

STAFF SURVEY ACTION PLAN

Name of School/Faculty/Directorate/Organisational Unit: **FLS**

Name of Author: Dave Thornton/Liz Sheffield

Date: 27 September 2013

Please record your principal actions points (3-5 actions overall)	Person Responsible	Timescale	Progress and Evaluation Include dates of meetings in progress, reports and details of how staff are engaged in the process	Action Completed	Notes
1. Job Satisfaction					
Summary feedback from survey:	<ul style="list-style-type: none"> Only 77% answered yes to "My immediate line manager gives me recognition for work done well" 				
Action/description of planned activity:					
<ul style="list-style-type: none"> Expand what we already have to create broader spectrum of reporting and recognising good performance - incl. peer referral, line managers 	Dean/HoFA	Dec 2013			
4. My Manager					
5. Performance Development					
Summary feedback from survey:	<ul style="list-style-type: none"> Only 64% answered yes to "Have you had an individual performance and development review or probation review in the last 12 months?" Only 74% answered yes to "as part of your performance and development review, did you agree personal development objectives?" Only 56% answered yes to "in the past 12 months, have you taken part in any type of training, learning or development paid for or provided by the University?" Only 65% answered yes to "my job security at the University is good" 				
Action/description of planned activity:					

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<ul style="list-style-type: none"> • Invest in training for current managers. Communicate importance of preparation for P&DR and its intended purpose. Teaching quality assessment to be added. Revise Faculty structure – remove level of academic management and train future managers. • Emphasise need for appreciation and ownership of own career pathway and development needs- an individual’s development and career is a shared responsibility. • PSS (incl. technicians) and post-docs encouraged to gain realistic picture of career opportunities – may not lie in current environment, so consider shadowing/mapping of skills (cf undergrad competencies; Skills Council) • Feed in outputs from University-wide P&DR review • Greater clarity needed with regard to communications – e.g. timely responses to emails does not mean instantaneous 	HoFHR	Dec 2013			
	HoFHR	July 2014			
	Liz Sheffield	July 2014			
	Dean	TBA			
	Dean	Nov 2013			
8. Dignity at Work					
Summary feedback from survey:	<ul style="list-style-type: none"> • 4% answered yes to “do you believe you are currently being harassed or bullied at work?” • 71% answered yes to “are you aware of the University’s Dignity at Work and Study Policy” 				
Action/description of planned activity:					

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<ul style="list-style-type: none"> • Dignity at work and study policy needs more effective dissemination/publicity, especially with regard to cultural sensitivity (local clarification of expectations and differences essential) • Acutely highlight unacceptable behaviours – need clarity on methods to address. Individuals have responsibility to challenge/report and avail themselves of current procedures • Current University-wide PSS acceptable behaviours work to be rolled out to other groups in the Faculty as a pilot for how this might work in the wider University. 	HoFHR	Oct 2013			
	Dean	Oct 2013			
	HoFA	Dec 2013			