO: HR.02(14)	
Board/Committee:	Human Resources Committee	
Date:	24 th February 2014	
Paper title:	Update on Consultation: Developing Our Structures	
Author:	Prof David Phoenix, Vice Chancellor	
Executive sponsor:	Prof David Phoenix, Vice Chancellor	
Recommendation by the Executive:	That the committee discuss the paper	
Aspect of the Corporate Plan to which this will help deliver?	Enhancing the reputation of LSBU	
Matter previously considered by:	N / A	N / A
Further approval required?	N / A	N / A
Communications – who should be made aware of the decision?	Ongoing consultation of stakeholders during February 2014.	

The University, in line with Board approval, is moving to a school-based structure. The Vice-Chancellor and the Executive have been engaged in an extensive consultation exercise to enable staff to help shape the proposals. Attached is the latest document.

The paper:

- provides feedback to staff and describes the final School structure
- outlines proposals for the service structure based on comments received from staff
- Shares the vision statement and key outcomes discussed at the October Board Strategy day for comment.

Whilst the over-arching operational and service structure remains Executive responsibility, the paper is presented to the Human Resources Committee to enable the ideas to be tested and so further strengthen final proposals.

The committee is requested to discuss the HR implications of the proposal.

DEVELOPING OUR STRUCTURES: Response to consultation feedback and next steps

1.0 Preface

At the end of 2013 I asked staff for their views on the implementation of a School based structure. I was especially interested in:

- How we define Schools, including the number and discipline content of the Schools;
- Potential implications of the proposals on the structure of professional services and the support arrangements for academic activity, students and staff.

Given the varied and complex nature of the University, I was clear that whilst our organisational arrangements would have to be flexible to meet the needs of stakeholders we should reduce variation between Schools as much as possible.

I also indicated that the Schools would become the key drivers of academic delivery and be the focus of academic engagement between staff and students. The creation of such an identity and sense of belonging can help aid student retention and support progression. In building that identity Schools can consider the balance of teaching, research and enterprise that best builds their academic reputation externally but all Schools will be expected to engage in all three activities.

It is also intended that Schools, and any related changes to Services, would help clarify responsibilities. There would of course have to be clear accountability for delivering agreed strategies and achieving agreed targets but decision making will be taken closer to the point of delivery. Devolution and accountability will both be strengthened.

I would like to thank all those staff that took the time to email their thoughts or attend one of the Executive led workshops. I have sought to reply to each individual submission and in this document I summarise the outcomes of the consultation.

The document serves two functions.

- First it outlines the School structure we will now implement and describes the next steps.
- Secondly it builds on views expressed during the consultation regarding professional services and makes proposals moving forward. Staff are asked to provide their views on the service proposals by Friday 7th March 2014 and information on how to do this is provided at the end of the document.

I would again emphasise to colleagues that this proposal and discussion about organisational structures is not driven by a need to reduce costs nor is it a disguised staff reduction exercise. It is about ensuring that we have the right structures and processes that best serve our students and which will deliver the University's strategy for the medium and long term.

2.0 University Strategy

As part of the consultation process a number of staff suggested the need to revisit the University strategy – not to signal a change of direction – but to help clarify priorities and focus. I will prepare an outline of the proposed strategy for 2015-2020 and will consult staff during April 2014 so we can have the strategy in place during summer. This will then provide the context within which the new Schools and service areas will develop their vision and their local delivery plans during next academic year 2014/15.

I want to ensure that by 2020 LSBU is externally and internally recognised as:

An enterprising civic university that is addressing real world challenges.

I hope it is clear from the above that we need to build on our reputation for courses relevant to the professions, our applied research, and our business engagement to make the ***real world impact*** come alive.

To develop in an increasingly competitive environment we need to be ***creative and entrepreneurial*** in all that we do – from our academic activity through to our business processes.

A key element of the vision is being a ***civic university***. A Civic University is usually an institution that was initially formed in the 19th century as a Higher Education College to serve one of the then expanding major industrial cities, and this resonates with the foundation of the Borough Polytechnic Institute, formed in part from funds collected in buckets on London Bridge for “the promotion of industrial skills, general knowledge, health and well-being of young men and women belonging to the poorer classes”.

To be a civic institution engaged with its community it has been argued that a University:

- Must be organised to respond to the needs of today’s students and tomorrow’s, not yesterday’s.
- Must enrich students’ experiences by bringing research and engagement into the curriculum and offering practical opportunities for students to prepare for the world they will enter.
- Must put its critical resources (knowledge and expertise) to work on the problems which the communities it serves face.

As I indicated in the previous consultation, the focus of this 2020 plan will be around increasing our reputation. In line with the vision for an enterprising civic university with real world impact I would propose to focus on three key outcomes:

- a. **Student Success:** Ensuring we are externally recognized for providing a personalised, high calibre education which equips graduates for employment and prepares them to make a positive contribution to society.
- b. **Real World Impact:** Ensuring we provide dynamic evidence based education which is underpinned by research and enterprise activity with real world impact.
- c. **Chosen Partner for Change:** Ensuring we are actively engaged with our communities and seen as a partner of choice by organisations seeking to

address societal challenges and support social health and well-being in London and internationally.

In addition I will be considering what I would term 'enablers' – human resources, estates, finance and data management, for example, to ensure staff are equipped to deliver on this agenda.

I believe the three outcomes I have listed will enable us to excel and provide a platform through which we will develop a distinctive focus. A short paper has been produced with further back ground information on civic universities (available through the gateway) for those interested.

In undertaking the structural changes outlined in this paper we are putting in place teams that will be able to deliver the strategy and achieve continued success for LSBU and its students.

3.0 Schools

There was no significant disagreement regarding the number of Schools or the focus of the Schools proposed but there were questions from some departments as to whether we had the correct distribution of subjects. I have provided feedback to those making suggestions for change. After discussion with staff the following modifications have been agreed:

- a. *Psychology*: The department requested a review of their proposed location in social sciences. Given future developments around Forensic Psychology and the potential for shared use of resource around human performance labs with sports science they proposed a move to Applied Science which was accepted.
- b. *Urban Engineering*: The department felt that whilst there was overlap with engineering their focus on built environment and civil engineering provided a better fit with architecture and the built environment. This has traditionally been a significant strength at LSBU and there is clear overlap between the industries with which the built environment and urban engineering interface hence this change was agreed.
- c. *Product Design*: The majority of the teaching team raised concerns about a move to the School of Creative Industries given the current focus of the curriculum on engineering. The level of shared resource between Product Design and Engineering Product Design raised concerns about splitting these areas. It has therefore been agreed this will remain as one area based within Engineering. It will be important that this team works with the School of Creative Industries to support joint developments and the effectiveness of these interactions can be reviewed in 18-24 months time.
- d. *UELS*: The department felt that their research and discipline focus meant they would be better served remaining as a unit within social sciences and highlighted potential for tourism to interact not only with business but for example with Creative Industries and Health. It has been agreed that the team may remain as a single unit with Social Sciences with a view to considering the effectiveness of the cross School engagement in 18-24 months as the structures develop.

- e. Finally there were two proposed name changes which have been reviewed by marketing to test likely stakeholder interest. Based on this analysis the School of Social Sciences will be titled the School of Law and Social Sciences and the School of Creative Industries will be titled the School of Arts and Creative Industries.

The School structure to be adopted is shown below. Research Centres will be aligned with their cognate areas.

School	Composition
Applied Science	Applied Science Department excluding Chemical and Petroleum Engineering Psychology National Bakery School
Arts and Creative industries	Arts and Media Culture, Writing and Performance
Built Environment and Architecture	Built Environment (which currently includes Architecture) Urban Engineering
Business	Accounting and Finance Business Studies Informatics Management
Engineering	Engineering and Design Chemical and Petroleum Engineering (from Applied Science)
Health and Social Care	Adult and Midwifery Allied Health Sciences Childrens' Nursing Institute of Vocational Learning Mental Health and Learning Disabilities Primary and Social Care
Law and Social Sciences	Law Social Sciences Urban Environment and Leisure Studies Education

3.2 School Leadership

During the consultation, staff feedback was clear on the need to support cross School working. I therefore intend to appoint a Deputy Vice Chancellor who will be responsible for line management of the Deans of School. This team will be expected to work together to support each other as they consider the future portfolio and internal processes moving forward.

The consultation also fed back concerns regarding the need to recognise the importance of the NHS commissions in terms of the University's core business. The lead for the School of Health and Social Care will therefore be Dean/Pro-Vice Chancellor. Whilst line management will be via the Deputy Vice Chancellor in terms

of academic delivery, a reporting line to the Vice Chancellor will be maintained with respect to the Health Contract.

We will advertise for the DVC and six Deans during February 2014 with a view to having staff in post before the next academic year. Once in post I will expect this team to work with staff to develop a vision and delivery plan for each School early next academic year.

3.3 Faculty Offices

Now the Schools are defined it will be necessary to look at coding of financial, HR and academic information to enable them to operate for September 2014.

Once the Support structure is agreed in March (see below) we can begin looking at functions carried out in Academic Departments, Faculty Offices and Services and decide where they are best located in the future. Given this will take some time, in the interim we will maintain Faculty Offices as they are, but I will move them under a single line manager. By doing this, staff within these areas will be able to work together and with the Schools and professional services to identify the most effective ways of working in the future. As part of this review I am keen that we ensure that Schools are freed up as much as possible to ensure they can deliver on the academic agenda.

4.0 Development of Professional Services Groups

During the consultation a number of staff commented on the need to align Services with key areas of delivery. There were also a number of comments on the need to minimise duplication and ensure there was clarity in terms of responsibility. The goal is therefore to create a number of agile professional service groups, which, like the new Schools, can develop to reflect the specific requirements of their customer base. It is envisaged that each group will be led by a member of the Executive who will have the authority to work with the group's senior team to deliver on agreed strategies. Each group will need to define its own internal arrangements and, as with the Schools, each group will need to forge a new identity and create a coherent customer service. As described above, they will also need to work effectively with the Schools to deliver effective cross-University processes. The following groups are proposed and the views of all staff are sought on their focus and also on the suggested composition.

a. Teaching Quality and Enhancement

Purpose: To protect the academic integrity of all the University accredited programmes and to ensure courses consistently deliver a range of LSBU graduate attributes (to be developed). To lead on the technology enhanced learning agenda helping drive the 'digital shift' in delivery and feedback within a research informed setting.

Composition: Academic Quality & Development Office, Academic Regulations (Taught and Research).

Primary output measures: Relevant student satisfaction measures, QAA and professional body review outcomes, contract quality measures (NHS).

Secondary output measures: Retention

b. Student Support and Employment

Purpose: To deliver consistent information, support and services to LSBU students from enrolment to graduation and work to ensure graduates obtain employment. To deliver a quality, proactive customer service through expert

knowledge and innovative business solutions, enabling the University to function effectively and deliver student success. To oversee and support the relationship with the SU.

Composition: Orientation for new students, Accommodation, Student Support including the Student Life Centre, Learning Resources Centre (advice and guidance services), Academy of Sport, Employability (including intern support and work to develop an employment-agency-type offer), Graduations, any Student facing services transferred from the Faculties, Examinations & Conferments, Appeals & Academic misconduct. Research Student Office.

Primary output measures: relevant student satisfaction measures, retention, graduate employment

c. **Research & Enterprise**

Purpose: To support the engagement of staff and students in Research and Enterprise activity. To support Schools in providing an interface with the wider public sector, business world and potential funders and enable the diversification of the University's income streams.

Composition: Central Research Office, Enterprise Unit (incl SBUEL).

Primary output measures: Income for research and enterprise per staff FTE

Secondary output measures: REF outputs (next cycle), KTPs, graduate start ups, research council income, peer reviewed output, other publications in academic, trade and other media, academic case studies, patents, CPD activity, leads for work placement and internship opportunities; employer-sponsored programmes / students, number and quality of partnerships with external stakeholders.

d. **Recruitment, Marketing & Partnerships**

Purpose: To enable sustainable recruitment of new students to LSBU programmes, or related activities with LSBU partners, nationally or internationally. To manage the process of recruitment from application to full enrolment, for all students, in all locations. To engage in, or support, activities which will enhance the reputation of LSBU and/or prepare students for successful progression to LSBU. To facilitate wider engagement of the University internationally

Composition: All of Marketing and UK Recruitment; Admissions and Enrolment, International Office, Confucius Institute; Plus a new commercially oriented partnerships capability

Primary output measures: Student enrolments (by category)

Secondary output measures: Applications per place, brand awareness in target group

e. **Organisation and People**

Purpose: Leading on culture shift; senior team effectiveness; core process improvement, talent management strategies and employee development (eg PGCHE/CLTHE, development of early career researchers etc). The service would provide the key interface with staff to deliver consistent information, support and services.

Composition: Human Resources, Organisational & Staff Development,

Primary output measures: Good employer score

Secondary output measures: Appraisals complete by 1st October, progress against staff development targets, diversity data etc

f. **Academic and Business Support**

Purpose: To deliver a quality proactive customer service through expert knowledge and innovative business solutions enabling the University to

function effectively and deliver academic success. To ensure the creation of an environment, both physical and digital, that can meet the demands of the current and future cohort of staff and students

Composition: Corporate Services (excluding HR/OSDT), Estates, ICT, Residences, Refectories, Catering, Library and learning resources. Business support, safety, compliance and Business continuity. This group will look to develop a central technical support team capability

Primary output measures: Student and staff satisfaction levels

Secondary output measures: value for money, relevant efficiency measures (eg carbon usage, space utilisation, network down time), health and safety measures

g. **Finance and Management Information**

Purpose: To facilitate the University's business planning and performance review processes through the provision of budget and planning guidance alongside consistent financial and non-financial information. To maintain oversight of finance and other key data returns and to oversee the integrity and consistency of those returns. To manage the internal and external audit functions.

Composition: Finance (as present, including financial planning and financial control). Fees and Bursaries team (to remain co-located with Student Support), Procurement, Payroll (to be co-located with HR), Registry (Student records and student returns), Staff returns (from HR), Corporate and business planning manager (from Executive)

Primary output measures: Financial performance, fit for purpose external data returns

h. **Business Intelligence and Strategic Stakeholder Development**

(i) Business Intelligence

Purpose: To ensure that the planning process is informed upfront by market demand information and benchmark data; to ensure that the internal KPIs within finance and management information are aligned to the strategy, and to the external measures which will impact on reputation. To be responsible for providing independent assurance on the provision of information to external stakeholders and advising on the interplay between returns to ensure they appropriately reflect the University performance.

(ii) Strategic Stakeholder Development:

Purpose: To provide the Executive with timely horizon scanning insights to inform University strategy and policy influencing; To prepare policy position papers for consideration by the Executive as required; To provide support to the Executive and Senior Leadership to develop key stakeholders effectively and coherently; To provide an excellent support programme for alumni – and facilitate alumni engagement in University programmes; To identify and lead projects for philanthropic fundraising

Composition: (i) New. (ii) Development and Alumni Relations.

Primary output measures: League table position; philanthropic fundraising, alumni satisfaction and engagement

Secondary output measures: LSBU proactivity in influencing the political environment, executive well informed when formulating strategy.

i. **Governance and Legal Services**

Purpose: To set the highest standards of governance and legal compliance for the university and its people. To uphold the university's legal rights and fulfil its obligations. To effectively manage OIA cases and student complaints. Engagement with external legal bodies, such as the Office of the Independent

Adjudicator.

Composition: Governance and Legal Team and Academic Board

Primary output measures: the board of Governors is working effectively and making decisions at a strategic level. The risks of litigation and/or regulatory action against the university are mitigated.

5.0 Project Management

A range of respondents to the consultation asked for feedback on how the overall change process would be managed.

First it is important to note that at the outset we will simply group existing areas, be they into the new Schools or Professional Service Groups. We will need to look at financial systems and core data to reflect the new structure but other than those changes I would see work continuing as currently until new systems have been developed and put in place.

To oversee the new developments we will be seeking to appoint, on a fixed term basis, a programme director with experience of cross institutional change programmes such as these. The overall change programme will be overseen by the Executive but a project team will be created to support this appointment by freeing up a number of existing staff with specialist knowledge of how LSBU operates. As part of this process I would be supporting those staff to visit other institutions with different mixtures of central and local activity, so we can develop the arrangements that best meet our needs going forward.

6.0 Next steps

The aim is to engage in a process of open consultation with all staff commencing on Monday 3rd February 2014 and closing on Friday 7th March 2014 regarding the proposals for Professional service groups as outlined above. I encourage all staff to contribute during this consultation period. There will be an opportunity to provide views at a series of consultation meetings in February or via email at Consultation@lsbu.ac.uk

I would be particularly interested in staff views on:

1. The vision I propose for an enterprising civic university that is addressing real world challenges.
2. The three key outcomes I have proposed for the 2015-2020 strategy.
3. The concept of Professional Service Groups as described
4. The composition and purpose of these Groups as currently described
5. Thoughts as to any challenges and opportunities caused by the creation of the professional services groups.

The outcomes of this consultation will help inform the strategy for moving forward and a response to the consultation will be circulated in April 2014.

I look forward to meeting you and to hearing your views.

sincerely,

David Phoenix
Vice Chancellor

	PAPER NO: HR.03(14)	
Board/Committee:	Human Resources Committee	
Date:	24 February 2014	
Paper title:	Recruitment of Deputy Vice Chancellor	
Author:	Professor David Phoenix, Vice Chancellor	
Board sponsor:	David Longbottom, Chairman	
Recommendation:	That the committee notes the job description for the Deputy Vice Chancellor	
Aspect of the Corporate Plan to which this will help deliver?		
Matter previously considered by:	Educational Character Committee	On: 12 February
Further approval required?	No	N/A
Communications – who should be made aware of the decision?		

Executive Summary

As part of the development of the University and the move to Schools, at its meeting of 21 November 2013 the Board approved the creation of a senior post of Deputy Vice Chancellor (DVC). The DVC will be responsible for line management of the schools and shall report to the Vice Chancellor. The DVC is a senior post holder and as such, appointed by the Board.

Saxton Bampfylde have been appointed to lead the search for the DVC. The Vice Chancellor will provide an update on the process at the meeting.

Please find below the Job Description for the role of Deputy Vice Chancellor for noting.

Deputy Vice Chancellor.

Role:

The role of Deputy Vice Chancellor is part of the senior management team reporting directly to the Vice Chancellor. The DVC will be responsible for the line management of Schools and will take a leading role in helping the university move forward with an ambitious agenda for strategic change. The DVC will take the lead role in ensuring the academic function is developed coherently as well as working closely with the VC and senior colleagues to help achieve LSBUs overall strategic aims. The DVC acts as the deputy to the VC in all regards and acts on his behalf in his absence.

Core functions of Executive

Members of the Executive derive their authority from the Vice Chancellor. They are expected, under the leadership of the Vice Chancellor and Chief Executive, to work as a team providing collective leadership, strategic direction and overall management of the University. Core functions common to all members of the Executive include;

1. To assist the Vice Chancellor in the leadership, direction and management of the University.
2. To assist the Vice Chancellor in developing policies for the strategic direction and leadership of the University, ensuring policies are complied with and corporate objectives met
3. To advocate and role model the principles set out in the LSBU behavioral framework and to comply with the standards of public behavior set out in the Nolan Principles
4. To ensure the University's financial objectives, as set out in the annual budget and associated papers, are met and showing due regard for the University's financial regulations and the need to evidence proper and appropriate use of public funds.
5. To ensure the diversification of income sources and support increased efficiency and effectiveness in all aspects of operations giving due regard to our accountability to stakeholders for institutional performance.
6. To support the mission and foster an educational environment that is defined by high quality teaching, research and enterprise and high quality services which support the core business as outlined in the medium term strategy
7. To develop and strengthen external partnerships, the University's regional, national and international profile and in particular through the ambassadorial role which each member of the Executive has, to ensure greater visibility of the University
8. To ensure rules of corporate governance are complied with, in particular that their actions, and those of the staff reporting to them, comply with the Articles of Governance, the hefce financial memorandum, contract agreements and where appropriate articles of association for university companies
9. To achieve the performance objectives and targets which have been set by the University Board and/or the Vice Chancellor and to ensure that objectives as set out in the medium term strategy and annual corporate plan are achieved

Main duties and Responsibilities:

1. Line management of the Deans of School to ensure the effective and efficient development and delivery of School plans to budget.
2. Leading the development of the academic core by ensuring Schools deliver a research informed curriculum of relevance to public services, business, and the professions.
3. To ensure Schools attain top quartile student satisfaction and meet or exceed benchmarks for retention.
4. Ensuring Schools recruit to target, reviewing and strengthening the academic portfolio and developing new student markets , including the further development of PT and PG provision.
5. Working with senior colleagues to encourage and develop educational, business and enterprise partnerships and to ensure the Schools' academic environment supports both staff and student enterprise activity so enabling financial contribution targets to be met
6. To work with senior colleagues to develop and implement a university research strategy with particular focus on highly applied, REF related activities which enhance the university's reputation and increase external research income
7. To work with senior colleagues to ensure the active participation of Schools in UK and international collaborative activity in line with the university's strategic ambitions.
8. Deputising for the Vice Chancellor as appropriate

Selection Criteria:

- A. Strong academic credibility and intellectual stature as evidenced by previous achievements, for example Professorial status and a relevant publications record and/or roles at a national or international level.
- B. An experienced senior leader, able to demonstrate proven delivery of successful change management across large and complex organisations.
- C. Evidence of leading policy developments and turning plans into action.
- D. Confident line manager with the ability to motivate staff and effectively performance manage.
- E. Strategic insight as demonstrated by engagement in cross-institutional leadership and strategy setting and implementation.
- F. A comprehensive understanding of current and future developments in the sector and the key drivers behind them.
- G. Experience in academic portfolio review, management planning & budget setting
- H. Evidence of expertise in an international higher education context.
- I. Ability to inspire staff and drive a culture of commitment, innovation and engagement that leads to delivery of successful outcomes.
- J. Excellent communication skills
- K.** A thorough understanding of Equality, Diversity and Inclusion and demonstrable ability to lead on this within the School

	PAPER NO: HR.04(14)	
Board/Committee:	Human Resources	
Date:	24 February 2014	
Paper title:	Strategic HR Matters	
Author:	Katie Boyce, Director of Human Resources	
Executive sponsor:	Ian Mehrtens, Executive Director of Corporate Services	
Recommendation by the Executive:	That the committee note the report	
Aspect of the Corporate Plan to which this will help deliver?	All aspects of the Corporate Plan	
Matter previously considered by:	HR Committee	At each meeting
Further approval required?	N/A	On:
Communications – who should be made aware of the decision?		

Executive summary

This paper highlights key strategic HR matters.

The Committee is asked to note the report.

1. Review of the Redundancy Consultation Procedure

This review was undertaken as part of the current reviews of three major HR procedures, the other two being Recruitment and Selection and Performance Management.

The key themes that emerged during this review were:

The formal process – what works well

- The clarity and fairness of the current process
- Although it is condensed to a tight schedule it works well
- The process has been revisited over the last 5 years and is slick

Elements of the current support offered that work well for managers and staff

- The Employee Assistance Programme
- Union support for staff
- HR Business Partner support for staff

Suggestions to improve the formal process

- Only operate the process at certain time in the year to minimise disruption and uncertainty

This would not be practical or sustainable as different areas of the organisation have to change at different times and HR has to support change proposals as and when required.

The other main theme emerging was:

- The development of soft skills for managers that better equip them to have difficult conversations confidently with their staff
- Have a suite of support (counselling and financial advice) available as soon as someone is at risk so they can explore their options prior to being made redundant

These recommendations will be incorporated into the change proposal arrangements.

2. National Pay Negotiations

Pay Award 2013/2014

The 1% pay award for 2013/2014 has been paid. UCU remain in dispute over this pay award and have embarked on a series of two hour strikes commencing on 23 January 2014.

Pay Award 2014/2015

The multi-employer collective negotiations for next year's pay award are about to commence. There are three stages to this process as follows:

- **Stage 1 – Briefing Paper**

A detailed briefing paper will be distributed to institutions in early February. This will provide members with background contextual information on the forthcoming negotiating round and outline the key issues that are likely to arise in the round.

- **Stage 2 – Consultation Events**

This stage involved a series of regional consultation meetings where members will have the opportunity to discuss the key issues affecting the negotiating round and the outcomes they wish to achieve.

The Universities and Colleges Employers Association (UCEA) will also seek informal indications of HEI's intentions with regard to participation in this year's round.

- **Stage 3 - Written Consultation**

The final part of the process takes the shape of a written questionnaire consultation with UCEA and HEI's. This is the point at which we will be asked formally to confirm if we intend to participate in the 2014/2015 round and to give our preferred negotiating position. This stage will begin in early March and will conclude on Thursday 20 March 2014.

The final decision on whether or not LSBU will participate in the 2014/2015 round will be taken by the Board at its meeting of 20th March on advice from the Executive.

3. Progress report on Organisational Development Strategy

The table below reports progress to date on delivery against each of the six strands of the Organisational Development Strategy.

Strand	Progress
Leadership and management	<ul style="list-style-type: none"> • 15 staff taking part in the strengthening foundation management programme. This is a management programme for 1st line managers across LSBU. • Aurora is a leadership programme for women up to senior lecturer level or professional services. The programme was designed to help address the issue of the reducing numbers of women in senior posts in higher education. Currently we have 9 participants from LSBU across both academic and professional services • Have delivered the HR Business Partnering programme for HR to support the business going forward • Over 40 managers and leaders accessed coaching services through OSDT • Have run a number of leadership development courses which have been overly subscribed such as, influencing skills, having difficult conversations, clarity and impact, Beyond Control-supporting managers in understanding and managing through complexity and uncertainty, making meetings work, communication essential, maximising personal power etc
Organisational Culture, Systems and Processes	<ul style="list-style-type: none"> • We have developed a Behavioural Framework over a 12 month period that is about to be launched across the organisation – paper HR.03(14) • We have reviewed and improved our Induction/ On-Boarding provisions • We have reviewed our change management process as set out in item 1 of this paper • We have implemented targeted Learning and Development interventions covering general development and IT training • We had planned to undertake detailed diagnostics in the form of a culture survey to provide an objective and comprehensive assessment of our culture. This has been put on hold pending roll out of the Behavioural Framework
Equality, Diversity and Inclusions	<ul style="list-style-type: none"> • Recruited two dedicated people to deliver the EDI strategy • We are delivering and will continue to deliver a

	<p>programme of unconscious bias sessions across LSBU</p> <ul style="list-style-type: none"> • We have submitted the Stonewall Workplace index
Employee Engagement	<ul style="list-style-type: none"> • Supporting departments to action their employee engagement action plans
Performance Enhancement project	<ul style="list-style-type: none"> • See section 4 below
Strategic Workforce Planning and Realignment	<ul style="list-style-type: none"> • Work on this this strand is currently on hold till next financial year

4. Update on Performance Management

<p>1. Introduction</p> <p>1.1. Following the Employee Engagement Survey, a number of employees highlighted the gap in managing performance at LSBU. Having reviewed the current processes and feedback from various staff members, HR is proposing a number of options of addressing these challenges. Effective performance management takes place at each stage of an 'employee's life cycle', from recruitment, through appraisal and development to succession planning or departure. It is the role of managers to support and develop their staff through each of these stages. It is the role of Human Resources to provide the appropriate interventions, processes, support and training to enable managers to carry these out.</p>
<p>2. Proposed Outline Programme for Managers</p> <p>The amount of development and support individual managers will require will vary depending upon their current experience and expertise, so a variety of interventions are proposed, including:</p>
<p>2.1. Tool Kits – paper and/or electronic, easily accessible summaries to guide managers through the key Processes and procedures (using for example flow charts), Do's and don'ts, Where to get help, advice and more information; What training and development is available; Template letters, forms or other documents. Initial tool kits for performance management would be:</p> <p>2.1.1. Induction and Probation</p> <p>2.1.2. Appraisal</p> <p>2.1.3. Capability</p> <p>2.1.4. Discipline</p> <p>2.1.5. Then, developed as part of other HR projects:</p> <p>Phase 2 of toolkit development will focus on:</p> <p>2.1.6. Recruitment and Selection</p> <p>2.1.7. Absence Management</p>
<p>2.1. Training and Development</p> <p>Face to Face Skills training already available via OSDT, such as:</p>

- 2.1.1. Having constructive conversations
- 2.1.2. Appraisal – how to set and monitor objectives
- 2.1.3. New Managers Induction Programme
- 2.1.4. Conducting disciplinary and grievance investigations
- 2.1.5. Having constructive conversations
- 2.1.6. Delegation for Success
- 2.1.7. Emotional Intelligence
- 2.1.8. How to be a Mentor
- 2.1.9. Personal Power & Influencing
- 2.1.10. Appraisal Training for Managers
- 2.1.11. Coaching Skills
- 2.1.12. E-Induction (E-Learning)
- 2.1.13. Unconscious Bias
- 2.1.14. Equality Impact Assessment
- 2.1.15. Having Difficult Conversations

Other bespoke training and interventions will be identified by OSDT as the programme is rolled out to meet individual development and team needs.

3. E Learning Information Packages to cover for example compliance, legal or other processes such as:

- 3.1. Employment Law around dismissal (discipline, grievance, capability, tribunals)
- 3.2. Equality, Diversity and Inclusion
- 3.3. Managing absence and the DDA
- 3.4. How to manage settlements

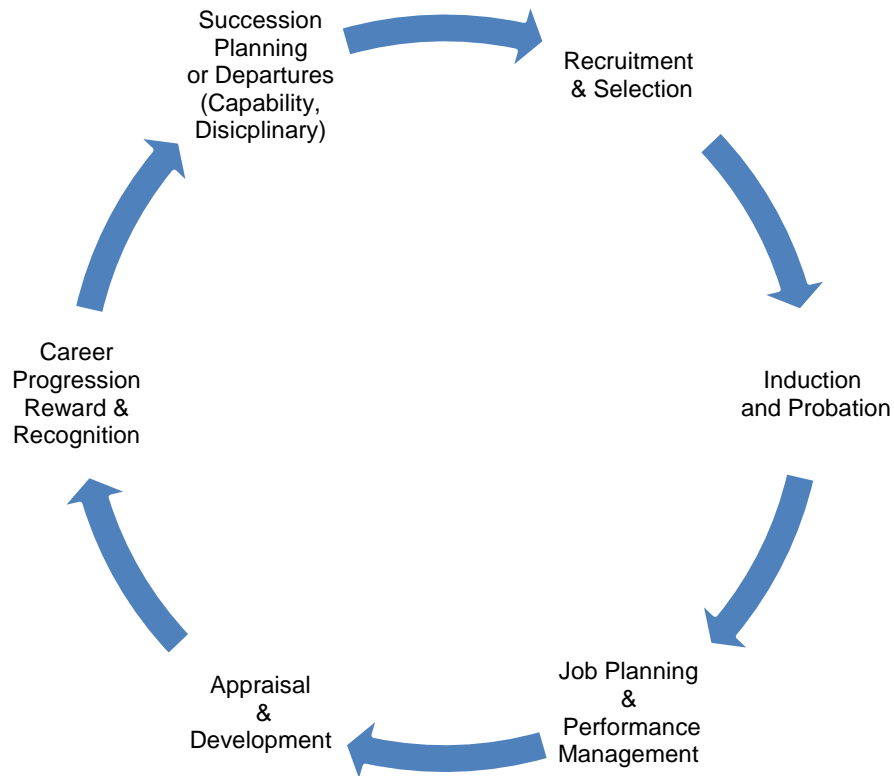
4. Team based interventions

- 4.1.1. Leading a High Performance Team
- 4.1.2. Managing Change
- 4.1.3. The Team That Can
- 4.1.4. Team MBTI

5. Behavioural framework

- 5.1. Work is progressing on this – please see paper HR.05(14). Managers will be encouraged to refer to the BF when working with their teams

6. Key areas of focus



7. The toolkits will have the following content:

Policies and Procedures	<ul style="list-style-type: none"> • <u>Disciplinary Policy</u> • <u>Disciplinary Procedure</u> • <u>Capability Policy</u> • <u>Capability Procedure</u> • <u>Sickness Absence Management Policy</u> • <u>Sickness Absence Management Procedure</u> • <u>Data Protection Responsibilities</u>
Tools for Staff	<ul style="list-style-type: none"> • <u>Guidance: Guidance for staff on the Disciplinary Procedure</u> • <u>Guidance: Guidance for staff on the Sickness Absence Management Procedure</u> • <u>Guidance: Employee Occupational Health Referral Guide</u>
<u>Roles & Responsibilities</u>	<ul style="list-style-type: none"> • <u>What is "Managing Performance"?</u> • <u>Why manage performance?</u> • <u>Managing Performance Cycle</u> • <u>Top Tips: Setting Direction</u> • <u>Planning Performance</u> • <u>Top Tips: Setting objectives and standards for a new employee</u> • <u>Top Tips: Setting and agreeing objectives and</u>

	<p><u>standards for existing employees</u></p> <ul style="list-style-type: none"> • <u>Clarify the Role/About The Job</u> • <u>Induction</u> • <u>Probation</u> • <u>Providing support and identifying skills needs</u> <p><u>Staff Review and Development Scheme (SRDS)</u></p> <p><u>Developing Yourself</u></p>
Tools to Manage Under-Performance/Performance Issues	<ul style="list-style-type: none"> • <u>Managing Under-Performance</u> • <u>Understanding Capability and Conduct</u> • <u>Flowchart: Disciplinary Procedure</u> • <u>Disciplinary Tools & Templates Index</u> • <u>Flowchart: Capability Procedure</u> • <u>Capability Tools & Templates Index</u> • <u>Flowchart: Sickness Absence Management Procedure</u> • <u>Sickness Absence Management Tools & Templates Index</u>
Tools for Recognising and Enhancing Performance	<ul style="list-style-type: none"> • <u>Reviewing achievements and progress</u> • <u>Recognising & Rewarding Good Performance</u> • <u>Continuing Development</u> • <u>Supporting Aspirations</u>
Tools for the On-going Management of Performance	<ul style="list-style-type: none"> • <u>Regular feedback</u> • <u>Interim SRDS</u> • <u>One-to-One interactions</u>
Jan 2014	

The Committee is asked to note the report.

**London South Bank
University**

Behavioural Framework

Space for some summary text. Cupcake ipsum dolor sit amet caramels powder pie. Marzipan sesame snaps candy canes chocolate bar.

www.web-address.co.uk

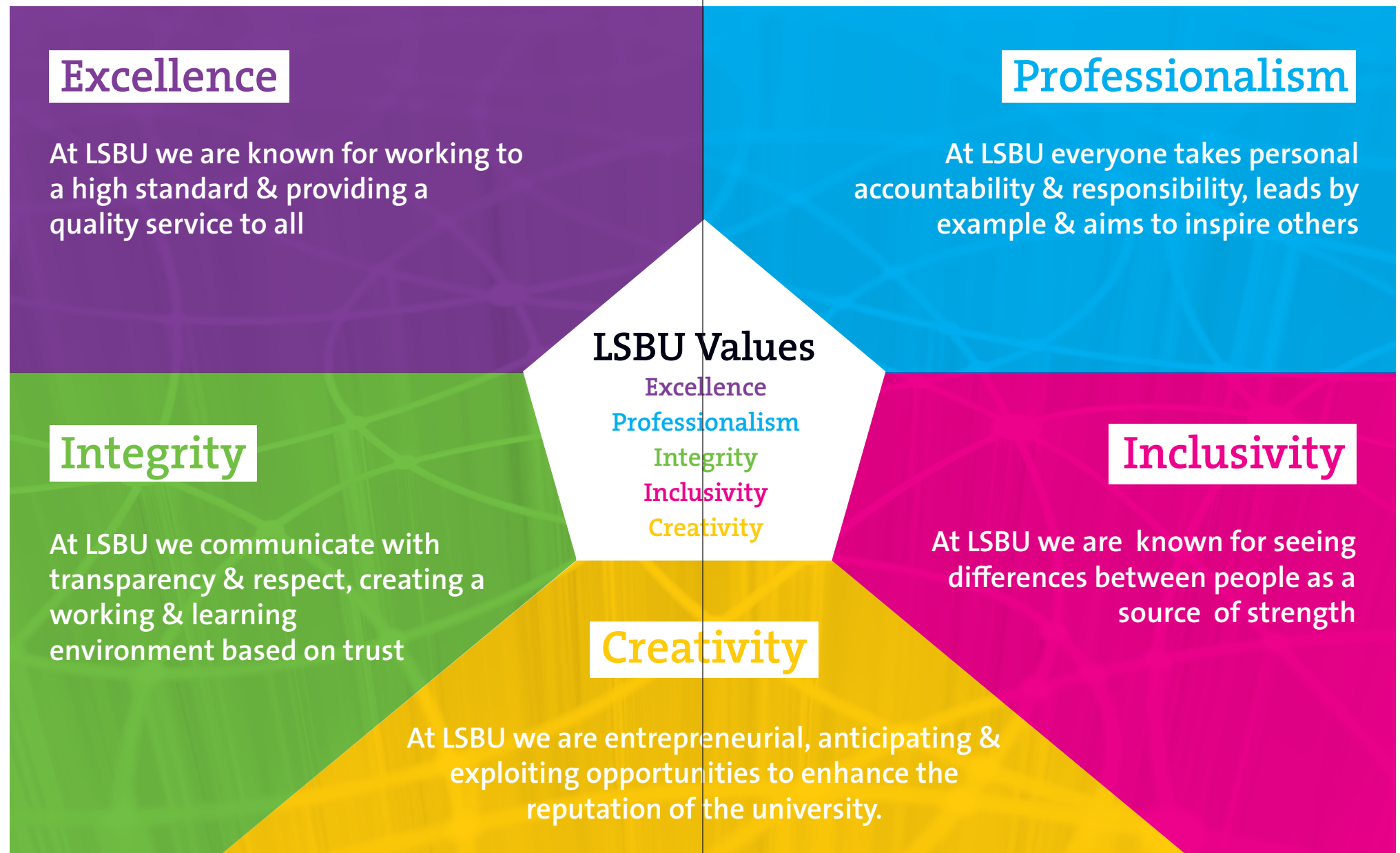
Foreword

Foreword from David Phoenix to follow...

Introduction and Guidance Notes

Details to follow...

LSBU Values

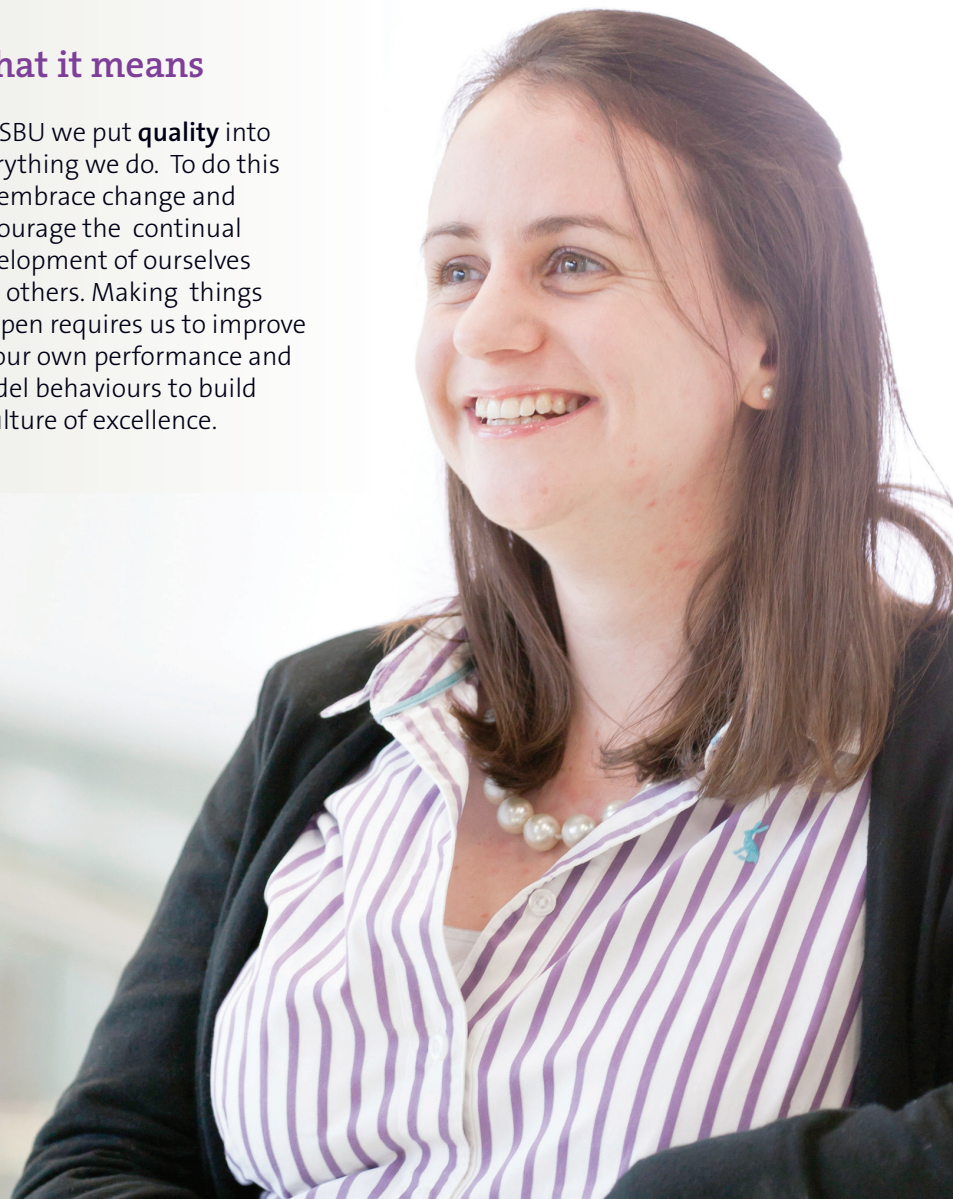


Excellence

At LSBU we are known for working to a high standard and providing a quality service to all

What it means

At LSBU we put **quality** into everything we do. To do this we embrace change and encourage the continual development of ourselves and others. Making things happen requires us to improve on our own performance and model behaviours to build a culture of excellence.



We demonstrate this individually by:

- Seeking assistance in completing tasks when it makes sense to do so
- Asking if there is anything else we can do to help at the end of interactions
- Recognising when something is not working and being willing to change our approach or our goal
- Keeping up to date with latest trends, changes and innovation in our area of work, within and outside LSBU

We see it as counterproductive when individuals:

- Create barriers that prevent delivery of a high standard of work
- Do not take a sense of pride in the work they produce
- Constantly put their own development on the 'back burner'
- Identify problems without sharing potential solutions

Why it matters

To our staff and students:

It promotes a sense of pride in LSBU, improving the working and learning experience of staff and students alike.

To our university:

It enhances the reputation of LSBU and enable it to become a leading university in its sector.

Professionalism

At LSBU we are known for working to a high standard and providing a quality service to all

What it means

To create a professional and positive working environment, we need to take personal accountability and responsibility for our actions. Taking ownership of our behaviours will encourage others to do the same and we should all aim to lead by example and inspire others.



We demonstrate this individually by:

- Keeping our promises when delivering a task or action
- Creating a positive lasting impression on people we come into contact with
- Being punctual and prepared for meetings
- Being receptive to constructive feedback
- Taking responsibility for decisions and actions

We see it as counterproductive when individuals:

- Do not take responsibility and attempt to blame others
- 'Bury their head in the sand' if things go wrong
- Are inclined to say 'I don't know' rather than resolving the issue
- Fail to encourage and support others to improve processes and achieve goals

Why it matters

To our staff and students:

Empowers staff to take responsibility and ownership for their actions in providing a more supportive environment for learners and a more customer-focused service to business partners.

To our university:

Creates an efficient and trustworthy organisation that is a good place to study and do business with.

Integrity

At LSBU we communicate with transparency and respect, creating a working and learning environment based on trust

What it means

As an organisation we must be fair, open and transparent. This means that we communicate with one another in a clear respectful way, and create effective processes for sharing information. Creating a working environment based on trust will create a productive working environment

We demonstrate this individually by:

- Ensuring others receive the credit and recognition they deserve
- Working towards the best outcome for the organisation
- Having open and honest conversations
- Being proactive in addressing issues and events in direct opposition to LSBU's values
- Offering support when others appear to be in need

We see it as counterproductive when individuals:

- Put their own interests above those of the organisation
- Work to a 'hidden agenda'
- Present other people's ideas as their own
- Undermine colleagues

Why it matters

To our staff and students:

It creates a productive working and learning environment based on trust and confidence in LSBU

To our university:

LSBU is recognised as an ethical, trustworthy and principled organisation



Inclusivity

At LSBU we are known for seeing differences between people as a source of strength

What it means

To our people: Creating an inclusive environment which values diversity is at the heart of LSBU's culture. We do this by working collaboratively with one another across boundaries, forming relationships built on trust and being supportive of our colleagues.

We demonstrate this individually by:

- Treating every person with respect and dignity
- Promoting inclusivity by readily sharing information, knowledge and skills with team members
- Tackling the use of inappropriate language or comments towards others
- Being prepared to listen to the views of others
- Tailoring communication to suit the needs of the audience

We see it as counterproductive when individuals:

- Undervalue the contributions of others
- Only involve colleagues who support their views in order to achieve their own goals
- Dismiss or disregard others' opinions and ideas in a derogatory way
- Undermine or belittle the work of other colleagues
- Assume a 'one size fits all' approach

Why it matters

To our staff and students:

Creates an excellent working and learning environment where people feel valued regardless of who they are.

To our university:

Makes a positive impact on the University's reputation as an organisation that values diversity

Creativity

At LSBU we are entrepreneurial anticipating & exploiting opportunities to enhance the reputation of the university.

What it means

We encourage colleagues and students to be pro-active in generating new ideas, solutions, and ways of working by developing a culture in which calculated risk-taking is encouraged and rewarded, so that opportunities for engagement and growth can be exploited



We demonstrate this individually by:

- Learning from the success of others
- Utilising the breadth of ideas, experiences and knowledge of our colleagues
- Being open to and trying new ideas and ways of working
- Resolving challenges and improving processes with creative solutions
- Being prepared to learn from mistakes and failure

We see it as counterproductive when individuals:

- Are unwilling to explore new ways of working
- Undermine the effectiveness of agreed change to protect their own interests
- Miss potential opportunities
- Shut down colleagues' ideas without exploring them fully

Why it matters

To our staff and students:

Empowers all staff to use their knowledge and expertise to contribute to continuous improvement of all aspects of the University's activities, creating a more dynamic learning environment for students.

To our university:

Enables LSBU to develop a positive reputation for being a pro-active and dynamic organisation able to respond quickly and cleverly to challenges and opportunities

Contact OSDT

Email: osdt@lsbu.ac.uk

	PAPER NO: HR.05(14)	
Board/Committee:	HR Committee	
Date:	24 th February 2014	
Paper title:	Behavioural Framework	
Author:	Vongai Nyahunzvi, Deputy HR Director, Organisational Development	
Executive sponsor:	Mike Molan, Executive Dean, Arts and Human Sciences	
Recommendation by the Executive:	To discuss the Framework	
Aspect of the Corporate Plan to which this will help deliver?	Enhancing LSBU's reputation	
Matter previously considered by:	Executive	On:
Further approval required?	For discussion	On:
Communications – who should be made aware of the decision?	The Executive and Staff	

Executive Summary

LSBU has developed a Behavioural Framework which articulates behaviours expected of all staff across the university regardless of rank or job description (*Please refer to appendix 1 for draft Behavioural Framework*).

A range of data gathering activities took place to support the development of the Behavioural Framework. These included:

- 8 focus group sessions with staff
- Focus group discussions with LSBU recognised Unions
- All staff survey questionnaire with over 200 respondents

London South Bank University

- Interviews with all Executive members
- Focus groups with SMG members
- Research on what's happening in other universities
- Desk top research and conversations with a few private sector organisations

The Behavioural Framework project was led by the Organisational Development Team with the support from a project team comprised of academic and support staff representatives, and a member of the Executive, Mike Molan as the project sponsor. The framework was endorsed by the Executive at the recent Executive Strategy day. The HR Committee are requested:

- to endorse the core values and the statement of behaviours, in particular the statement of behaviours highlighted under each value.

Employer information	
Employer Code	511
Employer Name	South Bank University
Funding Pool	Individual
Open/Closed to new entrants	Open

2011 to 2014 contribution rate summary	£000's
Rate from 2010 valuation	20.8%
Lump sum for 2013/14	0
Employer contributions in 2012/13 (estimated based on payroll at 31 March 2013)	3,834

2014 to 2016 contribution rate summary			
Category	Ongoing		
Discount Rate	5.2% per annum		
Deficit Recovery Period	17		
	<u>1 April 2014 to 31 March 2015</u>	<u>1 April 2015 to 31 March 2016</u>	<u>1 April 2016 to 31 March 2017</u>
Salary element of rate to cover new benefits	18.4%	18.4%	18.4%
Lump sum element of rate (in £000's) to pay towards the deficit	2,562	2,677	2,797
Projected employer contributions in 2013/14 (also based on payroll at 31 March 2013)	5,951		

Note: The main reason for the increase in the contributions is that the LPFA Pension Fund has revised its funding strategy to allow for individually assessed employer risk, as described in the cover letter.

Data summary (Individual employer)	31/03/2013		31/03/2010	
	Number	Salaries/pensions	Number	Salaries/pensions
Actives	555	18,432	611	19,455
Deferred pensioners	884	1,789	818	1,355
Pensioners	538	3,253	469	2,446

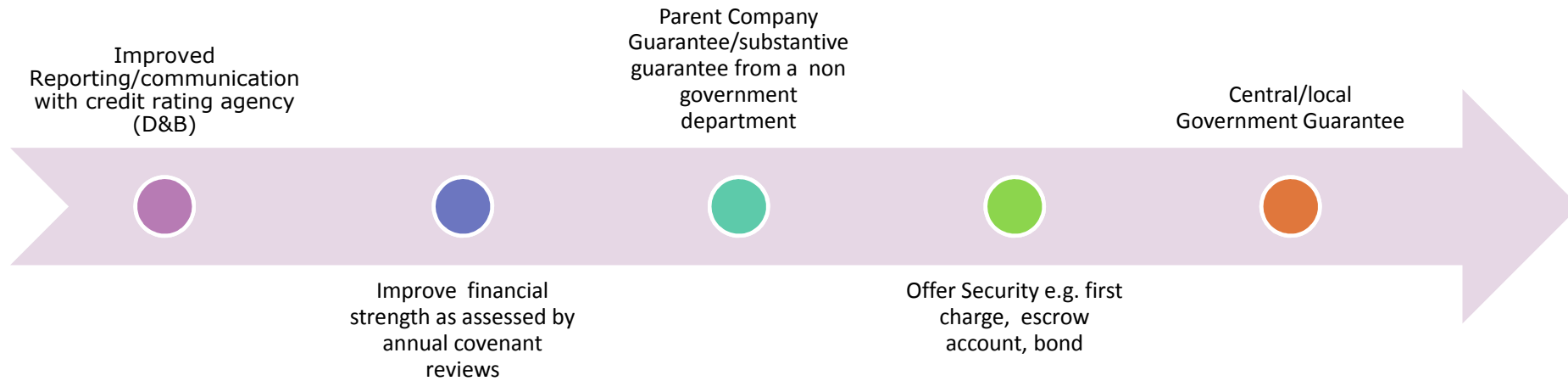
Balance Sheet	31/03/2013	31/03/2010
Employers:	Individual	Individual
	£000's	£000's
Active Liability	51,693	38,571
Deferred Liability	31,005	15,243
Pensioner Liability	50,682	34,713
Total Liability	133,380	88,526
Assets	92,173	67,176
Surplus/(Deficit) at 31 March 2013	(41,207)	(21,350)
Funding Level	69%	76%

Reconciliation	
Employers:	Individual
Surplus/(Deficit) at 31 March 2010	(21,350)
Updated 2010 results	-
Interest cost on deficit	(4,585)
Net market changes, and changes in asset allocation	(9,987)
Contributions vs cost of accrual	4,669
Member experience	10,387
Changes in the assumptions used to value the liabilities	(1,212)
Change in funding approach	(19,129)
Surplus/(Deficit) at 31 March 2013	(41,207)

Improving Your FSS Rating



your pension our world



FSS Categorisation



your pension our world

Category A:

- Employers with tax raising powers
- Employers with a government guarantee
- Employers that provide LPFA with substantial security*

Category B:

- Employers that provide LPFA with significant security**
- Employers that provide a credible parent company guarantee
- Employers that receive implicit support from the government

Category C1/C3:

- Employers that are low risk with strong financial statements
- Employers that provide LPFA with some security***

**Security that is at least 70% of cessation deficit*

***Security that is valued 40-69% of cessation deficit*

**** Security that is at least 20% of the cessation deficit*

London South Bank University

	PAPER NO: HR.06(14)	
Board/Committee:	HR Committee	
Date:	24 February 2014	
Paper title:	London Pension Fund Authority 2013 Fund Valuation	
Author:	Richard Flatman, Chief Financial Officer	
Executive sponsor:	Richard Flatman, Chief Financial Officer	
Recommendation by the Executive:	The Executive recommends that HR committee note the position as reported below.	
Aspect of the Corporate Plan to which this will help deliver?	Financial sustainability	
Matter previously considered by:	N/A	
Further approval required?	Policy and Resources Committee (for information) Board of Governors (for information)	On: 4 th March 2014 20 th March 2014
Communications – who should be made aware of the decision?	N/A	

Executive summary

This paper is coming to Committee because pension cost and provision continues to be one of the most significant issues impacting the future financial sustainability of the University.

The 2013 actuarial valuation for the LPFA (support staff) pension scheme has recently been received and this could have a significant adverse impact on the University's future cashflows as a result of:

- Revised employer category ratings being introduced which reflect HE as a higher risk than previously, and a higher risk than most other employers in the fund
- A lower discount rate being used (to reflect the higher risk) which is driving a higher value of liabilities
- A change in fund strategy which requires annual lump sum cash contributions to clear current scheme deficits over a shorter time period (17 years)

Attachment

Appendix 1 - Individual employer results for LSBU

Appendix 2 – Funding Strategy Statement (FSS) new employer categories

1. Current pension schemes

The University currently operates three defined benefit pension schemes, the Teachers' Pension Scheme (TPS) and Universities Superannuation Scheme (USS) for Academic staff and the London Pensions Fund Authority (LPFA), part of the Local government pensions scheme (LGPS) for support staff.

The University has also recently established a defined contribution scheme which at present applies only to a small number of staff employed directly by SBUEL.

2. Accounting requirements

The accounting requirements for each scheme are different.

For the TPS and the USS schemes the cash contributions paid each year represent the I&E cost.

We are required to account for the LPFA in accordance with FRS17 and the contributions paid represent a balance sheet movement. The I&E charge each year for the LPFA comprises the following elements:

- the current service cost, representing the value of future retirement benefits earned by staff during the year, plus
- a pensions interest charge based on the extent of the opening liabilities, minus
- a credit representing the expected return on the pension scheme assets.

3. Current cost of the LPFA scheme

The cost of the LPFA scheme is summarised below (based on 2013 data):

Membership	Support staff
No of active members	555
Pensionable payroll	£18.4m
Current employer contribution	20.80%
Contribution (£000's)	3,834
Current service cost (000's)	4,449
Pension interest charge (£000's)	6,134
Expected return on scheme assets (£000's)	-4,173
Losses on curtailments/settlements (£000's)	307
Total I&E charge (£000's)	6,717

To summarise:

Annual cash contribution in respect of the LPFA scheme is currently £3.8m

The I&E charge in the 2012/13 accounts was £6.7m

4. Changes proposed

The scheme is subject to triennial valuation and we have recently received the outcome of the latest valuation at 31 March 2013.

The individual employer results for LSBU are attached.

The results at fund level for the scheme as a whole show that the general position has improved with the fund now funded at 91% compared to 83% at the 2010 valuation. The results for LSBU are significantly different with a funding level of 69%.

The funding level is primarily driven by the discount rate used by the fund actuary in determining the value of liabilities. For LSBU (and other HEI's in the scheme) a reduced discount rate (5.2%) has been used by the actuary, thereby increasing the value of our liabilities.

The reason for the lower discount rate does not reflect the performance of LSBU but rather the fact that employer category ratings have been redesigned to reflect risk assessment, annual employer covenant reviews and levels of guarantees or securities (see appendix 2). LSBU is now ranked as Category C1 – category A being the highest and category C the lowest. Previously the University was ranked as category A.

All other HEI's are similarly rated as category C. The principal reason for this is that

- BIS recently confirmed to the LPFA that ‘the Department has no responsibility for any university’s financial commitments or liabilities’
- Given that BIS had confirmed that it did not provide a Crown guarantee which would underpin membership of the Fund, LPFA will be looking to participants to provide collateral to cover pension deficits, where appropriate.
- Unlike local authorities we have no tax raising powers.

LPFA make clear that in a multi-employer fund if an employer with a high credit risk is unable to meet their pension liabilities then those liabilities are spread across all fund employers. The aim of their new funding strategy is to look to prevent stronger employers in the fund having to inherit those liabilities. Hence those employers with a lower strength of covenant being set a lower discount rate thereby driving higher

liabilities and paying higher contributions to return them to a fully funded position as soon as possible.

A further change has been made to the strategy which would have a significant impact on the University's future cashflows. In the past a cash contribution rate was set based on the most recent actuarial valuation. For LSBU, the current employer contribution rate is 20.8%. On our pensionable LPFA payroll cost of £18.4m the current contribution is £3.8m pa. This cash contribution was set at a level to cover the cost of future benefits and clear the current deficit in the scheme.

The 2013 valuation sets:

- a contribution rate (18.4% for LSBU) to cover the cost of future service, plus
- an annual lump sum cash payment to clear the deficit over a much shorter deficit recovery period (17 years).

The effect of this change in approach is that our future annual total cash contribution (from April 2014) will rise close to £6m rather than the current £3.8m with the annual lump sum to clear the deficit being close to £3m and rising at 4.5%pa.

This change in approach would not directly impact the I&E and would help reduce the LPFA pension deficit more quickly. However, it would have a real impact on the University's cashflows at a time when we are already seeking to increase investment without additional borrowing. Unless we wish to scale back the level of investment, the only real alternative is to generate additional cash reserves through improved bottom line financial performance and hence this will ultimately have an impact on I&E.

The recent guidance also makes clear that it would be possible to improve the employer category rating and move to category B (or even A) through forms of guarantee or security e.g. formal security over assets, an escrow account or a letter of credit or bond.

5. Action required

LSBU is required to acknowledge the results and confirm any payment decisions effective 1 April 2014 by 12 March 2014. If negotiations have not reached a conclusion by 12 March the default option recommended by LPFA will be imposed.

6. Next steps

The following actions are being taken:

- We have already expressed our concern direct to LPFA regarding the revised employer ratings and the low discount rates used
- We are liaising with other post 92 London HEIs similarly affected
- London Higher is organising a meeting with the institutions affected and has already raised the issue with HEFCE
- We are in consultation with a pensions expert from PwC who can advise on strategy and assist with LPFA negotiations
- A meeting with LPFA has been set for 14 February
- Through Estates & facilities we are looking at potential options in terms of security.

	PAPER NO: HR.07(14)	
Board/Committee:	Human Resources	
Date:	24 February 2014	
Paper title:	Procedures for Suspension and Dismissal of Senior Postholders	
Author:	Katie Boyce, Director of Human Resources	
Executive sponsor:	Ian Mehrtens, Executive Director of Corporate Services	
Recommendation by the Executive:	To recommend to the Board for approval	
Aspect of the Corporate Plan to which this will help deliver?		
Matter previously considered by:	N/A	On:
Further approval required?	Board	On: 20 March 2014
Communications – who should be made aware of the decision?	Senior Postholders	

Executive summary

The current procedures for suspension and dismissal of Senior Postholders are part of the Memorandum and Articles of Association. The Memorandum and Articles of Association have been modernised (this approval is expected at the Board meeting of 20th March); this includes removal of reference to the procedures.

This paper therefore sets out a disciplinary procedure which includes provisions for the suspension and dismissal of Senior Postholders. The Committee is asked to agree these procedures and to recommend them to the Board for approval.

LONDON SOUTH BANK UNIVERSITY

DISCIPLINARY PROCEDURE FOR SENIOR POST HOLDERS

**HUMAN RESOURCES DEPARTMENT
DRAFT 1 JANUARY 2014**

APPROVED BY OF THE BOARD OF GOVERNORS

DATE

1. Scope

This procedure applies to Holders of Senior Posts at London South Bank University (the University) as designated by the Board of Governors in accordance with its Memorandum and Articles of Association. Such Senior Posts are:

Vice Chancellor
Deputy Vice Chancellor
Pro Vice Chancellor
Executive Director of Finance
University Secretary and Clerk to Board of Governors

The aim of this procedure is to ensure consistent and fair treatment in dealing with disciplinary matters pertaining to standards of conduct and job performance including investigation, suspension, dismissal and appeal. It follows the principles outlined in the ACAS Code of Practice which should be read in conjunction with the procedure.

2. Principles

- No disciplinary action will be taken against a Senior Post Holder until the case has been fully investigated and a disciplinary hearing has taken place.
- The Senior Post Holder will be advised in writing of the nature of the complaint against him or her and the arrangements for the hearing.
- The Senior Post Holder will be provided, where appropriate, with written copies of evidence and relevant witness statements in advance of a disciplinary meeting.
- The Senior Post Holder will be given the opportunity to state his or her case to a Panel before any decision is made.
- The Senior Post Holder will have the right to be accompanied by a colleague, or trade union official at all stages during the investigation, disciplinary interview or appeal hearings.
- Decisions at all stages of the procedure will be made by a Panel of those with **appropriate authority**, namely Independent Governors and the Vice Chancellor (as Chief Executive) as set out in section 4 of these procedures.
- The Panel will take into account any mitigating circumstances when reaching decisions on appropriate disciplinary sanctions.
- No Senior Post Holder will be dismissed for a first breach of discipline, except in the case of gross misconduct.
- A Senior Post Holder will have the right to appeal against any disciplinary penalty imposed.
- Human Resources will be consulted and will attend formal disciplinary hearings and appeals to advise on procedure.
- Notes of hearings and appeals will be taken by a person not involved in the decision making process. The notes, together with comments/additions by the Senior Post Holder, will constitute the only record of the hearing/appeal.

- The procedure may be implemented at any stage if the Senior Post Holder's alleged misconduct or performance warrants such action.

3. Procedure

Every effort should be made to resolve issues of misconduct or poor performance by management informally before moving to the formal stages of the disciplinary procedure. Those who have the authority to take formal action under each stage of this procedure are detailed at section 4.

3.1 Disciplinary investigations

The University is committed to ensuring that all potential infringements of disciplinary rules are fully investigated. This may entail carrying out interviews with the Senior Post Holder concerned and third parties such as witnesses, colleagues and managers, as well as analysing written records and information. The investigation report will be made available to all the parties concerned. The identity of witnesses may be kept confidential if necessary.

3.2 Disciplinary hearings

Once investigations are complete, if there remains a case to be answered, the Senior Post Holder will be invited, in writing, to attend a disciplinary hearing before a Panel of two Members of the Board of Governors authorised under this procedure (see section 4). The Senior Post Holder will be given ten working days' notice of the hearing. He or she will be informed, in writing, of the nature of the allegations and who will be attending the hearing, including any witnesses to be called by management. The Senior Post Holder will be given the opportunity to bring witnesses and to be represented at the hearing by a work colleague or union representative. The names of witnesses and representatives should be submitted at least two working days before the hearing. The decision of the Panel will be notified to the Senior Post Holder, in writing, within ten working days of the hearing.

3.3 Stage 1 – first warning

If conduct or performance is unsatisfactory, a Senior Post Holder will be given a written warning. He or she will be advised of the reason for the warning, that it is the first stage of the disciplinary procedure and that he or she has a right of appeal. The Senior Post Holder will also be informed that a final written warning may be considered if there is no sustained satisfactory improvement or change. (Where the first offence is sufficiently serious, for example because it is having, or is likely to have, a serious harmful effect on the organisation, it may be justifiable to move directly to a final written warning). A record will be kept of the warning which will be placed on the Senior Post Holder's file. The warning will be disregarded for disciplinary purposes after three months, subject to the Senior Post Holder's satisfactory conduct and performance.

3.4 Stage 2 – final warning

If the offence is serious, or there is no improvement in standards, or if a further offence of a similar kind occurs, a final written warning will be given which will include the reason for the warning and note that if no improvement results action at Stage 3 will be taken. It will also advise the Senior Post Holder of his or her right of appeal. A copy of this written warning will be placed on the Senior Post Holder's file but will be disregarded for disciplinary purposes after six months, subject to the Senior Post Holder's satisfactory conduct and performance.

3.5 Stage 3 – dismissal or action short of dismissal

If the conduct or performance has failed to improve, the Senior Post Holder may suffer demotion, disciplinary transfer, loss of seniority or dismissal. Within ten working days of the hearing, the Senior Post Holder will be provided with a written outcome including, where appropriate, the reasons for dismissal, the date on which his or her employment will terminate and the right to appeal.

3.6 Gross misconduct and suspension

In the event of alleged gross misconduct, the University may suspend a Senior Post Holder from work on full pay (average earnings) while it investigates the alleged offence. Such suspension will not imply pre-judgement of guilt, but will serve only to reserve the position and remove the Senior Post Holder from his or her place of work whilst investigations are made. The Senior Post Holder will be notified of the reasons for suspension in writing.

The following are examples of gross misconduct:

- theft, fraud,
- any involvement in bribery, giving, receiving or facilitating bribes,
- unauthorised entry to computer records or deliberate falsification of records,
- a serious breach of the University's rules on e-mail and Internet usage,
- fighting or assault,
- deliberate or reckless damage to University property,
- an inability to perform job duties through being under the influence of alcohol or drugs,
- a serious breach of the University's health and safety rules or a single error due to negligence which causes, or could have caused, significant loss, damage or injury to the University, its employees' or students,
- conviction of a criminal offence that makes the Senior Post Holder unsuitable or unable to carry out his or her duties,
- a serious act of insubordination, such as deliberate refusal to carry out proper instructions,

- acts of bullying, harassment or discrimination or breach of the University's Equality and Diversity policy,
- a serious breach of trust or confidentiality.

This list is not intended to be an exhaustive one and only gives an indication of the types of offence that may be considered gross misconduct.

If, on completion of the investigation and the full disciplinary procedure, the University is satisfied that gross misconduct has occurred, the result will normally be summary dismissal, i.e. dismissal without notice or pay in lieu of notice.

3.7 Appeal

If a Senior Post Holder wishes to appeal against a disciplinary decision, he or she should do so within ten working days of the receipt of the outcome letter. The appeal should be made in writing, and include the grounds for appeal.

The appeal hearing will be held within ten working days of receipt of the appeal letter or, if this is not reasonably practicable, as soon as is reasonably practicable.

4. Authority to act under this procedure

The following Members of the Board of Governors (including the Vice Chancellor as Chief Executive) have authority to take action under this procedure:

Senior Post Holder	Investigation Lead	Disciplinary Panel	Suspension	Appeal Panel
Vice Chancellor	Deputy Chair of the Board of Governors or appropriate nominee	Deputy Chair of the Board of Governors One Independent Governor not previously involved	Chair or Deputy Chair of Board of Governors	Chair of Board of Governors One Independent Governor not previously involved
Other Senior Post Holders (e.g. Deputy VC, Pro VC, Executive Director of Finance, University Secretary)	Vice Chancellor or appropriate nominee	Vice Chancellor One Independent Governor not previously involved	Vice Chancellor	Chair or Deputy Chair of Board of Governors One Independent Governor not previously involved

5. Variation

This procedure may only be amended with the approval of the Human Resources Committee on behalf of the Board of Governors of London South Bank University.