

WORKFORCE PROFILING PROGRAMME/ CLOSURE REPORT

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Review & Approvals

Reviewer/Approver	Version & Date
Alison Ross-Green Director of HR & OD	v.0.11 - 19 September 2019
Workforce Profiling Steering Group	v.1.0 - 23 September 2019 Amended from 0.11 to include final data
JSNCC	v.1.1 - 24 September 2019 Amended from 1.0 to include recommendations from SG for allocation of future work activity, clarification on SSR for AWP and complications of project launch at same time as start of term. 11 October 2019: Addendum to report added to pick up on post-launch communication from UCU and reported concerns from schools in issuing new contracts.
SPC	v.1.1 No amends following JSNCC

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Version 1.1 - 23 September 2019



EXECUTIVE SUMMARY

In summer 2018 the Workforce Profiling programme was established to resolve a number of ongoing issues regarding the employment of Hourly-Paid Lecturers (HPLs) and Graduate Teaching Assistants (GTAs), as well as historic inappropriate use of hourly-paid contracts in some areas.

The programme comprised seven project streams, with deliverables due at the start of the 2019/20 academic year.

Project streams included within the workforce profiling programme are:

1. Academic workforce profiling
2. Review of anomalous HPL contracts¹
3. Review of HPL terms and conditions
4. Review of the multiplier rate
5. Review of GTA employment arrangements
6. Review of Student Services timesheet contracts²
7. Recognising Excellence in Academia³

This close-down report is the final document produced for the programme of projects. It provides the Workforce Profiling steering group (SG), the Joint Staff Negotiation and Consultation Committee (JSNCC) and the Staff Policy Committee (SPC) with a summary of project deliverables and lessons learnt, as well as a summary of the outcomes for affected staff and recommended next steps as part of the formal programme close-down process.

There will be a separate close-down report specifically for Recognising Excellence in Academia.

¹ As identified by the Timesheet Review project (conducted in 2017/18) within CEWL and the Tonbridge Centre

² Project stream paused due to re-allocation of project resource

³ REiA was pulled under the remit of this programme of projects, but was subject to separate governance arrangements, as the project had already commenced.

1. PROGRAMME SUMMARY

- 1.1. Following the conclusion of the HPL pilot project (in which 22 HPL contracts moved to substantive contracts), a temporary Workforce Profiling programme (WPP) team was established to respond to a number of shared interests between the University and UCU around the need to review and resolve current and historic issues related to the employment of Hourly-Paid Lecturers (HPLs) and Graduate Teaching Assistants (GTAs).
- 1.2. Issues identified for the WPP to resolve included:
- The need to rebalance the University's workforce so that education is more routinely supported by substantive academic staff, with HPLs having the opportunity to potentially transfer to this more secure employment. This was made more possible by moves to review and rationalise the curricula and an increased focus on the student experience. As such it was determined all schools/centres would also be required to conduct a review of their HPL usage.
 - The need to review the basis on which the University pays HPL and GTA staff to ensure fair remuneration and that their contractual terms and working conditions recognise the contribution they make.
 - A need to review the historic misuse of HPL and timesheet contracts in some areas, as identified during the earlier Timesheet Review project.
- 1.3. These issues had to be resolved within the context of the severe financial pressure the University needs to manage over the coming years, as well as the policy principles developed around the processes that will apply to manage the potential transfer of existing HPLs to substantive, salaried academic contracts (and which had been tested with four early-adopter schools who have migrated in whole or in part their HPL workforce as part of the HPL Pilot project). Whilst projects were therefore, originally scheduled to run consecutively as part of the HR work plan to deliver Kent's People Strategy, in summer 2018 the decision was made to establish a time-limited projects team to undertake all projects concurrently.

1.4. PROGRAMME GOVERNANCE

- 1.4.1. A project steering group (SG) was established chaired by the project sponsor, David Nightingale, Senior Deputy Vice-Chancellor & Provost. Membership comprised the three faculty Deans, four Heads of School (two of whom took part in the HPL pilot project) and two representatives from HR⁴. Terms of Reference are at appendix one.
- 1.4.2. Given the scale and complexity of the project a stakeholder engagement strategy was also developed and signed off by the SG as a part of its work. This included key messages, development of a project website and a communications plan for the lifespan of the programme.

⁴ Simon Kirchin, Mark Burchell and John Wightman (later replaced by Georgina Randsley du Moura), Farzin Deravi, Julien Forder, Toni Williams and Shane Weller (Toni and Shane having participated in the pilot). Alison Ross-Green & Nikki Hyde.

- 1.4.3. A separate governance board was also established for the GTA review project, and a working group was set up to support the implementation of the multiplier review project.
- 1.4.4. In addition, and given the scale of prospective change a sub-committee of the JSNCC was formed to discuss progress and findings and to consult on project deliverables, throughout the project life-cycle. This met monthly and had a total of ten meetings.

1.5. PROGRAMME ASSUMPTIONS

- 1.5.1. In order to undertake the programme of projects a number of assumptions/decisions were made that had to be factored in to the design and delivery of programme activity. These included:
 - i. That, following the recommendations of the HPL pilot project, where individuals were identified as being integral to the teaching and delivery within a school and that no other HPL staff undertook the same work, these individuals should be dealt with as 'individual cases'⁵ and in advance of any wider collective consultation process required for 'group cases'⁶. Therefore any process design should incorporate this into the timeline.
 - ii. That, whatever recommendations were made across the programme of projects, it would need to include consideration as to how best to control and manage contract usage generally, to avoid the need for any similar review in future.
 - iii. Whilst the programme team were given no specific instruction in relation to improving (or otherwise) the student-staff ratio (SSR) there was a need to be cognisant of any impact proposals may have on the SSR.
 - iv. That, based on the experiences from the Pilot project, the design of the programme timeline, work priorities and resource allocation should recognise the Academic Workforce Profiling project would be the largest and most complex project, with the risk that it could result in large numbers of redundancies.
 - v. That, again based on the experiences of the Pilot project and recent industrial action, industrial relations during the project life-span would be challenging; a programme stakeholder strategy would therefore be essential, and need to consider the potential risks and implications of this.
 - vi. Whilst individual school business cases could bid for increased budget as part of their proposals, it was the expectation that proposals should generally be cost neutral.

⁵ **Individual case:** Defined as those staff on an HPL contract already carrying out the teaching element of the proposed new academic role, who are specialist in their field holding a particular skillset not available elsewhere within the school (making them fundamental to teaching delivery), and who have significant length of service.

⁶ **Group case:** Defined as situations where a school business case proposed the creation of new academic positions which would encompass teaching currently undertaken by a number of staff on HPL contracts, or where new positions were generic enough that a number of HPLs could realistically apply, and/or where there were more people than positions available.

1.6. PROGRAMME BUDGET

- 1.6.1. Resource requirement for the programme included the establishment of a fixed-term projects team within HR, budget to cover outplacement support that would be needed for those staff who were unsuccessful in securing roles through the academic workforce profiling project, a contingency budget for ancillary costs (printing, legal fees etc), as well as one-off costs for any redundancy payments that may be required.
- 1.6.2. Excluding specific business case costs (but inclusive of anticipated redundancy figures), the overall budget for the project was £762,901.
- 1.6.3. At the time of writing this report, actual project spend is £660,975⁷. With the exception of a small number of invoices outstanding, this should represent final project spend and it is not anticipated this figure will now alter significantly.
- 1.6.4. In addition some schools secured support for additional expenditure in order to make an effective transition to their new profile. These costs are not presented in this report; partly because some vacancies are still being recruited to⁸, and partly because some schools subsequently amended their business cases, at short notice, as a result of a decrease in student numbers, and/or the University-wide 15% savings requirement.

1.7. PROGRAMME CLOSURE SYNOPSIS

- 1.7.1. The Workforce Profiling programme of projects is now formally being closed. All projects, with the exception of the review of timesheet contracts within Student Services, have broadly met programme objectives in line with the budgeted timeline.
- 1.7.2. This report provides the SG, JSNCC and SPC with a review of the performance of each project. A summary table detailing staffing outcomes as a result of the Academic Workforce Profiling & Review of Anomalous Contracts projects is provided at appendix two. A summary of Kent's HPL workforce following launch of project deliverables is provided at appendix three.
- 1.7.3. The programme team wish to acknowledge the following for their input, advice and guidance throughout the programme of projects, and without whom the programme would not have delivered as it did: members of the SG, sub-JSNCC, GTA governance group and multiplier working group; the Graduate School; GTA reps; SAMs; HoS; Payroll and FPA.

⁷ Of which £295,869 was redundancy payments & associated costs

⁸ Where new roles were created as part of proposals but subsequently not filled with existing HPLs as they chose to take voluntary redundancy.

2. PROGRAMME PERFORMANCE

2.1. The programme commenced with the identification of the individual project strands, their scope, objectives and, where relevant, governance arrangements. This was presented to an extra-ordinary meeting of the JSNCC, along with anticipated programme timelines (see figure 1) and a stakeholder engagement plan, and resulted in a sub-committee of the JSNCC being established specifically to consider, comment upon, and review potential changes, as well as a mechanism for formal consultation for any changes to policy and procedure that may come about as a result of the programme.

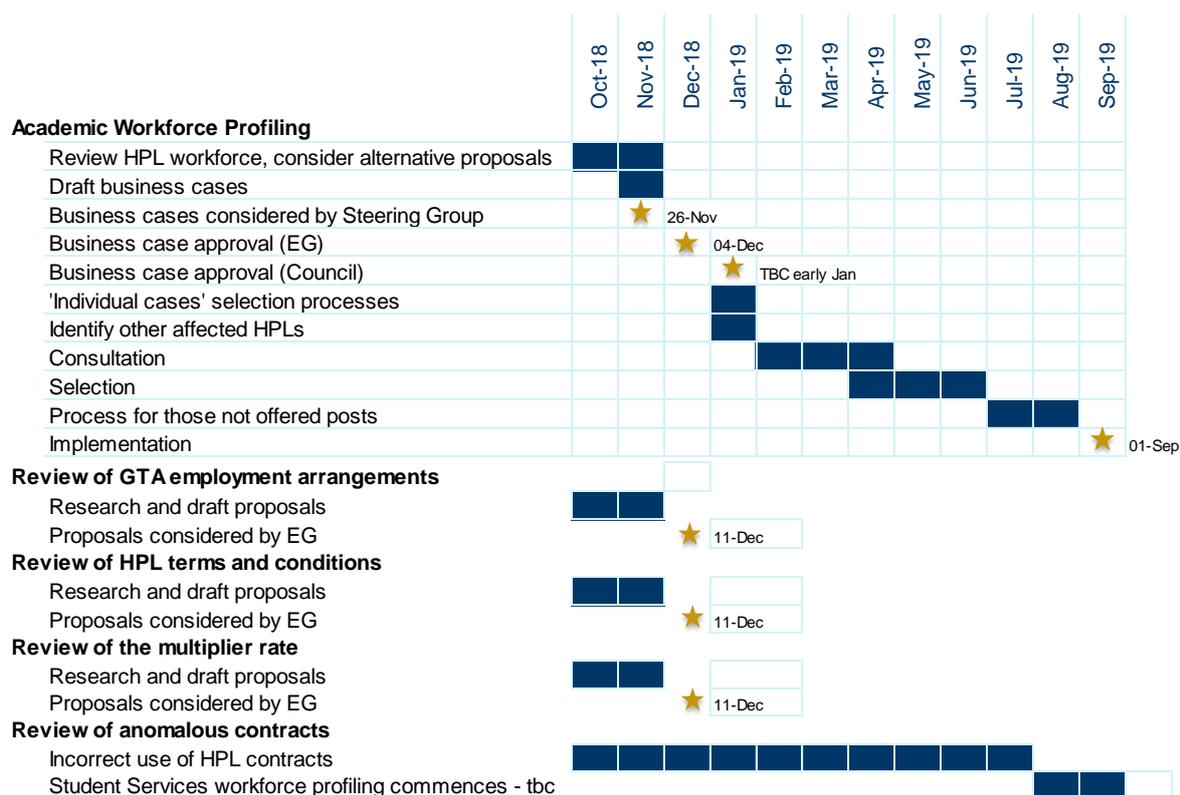


Figure 1: Initial programme milestones - as presented to JSNCC on 1 November 2018

2.2. Activity commenced with sponsor-led presentations to which all schools were invited, and which initiated a review of **882** HPL contracts during the 2018/19 autumn term. Alongside this, the programme team undertook extensive research both on current practice at Kent, as well as in other HEIs.

2.3. Initial findings and recommendations were presented to EG by December 2018 and included Multiplier Review and GTA Review reports as well as individual business cases from all schools/centres confirming their current use of HPLs and, where appropriate, organisational change cases to transfer defined HPL contracts to salaried academic positions. Only two schools/centres (Pharmacy and CEWL) were not able to perform their review in time for this meeting and these were subsequently presented in January 2019 and April 2019 respectively.

- 2.4. By January 2019 it became clear that the size and shape of a number of project strands had changed considerably to that which was first envisaged; it was anticipated that the main focus for the team would be on the AWP project and supporting a large number of schools through organisational change, with less project resource being required to support the HPL T&Cs or Multiplier Review projects. However by December the SG had accepted it was clear that despite considerable work only nine schools/centres (subsequently reduced to eight due to staff resignations) would be in scope for making changes. This meant that only 83⁹ staff would be placed at risk of redundancy rather than the 400 originally anticipated.
- 2.5. The reduction in demand in one area was though more than balanced by increased demand in others. The team had to adapt to new recommendations for change from the Multiplier Review project¹⁰ in April 2019 (when EG approved a new approach), invest considerable resource in developing and communicating new contractual arrangements, and manage the significant impact of staff turnover and fresh recruitment (a risk in short-life, temporary resource teams). Whilst the overall programme objectives were met, and all launch activity¹¹ was still undertaken, these challenges did mean the launch of deliverables was more rushed than was ideal.
- 2.6. Performance, by project, is summarised below. Specific objectives for each project can be found in section 4: Deliverables Report.

2.7. ACADEMIC WORKFORCE PROFILING PROJECT

- 2.7.1. The Academic Workforce Profiling (AWP) project was anticipated to be the largest project on the programme and would manage the processes that would be required to support those schools with business cases for change.

Project activity

- 2.7.2. Whilst the project was smaller than originally anticipated, it was still complex and 63 staff across the University were placed at risk of redundancy. Statutory collective consultation ran across the eight schools and centres from 13 March to 17 April. Due to the establishment of policy principles from the Pilot project, there was a clear framework for consultation which made the process smoother than it otherwise may have been. Staff and trades union representatives were fully engaged in the process and provided welcome support and guidance for affected staff; this also assisted the process.

- 2.7.3. A full breakdown of staffing outcomes, by school is available at appendix two.

Performance against targets

- 2.7.4. Last minute changes to business cases (declining student numbers and 15% savings), meant that for some schools, proposals were still being finalised during selection. This caused increased uncertainty for staff and added an additional layer of complexity for both the project team and Heads of School to manage.

⁹ 63 staff as part of AWP; 19 staff as part of CEWL consultation

¹⁰ See 2.10: Multiplier Review project

¹¹ Activity included: new contract management toolkit website; setting up new 'back-office' processes to support revised T&Cs; briefing events; individual school meetings to review HPL data for the forthcoming year; individual sessions to answer specific queries from schools; development of bespoke calculators to assist with and payments menu and leave calculations; project website update

Despite this, the objective of moving staff, where appropriate, to new academic contracts was met.

- 2.7.5. The second objective of a reduction by 50% was not met through this project; however it was met through other projects, as detailed elsewhere in this report¹².
- 2.7.6. Affected schools generally took ownership of their business cases and engaged with stakeholders appropriately throughout the process. It is recognised this was a lot of work for Heads of Schools to undertake in addition to their 'day jobs', especially as, in the case for two schools, the Head of School changed during the project life-span.
- 2.7.7. An assumption of the programme was that, wherever possible, school business cases should look to be cost-neutral. It is noted that it was not possible for some schools to make these contractual changes within existing budget and so for some schools, these contractual changes did come with increased costs. Whilst this project therefore looked to address one problem, and provide better contractual arrangements for staff, it added to the already tough financial situation for some schools.
- 2.7.8. With the exception of the Tonbridge Centre, the impact on the SSR should be minimal, as the FTE for the new academic positions were roughly similar or higher than the previous HPL arrangements (taking account of additional scholarship/citizenship activity). Indeed, for some schools, only salaried staff can be included in SSR figured for certain professional bodies; this therefore may have a positive impact in those areas.

2.8. REVIEW OF ANOMALOUS CONTRACTS PROJECT

- 2.8.1. This project sought to address a number of outstanding issues identified during the Timesheet Review project in 2017/8 within CEWL and the Tonbridge Centre. In both instances it appeared that the activities undertaken by the staff employed on HPL contracts this way did not reflect the work ascribed to any of the role profiles in use for this contractual type.

Project activity

- 2.8.2. In both instances, it was not appropriate for the centres to continue engaging staff via an HPL contract; the nature of the work within the Tonbridge Centre meant that staff were not employees and so should be more appropriately engaged via causal worker contracts, whilst CEWL recognised these staff were undertaking the same duties as their substantive (academic-related) Tutor workforce, and so wished to consult staff on a move to academic-related salaried contractual terms.
- 2.8.3. The Tonbridge Centre reviewed their workforce need, submitted a business case and consulted staff on the same timeline as the wider group cases within the AWP project. Activity for this centre has been reported with the AWP project activity.

¹² See 2.9.7

- 2.8.4. CEWL were on a slightly different timeline, which gave need to a requirement for a separate collective consultation process. This meant that consultation for CEWL commenced in May, with collective consultation running until 28 June. Logistically this caused some challenges for the project team - and the staff and trades union representatives - as this period of collective consultation ran immediately following collective consultation on, and during the resource-intensive selection & outcomes phase for, AWP. Whilst not ideal, this timeframe did though enable consultation to conclude, and appointments to be made, for the start of the academic year. Consultation did also see a number of amendments to the original proposals that enabled the new positions to increase slightly in FTE, whilst broadly still within the same cost envelope.
- 2.8.5. Staffing impact and outcomes are provided at appendix two. It is noted that a significant proportion of staff requested voluntary redundancy through this process (12/19). Always a risk in any organisational change situation, this increased the overall redundancy costs, workload for the project team, and resulted in five new positions remaining unfilled (therefore requiring additional recruitment processes). It did though mean that remaining affected staff could be slotted into the new positions without the need for interviews (with the exception of two members of staff, who applied for more than one role), thus reducing uncertainty for staff.

Performance against targets

- 2.8.6. Overall, project objectives were met. While no longer on HPL contracts, affected staff will continue to be reportable to HESA for SSR purposes (as other CEWL staff are currently). As a result of the review it was established that existing salaried EAP pre-sessional Tutors within CEWL were previously miscoded and returned as administration rather than as part of the teaching return. This will be rectified moving forward.

2.9. HPL T&C REVIEW PROJECT

- 2.9.1. This project sought to review the different ways in which staff employed on HPL contracts were used across the University, the reasons why the work was given and the duties being undertaken. It was important in ensuring risks are managed, casualisation minimised, whilst retaining as much flexibility as possible.

Project activity

- 2.9.2. The review commenced with both internal and external research to understand current usage of this contractual arrangement, as well as obtain views, suggestions and recommendations for potential alternative arrangements for consideration. It was important to seek views of HPLs during this process and, through the work of the UCU HPL rep, views were sought from existing staff via questionnaires, followed by focus groups and management questionnaires. This allowed the project team to understand the issues of current arrangements from all angles, as well as ensuring stakeholders had the opportunity to engage fully with project outcomes.
- 2.9.3. The review identified four main reasons for using an HPL contract; cover for substantive academic teaching duties; to provide specialist knowledge/industry

skills; as a means by which to offer work to (non-GTA) PhD students, and; for short term ad-hoc teaching need.

2.9.4. In April & May 2019 a number of proposals were submitted to the SG offering options for alternative employment arrangements, based upon these four reasons. Each recommendation also considered control mechanisms that would accompany any new/revised terms and conditions and guidance for schools to ensure the most appropriate contract would be used in each instance moving forward. Based on these proposals, the SG requested the following:

- i. A new Teaching contract should be created, in two forms (Academic cover and Professional Practitioner).
- ii. PhD students undertaking teaching should remain on HPL contracts, but with additional guidance for schools around their employment.

Long asserted by faculties and schools that an essential part of the offering for non-scholarship PhD students was the ability to be employed to undertake teaching, the SG decided that this offer should continue and via an HPL contract.

The SG decided this should though come with the requirement for all schools to develop a policy statement confirming how these staff will be recruited, offered work, and managed.

- iii. Clarification of the HPL contract moving forward, and its appropriate use.
- iv. The development of a suite of supporting documents regarding how to determine the most appropriate contractual arrangement.

2.9.5. Given the large amount of new contractual terms, supporting guidance and processes that would be created as result of this project, and the engagement this would require with staff, schools and through consultation with the sub-JSNCC, it soon became clear this project (in conjunction with the Multiplier Review project) would present the most work for the project team. If successful though, it would also ensure that HPL contracts were properly managed, monitored and maintained in future, reducing the risk that they may continue to be overused and/or misused.

Performance against targets

2.9.6. Despite the large scope of this project and due to the support and input from stakeholders to help devise and test new processes and arrangements, all project objectives were met.

2.9.7. In addition this project is likely to have an impact on overall HPL numbers (an objective originally for the AWP project), and may see a reduction of 50%, as the new contractual arrangements will enable schools to engage staff via salaried employment arrangements when it is more appropriate to do so. This may not though be evidenced immediately as the SG agreed that existing HPLs would continue on their current contractual arrangements, and would then be offered different contractual terms (where appropriate to do so) at the point any extension/new work was offered. Given the timeline of the programme this decision was important as the project team would not have had time to consult existing staff on changes to their contractual terms, before the end of the project

life-span. However, a number of existing staff have already indicated that they would like to move to the different contractual terms now and schools are happy to accommodate this. Current HPL data is provided at appendix three; current indications are that there are **301** HPL contracts in operation across the University, a reduction of 66%¹³.

- 2.9.8. Work is ongoing to embed new processes and practices, both within the HR business-as-usual (BAU) teams, as well as within schools and departments. It is also recognised that a number of the controls and governance arrangements required to support these changes may only be fully realised as a result of HR devolution as a part of Organising for Success. Therefore long-term success against objectives may not be clear for some time.
- 2.9.9. Whilst not specifically in scope of this project, an additional outcome was the clarification around treating individuals as employees for tax purposes rather than for employments rights purposes. Previously there was widespread confusion across the University as to when an individual had to be employed rather than self-employed. The development of the employment status questionnaire, in conjunction with colleagues in payroll, has enabled clarification of this issue and should reduce the unnecessary use of HPL contracts when self-employment status is more appropriate.
- 2.9.10. Stakeholder engagement for this project was high, positive and in many instances, the proposed changes were welcomed by both schools and HPL staff. It is important though that the ongoing work to create a contract management toolkit on the website, with online training material, is kept up to date and promoted to schools to ensure their continued engagement. This will be more important as structural changes resulting from Organising for Success may mean that current SAMs and HoS (with whom the project team have met) may change.
- 2.9.11. Launch of this project, along with the Multiplier Review project, was more rushed than anticipated, or wanted, for the reasons set out at 2.5.
- 2.9.12. Towards the end of this project understandable pressure came from schools to launch the new contractual arrangements prior to the start of the new academic year, so they could utilise the new contractual arrangements for the forthcoming intake of staff. Whilst the team had managed expectations and made clear that due to the level of work to be done it might not be possible for the new arrangements to be available in advance of the start of term, and provided advice to continue on existing arrangements where contracts needed to be issued, schools were reluctant to do this as this could mean an increased administrative burden at the point of contract extension. This though had to be balanced against launching new arrangements before all supporting processes were fully in place. In the end, new arrangements were launched on the 6 September, slightly earlier than was ideal (as some supporting processes had not been fully tested), to enable schools to use the new arrangements in advance of the start of term.
- 2.9.13. The outcomes of this project should not have any significant impact on the SSR.

¹³ Original data (882) was at November 2018 – after the large intake of HPLs for the start of term. Current data is at September 2019 and so may increase slightly as student numbers are confirmed

2.10. MULTIPLIER REVIEW PROJECT

2.10.1. The project aimed to address concerns raised by UCU and HPL staff that the current multiplier rate of 2.5 did not adequately remunerate staff for the work undertaken, and that over time across the University, there has developed a lack of clarity as to what the rate is intended to cover.

Project activity

2.10.2. Activity was undertaken in conjunction with the research, questionnaires and focus groups undertaken for the HPL T&C Review project and provided a picture of the concerns over the current rate, as well as evidence that different schools were interpreting the multiplier in different ways in relation to work activities covered. The project met its first milestone, and reported to EG in December 2018, making a number of recommendations for change based upon the findings of the research conducted and taking into account the views of stakeholders on the best way forward.

2.10.3. EG considered those findings and agreed with the recommendation that a 'hybrid multiplier' should be introduced – with the multiplier remaining at 2.5, but annual leave should be paid in addition and that some exceptional over and above payments could be specified. They requested a working group be established to consider how these recommendations would be implemented. The working group was chaired by Simon Kirchin and was on target to deliver its outcomes back to EG at the end of April. However, it soon became clear that there was strong consensus within the working group that the multiplier rate should be removed entirely. This was explored by the group across all schools and centres and, contrary to earlier evidence (obtained via management questionnaires) there was now a clear view within schools that the preference would be to remove the multiplier rate. This change in opinion was presented to EG in April 2019, and based on this, EG took the decision to remove the multiplier and replace it with a payments menu.

2.10.4. This significantly changed the work of the project team, shifting the focus from clarifying what was already in existence, to creating a new payments menu, testing it with schools and consulting on proposals through the sub-JSNCC. The working group provided much needed assistance with this piece of work, co-ordinating payment requirements from schools and consolidating them into a consistent approach. As a result, a new payments menu was presented to the sub-JSNCC in June & July and, due to the collaborative way in which it was developed, required minimal change as a result of consultation.

Performance against targets

2.10.5. Despite the unexpected shift in project deliverables three months prior to launch, all project objectives were met, on time. Initial testing of the menu indicates that it will be broadly cost neutral, although it is recognised that on an individual level, some staff will benefit financially from the clarity it provides, whilst others may not.

2.10.6. Ongoing implementation work is required, particularly around supporting schools in using the new menu, and the project team will continue to provide this support whilst the HR Business-as-usual team also gets familiar with the new arrangements.

2.11. GTA REVIEW PROJECT

2.11.1. Graduate Teaching Assistants (GTAs) hold a unique role in the University, having both an employment contract to deliver undergraduate teaching and a scholarship to undertake PhD research. The scheme, introduced in 2010, had diverged in operation across faculties and schools, leading to disparities in the workload and expectations as a result. There was also a perception of unfair treatment and under-payment in some schools. The University committed to review the operation of the scheme, the terms and conditions for GTAs and ensure that any underpayments, if identified, would be addressed.

Project activity

2.11.2. A governance group, chaired by the Dean of the Graduate School, Professor Paul Allain was convened and reviewed external research into the practices of other universities, as well as internal research that built on ongoing research led by the Graduate School into GTA issues. These included an independent HR-commissioned report into complaints regarding GTA working hours and pay in the School of Politics and International Relations, an audit of school practices completed by Professor Filippaios from Kent Business School for the Graduate School, a 2016 review of GTA practices initiated by the Faculty of Humanities, and other related work over the previous two years. The review also looked at completion rates, comparing Social Sciences GTAs with standard PhD students and found minimal variation in completion times, though they were all over three years. The governance group and the HR project team working under its direction also engaged with key stakeholders: UCU representatives who drafted a paper with 10 recommendations which was discussed on three occasions; GTAs including through the GTA Representatives Network; and Heads of Schools through a survey.

2.11.3. Following the review, a report and recommendations were presented to EG in December 2018, alongside of which there were a number of operational recommendations made that would support the implementation of revised terms and conditions. A combined set of terms and conditions for GTAs that incorporate both employment and scholarship that are operable and easy to understand were approved by sub-JSNCC ready for the academic year starting September 2019. GTAs are clear on what is required of them and academic schools are able to plan their GTA usage effectively. The terms and conditions review changed the way that working hours for GTAs are described so that it was clear that they were paid a salary for 240 hours per year, including 40 hours annual leave. The 200 working hours were then to be allocated at the start of the teaching year to include teaching, marking, preparation and other related activity as necessary. Where possible and practicable, GTAs are managed consistently and their workloads are comparable across schools, whilst recognising the demands of different disciplines.

2.11.4. As part of the outcomes for this project, a Governance Group was created to oversee the implementation of the report recommendations and the creation of two GTA handbooks (one for GTAs and one for schools) to further underpin the expectations on both sides, ensuring clarity and reducing the potential of conflict between teaching and PhD research.

Performance against targets

2.11.5. Overall the project met its original objectives. An essential part of providing clarification and consistency across schools, would be the creation of the GTA Handbooks which would be available for the start of autumn term. This work was under the remit of the governance group, led by the Graduate School. At the time of writing this report a combined online handbook has been launched, but a full review of impact is not expected until the end of the first year of implementation of the new processes; this will be undertaken by the governance group.

2.11.6. In addition, where GTA underpayments were identified as part of the review, individuals were given the opportunity to claim payment for these hours. The flexible boundaries clarified in the new contractual arrangements mean this should not be an issue in future.

2.11.7. It is noted (and has been previously reported to EG in conjunction with P BIO) that these changes will have a small detrimental impact on the SSR.

2.12. STUDENT SERVICES REVIEW PROJECT

2.12.1. This project was due to review the use of timesheet contracts within Student Services, previously identified as a potential issue during the Timesheet Review project. The project would need to consider the appropriateness of engaging staff in this way, identify the correct contractual arrangements (should timesheet contracts not be suitable) and the cost implications of any alternative arrangements. However, prior to the initiation of this project, resource was re-allocated to support the HR elements of the creation of the new Kent & Medway Medical School. Deliverables were therefore not identified for this project and consideration needs to be given to whether or not this project should now recommence, in light of other strategic priorities (such as Organising for Success).

3. LESSONS REPORT

- 3.1. During the programme a number of lessons were learnt; they are captured here both for note and, where they may be applicable for other projects, for consideration.
- i. One of the programme assumptions related to the need to have a clear stakeholder engagement strategy to support the project, as clear and effective communications across a programme of projects as large as this would be crucial. Whilst the project team developed a strategy and communications plan, at times it was a challenge to deliver this.

Whilst some additional support was provided by Corporate Communications, this was not dedicated resource and so often provided more of an advisory role; it was often the project lead who had to design and develop key communications alongside maintaining project progress. Additional admin support was provided through one of the project support team roles, however this individual secured alternative employment just prior to launch, meaning that a key resource to aid with launch activity was no longer available.

This meant that this element of programme delivery did not go as well as it could have and demonstrates the importance that, for any project of this size, dedicated and specialised communications resource is identified and retained throughout the project life-span.

- ii. One of the lessons learnt from the Pilot project, and an assumption made in the design and planning of the AWP project, was that it would be preferable to manage any 'individual cases' in advance of 'group cases'; this meant that these staff did not need to be placed at risk, and that any roles not filled could then be considered as part of mitigation of redundancy for group cases.

In reality, a large proportion of individual cases could have also been considered for transfer to the newly created Teaching: Professional Practitioner contract. Whilst this was also questioned as part of collective consultation (and the school justified why, in that instance, they required the move to academic contracts for citizenship and scholarship activities), the timing of the individual cases meant that the Teaching: Professional Practitioner contract was not even an option for consideration. Other delays within MSOP (who had six individuals who were dealt with as individual cases), meant that the new contractual arrangement had been proposed at the point of offer for the new salaried academic contracts. This has resulted in further delay as these staff want to consider a move to these contractual arrangements instead. Had this been known at the beginning of the process, consultation with these staff might have been paused until all new contractual options were clear. This may have reduced the workload within the school, and the impact upon these staff. As a result, these cases are still ongoing and currently only just being finalised.

- iii. The implementation of the payments menu has identified a small number of situations where it appears an HPL contract is still being used in error. Despite several meetings with schools throughout the life-span of this project, and the requirement for schools to submit business cases justifying their use of HPL contracts, there have been two instances whereby the removal of the multiplier has

uncovered instances where schools were using this to 'top up' salaries for staff, whom it was felt would not accept the work if offered at the relevant grade for the work being undertaken.

In both instances, staff are highly skilled experts within their own profession and are NHS-based staff. It is anticipated this may need consideration for the KMMS project in future and therefore it is proposed that this outstanding piece of work remains within the remit of the HR major & strategic projects team (as they also support the KMMS project), in conjunction with the Reward Manager, to resolve, possibly via a market supplement, or other similar process.

In addition, the removal of multiplier has highlighted a number of grade 6 HPL staff in PDO who may actually be more appropriately engaged on salaried academic-related contracts (Vocational Skills Tutors). Had this come to light earlier (but the exact details of the work undertaken had not been clearly explained earlier), these individuals could have been consulted on changes to contractual terms as part of collective consultation, as PDO are keen to resolve this and move these staff to salaried arrangements as soon as possible. As current staff are on fixed term contracts for this academic year, it is proposed that, rather than consult with existing staff, current HPL arrangements now continue and over the course of the year PDO will work with HR to develop a job description for this role. Then, should similar positions be required in future, this will be done via recruitment to salaried positions, at the appropriate grade.

- iv. The working group established to develop the hybrid multiplier comprised a cross-section of staff from all faculties, as well as UCU representatives. This collaborative approach worked extremely well and allowed a broader range of views to be taken into account. It also meant that, when it became clear schools no longer preferred retaining a multiplier, this network of working group members provided clear links into schools and faculties, enabling the development of the payments menu (with consistency and agreement across schools and departments), within a very short timeframe. It also means that there is a sense of 'ownership' of the payments menu, both from HPLs as well as schools.
- v. In future projects, where similar deliverables are required, the timing of the project should be carefully considered. Many HR (and other) projects have deliverables that can only go live at the start of academic years - and usually immediately follow other projects. This means that large projects often start in September/October, to deliver the following year. Where projects will take a year to deliver it is suggested projects should commence (and therefore deliver) between January & May, with deliverables then going live the following September. This would enable schools enough time to prepare for the changed processes and practices.

4. DELIVERABLES REPORT

4.1. The below details the deliverables, by project, for the Workforce Profiling programme.

4.2. A deliverables report has not been provided for Student Services, as the project was paused before outcomes and deliverables were identified.

Academic Workforce Profiling project

Key objectives:

- Assist schools to review and re-balance the make-up of their academic workforce and determine their future-use, so as to reduce **reliance** on HPL contracts by a minimum 50% (headcount).
- Reduce reliance on HPLs through the creation of new salaried academic posts ring-fenced to identified HPLs within the School where appropriate (based on principles developed through the Pilot project).

DELIVERABLE	STATUS	SG MEETING	EG MEETING	SUB-JSNCC MEETING	SPC MEETING
1. Data review: a. Identify and close 'ghost' contracts currently skewing HPL data. b. 2 nd review of data following implementation of project deliverables.	COMPLETE - <i>Will need further review at the end of summer for any recent-expired FTCs</i> - <i>Second review undertaken Sept 19 (see appendix three)</i>	Informed March 2019 Informed Sept 2019	N/A N/A	Informed March 2019 Informed Oct 2019	N/A Informed Dec 2019
2. School business cases: Review HPL usage in all schools/centres not in the Pilot project. Schools to create business cases for change/ongoing use of HPLs	COMPLETE - <i>Highlighted need for schools to create local policy statements about future HPL usage (see below)</i>	Approved November 2018	Approved December 2018	Updated Jan & Feb 2019	N/A
3. Organisational change: For those schools with agreed business case, undertake organisational change to ring-fence existing HPLs to new academic positions	COMPLETE - <i>Individual cases identified</i> - <i>Collective consultation complete</i> - <i>End of consultation meetings held</i> - <i>Application window opened May</i> - <i>Selection undertaken June</i> - <i>New posts commenced 19 Aug'19</i> - <i>CEWL consultation commenced w/c 13 May & new posts commenced Sept'19</i>	Approved Nov 2018 Updated Feb, Mar & April, May & Jun '19	Approved Dec 2018 CRC approved Feb 2019	Informed Nov 2018 Updated Dec '18 & Feb '19 Consultation Mar - Apr '19	Updated May 2019

Multiplier Review project

Key objectives:

- Consider whether the current multiplier rate is fit for purpose and model alternative options as appropriate.
- Establish a multiplier rate working group to determine framework for use of additional payments as require at subject/school/faculty/institutional level.
- Amend contract and create/update associated policy and guidance, as needed, to reflect changes agreed.

For deliverables, see HPL project, below

HPL T&C Review project

Key objectives:

- Determine the circumstances in which it is appropriate to engage staff via an HPL contract, clearly setting out the permitted purpose and rationale for an HPL appointment, with associated guidance, to guide workforce profile and appointment decisions moving forward.
- To review and where necessary refine a policy statement of the use of hourly paid staff, including any maximum contract terms for GMH staff.
- To recommend whether it is appropriate to introduce a substantive (normally fractional) fixed term *teaching only* contract as a means of continuing to limit HPL numbers going forward (or any other contractual arrangement that may be more appropriate).
- To reach a view on the effectiveness of controls on the use of HPLs and, if the review demonstrates that this has not been optimum, to determine the best organisational location for the appointment of HPLs going forward and the revised controls that need to be put in place.

DELIVERABLE	STATUS	SG MEETING	EG MEETING	SUB-JSNCC MEETING	SPC MEETING
1. EG report: Present findings of internal & external research, along with recommendations for changes to the multiplier, to EG for approval	COMPLETE <i>Agreed in principle:</i> - multiplier to remain at 2.5 - Holiday to be removed from multiplier and paid in addition - To create a 'menu' of payments for work considered in excess of what can be reasonably covered by the multiplier	N/A	Approved December 2018	Updated January 2019	N/A
2. Working group report: Creation of working group to consider framework for payments for work 'over and above' multiplier rate and create 'menu of duties'	COMPLETE - Report presented to EG 30 April 2019 with draft framework, plus others at request of WG - Decision made to remove multiplier rate and operate full menu of payments	Updated May 2019	April 2019	Informed May 2019	N/A
3. (ADDITION) Payments menu: Draft and create payments menu to replace multiplier rate, and associated guidance for use in schools	COMPLETE - Draft 'menu' created as appendix to WG report - Menu developed following EG decision 30/4/19 - Consultation via sub-JSNCC undertaken June-Aug - Launched 6 September 2019	June 2019	Established April 2019	Consultation Jun & Jul '19 Approved Aug 2019	Approved Aug 2019

DELIVERABLE	STATUS	SG MEETING	EG MEETING	SUB-JSNCC MEETING	SPC MEETING
4. Controls process: Review existing and put forward appropriate controls for engaging staff via HPL contract moving forward, to embed in relevant T&Cs/policy documents etc	COMPLETE: <ul style="list-style-type: none"> - Initial discussion at SG May 2019. - Following SG, further work required to review options and put together recommendations - Recommendations embedded into changes to relevant P&Ps (see below) 	Initial discussion May 2019 Updated June 2019	N/A	June 2019 & July 2019	Aug 2019
5. Contract Management - policy statement: Revise existing, to include (see below):	IN PROGRESS:	June 2019	N/A		
a. Engaging HPLs - procedure <ul style="list-style-type: none"> - Inc. appendix on PhD guiding principles - Inc. appendix on agreed multiplier menu - To include agreed controls/checks & balances 	COMPLETE: <i>Update to existing</i> <ul style="list-style-type: none"> - PhD guidance drafted for SG & stakeholder input - Multiplier menu drafted as part of working group report 	PhD guidance May 2019 All others June 2019	Multiplier framework April 2019 All others N/A		
b. Engaging Professional Practitioners - procedure	COMPLETE: <i>New, to create</i> <ul style="list-style-type: none"> - Combined with (c) as Teaching Contract-Managers Guidance 	June 2019	N/A		
c. Engaging Teaching cover - procedure	COMPLETE: <i>New, to create</i> <ul style="list-style-type: none"> - Combined with (b) as Teaching Contract-Managers Guidance 	June 2019	N/A	Consultation Jun & Jul '19 Approved Aug 2019	Approved Aug 2019
d. Contractual types - table	COMPLETE: <i>Update to existing</i> <ul style="list-style-type: none"> - Expanded to include contractual employment rights and entitlements 	June 2019	N/A		
e. Engaging staff - decision tree <ul style="list-style-type: none"> - Inc. exploration of interactive decision tree software to aide with controls over issuing incorrect contractual types 	IN PROGRESS: <i>Update to existing</i> <ul style="list-style-type: none"> - Decision tree amended & launched - Work with IS on potential software solution has not produced a solution to date; conversations will continue; however decision tree now simplified to an extent that it may not require software solution. 	June 2019	N/A		

DELIVERABLE	STATUS	SG MEETING	EG MEETING	SUB-JSNCC MEETING	SPC MEETING
<p>6. Role profiles:</p> <p>a. Marker</p> <p>b. Sessional Demonstrator</p> <p>c. Assistant Lecturer</p> <p>d. Associate Lecturer</p> <p>e. Specialist Associate Lecturer</p> <p>NB: for c to e: “the following duties are also applicable if engaged via a”</p> <ul style="list-style-type: none"> - Teaching contract (citizenship) - Prof.pract contract (expectation remain up to date with prof. practice) 	<p>COMPLETE:</p> <ul style="list-style-type: none"> - Marker & SD for use with HPL contract only. - All Role profiles in existence; proposal for additions approved, paperwork updated 	June 2019	N/A	<p>Consultation Jun & Jul '19</p> <p>Approved Aug 2019</p>	<p>Approved Aug 2019</p>
<p>7. Terms & Conditions:</p> <p>a. Hourly paid lecturer contract</p> <p>b. Professional practitioner contract</p> <p>c. Teaching contract</p> <p>d. GTA contract</p> <p>e. 1-6 conditions of service (OoS)</p> <p>f. 7+ Academic-related conditions of service (OoS)</p> <p>g. Academic & Research staff conditions of service (OoS)</p> <p>h. Appendix A Sick pay entitlements (applicable for all above) (OoS)</p> <p>i. Timesheet contract (OoS)</p> <p>j. Casual worker terms of engagement (OoS)</p>	<p>COMPLETE:</p> <ul style="list-style-type: none"> - Revisions to HPL contract contingent upon multiplier rate decisions - Teaching contract drafted for SG comment - Professional Practitioner will mirror teaching with addition to be ongoing - GTA contract approved & live in advance of others (see also below) 	May 2019	N/A	<p>GTA contract Feb 2019</p> <p>All others: Consultation Jun & Jul '19</p> <p>Approved Aug 2019</p>	<p>GTA contract March 2019</p> <p>All others: Approved Aug 2019</p>
<p>8. Contract for Services (sole trader) OR Casual worker ToO</p> <ul style="list-style-type: none"> - For use when employment contract not appropriate. - For use in Tonbridge Centre following consultation (TBC) 	<p>COMPLETE:</p> <ul style="list-style-type: none"> - If not using Casual Worker arrangements: Contract for Services updated in conjunction with Procurement (owned by them) - Creation of 'Employment status questionnaire' to aid managers in determining if work can be offered via casual worker/self-employed 	N/A	N/A	For information July 2019	For information Aug 2019
<p>9. Direct Hires – policy</p> <ul style="list-style-type: none"> - Amend existing policy to reflect additional FTC period can recruit using this policy 	<p>COMPLETE:</p> <p>Update to existing</p>	N/A	N/A	<p>Consultation Jun & Jul '19</p> <p>Approved Aug 2019</p>	<p>Approved Aug 2019</p>

GTA T&C Review project

Key objectives:

- Review and revise GTA terms of engagement and related policies, ensuring that GTA employment does not obstruct the completion of PhD studies.
- Clarify the GTA contract and how it should be applied to reduce the risk of inconsistency and unfairness and improve consistency in the application of GTA contracts across schools.

DELIVERABLE	STATUS	SG MEETING	EG MEETING	SUB-JSNCC MEETING	SPC MEETING
<p>1. EG report: Present findings to EG based on internal research on use and management of GTA contracts across schools, in conjunction with work already underway by the Graduate School. Make recommendations for changes as required.</p>	<p>COMPLETE: <i>Agreed in principle:</i></p> <ul style="list-style-type: none"> - <i>Maximum hours to be 200 plus 40 hours paid in addition as holiday (taken in vacation)</i> - <i>Max of +/- 40 hours to be carried from yr to yr</i> - <i>Amalgamate employment & scholarship T&Cs</i> - <i>Created Governance group to oversee creation of associated guidance for GTAs and schools for consistent and effective management moving forward</i> 	N/A	December 2018	Informed Jan 2019	N/A
<p>2. GTA contract: Update contract and amalgamate employment & scholarship elements</p>	<p>COMPLETE:</p> <ul style="list-style-type: none"> - <i>Launched March & in use for forthcoming academic year</i> 	N/A	Approved Dec 2018	Approved Feb 2019	Approved March 2019
<p>3. GTA governance group: Creation of governance group, chaired by the Graduate school, to create and review existing guidance for schools and GTAs on their appropriate use and to review controls/usages going forward.</p>	<p>In progress: <i>Governance group met and identified work to do</i></p> <ul style="list-style-type: none"> - <i>School handbook drafted</i> - <i>GTA handbook drafted</i> - <i>Governance group to remain and to undertake a review at end of first year (not yet actioned)</i> 	N/A	N/A	N/A	N/A

5. PROGRAMME HANDOVER

5.1. Whilst project objectives have been met, there are a small number of outstanding activities that should be completed in order to ensure ongoing project success. It is envisaged these will be completed and/or handed over to the relevant BAU team before the project closes at the end of September.

- i. It is important to continue to embed the changes from the programme. The project team will ensure that the HR BAU teams are appropriately supported and trained on new process and practice before the project team disbands, so they are able to provide this support on an ongoing basis.
- ii. As part of the HPL T&C Review project, the SG asked schools to create local policy statements on their practice in relation to offering and managing HPL contracts to PhD students. These should be created within the first term, lodged with both the Graduate School & HR, and should be promoted on the website. This is especially important to ensure that student expectations are managed in relation to both the work being offered, and whether or not it may lead to future employment.

Schools were asked to create these as part of the formal launch communications (and this has been followed up during individual meetings between schools and the project team), but where these have not been created before the end of the project, this work will need to be passed to the HR Business Partners to follow up. The SG have agreed that the project team will continue to remind schools of the need to do this during September (with the option for schools to simply use the template provided as part of the Engaging PhD Students to Teach guidance if it meets their needs) and will provide a report to the faculty Deans at the end of September confirming compliance.

- iii. There were a number of decisions made during the projects that mean future action is required (for example, the change of the roles within Arts to fixed-term and the agreement for how this process will be managed over and above the usual end of fixed-term processes). The project team is in the process of setting up reporting mechanisms and processes within HR to ensure the relevant HR BAU team will be alerted when follow-up activity is required, and that they are able to easily identify what action is required. This work will be complete and future activity handed over, before the project team disbands.
- iv. The last activity required as part of the communications plan is a final message from the project sponsor to confirm the activity undertaken, the impact the project has had and to recognise the effort, support and levels of engagement from the reps, SAMS, HoS and staff, in achieving all project deliverables.

This final narrative is currently being drafted, in conjunction with Corporate Communications. Upon sign-off by the sponsor, this work will be handed over to Corporate Communications who will position it within the schedule for communications from EG members on broader change across the University.

5.2. In addition, a number of follow-on recommendations for potential future project activity are noted for consideration:

- i. The SG agreed that PhD students would continue to be offered employment (either via an HPL contract or other means), as this was essential to the student offer. One option for doing this was via a similar salaried arrangement currently in place for GTAs, as research identified a number of Universities did this in order to manage workloads and expectations more effectively, although ultimately the SG made the decision to continue to engage these staff via an HPL contract. Current data shows that 68% of current HPL contracts are held by PhD students (see appendix three).

Since undertaking this research a recent UCEA report has been published and identifies that a number of universities are now moving away from offering teaching to non-scholarship PhD students. In addition, recent NSS scores have highlighted that there may be dissatisfaction from students who are taught by other students.

Given that our data shows that the largest proportion of our HPL contracts are held by PhD students this may be a policy decision the University wishes to revisit in the future. The SG have requested this is passed to the Dean of the Graduate School for consideration.

- ii. Whilst initial costings for the project have been reported, it is noted that exact costs from school business cases are not included as part of this. Therefore it is recommended that finance undertake full cost analysis of business cases against actual costs, once all roles are recruited to and savings/student numbers impacts are realised.
- iii. As part of the AWP project, there was the option of Honorary Fellowship status for those staff made redundant. However, it became clear during the project that the current process only allows for honorary positions to be issued through schools. This caused issues for those staff in Tonbridge and CEWL. The project team offer thanks to SECL who offered this affiliation and enabled these staff to access honorary fellowship status. Whilst this was relatively easy to resolve, it was a last minute hurdle that had not been anticipated and therefore, it is suggested that any future review of the visiting and honorary process should consider whether only schools-based staff should be eligible for honorary status – and in particular the wider use of affiliation for IS (ie library) purposes..
- iv. Whilst staff on HPL and Teaching contracts are not eligible for academic promotion, they are not excluded from applying for additional/discretionary increments; however there is currently no clear process for them to do this. It is therefore recommended that any future review for additional payments for academic staff consider if it is appropriate for those staff on HPL and Teaching contracts to also apply via this route, or the salary awards process for staff in grades 1-9. The SG have requested this is picked up by the HR Reward team as part of the Reward Strategy work.
- v. As with the Pilot project, a range of outplacement support was offered to those staff who were unsuccessful in obtaining new roles as part of AWP and CEWL; something which had been explicitly requested by both staff and reps. Take up for this support was low during the Pilot project; despite the support on this occasion being specifically tailored to staff requests, and the reps promoting the offering to staff, take up remained low, with it being accessed only 20 times. Access is confidential, so it is not known if this represents 20 different staff, or fewer individuals accessing more

than one service, but (out of an affected group of 83 staff) this at best represents a 24% take up rate. Outplacement support is externally provided; it is therefore suggested the cost-benefit of providing support in this way for future outplacement requirements is considered.

END.

APPENDIX ONE

WORKFORCE PROFILING STEERING GROUP - Terms of Reference

The draft scope, objectives and timeline for the Workforce Profile Project are set out in a separate paper elsewhere on this agenda.

The role of the Workforce Profile Steering Group is to:

- Ensure that the Workforce profile meets its objectives and makes progress broadly in line with the project plan;
- Ensure that there is adequate stakeholder consultation on the plan and its deliverables;
- Identify risks to project delivery and develop plans to mitigate those;
- Develop and agree a Workforce Profile Policy Statement and policy principles for the engagement of HPLs taking account as appropriate of stakeholder feedback;
- Consider and reach a view on whether a Teaching only contract should be introduced as a part of a range of measures designed to limit the future regrowth of HPL contract numbers;
- Ensure that Schools apply and consider the policy principles and develop appropriate workforce profile strategies and implementation plans.
- Approve School Business Cases for re-profiling their workforce prior to submission to EG.

Governance

The Workforce Profile Steering Group reports directly to the Executive Group and will consult as appropriate with the Staff Policy Committee, Senate and the JSNCC.

Membership

- | | |
|------------------------------------|----------------------|
| • David Nightingale | EG Sponsor and Chair |
| • Director of HR&OD | Alison Ross-Green |
| • Dean of Sciences | Mark Burchell |
| • Dean of Humanities | Simon Kirchin |
| • Dean of Social Sciences | John Wightman |
| • Head of SECL | Shane Weller |
| • Head of the School of Law | Toni Williams |
| • Head of SSPSSR | Julien Forder |
| • Head of EDA | Farzin Deravi |
| • Senior HR BP (Workforce Profile) | Nikki Hyde |

Quoracy

The group will be quorate when half its members including the Chair, a representative of HR and one Faculty Dean are present.

Meeting Frequency

The group will have an initial 1/2 hour meeting in June 2018 and will then meet monthly until October 2018 after which the position will be reviewed.

APPENDIX TWO

STAFFING OUTCOMES - AWP & CEWL

School	Affected staff	New roles	Offers made	Offers accepted	Offer TBC	VR	CR	Resigned	Soft landing	Redeployed	Appeals	Notes
Arts	9	4	3	3	0	0	5	0	1	0	0	3 people, offered 4 roles
CEWL	19	16	6	4	0	12	2	1	0	0	0	1 individual resigned during process
History	6	2	2	2	0	0	1	0	3	0	0	
KSAP	22	5	5	54	0	2	11	0	0	5	0	5 staff subsequently offered new contracts, mitigating redundancy
MSOP	6	6	6	4	2	0	0	0	0	0	0	2 offers still under consideration
SPS	1	0	0	0	0	0	1	0	0	0	0	
SSES	2	2	2	1	0	0	0	1	0	0	0	
SSPSSR	1	1	1	0	0	1	0	0	0	0	0	
Tonbridge	16	0	0	0	0	1	15	0	0	0	0	All staff have opportunity of being offered future work (if available) via Casual Worker arrangements
TOTAL	82	36	25	18	2	16	35	2	4	5	0	
TOTAL REDUNDANCIES						51						

APPENDIX THREE

HPL CONTRACTS - For 2019/20 Academic year (projected)

Table 1: Projected HPL contracts/ by school by work reason

School/ Department	PhD Student	Potentially move to TAC	Potentially move to TPP	Ad-hoc need	Ongoing HPL	TOTAL	Notes
Arts	1	0	2	2	1	6	Ongoing HPL contract to close end of January (soft landing)
Biosciences	22	0	1	0	0	23	
CEWL	0	0	0	0	16	16	Transfer to SECL during new academic year
CMAT	0	0	0	1	0	1	
Computing	19	1	0	0	0	20	9 PhD students' studies due to finish end of Autumn term
CPP	0	0	0	3	0	3	
Economics	5	0	0	0	0	5	
EDA	21	0	3	2	0	26	
English	3	0	0	1	2	6	Ongoing HPL contracts both soft landings - short term
History	3	0	0	0	3	6	Ongoing HPL contracts all soft landings - short term
Journalism	0	0	0	0	9	9	
KBS	8	0	4	0	0	12	
KLS	3	0	0	1	2	6	Ongoing HPL contracts both soft landings - short term
KSAP	3	0	5	0	0	8	
SMSAS	29	0	0	0	0	29	
MEMS	0	0	0	1	0	1	
PDO	0	0	0	0	4	4	
MSOP	0	0	8	0	0	8	two individuals offered ES&P awaiting confirmation of acceptance
POLIR	9	0	0	0	0	9	
Psychology	22	0	0	0	0	22	
SAC	0	0	3	3	0	6	
SPS	50	0	0	5	0	55	May reduce down to 34 following strategic review process
SSPSSR	8	0	0	9	0	17	
UELT	0	0	0	0	3	3	
TOTAL	206	1	26	28	40	301	

Figure 1: Projected HPL contracts/ by work reason

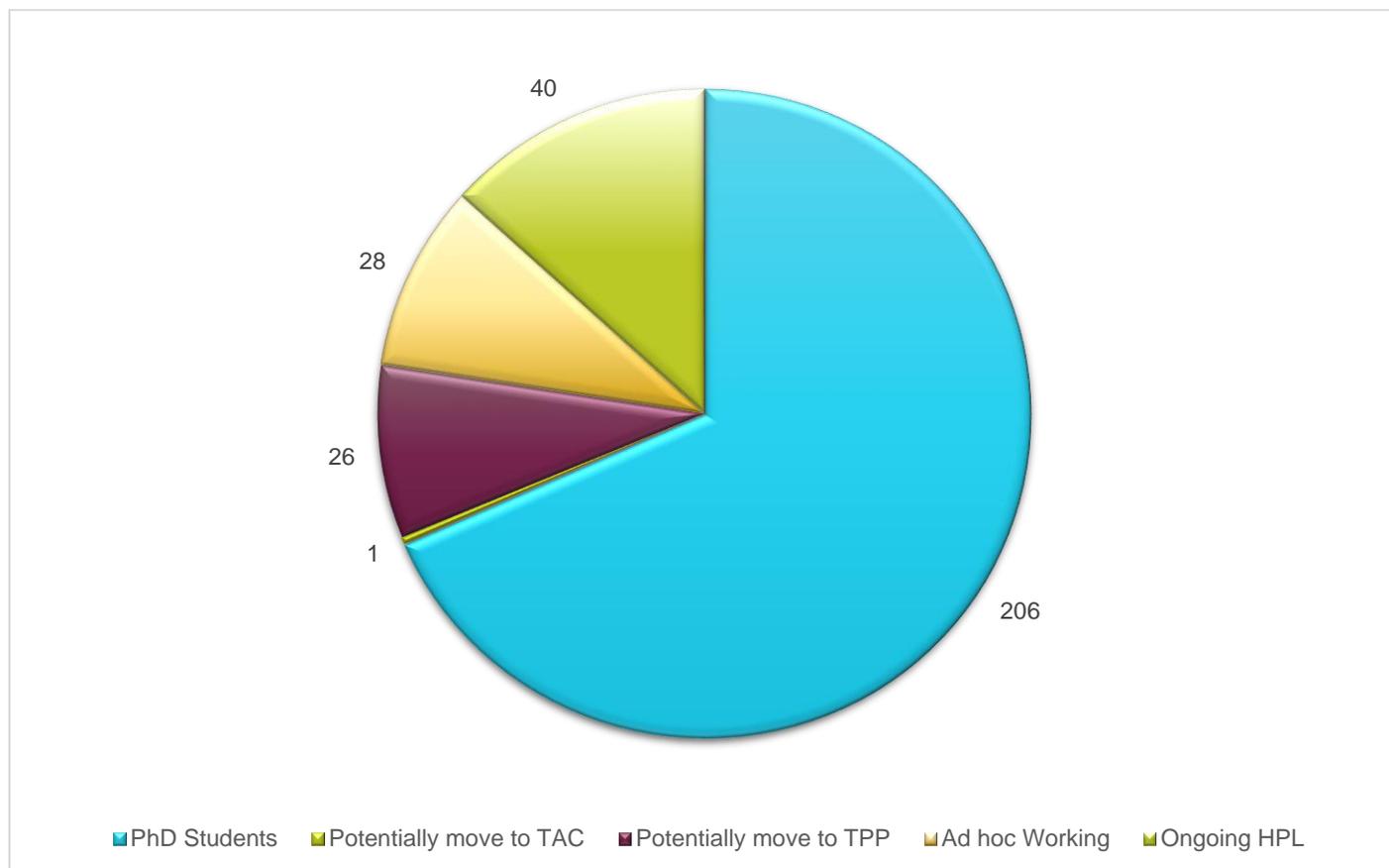


Table 2: Projected HPL contracts/ Transferred to Teaching contract*

School/ Department	TAC	TPP	TOTAL
Arts	1	2	3
KBS	7	0	7
KSAP	0	5	5
SAC	0	4	4
SECL	1	0	1
SPS	2	0	2
SSPSSR	1	1	2
TOTAL	12	12	24

*Either HPL contract expired 31 July 2018 and new work offered under Teaching contract, or ongoing HPL contracts where individual has requested a move.