

HR People and Organisational Development Strategy (2030)

HR People and Organisational Development

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1 Introduction

The HR People and Organisational Development (P&OD) Strategy sets out a clear direction for strengthening workforce capability, creating an inclusive culture, improving wellbeing and embedding continuous learning across the University. The strategy is structured into distinct sections, each building a comprehensive and coherent approach to P&OD. It begins by setting the University context, outlining P&OD's mission, values, and guiding principles. It then introduces a central hub for CPD activity, describing its delivery model, operational approach, and the importance of business partnering. The development cycle then details how needs are identified, how learning is designed and delivered, and how impact is measured. The two major sections, Talent Development (TD) and Organisational Development (OD), outline the key priorities, enablers, and success measures for a broad range of initiatives aligned to individual, team, school/service and institutional needs. The strategy concludes by defining key roles and responsibilities, stakeholder engagement and risk management.

1.1 Foreword from our Vice-Chancellor

As part of our ambitious 2030 University Strategy, the Global Talent strand plays a critical role in achieving our goals by focusing on engagement, culture and professional development. The HR People and Organisational Development team is here to support you in developing the knowledge, skills, and behaviours needed to succeed now and in the future. Our management and leadership development offering, delivered in partnership with the Chartered Management Institute (CMI), is sector leading.



Beyond individual development, the team offers a strategic approach to organisational development. This involves aligning people, processes, and culture with our institutional aspirations to create an inclusive, high-performing, and resilient University. As part of our innovative and progressive University, the HR People and Organisational Development team will continue to ensure our provision reflects the latest thinking and best practice. I encourage you to take full advantage of these opportunities.

Professor Bob Cryan CBE DL CMgr CCMI FREng

Vice-Chancellor

1.2 Our Context

The University operates in a dynamic, complex, and increasingly competitive Higher Education (HE) environment. Maintaining success in this context demands agility, and a commitment to continuous improvement. Our approach must therefore anticipate future challenges and opportunities, ensuring that our workforce is equipped to respond to sector-wide change, evolving regulatory requirements, and shifting student expectations. To remain responsive, this strategy adopts a flexible, data-led approach, with regular reviews of workforce development needs to identify and build the skills, knowledge, and behaviours required now and in the future.

1.3 University Strategy (2030) Alignment

The strategy is a key enabler of the University's strategy, with a primary focus on the Global Talent strand. While it supports a range of strategic priorities, it most directly aligns with the following aim and key performance indicators (KPIs):

- Aim: Value, support, and empower every staff member to develop and contribute to our collective success.
- KPI 1: Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, well-being, and recognition.
- KPI 2: Support all staff to participate in professional development activities annually.

To see the full 2030 University Strategy, please click here.

1.4 Our Mission

Our mission is to help create a positive organisational culture where our people can learn, feel engaged, and thrive. Through evidence-based CPD, employee engagement initiatives and a strong focus on wellbeing, we empower colleagues to perform at their best and contribute meaningfully to organisational success.

1.5 Our University Values

Our values, represented by the acronym **RISE**, guide our approach and how we interact with others.

- **Respect:** We aim to make sure everyone feels respected, valued, and supported in everything we do.
- **Innovation:** We embrace change, encourage creativity, and seek to continuously improve.
- **Support:** We create a collaborative environment where staff feel supported, actively share knowledge, and develop together.
- **Excellence:** We aim for high standards, ensuring our provision delivers tangible benefits and supports the University's long-term success.

1.6 Our Principles

We are guided by clear principles that shape our priorities, inform decisions, and ensure consistency in how we support the University:

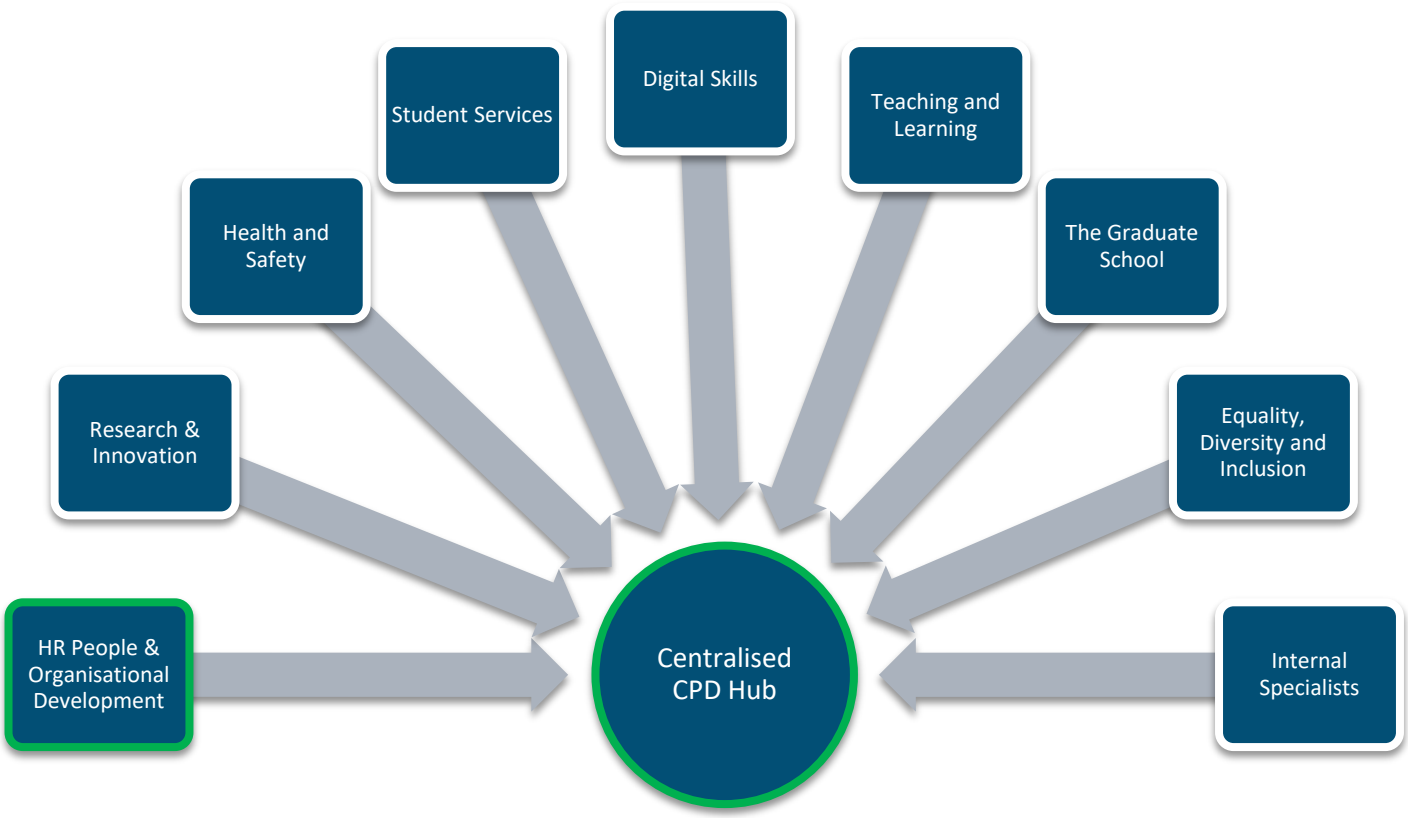
- **Aligned with University Priorities:** Our CPD, culture, wellbeing, and organisational development offer is built around the University's strategic goals, ensuring our work directly supports institutional needs and our evolving community.
- **Collaborative & Co-Created:** We develop initiatives in partnership with colleagues across academic, professional, and technical services, as well as staff networks and experts. This ensures our provision reflects real experiences and creates meaningful impact.
- **Purposeful & Professional:** Our support is timely, role-specific, and aligned with individual aspirations and wider University needs. Through CPD, leadership development, wellbeing resources, and culture-building activity, we help colleagues thrive in a changing HE landscape.
- **Responsive & Flexible:** We offer in-person, online, and self-directed learning to make our provision accessible, inclusive, and supportive of varied working patterns and preferences.
- **Committed to Quality:** Robust quality assurance, peer input, regular reviews, and staff feedback ensure our offer remains relevant, effective, and aligned with University aims.
- **Learning from Others:** We draw on sector insights and best practice to stay innovative, inclusive, and forward-thinking.
- **Continuous Improvement:** Our approach is evidence-informed and impact-led, using data, evaluation, feedback, and research to refine and strengthen our CPD, culture, and wellbeing provision.

2 Our One-Stop-Shop Approach (A Centralised CPD Hub)

CPD across the University is delivered by a range of teams and services, with those we anticipate collaborating most frequently with, illustrated in diagram one. To enhance coordination, accessibility, and impact, a One-Stop-Shop model, in the form of a centralised CPD hub, is to be introduced. This integrated approach will consolidate all CPD opportunities in one place, making it easier for staff to access development options that align with their current roles and future career aspirations. It also enables a more agile and responsive alignment of CPD initiatives with the evolving needs of our workforce.

Through MyHR, our intuitive HR platform, staff will be able to book, track, record, and manage their own CPD. This not only encourages individuals to take ownership of their development but also enhances the overall user experience. Strategically, consolidating all CPD activity within MyHR supports more effective monitoring and reporting against our Global Talent Aims and KPIs. CPD opportunities will be promoted using consistent branding and jargon-free language to help staff understand what is available and how it supports their personal and professional development. In addition to existing CMI and Apprenticeship pathways, the P&OD team will explore additional accredited development routes to enhance professional recognition.

Diagram One:



2.1 Making the One-Stop-Shop Work

Delivering an integrated and effective CPD Hub requires a collaborative and agile approach. The following will help ensure its successful implementation and long-term sustainability:

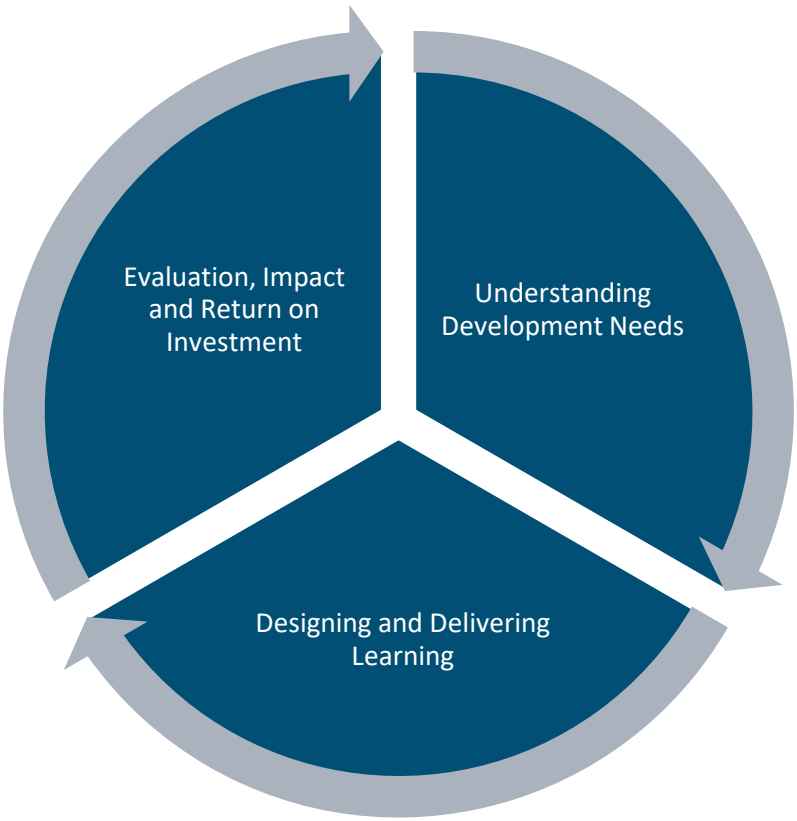
- Delivery will be underpinned by cross-University collaboration, with shared accountability, and (if needed) defined service standards to support consistent, high-quality CPD experiences for staff.
- A dedicated CPD Planning Group, made up of colleagues from across the University, including representatives from the teams and services shown in Diagram One, will help shape and evolve our CPD offer. The group will lead on continuously improving the CPD offer and ensure a broad range of staff voices are heard.
- The CPD Hub will provide a professional, customer-focused experience that encourages staff to engage with personal and professional development opportunities.
- To meet the anticipated increase in CPD demand driven by the Global Talent Aims and KPIs, the pool of internal facilitators will be expanded. Where appropriate, a train-the-trainer model will be implemented to build internal capability and strengthen in-house delivery.
- The CPD Hub will prioritise the use of internal resources and explore opportunities for income generation to support financial sustainability and value for money. Partnering with other Universities and organisations will further support resource sharing, innovation, and give the CPD Hub a broader reach.
- Processes and systems will be regularly reviewed and if necessary improved, to enhance our customer service and operational efficiency.
- Partnerships with professional bodies such as the Chartered Management Institute (CMI) will continue to provide staff with access to high-quality qualifications that support professional development and career progression.
- A comprehensive quality assurance (QA) framework will ensure all CPD activities are consistently designed and delivered in line with best practice. This QA framework will include regular review cycles, structured feedback processes, and external input where appropriate to support continuous improvement.
- We will diversify our marketing and communications approach to raise awareness of CPD opportunities, with a particular focus on engaging under-represented and harder-to-reach staff groups.

2.2 Business Partnering

A Business Partnering (BP) model will underpin P&OD activities across our schools and services, ensuring support is tailored, context-specific, and aligned with both local needs and University priorities. Dedicated P&OD managers will provide expert advice and facilitation to address each school or service's unique challenges, making talent and organisational development relevant, responsive, and impactful. Insights from the P&OD dashboards, employee voice data, and other feedback mechanisms will provide understandings into development needs, inform planning and support. Our approach to BP operates in close alignment with other HR colleagues to provide joined-up support for a variety of TD and OD-related projects and initiatives.

3 Organisational Development Cycle

Diagram Two:



3.1 Understanding Development Needs

Development needs across all job families will be identified through multiple data-led approaches, ensuring alignment with the University's strategic priorities and our diverse workforce needs. The CPD Planning Group (see section 2 1 for further details) will:

- Translate the University Strategy Map and frameworks such as REF and TEF into clear TD and OD priorities.
- Analyse data from the Personal Development and Performance Review (PDPR) process, alongside workforce metrics related to retention, diversity, and progression to identify common development needs and any gaps in our provision.
- Capture on-going feedback through the engagement and pulse surveys, employee lifecycle surveys (induction, progression, exit), and insights from coaches and mentors to understand the full staff experience.
- Gain insights from the business partnering model, P&OD champions, and staff networks help ensure CPD needs reflect the specific challenges and opportunities within each school and service.
- Use tailored approaches, including questionnaires, focus groups, and 360-degree feedback, for specific initiatives to understand development requirements and design targeted interventions.

3.2 Designing and Delivering Learning

Development opportunities will be designed to meet diverse needs and be impactful by being:

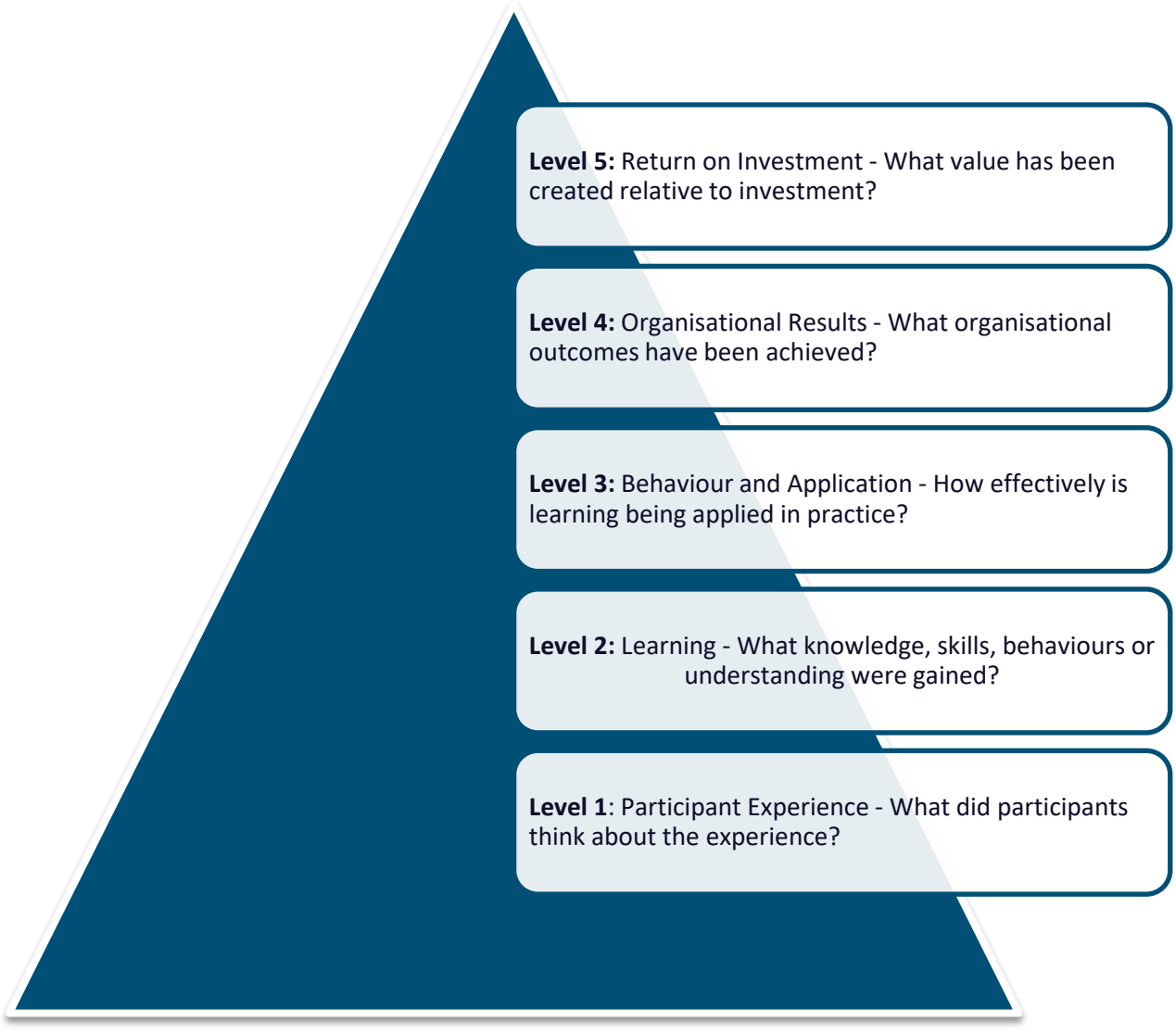
- Practical: Focused on real-world application, ensuring relevance to staff members' day-to-day roles.
- Relevant: Aligned with current challenges and supportive of individual career aspirations.
- Engaging: Designed to be interactive and meaningful, maximising learner participation.
- Inclusive: Accessible and supportive of diverse roles, backgrounds, and learning preferences.
- Reflective: Encouraging self-awareness and continuous personal and professional growth.
- Assessed (where appropriate): Reinforcing learning outcomes and ensuring understanding.

Delivery methods will be grounded in modern learning theory and informed by best practice. A blended approach, combining in-person and online learning, will enhance accessibility, flexibility, and reach. Additionally, the integration of AI will support the continuous improvement of learning content, ensuring it remains relevant, engaging, and impactful.

3.3 Evaluation, Impact and Return on Investment

A rigorous evaluation, impact and return on investment framework will drive continuous improvement and measure the impact and value of all P&OD activities. This framework (please see diagram three for a high-level overview) uses a five-level model, measuring outcomes from immediate reaction and knowledge acquisition (Levels 1–2), behavioural change (Level 3), to organisational impact and return on investment (Levels 4–5). Participant satisfaction and likelihood to recommend CPD offerings are assessed using the Net Promoter Score (NPS). This comprehensive framework uses a range of methods, including surveys, interviews, focus groups, performance data, psychometric tools, and 360-degree feedback, tailored to the size and complexity of each development initiative.

Diagram Three:



Associated Documentation

- HR Evaluation, Impact and ROI Framework

4 Talent Development

A wide range of TD opportunities will support staff across all roles and career stages. These initiatives are organised under key strategic focus areas, illustrated in Diagram Four and detailed in sections 4.1 - 4.8. Each focus area outlines intended outcomes, enabling factors, and success measures. Supporting materials include links to the University Strategy Map, relevant documentation, online resources, and connected section. Progress will be monitored using a comprehensive set of indicators to enable ongoing evaluation, transparent reporting, and continuous improvement.

Diagram Four:



4.1 Personal and Professional Development

The **strategic focus** is on meeting the evolving CPD needs of our workforce and aligning with institutional priorities by delivering targeted and relevant development opportunities. This approach ensures that all staff are equipped with the knowledge, behaviours, and capabilities that are essential for success in their current roles, while also supporting their longer-term career aspirations. CPD opportunities will be informed by role requirements, organisational needs, and emerging sector trends, helping staff to adapt to changing demands and contribute effectively to the University's aims.

Key Enablers (What makes it possible)

a. A dynamic and diverse offer of accredited and non-accredited CPD sessions and programmes, structured around strategic development themes. These themes include areas such as, growth, efficiency and effectiveness, managing and dealing with change, supporting our students, personal effectiveness, and many more.

b. Our CPD offer will include a combination of 'essential' sessions and programmes, designed to ensure a baseline capability for all staff, complemented by 'demand-led' CPD that respond to emerging needs and interests.

c. CPD delivered via a blend of in-person, on-line, and self-directed formats to suit different working patterns, learning styles, and staff needs.
d. Peer-led CPD opportunities, including job shadowing, communities of practice, and action learning sets.
e. CPD opportunities will be regularly updated based on our analysis of training needs, participant feedback, workforce and evaluation data.

Measures (How we track progress)

- Continuous availability of at least one bookable date for each CPD activity categorised as essential, ensuring timely access for all staff.
- Staff participation with CPD activities, analysed by strategic development themes, job families, schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Number of sessions and programmes delivered under each strategic development theme.
- Ongoing evaluation of the quality, relevance, and impact of CPD activities to ensure they meet staff needs and support strategic priorities.
- Participation rates with CPD activities amongst staff from protected and underrepresented groups to evaluate equitable access and inclusion.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, well-being, and recognition. KPI 2 - Support all staff to participate in professional development activities annually.
- Personal and Professional Development Webpage
- The following section(s) are key connected areas: 3. Organisational Development Cycle; 4. Inclusive Talent Development; 5.2 Managing and Supporting Performance; 5.3 Talent Management, Succession Planning and Career Pathways; 5.7 Equality, Diversity and Inclusion.

4.2 Management and Leadership

The **strategic focus** is on building a confident, capable, and inclusive leadership community by strengthening management and leadership (M&L) capability at all levels. Through a high-quality approach to M&L development, we will position the University as a sector leader. The provision is aligned with the Huddersfield Leader Framework (HLF) and Chartered Manager (CMgr) standards reinforcing consistent M&L behaviours and expectations, and equipping managers and leaders to lead effectively within a dynamic and complex HE environment. Our approach also supports the creation of a diverse and sustainable leadership pipeline covering all job families.

Key Enablers (What makes it possible)

a. Periodic refinement and application of the HLF across all M&L development activities and approaches to performance management and succession planning. The HLF will be aligned with the Advance HE Leadership Framework to provide wider sector relevance.
b. Delivery of accredited and non-accredited M&L programmes tailored to different leadership levels. This includes opportunities to gain CMI-accredited qualifications and achieve Chartered Manager (CMgr) status to enhance professional credibility.
c. M&L-related CPD, including programmes (e.g. MSc Strategic Leadership, Apprenticeships) and ringfenced sessions from our CPD Hub.
d. Practical resources such as the change management toolkit and curated resources, such as "how-to" and good practice guides, to support effective M&L practice.
e. Using the Talent Hub and behavioural frameworks to support M&L-related talent identification, development planning, and career progression.
f. Enable shared learning and cross-functional engagement through peer networks, leadership events and action learning sets.

Measures (How we track progress)

- Percentage of managers successfully completing CMI-accredited qualifications, analysed by job families, schools, services, and departments, demonstrating the achievement of nationally recognised skills.
- Proportion of managers achieving CMgr status, analysed by job families, schools, services, and departments, reflecting the achievement of professional standards and commitment to ongoing M&L-related CPD.
- Staff participation with M&L-related CPD, analysed by job families, schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Participation rates with M&L-related CPD amongst staff from protected and underrepresented groups to evaluate equitable access and inclusion.
- Engagement trends with the leadership resources and toolkits, supporting self-directed learning.
- Number of internal promotions and successful lateral moves into M&L roles across schools, services, and departments, to assess the effectiveness of internal talent development and succession planning.
- Ongoing evaluation of the quality, relevance, and impact of M&L-related CPD, with a focus on relevance, effectiveness, and impact on performance.
- ROI analysis of M&L programmes, including cost-benefit and outcomes data.
- Data from the engagement survey results, focussing on M&L-related reporting factors, used to assess the perceived quality of M&L, analysed by grade, job families, schools, services, departments and teams.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- Management and Leadership Development Webpage
- Huddersfield Leader Framework
- The following section(s) are key connected areas: 4.3 Coaching and Mentoring; 4.5 Developing Digital and AI Capability; 5.2 Managing and Supporting Performance; 5.3 Talent Management, Succession Planning and Career Pathways; 5.4 Values, Behaviours and Culture; 5.6 Managing Organisational Change; 5.7 Equality, Diversity, and Inclusion.

4.3 Coaching and Mentoring

The **strategic focus** is to embed coaching and mentoring (C&M) as a key driver for wellbeing, innovation, and high performance across the University. High-quality (1:1) C&M relationships contribute to a culture of self-awareness, adaptability, and peer learning, supporting staff to navigate challenges, reflect on their approach to work, and grow in confidence and capability.

Key Enablers (What makes it possible)

a. Further expand our internal coaching network by upskilling staff to become professional workplace coaches through accredited programmes, such as the CMI Level 5 in Professional Coaching Practice. This initiative will not only enhance individual capability but also help embed a coaching culture across the institution.
b. Establish a qualified pool of external executive coaches to support senior leaders. These coaches will be selected based on rigorous criteria to ensure quality and alignment with our organisational values. Access to external coaching will be funded by individual schools and services on an as-needed basis.
c. Expand both structured and informal mentoring opportunities and equip prospective mentors with training to use a coaching mindset with their mentees.
d. Centralise all C&M referrals to ensure consistency, alignment, and responsiveness to individual development needs. This includes standardising C&M contracting processes and embedding ethical frameworks (e.g., EMCC, ICF) to maintain professionalism across all 1:1 C&M activity.
e. Address current C&M engagement gaps, particularly for new managers, by establishing formal referral procedures and targeted promotion across schools and services.
f. Our coaching supervision framework will help maintain professional standards and ethical practice for internal all workplace coaches.
g. Ongoing C&M-related CPD ensure all internal workplace coaches and mentors continuously improve practice.
h. Explore regional partnerships to broaden C&M capacity and share resources.
i. Build a vibrant community of practice through internal and external peer C&M networks.
j. Equip managers and staff to apply a coaching approach in their work through practical tools, resources, and skills-based learning.

Measures (How we track progress)

- Collection and analysis of feedback following 1:1 C&M relationships, to assess quality, relevance, and impact.
- Uptake of (1:1) C&M services, analysed by job families, schools, services, with a focus on balanced participation across the University.
- Participation rates with C&M services amongst staff from protected and underrepresented groups to evaluate equitable access and inclusion.
- Staff participation with C&M-related CPD, analysed by job families, schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Ongoing evaluation of the quality, relevance, and impact of C&M-related CPD, with a focus on relevance, effectiveness, and impact on performance.
- Alignment with either the EMCC or ICF frameworks, reinforcing ethical practice and high standards.
- Percentage of active internal coaches participating in regular professional supervision and ongoing CPD, reinforcing reflective practice, ethical standards, and ongoing development.
- Qualitative insights gathered through case studies, interviews, and focus groups.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- Coaching and Mentoring Webpage
- HR Coaching and Mentoring Framework
- The following section(s) are key connected areas: 4.2 Management and Leadership; 4.7 Researcher Development; 5.1 Induction and Onboarding; 5.2 Managing and Supporting Performance; 5.3 Talent Management, Succession Planning and Career Pathways; 5.6 Managing Organisational Change; 5.7 Equality, Diversity and Inclusion; 5.8 Supporting Staff Wellbeing; 5.9 Learning Together as an Organisation.

4.4 E-Learning

The **strategic focus** is on providing high-quality E-Learning that supports compliance with regulatory, legal, and institutional requirements through accessible, engaging, and up-to-date content. Self-directed E-Learning modules will enable staff to take ownership of their development, offering flexible access to mandatory and optional content at the point of need.

Key Enablers (What makes it possible)

a. Offer a comprehensive suite of E-Learning modules, including mandatory and optional content, organised by themes and aligned with institutional needs. Each module will include clear learning outcomes, meet accessibility standards, and reflect inclusive design principles.
b. Auto-enrolling staff on mandatory E-Learning modules to support institutional compliance and reporting.

c. Ensure all modules are regularly reviewed and updated to remain relevant and both regulatory and legally compliant.
d. Use platform analytics and staff feedback to identify usage trends and inform future content.

Measures (How we track progress)

- Completion and engagement rates for all mandatory E-Learning modules, analysed by job families, schools and services, to measure and report on compliance levels.
- Analysis of LearnUpon data, engagement patterns, and completion trends, used to generate actionable insights.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- E-Learning Webpage
- The following section(s) are key connected areas: 5.1 Induction and Onboarding; Employee Engagement and Data Insights; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing; 8.1 Reporting and Insight.

4.5 Developing Digital and AI Capability

The **strategic focus** is to develop a digitally confident and adaptable workforce through CPD that supports the adoption of appropriate emerging technologies, drives innovation, and enhances individual and team performance. Digital and AI skills will be embedded as core components, aligned with the University's Digital Transformation Strategy.

Key Enablers (What makes it possible)

a. A flexible and accessible digital skills curriculum, designed to meet diverse role requirements and learning preferences across all job families.
b. Routine promotion and use of digital capability diagnostic tools, enabling staff to evaluate their current digital proficiency and access tailored development pathways.
c. Incorporate essential digital skills into the onboarding process for all new staff, establishing a consistent baseline of digital literacy from the outset.
d. Introduce a tiered, role-specific CPD offer on AI to ensure responsible, consistent adoption of approved tools across the University.

Measures (How we track progress)

- Staff participation in digital skills-related CPD activities, analysed by job families, schools, services, and departments, to monitor reach and ensure equitable access.
- Uptake of self-assessment tools and subsequent progression into relevant digital skills-related CPD activities, analysed by job families, schools, services, and departments, indicating effective signposting.

- Digital confidence, capability, and satisfaction, measured through the discovery tool and digital experience survey.
- Ongoing evaluation of the quality, relevance, and impact of digital skills-related CPD activities to ensure they meet staff needs and support strategic priorities.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- World-class infrastructure: KPI 2 - Drive efficiency and exceed satisfaction benchmarks through digital innovation.
- Developing Digital Capability Webpage
- The following section(s) are key connected areas: 4.1 Personal and Professional Development; 4.2 Management and Leadership; 5.1 Induction and Onboarding; 8.1 Reporting and Insight.

4.6 Apprenticeships

The **strategic focus** is on positioning apprenticeships as a core element of workforce development by delivering targeted, high-impact programmes funded through the apprenticeship levy. This approach will ensure alignment with current and emerging workforce needs, support cost-effective skills development across all career stages, and strengthen partnerships with high-quality providers.

Key Enablers (What makes it possible)

a. Workforce development needs will be systematically identified across schools and services to inform the design and commissioning of apprenticeship programmes. This ensures alignment with institutional priorities, such AI.
b. Apprenticeship opportunities will be promoted widely, across all job families and career stages, with a focus on removing barriers to participation.
c. Relationships with apprenticeship providers will be managed closely to ensure consistency, quality, and responsiveness.
d. Systems will track enrolment, engagement, progression, and completion rates.
e. Compliance with Apprenticeship levy funding rules will be proactively monitored, and line managers and staff will be supported in meeting off-the-job training requirements in practical, flexible ways.
f. Ongoing horizon-scanning will identify opportunities to maximise levy usage, including emerging routes such as levy-funded short-course CPD.

Measures (How we track progress)

- Staff participation in apprenticeship programmes, analysed by job families, schools and services, to highlight trends.
- Participation rates in apprenticeship programmes amongst staff from protected and underrepresented groups to evaluate equitable access and inclusion.

- Programme completion rates, evidencing sustained engagement, role relevance, and the effectiveness of both University and apprenticeship provider support mechanisms.
- Evaluation data and feedback from apprentices and their line managers on the quality, learning transfer, and impact of apprenticeship programmes.
- Utilisation of the apprenticeship levy fund.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- Apprenticeships Webpage
- The following section(s) are key connected areas: 4.2 Management and Leadership; 4.5 Developing Digital and AI Capability; 5.3 Talent Management, Succession Planning and Career Pathways; 8.1 Reporting and Insight.

4.7 Researcher Development

The **strategic focus** is on strengthening CPD opportunities for researchers at all career stages, from postdoctoral and early career researchers to senior research leaders, ensuring alignment with core researcher development themes and the Vitae Researcher Development Framework. Researcher development will be embedded as a key component of the University's research environment, positioning it as a strategic enabler of research excellence. This will directly support REF 2029 readiness and contribute to the Strategy, People, and Research Environment (SPRE) agenda.

Key Enablers (What makes it possible)

a. Deliver high-quality, researcher-related CPD that reflects institutional strategy, the refreshed Vitae RDF (2025), and Concordat principles.
b. Provide targeted support across the researcher career lifecycle through initiatives such as the ECR mentoring programme, and tailored mentoring for academic promotion and conferment.
c. Deliver SPRE-focused CPD to enhance institutional readiness for REF 2029, including bespoke support for Units of Assessment (UoAs), academic leaders, and professional services engaged in PCE delivery.
d. Create a CPD culture through initiatives such as reflections for researchers, communities of practice, and wellbeing-led development sessions, supporting personal growth, resilience, and collegiality.
e. Equip researchers with the skills and knowledge required for responsible, ethical, and compliant research practices.
f. Actively contribute to national researcher development networks to raise our institutional profile and share best practice.

Measures (How we track progress)

- Alignment of CPD activities with the Researcher Development Concordat, the updated Vitae RDF, and REF 2029's SPRE 'Development' enabler.

- Staff participation with researcher-related CPD activities, analysed by schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Participation rates with researcher-related CPD activities amongst staff from protected and underrepresented groups to evaluate equitable access and inclusion.
- Ongoing evaluation of the quality, relevance, and impact of researcher-related CPD activities to ensure they meet staff needs and support strategic priorities.
- Progress toward the sector benchmark of 10 days' CPD per year (as required by the Researcher Development Concordat), monitored through annual PDPRs, and analysed by schools, services, and departments.
- Data gathered via engagement surveys and local feedback tools, analysed by grade, job families, schools, services, departments and teams, to assess and enhance the development experience.
- Contribution to institutional readiness for REF 2029, through achievement of SPRE action plan milestones and relevant KPIs.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- Groundbreaking research: KPI 1 - Achieve top 300 in THE and QS World Rankings. KPI 2 - To be in the UK top 50 for research and innovation funding per FTE.
- Researcher Development Webpage
- Researcher Development Concordat
- Researcher Development Framework (refreshed for 2025).
- Prosper Portal - career development resources for postdocs.
- British Academy Early Career Researcher Network.
- REF2029 - People, Culture and Environment (PCE).
- The following section(s) are key connected areas: 4.2 Management and Leadership; 4.3 Coaching and Mentoring; 4.5 Developing Digital and AI Capability; 4.8 Teaching and Learning; 5.3 Talent Management, Succession Planning and Career Pathways; 5.4 Values, Behaviours and Culture; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing.

4.8 Teaching and Learning

The **strategic focus** is to deliver CPD that advances inclusive, evidence-based teaching and learning practices and responds to the diverse disciplinary needs across the University. This approach is underpinned by pedagogical excellence, reflective practice, and peer learning, all of which contribute to the ongoing enhancement of teaching quality and educational outcomes. Teaching and learning-focused CPD remains a central priority, with provision aligned to national teaching standards and tailored to meet the varied needs of academic staff and external stakeholders such as the Office for Students (OfS).

Key Enablers (What makes it possible)

a. Facilitating AdvanceHE Fellowship attainment for all academic staff, either through School-led pathways or via the Postgraduate AdvanceHE accredited programmes.
b. Sustained use of internal and external data to inform improvement planning, underpinned by work towards meeting differential achievement and Access and Participation Plan targets.
c. Introductory in-year teaching and learning-related training for staff new to teaching.
d. Working in partnership with School-based Teaching and Learning strategic leaders to co-design and deliver CPD that is inclusive, relevant, and grounded in pedagogical best practice.
e. Offering targeted CPD initiatives such as Course Leader Training and bite-sized learning sessions on a range of pertinent topics, such as DELTA.
f. Providing on-demand teaching and learning resources, for example via iPark and other web-based platforms, and self-paced modules in best practice through the VLE Brightspace.
g. Building a collaborative teaching culture through cross-disciplinary engagement, including the Teaching and Learning Conference, HuDAP workshops, forums for course and subject leaders, mentoring schemes, and communities of practice that promote inclusive pedagogy and continuous improvement.
h. Adopting a responsive CPD model that evolves in line with sector trends, student feedback, institutional data, and EDI priorities.

Measures (How we track progress)

- The number of staff achieving Advance HE Fellowship status, analysed by job families, schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Staff participation with teaching and learning-related CPD activities and forums, analysed by job families, schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Participation rates with teaching and learning-related CPD activities amongst staff from protected and underrepresented groups to assess equitable access and inclusion.
- Ongoing evaluation of the quality, relevance, and impact of teaching and learning-related CPD activities to ensure they meet staff needs and support strategic priorities.
- Evidence of CPD contributing to positive outcomes in the Teaching Excellence Framework (TEF) and other institutional performance metrics.
- Measurable improvements in student engagement and satisfaction (e.g., NSS results), alongside reductions in awarding gaps across student demographic groups.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 2 - Support all staff to participate in professional development activities annually.
- Inspiring education: KPI 1 - Achieve top 25% in the National Student Survey.
- Teaching and Learning Webpage

- Advance HE's Professional Standards Framework
- The following section(s) are key connected areas: 4.5 Developing Digital and AI Capability; 4.7 Researcher Development; 4.8 Teaching and Learning; 5.1 Induction and Onboarding; 5.4 Values, Behaviours and Culture; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing; 5.9 Learning Together as an Organisation.

5 Organisational Development

A wide range of OD initiatives will support the creation of an inclusive, high-performing, and resilient culture, one in which staff feel valued, supported, and empowered to thrive both personally and professionally. These initiatives are organised under key strategic focus areas, illustrated in Diagram Five and detailed in sections 5.1 - 5.7. Each focus area outlines intended outcomes, enabling factors, and success measures. Supporting materials include links to the University Strategy Map, relevant documentation, online resources, and connected section. Progress will be monitored using a comprehensive set of indicators to enable ongoing evaluation, transparent reporting, and continuous improvement.

Diagram Five:



5.1 Induction and Onboarding

The **strategic focus** is to implement a structured, inclusive, and role-specific induction for all job families, ensuring a smooth and supportive transition into working at the University. The onboarding process will cover the University's vision, mission, and values; clarify roles, structures and expectations; and help create an early sense of engagement and belonging. This approach helps build new starters confidence and engagement from the outset and strengthening alignment with the University's culture and strategic direction.

Key Enablers (What makes it possible)

a. A user-friendly, one-stop digital space will provide easy access to onboarding information and resources, welcome sessions and mandatory E-Learning.

b. A comprehensive induction programme will include a:

- University-wide Induction – Designed for all new staff, providing a broad overview of the institution's values, culture, policies, and support services.

- Local Induction – A customised onboarding experience at the school or service level, focusing on team-specific practices and expectations.
- Academic Induction – Targeted support for academic staff, covering teaching and research.

c. Completion of mandatory E-Learning modules will ensure compliance with our institutional expectations, legislation, key policies and regulations, supporting a safe and inclusive workplace.

d. Onboarding will actively promote equality, diversity, and inclusion (EDI) alongside wellbeing initiatives, ensuring a positive and supportive start for all new colleagues.

e. Early opportunities will be provided for new staff to connect with members of the Vice-Chancellor's Executive Group, providing an understanding of the University's strategic direction.

Measures (How we track progress)

- Satisfaction ratings from new starters regarding their induction experience, analysed by job families, schools and services, highlighting the quality and effectiveness of the induction and onboarding process.
- Satisfaction ratings from new starters regarding their induction experience, amongst staff from protected and underrepresented groups.
- Completion rates for mandatory E-Learning modules within the first three months of employment (in line with contractual requirements), analysed by job families, schools and services.
- Turnover rates during the first 12 months of employment, analysed by job families, schools and services, reflecting successful integration for new starters.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, well-being, and recognition.
- Induction and Onboarding Webpage
- The following section(s) are key connected areas: 4.2 Management and Leadership; 4.3 Coaching and Mentoring; 4.4 E-Learning; 4.5 Developing Digital and AI Capability; 4.7 Researcher Development; 4.8 Teaching and Learning; 5.4 Values, Behaviours and Culture; 5.5 Employee Engagement and Data Insights; 5.7 Equality, Diversity and Inclusion; 5.8 Supporting Staff Wellbeing.

5.2 Managing and Supporting Performance

The **strategic focus** is to create a culture of meaningful, supportive and forward-looking performance and development conversations that drive performance across all roles and career stages. Clear alignment of individual and team objectives with school, service, and University strategic priorities will ensure that staff members contributions directly support institutional success.

Key Enablers (What makes it possible)

a. A structured, digital PDPR process, tailored to different job families and supported by clear timelines, accessible templates, and practical tools, will enable consistent, high-quality performance and development conversations.
b. Comprehensive training, guidance, and resources will equip people managers to lead effective performance and development discussions, both informally during regular catchups and formally through the PDPR process.
c. The intuitive iTrent and MyHR platforms will empower managers, staff, and senior leadership teams to track performance and monitor progress, enhancing transparency and accountability across the institution.
d. Behavioural frameworks and talent conversation tools will be integrated into the PDPR process to promote a shared understanding of positive behaviours, enhance talent development, and ensure consistent practices across the University.
e. A strategically aligned catalogue of SMART objectives, tailored to common roles across schools and services, will support objective setting and provide clear guidance on how individual performance contributes to institutional priorities.

Measures (How we track progress)

- Annual and mid-year PDPR completion rates, analysed by schools, services, and departments, to ensure consistent engagement with the PDPR process.
- Staff satisfaction scores regarding the quality, usefulness, and value of PDPR conversations, collected via engagement surveys, and analysed by job families, schools, services, and departments, to monitor equity of experience.
- Satisfaction ratings regarding the quality, usefulness, and value of PDPR conversations, amongst staff from protected and underrepresented groups.
- The percentage of overarching objectives, categorised by University, school/service, team, personal, and analysed across job families, schools, services, and departments, to provide insight into the types of objectives being set and the proportion aligned with strategic priorities.
- The percentage of objective rating outcomes, categorised by met, partially met, not met, or removed/amended, and analysed by job families, schools, services, and departments, to support performance tracking.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, well-being, and recognition.
- Personal Development and Performance Review (PDPR) Webpage
- The following section(s) are key connected areas: 4. Inclusive Talent Development; 5.3 Talent Management, Succession Planning and Career Pathways; 5.4 Values, Behaviours and Culture; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing.

5.3 Talent Management, Succession Planning and Career Pathways

The **strategic focus** is on strengthening internal talent pipelines and creating a culture where potential, and ambition are recognised and nurtured. We aim to ensure staff are actively supported in developing the skills, knowledge, and behaviours they need to progress in their careers. Clear, transparent, and equitable career pathways will be established to support staff retention, internal mobility, and succession planning, helping the University remain agile and resilient in a changing HE landscape.

Key Enablers (What makes it possible)

a. A flexible and inclusive framework will recognise and support four broad talent groups: high performers, key performers, developing performers, and new colleagues, ensuring tailored development opportunities for all.
b. Talent identification will be embedded across all job families through the PDPR process, guided by the 9-Box Talent Grid. Assessments will consider achievement against objectives, demonstrated behaviours, and core competencies.
c. Talent data will be collected at both school/service and institutional levels to forecast future skills needs and inform succession planning strategies.
d. Clear, role-specific career pathways will be embedded to help staff understand their development and progression options.
e. Managers will be equipped with the skills and confidence to lead coaching-led career conversations, identify potential, and provide meaningful support for growth.

Measures (How we track progress)

- The percentage of staff categorised as high performers, key performers, developing performers, and new colleagues, analysed by job families, schools, services, and departments, to inform succession planning, and targeted development initiatives.
- The percentage of staff categorised as high performers, key performers, developing performers, and new colleagues, amongst staff from protected and underrepresented groups.
- Evidence that talent mapping is actively used to inform decision making and succession planning.
- The number of internal promotions and successful lateral moves across schools, services, and departments, to assess the effectiveness of internal talent development and succession planning.
- Staff satisfaction relating to career development, measured through engagement surveys and analysed by job families, schools, services, departments and teams, to evaluate how staff feel about career development support and opportunities for progression.
- Diversity within internal talent pools, measuring representation of underrepresented groups across.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, well-being, and recognition.
- Talent Management, Succession Planning and Career Pathways Webpage
- Talent Conversation Tool and 9-Box Grid
- The following section(s) are key connected areas: 4. Inclusive Talent Development; 5.2 Managing and Supporting Performance; 5.4 Values, Behaviours and Culture; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing.

5.4 Values, Behaviours and Culture

The **strategic focus** is to ensure that the University's core values, and associated behaviours are not merely aspirational, but are consistently embodied in our everyday interactions and decision-making. Our aim is to develop a culture where staff feel respected, supported, and empowered to thrive. This involves creating a workplace environment that actively recognises and reinforces positive behaviours, underpinned by a strategic and intentional focus on organisational culture.

Key Enablers (What makes it possible)

a. Embed the University's values and behaviours across the employee lifecycle, from recruitment and induction through to PDPRs, and exit.
b. A culture-focused framework will be implemented to embed key cultural themes and expectations that reflect the University's commitment to promoting an inclusive, collaborative, and high-performing environment.
c. Each cultural theme will be underpinned by clearly defined enablers and measurable indicators, monitored across institutional, school, and service levels to guide targeted cultural enhancement initiatives.
d. P&OD dashboards will support the analysis and visualisation of culture-related metrics, enabling informed decision-making and proactive intervention planning.
e. Culture reports, integrating both qualitative and quantitative data, will offer strategic insights into priority cultural themes, supporting continuous improvement and alignment with institutional aims.

Measures (How we track progress):

- Assessing staff understanding of the University's values and behaviours in their day-to-day work, measured through engagement surveys and other feedback mechanisms, and analysed by job families, schools, services, and departments.
- Ongoing analysis of engagement survey data and P&OD dashboards to track how culture is experienced across different parts of the University.

- Evidence of targeted, responsive cultural improvement initiatives at school, service, and University levels, driven by real-time data and staff input. Progress will be measured not only by delivery of actions but by demonstrable impact on culture-related indicators over time.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, well-being, and recognition.
- Values, Behaviours and Culture Webpage
- People, Culture and Environment Framework
- Engagement Hub
- The following section(s) are key connected areas: 4. Inclusive Talent Development; 5.1 Induction and Onboarding; 5.2 Managing and Supporting Performance; 5.3 Talent Management, Succession Planning and Career Pathways; 5.5 Employee Engagement and Data Insights; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing.

5.5 Employee Engagement and the Employee Voice

The **strategic focus** is to ensure that staff feel genuinely heard, valued, and empowered to influence and shape their working environment. We will embed employee voice as a continuous and structured process throughout the employee lifecycle, ensuring that staff feedback informs both local and institutional decision-making. Staff engagement will be central to this approach, encompassing both active participation in shaping initiatives and a deeper sense of connection, motivation, and belonging within the organisation. Our approach will be characterised by timely and transparent responses and clear communication of actions taken, so that staff understand how their input drives meaningful change. This focus area is closely aligned with Section 5.4: Values, Behaviours and Culture, reinforcing our commitment to a positive and inclusive organisational culture.

Key Enablers (What makes it possible)

a. Enhance the Employee Voice Programme (EVP) to provide regular, structured opportunities for feedback throughout the employee lifecycle. The EVP will also track staff engagement and other key reporting factors through bi-annual engagement and pulse surveys.
b. Launch the People Insights platform to support the EVP and strengthen staff engagement by providing clear visibility of feedback and outcomes. The platform will benchmark the University's performance against the HE sector, with surveys aligned to the HE Engagement Index to enable consistent, comparable measures of engagement across the institution.
c. Engage staff on a variety of topics and updates through multiple channels, such as open forums, Q&A sessions, video messages, podcasts, and thought leadership events.

d. Embed a clear, transparent action planning process following each engagement survey cycle. University-wide and school/service-level action plans will be developed collaboratively through business partnering and an engagement leads network will drive local ownership. Senior leaders will report on progress against action plans at six-month intervals, strengthening transparency and accountability.

e. Reposition the Engagement Hub as a central, user-friendly resource for all engagement and survey-related materials. We will ensure all documents are accessible, up to date, and aligned with our cultural themes.

Measures (How we track progress)

- Participation rates with the EVP, with a specific focus on engagement and pulse surveys. Rates will be analysed by job families, schools, services, departments and teams; to help identify patterns and ensure all staff groups are represented in the data.
- Track and monitor EVP data with a specific focus on engagement levels across the employee lifecycle. Tangible links will be drawn between survey feedback, actions taken, and measurable improvements in the workplace experience, ensuring that progress on engagement is transparent and accountable.
- Sector benchmarking across key engagement themes through the HE Engagement Index.
- Progress tracking of engagement action plans at University, school, and service levels, with demonstrable evidence of follow-up actions. Success will be measured by the visibility, relevance, and impact of these action plans, ensuring that staff can see how feedback is translated into meaningful change.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for ***engagement***, development, inclusivity, well-being, and recognition.
- Values, Behaviours and Culture Webpage
- People, Culture and Environment Framework
- Engagement Hub
- The following section(s) are key connected areas: 4.2 Management and Leadership; 5.1 Induction and Onboarding; 5.2 Managing and Supporting Performance; 5.3 Talent Management, Succession Planning and Career Pathways; 5.4 Values, Behaviours and Culture; 5.6 Managing Organisational Change; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing.

5.6 Supporting Staff Wellbeing

The **strategic focus** is to embed a holistic and proactive approach to wellbeing that empowers staff to take ownership of their physical, mental, emotional, financial and social health within a supportive and inclusive organisational culture. Wellbeing is positioned as a shared responsibility, championed by senior leaders, modelled through management practices at every level, and integrated into the everyday experience of working at the University. We

recognise that a positive and healthy working environment is fundamental to individual and collective performance, engagement, and a strong sense of belonging.

Key Enablers (What makes it possible)

a. Develop and implement a comprehensive wellbeing framework aligned with recognised best-practice models. This framework will promote a healthy and supportive working environment and be delivered in a way that ensures broad awareness, accessibility, and relevance to the diverse needs of staff.
b. Enhance the visibility and accessibility of the Staff Wellbeing Programme across all schools and services. This includes proactively identifying and addressing barriers to engagement.
c. Embed wellbeing considerations throughout the employee lifecycle, with a particular focus on workload management, psychological safety, flexible working practices, and timely access to support.
d. Equip leaders and managers to champion and model positive wellbeing behaviours by providing targeted CPD and practical resources. This will build confidence in recognising wellbeing concerns and signposting to appropriate support.
e. Support staff to feel empowered in managing their wellbeing and ensure they are equipped to thrive within a healthy and supportive workplace environment
f. Adopt a data-informed approach to wellbeing, drawing insights from the EVP, staff feedback mechanisms, and regular analysis of key indicators such as sickness absence and engagement with the Employee Assist Programme (EAP).

Measures (How we track progress)

- Monitor and analyse staff participation in wellbeing-related CPD, campaign initiatives and support groups, across job families, schools, services, and departments, with a specific focus on protected and underrepresented groups. This analysis will highlight trends, identify gaps, and inform the design of targeted support to ensure equitable access and impact.
- Ongoing evaluation of the quality, relevance, and impact of wellbeing-related CPD, campaign initiatives and support groups to ensure they meet staff needs and support strategic priorities.
- Analysis of EVP survey data in relation to how staff perceive their wellbeing and wellbeing support.
- Access and engagement with EAP, analysed by different demographic lenses.
- Achievement and maintenance of key accreditations and benchmarks such as the University Mental Health Charter, Workplace Wellbeing Charter and Mindful Employer.
- Evidence of responses and action plans in relation to wellbeing insights, at school, service, and University levels.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Global talent: KPI 1 - Achieve top 25% in benchmarked staff surveys for engagement, development, inclusivity, ***well-being***, and recognition.
- Staff Wellbeing Hub - Home
- Staff Wellbeing Confidential Support
- The following section(s) are key connected areas: 4.2 Management and Leadership; 4.3 Coaching and Mentoring; 4.4 E-Learning; 5.1 Induction and Onboarding; 5.2 Managing and Supporting Performance; 5.4 Values, Behaviours and Culture; 5.5 Employee Engagement and Data Insights; 5.6 Managing Organisational Change; 5.7 Equality, Diversity and Inclusion.

5.7 Team Development & Bespoke Sessions

The **strategic focus** is to is to enhance team cohesion, collaboration, and productivity through structured, stage-appropriate development interventions that are tailored to the specific needs and contexts of individual teams. This approach acknowledges that high-performing teams are developed through intentional, ongoing support that evolves in response to each team's unique dynamics and development stage.

Key Enablers (What makes it possible)

a. A structured framework, supporting teams at different maturity stages; *emerging, connected*, and *high performing*, ensuring development activities are suited to the needs of individual teams.
b. Bespoke interventions that are co-designed with each team, informed by their strategic objectives, day-to-day challenges, and team dynamics.
c. Use of diagnostics, psychometric assessments, team climate surveys, 360-degree feedback, and competency tools, to generate insights into team dynamics, strengths, and areas for development.
d. Alignment with institutional process improvement methodologies (e.g. A3 Thinking, improvement cycles, and AI-supported analytics) to embed a culture of clarity and accountability within and across teams.

Measures (How we track progress):

- Staff participation in team development and bespoke sessions annually, analysed by job families, schools, services, and departments, to highlight trends, identify gaps, and inform targeted support.
- Post-session evaluations, to measure the impact of team development activities on team effectiveness.

Strategic Alignment, Associated Documents, Online Resources, and Connected Areas

- Developing High Performing Teams Webpage
- The following section(s) are key connected areas: 4.2 Management and Leadership; 5.4 Values, Behaviours and Culture; 5.5 Employee Engagement and Data Insights; 5.6 Managing Organisational Change; 5.7 Equality, Diversity, and Inclusion; 5.8 Supporting Staff Wellbeing.

6 Key Roles and Responsibilities

The effective implementation of the P&OD Strategy requires a whole-University approach, underpinned by collective ownership. The **Vice-Chancellor's Executive Group (VCEG)** provides strategic sponsorship and visible leadership, and setting clear expectations that position CPD, TM, and OD as core strategic priorities. These priorities are championed through the Global talent strategy map strand, reinforcing the University's commitment to investing in its staff and promoting a culture of continuous growth, inclusion, and high performance. **Senior Leadership Teams (SLTs)** within schools and services play a critical role in ensuring that development activities are aligned with local priorities and creating environments where personal and professional development is actively supported, equitably accessible, and responsive to diverse needs. **Line managers** are pivotal in enabling CPD by conducting effective PDPRs, encouraging reflective practice, and providing regular, constructive feedback to their staff. **All staff** are expected to take an active role in their own development, engaging with available opportunities, seeking feedback, and contributing to a culture of continuous improvement and shared learning. The **P&OD team** leads the delivery and coordination of the strategic priorities' areas outlined in this strategy, ensuring alignment with institutional aims and enabling equitable access to high-impact development opportunities for all staff groups.

7 Stakeholder Engagement

The P&OD team will continue to strengthen partnership working by actively engaging stakeholders across academic, professional services, and technical services areas to understand their evolving needs, priorities, and challenges. Through ongoing, meaningful dialogue, the team will co-create CPD, TM, and OD activities that are aligned with institutional aims and tailored to the specific contexts of schools and services. This collaborative approach ensures that P&OD initiatives remain relevant, targeted, and responsive, supporting a culture of shared ownership and continuous improvement.

7.1 Reporting and Insight

The effective implementation of the P&OD Strategy requires clear mechanisms to demonstrate impact, provide evidence of value, and support continuous improvement. Reporting on our progress is essential to understanding the reach, performance, and effectiveness of P&OD activities, reinforcing the strategic importance CPD, TM, and OD as key enablers of University success. P&OD dashboards will offer timely, visual data on key indicators to support informed decision-making across the institution. Through the business partnering model, data will be interpreted collaboratively with schools and services SLTs to ensure insights are contextually meaningful and inform targeted action.

8 Strategic Risks and Mitigations

Implementing this ambitious P&OD Strategy within the ever evolving HE landscape requires a proactive approach to risk management. Collaborating closely with stakeholders and our learning partners (please see diagram one), we will continuously evaluate and monitor risks based on their likelihood, impact, and potential consequences. Timely actions will be taken to mitigate risks and drive progress toward our strategic priorities.

