

February 2006

Evaluation of the HEFCE staff recruitment incentive scheme ‘golden hellos’

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Executive summary

This report details an evaluation of the Higher Education Funding Council for England (HEFCE) golden hello initiative. The golden hello programme arose from the Labour Party Policy of 'Realising the talent of all', which became an election manifesto pledge through the introduction of recruitment and retention schemes for new teaching staff in higher education institutions (HEIs).

The survey underlying our evaluation was conducted through taking the views and opinions of senior human resource (HR) staff in English higher education institutions and through collecting further data from a small selection of recipients of golden hellos. The survey investigated a series of specific questions set out in the original brief for this study.

In summary our key findings are:

- There is evidence that golden hellos have eased recruitment and retention difficulties (see section 2):
 - (1) 83% of the HEIs that had been allocated funding and responded to our survey have recruited staff using golden hellos.
 - (2) Nearly three-quarters of all the respondents considered that the golden hello scheme has had at least some positive impact on easing recruitment difficulties in the sector as a whole.
 - (3) 95% of those teachers recruited using the golden hello scheme were still in post when we conducted the survey.
 - (4) Whilst 63% of the HEIs who have been using the golden hello scheme reported that they continued to face recruitment difficulties in the defined subject shortage areas, over 70% who are not using the scheme reported these types of difficulties.
 - (5) The individuals benefiting directly from golden hellos also felt the scheme would help in recruitment in the sector – although it should be noted that this is based on a very small sample of recruits.
- HEIs have responded flexibly to the introduction of golden hellos (see section 3)

Most HEIs' golden hello schemes broadly follow the HEFCE code of practice, although some institutions apply the guidelines in a flexible way. All follow the spirit of the scheme in awarding payments only to *new* staff, and only to those in *teaching* posts (not research). This has entailed putting in place internal policies to ensure that eligibility criteria are met and to monitor allocation. Consequently, posts have been identified in subject areas where it is difficult to recruit and retain staff which may attract golden hello funding. Several HEIs felt that the golden

hello funding had enabled them to compete more effectively for staff in an international market, and used the scheme to help them recruit individuals with HE teaching experience into the UK from abroad. Some used the scheme to support relocation packages.

- The scheme does not appear to have been overly burdensome to administer and implement, with the exception that there were almost universal concerns over the limitations in candidate eligibility (see section 4). Many of these concerns were alleviated in the second stage of the scheme when the original Code of Practice issued by HEFCE for the scheme were relaxed¹.
- Whilst there were widespread initial concerns over equal pay and opportunity issues, these have not been experienced in practice. We believe that this has been due to the careful implementation of the scheme by HEIs, with concerns over inequality being mitigated by individual cases being put forward for evidence-based review at senior level and/or by HR (see section 5).
- Just under 10% of eligible HEIs did not participate in the scheme (see section 6). The main reasons cited for this were:
 - (1) Restrictions in the use of the funds and current recruitment priorities.
 - (2) Concerns over equal opportunity issues and resistance to the golden hello scheme.
 - (3) Perceived bureaucracy burden relative to the monies involved and the likely impact on recruitment and retention.
 - (4) Other existing or planned reward strategies and other institutional priorities that were already in place.

However around 50% of these HEIs not currently using golden hellos are planning to introduce some form of scheme in the future.

- 64% of the HEIs responding would continue to operate some form of golden hello or other recruitment and retention schemes if HEFCE funding ceased but may not fund the same levels of payment (see section 7).

Given these findings our overall view is that the golden hello scheme has had a positive impact on recruitment difficulties, and, through the diligence of the HR staff, the potential equality risks have not materialised into issues. Perhaps more importantly the scheme has stimulated and enabled the sector to consider innovative methods of using this type of funding to attract new teaching staff and gain experience in operating this type of scheme.

¹ Rewarding and Developing Staff in HE – round 2. Outcome of consultation on funding from 2004-05. HEFCE. January 2004/03. Paragraph 62.

1 Approach to the evaluation and survey

Background

- 1.1 The golden hello programme arose from the Labour Party Policy of 'Realising the talent of all', which became an election manifesto pledge through the introduction of recruitment and retention schemes for new teaching staff in higher education institutions (HEIs). The scheme was initially designed to encourage new teachers into higher education (HE) in nationally identified shortage subject areas.
- 1.2 102 of the total 136 HEIs in England were eligible for golden hello funding. The remainder were ineligible either because they did not have provision in the specified subjects, or because they were too small to qualify for the minimum funds². Thirteen HEIs chose not to offer golden hellos.
- 1.3 The level of funding for golden hellos was small in relation to the overall level of public funding for each HEI. In round terms the monies allocated to the initiative were less than 0.5% of annual HEFCE funding.
- 1.4 The evaluation sought to:
- (1) Identify what evidence there is that golden hellos have eased the recruitment and or retention difficulties in the sector.
 - (2) Determine how the HEIs have responded to the challenge of designing a golden hello scheme.
 - (3) Assess if the schemes have been burdensome to administer.
 - (4) Identify if there are any equal opportunities issues around the introduction of these schemes.
 - (5) Discover why some HEIs chose not to operate a golden hello scheme.
 - (6) Assess the impact if the golden hello scheme funding were withdrawn.

² The minimum allocation per HEI was set at £8,000 – this would cover the cost of two golden hello payments in the first year (the recommended first year payout being £4,000 per applicant).

Methodology

1.5 Following a brief project initiation stage we undertook the survey in four major stages. These were:

- (1) The preparation and gathering of information through an on-line questionnaire supplemented by telephone interviews

We designed two questionnaires: one for the HEIs who took advantage of the golden hello scheme and one for those who were eligible but did not use the resource. The questionnaires were designed around the key questions detailed above and provided for both quantitative and qualitative responses covering the numbers of newly-recruited staff benefiting from the scheme, value of incentives and descriptions of the types of scheme and their operation. We piloted the questionnaires with seven institutions to make sure they were appropriate and modified the designs where necessary.

We then developed a web-based response system on our own internal web site coupled with an on-line database that captured the responses and from which we subsequently analysed the results. HEFCE wrote on our behalf to Directors of Personnel to ask them to log onto our web site and complete the questionnaires.

Using self-completion and telephone interviewing research techniques, in total we obtained responses from 85 HEIs covering:

- (a) 59 that were allocated and were using golden hello funding for recruitment
- (b) 12 that had been allocated funding but had not as yet used the monies
- (c) 9 that had decided not to run a golden hello scheme
- (d) 5 that were ineligible for funding.

This represents just under a 70% response rate from participating HEIs and a 64% response rate from the sector as a whole.

- (2) Analysis and critical review of the findings

We then summarised the data gathered and structured it under the headings covered in the questionnaire. Appendix 2 contains the detail of this analysis set against each of the questions together with the comments provided by HE staff.

(3) Further interviews with recipients of golden hellos

Following discussions with HEFCE, we extended the project and contacted some of the end recipients of the golden hellos to determine their views of the funding. Obtaining information from these individuals was hampered because in many circumstances the HEIs had not informed them of the golden hellos, but had used the funding as part of relocation packages or other recruitment incentive schemes. Hence, not all recipients recognised the terms. Secondly, due to data protection issues, the names of the individual recipients were confidential to the HEIs and it was appropriate that the HEI rather than our own organisation should make the initial approach. Nevertheless we were able to contact a small number of direct recipients. The findings of these interviews have also been included in Appendix 2.

(4) Final analysis and reporting

The final stage was the preparation of this report.

1.6 The remainder of this document summarises the findings under the headings in our terms of reference above. Further detail can be found in the appendices.

2 **Is there evidence that golden hellos have eased the recruitment and or retention difficulties in the sector?**

2.1 The response from the survey indicates that golden hellos have eased recruitment and retention difficulties.

- (1) 83% of the HEIs that had been allocated funding and responded to our survey have recruited staff using golden hellos.
- (2) Nearly three-quarters of all the respondents considered that the golden hello scheme has had at least some positive impact on easing recruitment difficulties in the sector as a whole.
- (3) 95% of those teachers recruited using the golden hello scheme were still in post when we conducted the survey.
- (4) Whilst 63% of the HEIs who have been using the golden hello scheme reported that they continued to face recruitment difficulties in the defined subject shortage areas, over 70% who are not using the scheme reported these types of difficulties.

- (5) Around half of the HEIs not currently operating a golden hello scheme (for whatever reason) have plans to operate a scheme in the future.
- (6) The individuals benefiting directly from golden hellos also felt the scheme would help in recruitment in the sector – although it should be noted that this is based on a very small sample of recruits.

2.2 Overall, our view is that the scheme has had some positive impact in a difficult recruitment market. Summarising a range of views expressed by the respondents: competitive salaries and relocation packages are important, especially in London and other major cities in England where the cost of living is high, but salary levels and golden hellos are just one factor in the employment package.

2.3 The remainder of this section expands on our findings in these areas.

Take up of the scheme

2.4 Following a relatively slow start, 59 of the 71 HEIs who were participants and responded to our survey had made use of golden hello funding within the first two years of operation. The reasons given for the slow start were:

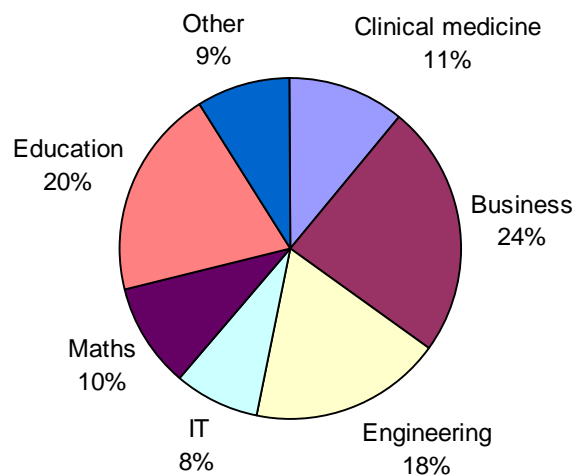
- (1) Difficulty in identifying candidates that met the constraints of the original qualifying criteria.
- (2) HEIs needing time to establish internal guidance and procedures.
- (3) Concerns about inequality issues and consequent reluctance to promote the availability of the incentive externally. [We return to this issue later in the report.]
- (4) The national subject shortage areas did not necessarily reflect local needs.
- (5) Initial resistance to the scheme.
- (6) A perception that there could be trades union (NATFHE) objections.
- (7) The need to take time to integrate the scheme into a wider reward strategy or restructuring.

2.5 Consequently, we found that only 64% of the HEIs now actively participating in the scheme had awarded golden hellos in the first year of operation 2003-04. Progress in the second year was helped when HEFCE relaxed the scheme's code of practice (as presented in HEFCE circular letter 19/2003).

Numbers recruited

- 2.6 In most institutions, only a handful of new staff – typically less than 10 –received the payments. The exceptions are, as one would expect, those HEIs with larger funding allocations such as Imperial College and the Universities of Bath, Birmingham and Sheffield, which have each awarded between 30 and 55 golden hellos.
- 2.7 Figure 2.1 illustrates the use of the scheme and the proportions recruited into each subject group.

Figure 2.1 Proportions of golden hello recipients recruited into each subject group



Notes to Figure 2.1:

1. Other = Physics, History of Science, Technology and Medicine, Biological and Medical Systems, professions allied to medicine, Health, Sports Science, Pharmacy and Pharmacology, Law, Computing, Nursing, Biochemistry and Politics.
2. Not all respondents were able to provide this data and the above is based on answers from 50 HEIs.

- 2.8 In the same period, the 50 HEIs who provided data reported that half as many staff again were appointed in the same subject areas without the benefit of golden hellos, as the candidates were not eligible under the guidelines for the scheme.

Are there still recruitment difficulties?

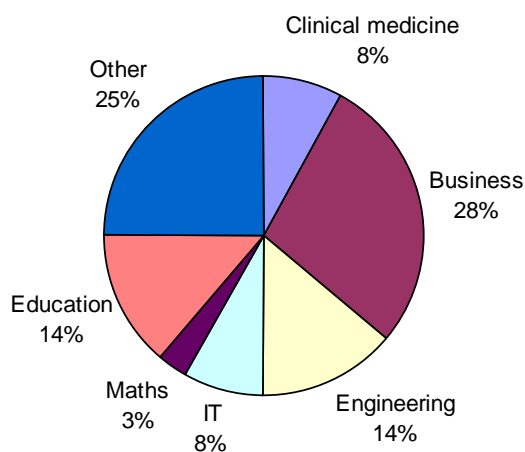
- 2.9 Despite operating golden hello schemes, 63% of participating HEIs still have difficulty recruiting teaching staff in subject shortage areas. Suggested reasons for this include:

- (1) A shortage of high calibre candidates, especially at senior level, resulting in limited choice.

- (2) Uncompetitive salary scales compared with schools, the NHS and the business sector.
- (3) Problems in attracting teachers and support staff into central London and other city locations where the cost of living is relatively high.

- 2.10 Some HEIs are actively seeking to attract ‘world class’ candidates from overseas; and golden hello funding has supported their recruitment of experienced teachers from abroad.
- 2.11 Eligibility for golden hello funding remains an issue, especially as many candidates are not new to teaching in HE and payments are not available for research staff or research support staff; this makes it difficult, for example, for clinical appointees to qualify for golden hellos.
- 2.12 In comparison, over 70% of those institutions in our survey (see Figure 2.2) that were eligible for funding but not awarding golden hellos (either because they had opted out altogether or not yet started making golden hello payments) reported recruitment difficulties in the subject shortage areas. Given the relatively small number of HEIs in this category, this could be attributed to random variation, but on face value it appears that the scheme may have had some impact in reducing recruitment difficulties.

Figure 2.2 Proportions of HEIs not using the scheme, declaring recruitment difficulties in certain subjects



Other: Senior Administrators/Heads of Division, Health and Social Care, Research, Economics, Nursing, Pharmacy and Optometry.

- 2.13 This view is further reinforced by around half of those HEIs not currently using the scheme having plans to introduce a recruitment and incentive scheme for teaching staff in the future, typically in the form of implementation of the golden hello scheme in this academic year or a market supplement as part of the new

National Pay Framework review. This demonstrates a widely-held perception that these tools can assist in reducing recruitment and retention difficulties.

- 2.14 Overall, issues vary between discipline, area of specialism and locality, and do not necessarily reflect the national subject shortage areas.

Where have the schemes had an impact?

- 2.15 We asked the HEIs where they felt that the schemes had had an impact – in numbers of applications, quality of applicants, acceptances or other areas. Whilst a quarter of HEIs responding claimed to have seen some increase in the number of applications due to their ability to offer golden hellos to eligible candidates, most of them did not actively publicise the scheme because of concerns over candidate eligibility and the potential for inequity issues. Consequently, for these institutions the scheme can have had little impact on the candidates' decisions to apply, and over 40% of the HEIs responding did not believe it made a difference.

- 2.16 This view was reinforced by the staff we were able to contact who were recruited under the scheme. Our sample was small, and none of them had been aware of the golden hellos offered by their institution and therefore could not have been encouraged to apply because of it. Possibly to avoid potential issues around inequitable treatment of staff undertaking similar roles, in some cases HEIs did not make recruits aware of the golden hello at all. As one recipient put it:

“After I had started working here I suddenly became aware of it.”

- 2.17 The view of the relatively small number of HEIs that advertised the availability of golden hellos (we identified around ten) was that they had seen an increase in the number and quality of applicants.

- 2.18 The HR staff responding considered that the net impact of the scheme was an increase in the number of candidates accepting job offers, and not an increase in the number of job applications.

“There is clear feedback from Heads of Departments that the effect of the scheme was influential in enabling a candidate to accept an offer. There is of course a range of other factors, however, the scheme was certainly one of them.”

- 2.19 The ability of employers to offer a more competitive package was a useful incentive to individuals making the transition into HE from teaching in other sectors of education or from the private sector, and a helpful negotiating tool for HEIs:

“We don’t know if the scheme influenced applicants’ decisions to join us, but it was certainly helpful for the Head of School when negotiating salary etc. with successful candidates.”

3 How the HEIs responded to the challenge of designing a golden hello scheme

- 3.1 Most HEIs’ golden hello schemes broadly follow the HEFCE code of practice, although some institutions apply the guidelines in a flexible way:

“... we pump primed appointments in areas of subject growth, in line with our strategic recruitment plans, which formally would not have attracted golden hello funding. Latterly we have used the money to support ongoing salaries.”

“We used it 100% for retention not recruitment.”

“We approached the HEFCE for authorisation to use the funds to enhance our relocation packages.”

“What we have done bears no resemblance to the golden hello scheme. We looked at the needs of the individual and have made one-off lump sum payments (of varying amounts) to help with relocation costs.”

“... appointment committees in any subject area can potentially put forward a case for a golden hello.”

“We incorporated it into the funds provided already for Recruitment Incentive Payments [including relocation packages].”

- 3.2 All HEIs however follow the ‘spirit’ of the scheme in awarding payments only to new staff, and only to those in *teaching* posts (not research).
- 3.3 Internal policies have been put in place to ensure that eligibility criteria are met and to monitor allocation. Consequently, posts have been identified in subject areas where it is difficult to recruit and retain staff which may attract golden hello funding.
- 3.4 Money has been generally allocated on a first come first served basis, subject to candidates qualifying for the scheme. The annual payments are normally made

over three years in line with the HEFCE guidelines. Only a quarter of HEIs supplement these payments with additional monies.

- 3.5 Several HEIs were of the view that the golden hello funding had enabled them to compete more effectively for staff in an international market. Five reported using the scheme to help them successfully recruit individuals with HE teaching experience into the UK from abroad. One of the recipients of the funding highlighted the use of this type of funding in the USA, and another illustrated the international competitiveness of the HE recruitment market:

"One US-based University offered my husband [also a lecturer here] and myself the equivalent of £40,000 towards buying a house which was very attractive ... It's more common in the States. Every North American university offers ten times more [than UK institutions] in 'start up funds'."

"It is important as Institutions are trying to compete internationally now. There are people from all over the world lecturing here and having a salary increase makes it more attractive especially because of the cost of housing [in London]."

- 3.6 Some used the scheme to support relocation packages. This was highly appreciated by some of the recipients in making their decision to move, but tempered with a general dissatisfaction with overall salary levels and a view that the scheme might 'tide them over' until promotion:

"The scheme is a good idea. Academic salaries are quite low when compared to other salary levels. It won't really help for recruitment, it's not enough, but it is just counteracting the injustice of salaries. It depends on the policy of awarding and in which field. Most of the money is in the first year, so over the first three years the salary is constant. Stamp duty on my house is more than the golden hello. Most of the costs of moving are at the beginning so it's a good idea, but it is really a case of the basic salaries being looked at."

"I appreciate getting the extra money. It's helpful. We were trying to compare the quality of living and one of the biggest difficulties is the cost of housing [in London]. It also would have been helpful when they advertised the jobs if they had mentioned the higher salary and golden hellos but they are still not promoting it."

"It's not good tapering off after three years. I am hoping that I will be ready to apply for promotion. It's a very constructive scheme especially for people who are coming in new. It should be made more attractive, [HEFCE] should be looking at it ... It's hard for me to put numbers on it. It shouldn't go on the road to decline."

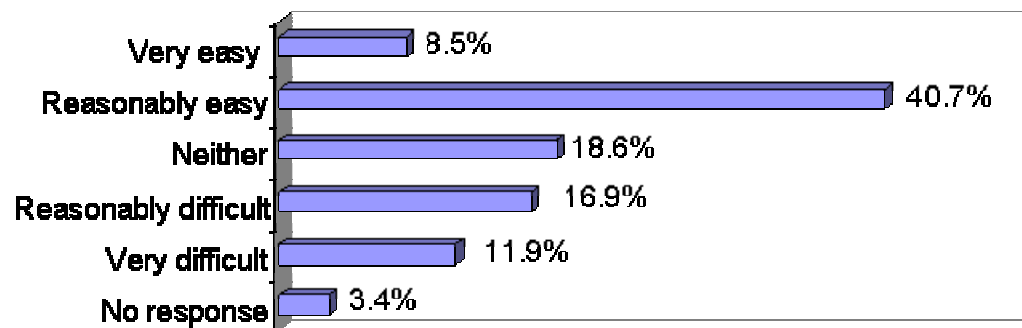
4 Has the scheme been burdensome to administer?

4.1 Based on the responses, our view is that the scheme was not overly burdensome to administer and implement, with the exception that there was almost universal concern over the limitations in candidate eligibility.

Clarity and ease of use of the guidelines

4.2 Our respondents generally felt that the guidance in the HEFCE code of practice was comprehensive and clear. Around half of respondents felt that the code made the scheme 'reasonably easy' or 'very easy' to implement (see Figure 4.1).

Figure 4.1 Did the HEFCE code of practice make implementation easy?



Limitations of the scheme

4.3 However several felt that the golden hellos code of practice was, at least initially, very limiting:

“The scheme as originally envisaged excluded a lot of the people we recruit to academic posts, many of whom have already taught in HE in the UK. It is highly unlikely that any one would be appointed to an academic post at this University with no teaching experience whatsoever.”

“In general the philosophy behind it was OK. The detail was over-prescribed and over the top.”

4.4 Relaxation of the eligibility criteria in 2004-05 was welcomed by many HEIs. They found the scheme easier to implement and, because of its greater flexibility, were able to tailor the golden hello funding to local needs:

“The area of Clinical Medicine and Clinical Dentistry was extended to incorporate all teaching posts in the Faculty of Medicine as we traditionally have difficulty recruiting to posts in these areas.”

“It was more appropriate for this University to identify its own shortage areas. We were hesitant about introducing the scheme based on the initial Code of Practice which was more prescriptive.”

“We can use it much more flexibly. We are always very conscious of the subject areas we can address, but we are using the funding ‘within the spirit’ rather than the letter of the scheme.”

- 4.5 However, some HEIs had already established their golden hello schemes and found that the change, at that point in time, had little effect as they would have had to redesign their recruitment policies:

“As far as we were concerned we let sleeping dogs lie. We didn’t change anything from the original structure.”

- 4.6 Some HEIs that have not used, or opted out of golden hello funding (42% and 30% respectively) would have welcomed further changes in the code of practice to enable participation. There were several suggestions as to how this could be made more effective, which included:

“Allow the whole sum to be used as a genuine golden hello – a one-off recruitment incentive.”

“Remove restrictions on subject areas. Allow higher payments, over a longer timescale, where appropriate. Allow payments to existing, not simply new, staff.”

- 4.7 The main barriers to using the scheme appear not to have been administrative but in its limitations. The main reasons cited were:

- (1) Lack of flexibility due to overly-prescriptive eligibility criteria at the outset, nationally-defined shortage subjects not matching local needs and difficulty of interpreting the guidelines in practice:

“The restriction to appointees who had no previous teaching experience in a UK HEI proved to be a major factor in limiting the number of awards that were made.”

“Three of the original shortage areas did not apply to our Institution.”

“We would have preferred to be given money for recruitment incentives and allowed to implement them in ways which met our needs.”

“It is an example of HEFCE micro-managing HEIs.”

- (2) Equalities issues, trades union concerns, the risk of equal opportunities (EO) claims and the potential for a negative impact on the morale of existing staff – we return to this in the next section of the report.
- (3) Funding – a number of issues were raised:
 - (a) A limited amount of funding allocated per institution resulting in demand (in a few cases) outstripping supply. However, only a quarter of the HEIs responding had supplemented their golden hello allocations with monies from their other resources
 - (b) Reducing income over three years was considered problematic and at odds with the normal practice of increasing salary in line with experience
 - (c) Funding was not maintained in the long term for the individual post.
- (4) Preference of HEIs for appointees with UK HE teaching experience.

5 **Are there equal opportunities issues around the introduction of these schemes?**

- 5.1 Prior to and during implementation of the scheme several concerns had been raised over the potential for equal opportunities claims, particularly in the area of equal pay. While the concerns appear to remain, we found no evidence that HEIs have been subject to EO claims to-date. We believe that this has been due to the careful implementation of the scheme by HEIs, with concerns over inequality being mitigated by individual cases being put forward for evidence-based review at senior level and/or by HR.
- 5.2 HEIs' concerns over equal opportunities have limited the impact of the scheme. Many decided not to advertise the availability of golden hellos and have hence not attracted as many staff as they might to apply for the posts.
- 5.3 The current position is that opinion is almost equally split as to whether potential inequalities that the scheme could generate are an issue of concern:

“The scheme is inequitable in terms of people in post versus newcomers to teaching. There are also issues around the loss of the additional allowance over the three year period.”

“We did not have any issues because we were topping up all salaries and relocation packages across the board ... irrespective of the scheme we would have spent the additional money to get those people.”

“There is always an issue with recruitment and retention premia irrespective of golden hellos. It is easier with recruitment than retention because you can make the arguments about a competitive marketplace.”

- 5.4 Potential inequality issues remain a barrier to using the scheme for 71% of HEIs that were eligible for and allocated funding, but are not currently awarding golden hellos or opted out of the scheme altogether. Their views range from concern over litigation to more deep-rooted feelings that golden hellos are inherently unfair and the approach misconceived:

“The idea that a new recruit would be paid more than a long-serving academic, and that their salary would then reduce with experience was misconceived as a recruitment incentive – we prefer a long term strategy for reward.”

“Newly appointed staff with no previous HE teaching experience and possibly having recently qualified, or still working towards a teaching qualification, may receive a higher income than other staff who have more experience and qualifications.”

- 5.5 We are aware that HEFCE originally took legal advice on this matter but, given the sensitivities, it may be worthwhile asking an organisation such as the Equality Challenge Unit to prepare definitive guidance notes on these types of recruitment and retention schemes. It appears that the approach of having individual cases being put forward for evidence-based review at senior level and/or by HR is appropriate, but a definitive statement or set of guidance notes would be helpful in dispelling any misconceptions and assist any HEIs that were considering the implementation of these types of schemes in the future.

6 Why did some HEIs choose not to operate a golden hello scheme?

- 6.1 We have covered most of the reasons above. In summary there are four main reasons:

- (1) Restrictions in the use of the funds and current recruitment priorities

30% of HEIs participating in the scheme that have not yet awarded golden hello incentives have had difficulty in identifying candidates able to meet the qualifying criteria due to the restrictions of the golden hellos code of practice. Several of these HEIs have carried forward and plan to use the funds when eligible vacancies arise. In some cases (both participating HEIs and those that had opted out of the scheme altogether) the scheme did not meet the needs of the institution because they have no current recruitment or retention difficulties in the designated subject areas and/or

posts they were trying to fill locally did not meet the priorities set down nationally.

(2) Equal opportunity issues and resistance to the golden hello scheme

We have already covered the equal opportunity issues above. There were specific concerns about inequality issues particularly in relation to equal pay. Two HEIs reported trades union (NATFHE) objections being a factor in deciding to opt out of the scheme.

(3) Perceived bureaucracy burden relative to the monies involved and the likely impact on recruitment and retention

Given that the monies represented a small proportion of public funding and this being an even smaller proportion of total resource, some of the non participating HEIs felt the scheme would place undue burdens on them in relation to their other priorities and in any case provided monies that were insufficient to have an impact.

(4) Other existing or planned reward strategies and other institutional priorities

Here HEIs had already formed or were in the process of forming other reward strategies, some of which were under separate review as part of pay modernisation and the National Framework Agreement.

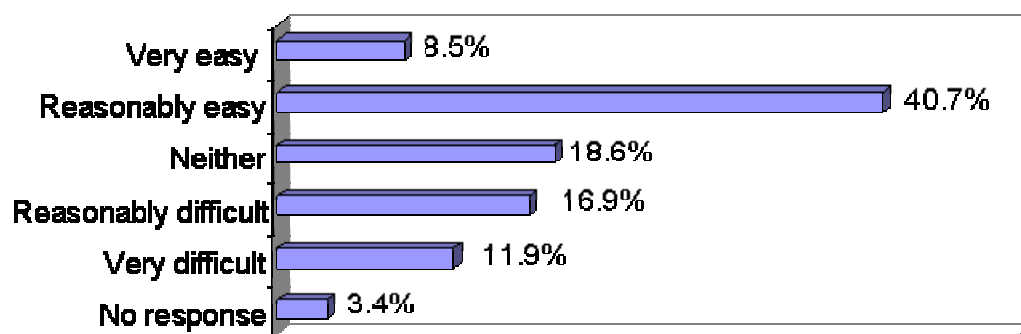
6.2 However, we believe that the reasons cited for equal opportunities and bureaucracy have been largely unfounded and certainly not borne out in practice by participating HEIs. Furthermore, it should be remembered that the HEIs choosing not to participate or that have not yet used the funding are in the minority. In our sample 74% had used the golden hello funding.

7 **What would be the impact if the golden hello scheme funding were no longer available?**

7.1 From an analysis of the responses, HEIs would continue to operate some form of golden hello or other recruitment and retention schemes but may be unable to afford to fund the same levels of payment.

7.2 As can be seen from Figure 7.1, 64% of the 59 HEIs currently using golden hello funding are likely to continue to operate a recruitment and retention scheme in the future.

Figure 7.1 HEIs likely to operate a recruitment and retention scheme in the future



7.3 Furthermore 54% currently awarding golden hellos believe that ending the funding would have a negative impact on recruitment.

“The scheme has been of particular value in ... attracting business professionals to teach in the Business School where a lot of the teaching workload is to part-time students who are employed in business. It is important that the Lecturers have credibility with such people and the golden hello scheme has helped to attract a wider range of applicants than before.”

“It is useful to have as an option. There could be a detrimental effect if it were taken away.”

“We have implemented our local pay regime and so the golden hellos are used as a further ‘sweetener’ – they help enormously to try and get over the high costs of working and living in the capital.”

“We would have to use more of our own resources to deal with acute recruitment difficulties if the golden hello funding were to end.”

8 Conclusion

8.1 These findings indicate that the golden hello scheme has had a positive impact on recruitment difficulties. Through the diligence of HR staff, the potential equality risks have not materialised into issues. Perhaps more importantly the scheme has stimulated the sector to consider innovative methods of using this type of funding to attract new teaching staff and gain experience in this type of scheme.

Appendix 1 Research coverage

