

May 2002/27

Special initiative

**Report on funded projects**

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This report is for information only

This document reports on the 49 projects funded via the first (1999-2000) and second (2000-01) round of bids to the Good Management Practice programme. It illustrates how projects have enabled institutions to reduce costs, increase income, and become better managed and governed. Contact details and web-sites of individual projects are provided.

# HEFCE Good Management Practice programme

## Progress report on projects

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To	Heads of HEFCE-funded higher education institutions Heads of higher education sector representative bodies
Of interest to those responsible for	Management within higher education institutions
Reference	2002/27
Publication date	May 2002
Enquiries to	Enquiries about individual projects: contact the relevant project leader or project manager.  Other enquiries to:  Pramod Philip Consultant, Management Improvement Group, HEFCE (Programme administrator) tel 0117 931 7380 e-mail p.philip@hefce.ac.uk  or John Rushforth Head of Infrastructure and Management Improvement, HEFCE (Programme manager) tel 0117 931 7416 e-mail j.rushforth@hefce.ac.uk

### Executive summary

#### Purpose

1. This document reports on the 49 projects funded via the first (1999-2000) and second (2000-01) round of bids to the Good Management Practice (GMP) programme, also known as the Fund for Development of Good Management Practice. Details of projects funded from year two of the programme are more limited than those from year one, as they have been running for a relatively short time. Year two projects have project reference numbers of GMP200 and above.

#### Key points

2. The 49 projects are delivering demonstrable financial and non-financial benefits to participating institutions and organisations. Projects have allowed institutions to reduce costs, increase income and become better managed and governed.

3. In December 2001, external consultants performed an independent evaluation of the GMP programme. The consultants felt that the programme is likely to have a cost-effective and sustained beneficial impact on management practice within the sector. The consultants felt that the programme has particularly encouraged institutions to focus on management development.
4. Subjects for projects were chosen by the applying organisation(s). Bids were assessed by peer-review by the Special Management Advisory Panel. Accordingly the subjects for the bids have been chosen by the sector, and not by the HEFCE, to allow the programme to better respond to the current needs of the sector.

#### Further information

5. Details on individual projects can be obtained from project leaders/managers and from project web-sites. Project leaders and project managers are happy to receive enquiries directly and offer advice. Institutions can participate in dissemination events organised by many GMP projects, such as conferences or seminars.
6. For general information about GMP see the HEFCE web-site under 'Good practice/Good Management Practice'.

#### **Action required**

7. No action is required; this report is for information.

## Overview of progress

### Introduction – how this document is structured

8. The document outlines the background to the HEFCE Good Management Practice programme and its purposes. It then gives general information about benefits achieved and dissemination of project findings.
9. A compendium of summaries and case studies has been compiled within this document. The content has been submitted by members of GMP project teams. Views expressed within individual project summaries and case studies should not be taken as the view of the HEFCE.
10. We have subdivided GMP projects into the following eight categories.
  - three ‘core outputs’ of higher education (HE) institutions:
    - teaching and learning
    - research
    - HE links with business and the community.
  - three ‘enablers’ to deliver core outputs:
    - staff
    - processes
    - infrastructure.
  - two overarching activities:
    - governance
    - legal compliance.

### Background

11. In April 1999 we published HEFCE 99/28 ‘Fund for the Development of Good Management Practice’, which set out initial proposals. Responses to consultation and the advice of the Special Management Advisory Panel (see Annex A) were incorporated into the later HEFCE 99/54 document ‘Developing good management practice – invitation to bid for funds’, which informed the sector of this £10 million special funding programme. Thirty-one projects received approximately £4.4 million of funding.
12. A second round of bids was invited in late 2000 via HEFCE 00/29. Eighteen projects received approximately £3.0 million of funding.

### Purpose

13. The purpose of the HEFCE Good Management Practice programme is to accelerate the implementation of management improvements across the HE sector through:
  - identifying good practice
  - providing esteem and recognition for good practice and its development
  - encouraging work on the development and implementation of recognised good practice, particularly involving collaboration
  - enabling new developments designed to enhance effective management and governance.

14. Individual GMP projects will disseminate their findings widely within the sector, to offer maximum benefit for the sector.

### Benefits achieved by the programme

15. The 49 individual projects are delivering demonstrable benefits to the participating institutions and organisations. Working practices have changed and institutions have already achieved significant financial and non-financial improvements.

16. A sample of the programme's benefits relating to core outputs of higher education institutions (HEIs) is given in the following table.

HE 'core output'	Beneficial changes achieved via GMP projects
Teaching and learning	<p>GMP75 – Fifteen separate sub-projects have created (inter alia):</p> <ul style="list-style-type: none"> <li>• a series of online teaching and learning modules for several courses</li> <li>• pilot online personal development programmes for students</li> <li>• improved IT skills among staff and students</li> <li>• a feasibility study for e-books</li> <li>• an online induction module for new students</li> <li>• online support for students on work-based placements</li> <li>• closer ties between academic departments, information and media services, teaching and learning development, and partner institutions.</li> </ul>
Research	<p>GMP64 – 18 HEIs are collaborating to promote better management of contract research staff (CRS) particularly in four key areas:</p> <ul style="list-style-type: none"> <li>• continuing professional development (CPD) and research management skills – developing a 'CPD matrix' for CRS to improve their skills</li> <li>• staff review and development – developing training materials for HEIs to conduct staff appraisals for CRS</li> <li>• career tracking – preparing a series of case studies to examine examples of the career progression of contract research staff</li> <li>• employment skills – writing handbooks on employment skills to help CRS recognise their current skills and the transferability of these skills.</li> </ul>
HE links with business and the community	<p>GMP151 – The project has:</p> <ul style="list-style-type: none"> <li>• improved the co-ordination and management of knowledge transfer activity</li> <li>• facilitated easier collaborative working between partners within the university and for collaboration between the university and external partners</li> <li>• increased revenues from knowledge transfer activity.</li> </ul>

17. A sample of the programme's benefits relating to the three enablers that deliver the core outputs is given in the following table.

Enabler	Beneficial changes achieved via GMP projects
Staff	<p>GMP10 – An important output of the project was a series of case studies; these detail several senior management development initiatives within UK higher education. The case studies outline the background to particular programmes, demonstrating how the initiatives have developed and changed over time and what level of investment some institutions are committing. For staff development practitioners, they offer guidance on the elements of each programme, the numbers of participants, the programme structures, evaluation methods and the outcomes achieved to date.</p>
Processes	<p>GMP52 – The administration of part-time students is more complex than for full-time students. Many part-time students invest substantial financial sums in their education and studying in conjunction with full-time jobs. Accordingly they expect high standards and efficient administration from their higher education institution. The project researched good practice in the management of part-time students, from initial enquiry to course completion. A specification for an information system able to cope with the particular needs of part-time students was produced; this is being made available to the sector.</p>
Infrastructure	<p>GMP139 – The project has delivered:</p> <ul style="list-style-type: none"> <li>• estates contractors give higher priority to improving training standards, thus delivering better quality work for the university</li> <li>• better relationships between contractors and the university from the perception of fairness because the university is willing to pay for certain elements of training.</li> </ul>

18. A sample of the programme's benefits relating to governance and legal compliance is given in the following table.

Overarching activity	Beneficial changes achieved via GMP projects
Governance	<p>GMP141 – The project has delivered the following:</p> <ul style="list-style-type: none"> <li>• the project has defined and developed a governance network both at a physical and virtual level and will create a governance web-site. Further work will be done to more formally establish the network and to set up groups on the JISC mailbase.</li> <li>• a conference, entitled 'Governance: Making a Difference', was launched the concept of the governance network and invited participants to identify issues and areas for further development.</li> <li>• all clerks and chairs of governors at member institutions are sent progress updates.</li> </ul>
Legal compliance	<p>GMP154 – The project has provided:</p> <ul style="list-style-type: none"> <li>• practical advice, approved by the Office of the Information Commissioner, regarding the interpretation of data protection legislation and how it applies to HEIs. This will help HEIs with legislative compliance</li> <li>• a web resource allowing HE sector staff easy access to this advice</li> <li>• a series of workshops for HE sector staff</li> <li>• exemplar data management policies that may be adopted and/or adapted by HEIs.</li> </ul>

## **Status of projects funded to date**

19. Shortly after the announcement of the 31 projects funded from the 1999-2000 bidding round, we published brief details of these projects on the HEFCE web-site. Similarly we published details of the 2000-01 projects.
20. Some projects have finished and many are nearing completion. This report gives information about each project and illustrates the achievements and the lessons learnt. It is hoped that other HEIs will benefit from this sharing of experience.

## **Collaboration to effect management improvement**

21. We encourage collaborative working within GMP projects. Well-managed collaboration allows a project to benefit from the breadth of experience of several partner organisations and helps achieve dissemination of findings.
22. GMP projects have strengthened collaborative links between individual higher education institutions. Notable examples are projects GMP5, GMP22, GMP70, GMP73 and GMP143.
23. Several GMP projects have, as collaborative partners, HEIs in Wales, Scotland and Northern Ireland. A few projects have overseas HEIs as collaborative partners.

## **Project observers**

24. For some projects the Special Management Advisory Panel recommended that an observer be appointed to provide advice and guidance to the project. Observers have a specialist interest in the subject of the project. The role of observer has been welcomed by project leaders. The observers have been valuable in helping the project staff link to relevant information and other HE professionals working on similar matters.

## **Dissemination**

25. We particularly welcome the participation of HE sector representative bodies within GMP projects. Representative bodies have provided much valuable advice and been pivotal in helping wider dissemination of GMP project findings.
26. All Good Management Practice projects were required, as part of the application process, to detail their dissemination strategy before the Special Management Advisory Panel made a funding recommendation. The panel considers that good dissemination is vital to ensure that the HE sector as a whole benefits from the programme. Dissemination has included published documents, web-sites, seminars and conferences.



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## Projects developing good management of teaching and learning

### Collaborating and managing through the application of educational technologies (COMET)

<b>Reference</b>	GMP75
<b>Lead organisation</b>	Edge Hill College of Higher Education
<b>Funding awarded</b>	£132,052
<b>Web-site</b>	<a href="http://www.edgehill.ac.uk/comet">www.edgehill.ac.uk/comet</a>
<b>Observer</b>	Dr Sheila Watt, Head of Teaching and Learning, HEFCE
<b>Objectives</b>	<ul style="list-style-type: none"><li>• improve the accessibility of teaching and learning</li><li>• improve the skills and employability of graduates</li><li>• foster collaboration in teaching and learning</li></ul>
<b>Project leader</b>	Dr Andrew Sackville, Head of Teaching and Learning
<b>Project manager</b>	Mark Roche
<b>Address</b>	Edge Hill College of Higher Education, St Helens Road, ORMSKIRK L39 4QP
<b>Telephone</b>	Andrew Sackville 01695 584372 Mark Roche 01695 584775
<b>e-mail</b>	<a href="mailto:sackvila@edgehill.ac.uk">sackvila@edgehill.ac.uk</a> <a href="mailto:rochem@edgehill.ac.uk">rochem@edgehill.ac.uk</a>

#### Introduction

The COMET project ran for 12 months, culminating in a conference in June 2001. A final report is being produced.

#### Objectives

The aims of the project were to:

- produce a collaborative learning model of professional development for a network of selected academic and central learning support staff on aspects of using information and communications technology (ICT) in managing, developing and enhancing learning and teaching
- identify subsequent tasks and objectives for the network
- evaluate and disseminate the project findings to the HE sector
- foster collaboration between staff, thus enabling projects to be created more efficiently.

#### Work done

Below are listed the individual sub-projects supported by COMET.

- PGCE secondary science: creating content for existing WebCT module
- HND Business and Management course: to write an on-line learning module on human resource management and to investigate and trial the use of WebCT for delivery of distance learning
- electronic personal development programme (PDP) pilot involving the geography, media, science and drama departments
- resource bank to support learning and teaching
- on-line staff development module about developing and using on-line teaching and learning
- department web-sites – redesign of the history department web-site to act as a model for other departments
- initiative for books in demand, an e-books feasibility study

- embedding ICT skills within an undergraduate marketing module
- Business Management and Leisure WebCT course – conversion of business management and leisure web pages into a WebCT course
- first week on-line induction module
- student technology assistant programme teaching
- research methods module
- using webCT to support students on work-based placements
- continuing professional development on-line support module
- placement supervision and support.

### **Learning points**

- a. Collaboration has played a major role in the success of this project.
- b. The project has benefited from:
  - collaborative work between central support services and academic departments
  - collaborative work with partner institutions involving both academic staff and support services.
- c. Closer ties between academic departments, information and media services, teaching and learning development and partner institutions now play a vital role in developing new ways of utilising ICT in teaching and learning.
- d. It is important to improve the accessibility and flexibility of learning and teaching.
- e. Good communication to staff of the possibilities that ICT can afford is important. Many staff were previously unaware of the facilities available in the institution to enhance their teaching.
- f. Staff need to feel supported before they will commit to learning new skills, particularly in on-line learning. New staff development courses have been set up to teach these new skills, and more support staff have been employed to support the expansion in on-line learning at Edge Hill since the project finished.
- g. Avoid 'reinventing the wheel' by using good practice from other institutions and projects. The project utilised good practice and ideas from both UK and US institutions.
- h. The development of new on-line courses that were set up with money from the project has identified the need for new guidelines. These cover creation, administration and support of new courses as well as issues such as copyright and intellectual property rights.
- i. Having 'champions' who can demonstrate how they use ICT in their own teaching has been useful in convincing staff in the advantages of technology in teaching.

## Networked learning support framework (NLSF)

<b>Reference</b>	GMP86
<b>Lead organisation</b>	University of the West of England
<b>Funding awarded</b>	£245,219
<b>Web-site</b>	<a href="http://www.uwe.ac.uk/library/nlsf/">www.uwe.ac.uk/library/nlsf/</a>
<b>Observer</b>	Alice Frost, Projects Consultant, IPD, HEFCE
<b>Objectives</b>	Create a framework to co-ordinate IT, library and academic resources, providing practical solutions to enhance teaching and learning for students studying off-campus
<b>Project leader</b>	Ali Taylor, Head of Library Services 0117 976 3846 <a href="mailto:ali.taylor@uwe.ac.uk">ali.taylor@uwe.ac.uk</a>
<b>Project manager</b>	Dr Spencer Jordan, NLSF co-ordinator 0117 344 3646 <a href="mailto:spencer.jordan@uwe.ac.uk">spencer.jordan@uwe.ac.uk</a>
<b>Address</b>	Library Services, University of the West of England, Frenchay Campus, Coldharbour Lane, BRISTOL BS16 1QY

### Introduction

The delivery of learning and teaching through electronic media has become an increasingly important issue for educational institutions. The Networked Learning Support Framework (NLSF) aims to investigate how institutional resources can best be managed to address the issues raised by the delivery of networked learning within a decentralised institutional environment.

### Learning points

After the first year of this two-year project, key findings include:

- a. The need to establish a centralised body through which co-ordination of networked learning issues can be addressed. This body should have an academic rather than a technical focus *per se* in its operation and in terms of its personnel. It should not be seen as the property of any particular faculty nor as an extension of the IT department. The experience of the NLSF is that Library Services can provide an ideal base for such a body.
- b. This body should be research active within the field of networked learning, either directly in terms of research conducted by the team itself, or indirectly in terms of facilitating, co-ordinating and disseminating research, innovation and good practice across the sector. The NLSF team is analysing institutional patterns of student IT skills, including strategies supporting the identification and adoption of such skills. These findings were presented at the 'First International Conference on IT & Information Literacy' held in Glasgow in March 2002, and will be submitted for academic publication.
- c. The NLSF has funded intra-faculty research into aspects of networked learning, which will be disseminated across the sector. This includes investigations into strategies supporting computer-based collaborative learning, a study of student use and perceptions of networked learning, and a study of the factors impinging on the effective pedagogic use of electronic platforms. More detail on these initiatives is available at [www.uwe.ac.uk/library/nlsf/euwe/bursary.shtm](http://www.uwe.ac.uk/library/nlsf/euwe/bursary.shtm). These findings will be disseminated through conferences and the Learning and Teaching Support Network.

- d. Within a devolved institution such as University of the West of England (UWE), the mediation between faculty-led and centrally-led initiatives is critical. The formation of a Networked Learning group, comprising senior managers from all faculties and services, has been a means of allowing faculty buy-in, while acting as a management steer to the Networked Learning Support team.
- e. The procurement of the networked learning infrastructure, particularly an external virtual learning environment (VLE) system, needs to be undertaken with the participation of key stakeholders. This is particularly important if other internal VLE systems are already in use. Before purchase, an institution should have a clear position on networked learning, staff and student support, and concomitant infrastructural changes (for example, audio-visual and technical support).
- f. Management of these changes can pose challenges particularly within a decentralised institution. A tension naturally exists between the need for faculty ownership and provision of centralised services and support. Networked learning can expose these tensions. Experience at UWE suggests that although faculties should be encouraged to find their own role for networked learning, centralised support mechanisms are critical, particularly in the area of staff training and support. Issues such as copyright, intellectual property rights, meta-tagging and accessibility have institutional implications – and faculties will need clear guidance. Further, the movement towards a Managed Learning Environment (MLE), with associated students' information feeds, requires a level of administrative support that again needs a centralised approach. Similarly this movement towards a centralised MLE and student portal will create tension with some staff and faculties.
- g. Although networked learning offers many opportunities for institutional collaboration, it can be difficult to establish. Teams responsible for supporting networked learning across institutions should regularly meet to discuss opportunities for collaborative activity. The NLSF has established a regular forum through which regional HEIs and further education colleges are exploring collaborative activity, including content sharing, awareness raising and staff development. NLSF has built on the experiences of other institutions and initiatives, such as the 'Inhale' and 'Inspiral' projects.
- h. The NLSF has established a web-based portal through which staff can obtain support and information in the field of networked learning. An on-line discussion list has also proved effective in reaching staff.
- i. The need to build networked learning into agreed strategic objectives, including an institutional learning and teaching strategy and e-strategy.
- j. The need for faculty ownership of networked learning issues. This includes providing for faculty-based support staff, working in collaboration with the centralised team. Faculty learning and teaching strategies and e-strategies are often precursors to effective e-learning adoption.
- k. Embedding copyright and accessibility procedures needs to be directed centrally. UWE Library Services already had skills in this area which the Networked Learning Support team was able to utilise. The use of the sector-wide copyright service 'HERON' has met with some success at

UWE, but costs have often been high. A co-ordinated faculty approach to copyright is therefore paramount, as is the need for discrete faculty budgets for copyright.

## Streamlining the administration of student hardship funds

<b>Reference</b>	GMP209
<b>Lead organisation</b>	University the West of England, Bristol
<b>Funding awarded</b>	£226,259
<b>Observer</b>	Ben Lewis, Policy Officer, HEFCE
<b>Objectives</b>	<ul style="list-style-type: none"> <li>develop a database of national and local information on hardship funds provided by DfES, Teacher Training Agency, NHS and internal hardship funds</li> <li>develop on-line information and self-assessment systems for all students to determine their potential financial support package</li> </ul>
<b>Project leader</b>	Eira Makepeace, Head of Student Affairs
<b>Project manager</b>	Neil Harrison, Head of Student Advice and Welfare Services
<b>Project co-ordinator</b>	Julie Littlejohn
<b>Address</b>	University of the West of England, Frenchay Campus, Coldharbour Lane, BRISTOL BS16 1QY
<b>Telephone</b>	0117 344 2561
<b>e-mail</b>	<a href="mailto:eira.makepeace@uwe.ac.uk">eira.makepeace@uwe.ac.uk</a> <a href="mailto:neil.harrison@uwe.ac.uk">neil.harrison@uwe.ac.uk</a> <a href="mailto:julie.littlejohn@uwe.ac.uk">julie.littlejohn@uwe.ac.uk</a>

### Partner organisations

City of Bristol College  
 Department for Education and Skills (DfES)  
 UCAS  
 Kingston University  
 University of Portsmouth  
 University of Surrey  
 University of the West of England (lead institution)

### Introduction

At present, students have to wade through information provided from a variety of sources to identify and apply for relevant support funding to help pay for their higher education. HE funding systems are complex and open to varying interpretations by different administering bodies. This project aims to create a finance web-site that enables students and prospective students (whether full-time, part-time, undergraduate or postgraduate) to:

- identify what funds are available to them
- assess the financial package to which they may be entitled.

This should improve the transparency of administration systems, and the effectiveness, efficiency and equity of the allocation of hardship funds to students. The project will initially focus on the funding arrangements in the four collaborating HEIs, but the methods and systems can be adapted across the sector. Three main strands of work have been identified:

- a. Collate and codify student hardship funds information.
- b. Develop the web based information system.
- c. Develop the web based self-assessment system.



### **Results to date**

The project is already having an impact on management practices within the partner institutions. Some examples are:

- a. Project staff have visited collaborating institutions and collated information on processes for administering hardship funds. Good practice and consistencies in practice are being identified and shared. The need to develop a system means collaborative partners will identify areas where it may be beneficial to develop further consistencies in their practices, for example, criteria weightings used to calculate awards.
- b. An IT brief for the design of the web systems has been developed, which indicates that the number of types of application form that can be stored on the systems is limited. This means that partners need to review their application forms with a view to producing a generic on-line application form and associated completion guidance. The availability of on-line application forms is likely to reduce the number of forms completed incorrectly and the consequent administration time spent in remedying errors.
- c. The on-line self-assessment system could help prospective students make more informed decisions about entering HE, and reduce the number of applications from students who are unlikely to receive an award.

## Developing an evaluation model for sustainable electronic library development (eVALUEd)

<b>Reference</b>	GMP247
<b>Lead organisation</b>	University of Central England in Birmingham
<b>Funding awarded</b>	£178,088
<b>Web-site</b>	<a href="http://www.cie.uce.ac.uk/evalued/">www.cie.uce.ac.uk/evalued/</a>
<b>Observer</b>	Dr Diana Leitch, Assistant Director, John Rylands Library, University of Manchester
<b>Objectives</b>	Promote good management of electronic library initiatives in the HE sector
<b>Project leader</b>	Pete Dalton, Deputy Director, Centre for Information Research
<b>Address</b>	Centre for Information Research Faculty of Computing, Information and English, University of Central England in Birmingham Perry Barr, BIRMINGHAM B42 2SU
<b>Telephone</b>	0121 331 5619
<b>e-mail</b>	<a href="mailto:pete.dalton@uce.ac.uk">pete.dalton@uce.ac.uk</a>

### Introduction

Led by the Centre for Information Research at the University of Central England, the eVALUEd project is developing an evaluation model for use by UK HEIs to evaluate their electronic library initiatives.

### Objectives

Examination of good practice in the evaluation of electronic library initiatives in the UK and abroad, plus testing of the techniques and practices, will result in the production of an evaluation model for electronic library developments, transferable across the HE sector.

Workshops will be held throughout the UK to promote take-up of the model and to support managers in HEIs in the use of the evaluation model.

### Details

In the coming years the UK higher education sector will commit considerable financial and non-financial resources to electronic information and teaching and learning systems. To ensure that resources (including technical and human resources) are effectively deployed, ongoing evaluation and assessment of these electronic developments is vital.

The project involves sharing current good practice in the management and evaluation of electronic library initiatives among a network of partner organisations in the UK. These partners represent key players and are complemented by selected institutions in the USA. In addition, the methods identified and developed are being applied and refined on two test bed sites, University of Central England Electronic Library (UCEEL) and University of Derby Electronic Library (UDEL).

At this stage in the project, initial evaluation approaches for the test bed sites have been devised, and work to implement the evaluation is under way. The work with test bed sites and partners will provide

an ongoing contribution to the effective management of electronic library developments in the institutions involved.

The lessons learned through work with the test bed sites (plus other developments studied) will be used to develop an electronic library evaluation model. The model and supporting resources will be made available on the internet and be accessible to HEIs in the UK.

To enable the good management practice developed through the eVALUEd project to be widely applied throughout HEIs, regional workshops in England will be held at the end of the project. The workshops will help to raise awareness of the project outcomes and to provide senior managers with support in the use of the evaluation model. It is anticipated that knowledge gained will be applicable to evaluations in other related environments. The project is due for completion in February 2004.

## Quality risk management in higher education

<b>Reference</b>	GMP250
<b>Lead organisation</b>	Edge Hill College of Higher Education
<b>Funding awarded</b>	£131,727
<b>Observer</b>	Dr Sheila Watt, Head of Teaching and Learning, HEFCE
<b>Objectives</b>	<ul style="list-style-type: none"><li>• develop integrated risk management methodologies, that are cost-effective and sensitive to the differences between corporate and academic governance</li><li>• identify, evaluate and disseminate best practice in the implementation of quality risk management techniques within HEIs</li></ul>
<b>Project leader</b>	Professor Colin Raban, Head of Academic Quality and Standards
<b>Address</b>	Edge Hill College of Higher Education, St Helens Road, ORMSKIRK L39 4QP
<b>Telephone</b>	01695 484453
<b>e-mail</b>	<a href="mailto:rabanc@edgehill.ac.uk">rabanc@edgehill.ac.uk</a>

### Introduction

Higher education is inherently 'risky'. This is partly due to:

- the HE sector expanding and diversifying on a resource base controlled by a contract
- the HE sector changed from a command economy of the early post-war period to a market economy
- institutions having to innovate to survive; innovation necessarily incurs risk.

Guidance set by the UK funding councils, the Quality Assurance Agency for Higher Education (QAA) and other regulatory bodies, state the management of institutions must address both business and 'quality' risks.

HEFCE guidance on risk management (HEFCE 01/28) deals predominately with financial and commercial risk, and quality standards are addressed only indirectly in the discussion of the non-financial issues of reputation, student experience and staffing.

In the current environment, ineffective management of quality risks will, in the longer term, incur business and financial risks. Few institutions have, as yet, applied risk management to the assurance of academic quality and standards but have made progress in risk management of non-academic areas.

### Objectives

There are differences between the management of academic and non-academic risks. This project will adapt, develop and apply the techniques described in the HEFCE's risk management guidance to the area of academic quality and standards, to create a quality risk assessment methodology that can be delivered across the sector.

## Our students in the workforce 18 months and three years after graduation; how did we do – and can we do better?

<b>Reference</b>	GMP260
<b>Lead organisation</b>	University College Northampton
<b>Funding awarded</b>	£198,000
<b>Observer</b>	Anthea Beresford, Data and Projects Auditor, HEFCE
<b>Objectives</b>	Develop a system of obtaining detailed feedback from students 18 months and three years after graduation, to inform future course provision
<b>Project leader</b>	Sheryl Randall, Head of Institutional Planning
<b>Address</b>	Park Campus, Boughton Green Road, NORTHAMPTON NN2 7AL
<b>Telephone</b>	01604 735500 ext 2781
<b>e-mail</b>	<a href="mailto:sheryl.randall@northampton.ac.uk">sheryl.randall@northampton.ac.uk</a>

### Introduction

Alumni surveys tend to be ad hoc and completed mainly to satisfy the accountability agenda. The following questions are typical:

- 'Are you employed?'
- 'What are you doing?'
- 'What are you being paid?'

This project will go further to produce information central to programme improvement. For example, questions such as: 'What was the most/least useful aspect of your programme?' and 'What skills are you using which the programme could have helped you develop?' A key outcome will be to develop and validate critical questions in this area and feed these findings into programme improvement. Sharper outcomes, more closely related to future employment needs, will mean students are better prepared individually and collectively for employment.

### Objectives

The project has the following aims and objectives:

- to help plan teaching and student support at programme, department and institutional level
- to enhance accountability and value for money by linking directly with internal and external quality management and quality assurance processes
- to provide reliable information about employment and career paths in relation to expected programme learning outcomes
- to analyse patterns of employment in relation to graduate jobs and graduate skills for students from specific programme areas
- to analyse the skills that students use in their employment – and the extent that programmes of study help develop such skills
- to be consistent and transferable across HEIs, and thereby allow comparisons between institutions
- to provide a sustainable method for obtaining management information about recent graduates
- to enhance collaborative working between the partners.

## Projects developing good management of research

### The management of contract researchers

<b>Project reference</b>	GMP64
<b>Lead organisation</b>	University of Sheffield
<b>Funding awarded</b>	£240,000
<b>Web-site</b>	<a href="http://www.shef.ac.uk/~gmpcrs/">www.shef.ac.uk/~gmpcrs/</a>
<b>Observer</b>	Steve Egan, Director of Finance and Corporate Resources, HEFCE
<b>Objectives</b>	Research, promote and embed improved personnel management of contract research staff employed within HEIs
<b>Project leader</b>	Professor Tony Crook, Pro Vice-Chancellor
<b>Project manager</b>	Julie Campbell
<b>Address</b>	Staff Development Unit, University of Sheffield, 301 Glossop Road, SHEFFIELD S10 2TN
<b>Telephone</b>	0114 222 2478
<b>e-mail</b>	<a href="mailto:a.crook@sheffield.ac.uk">a.crook@sheffield.ac.uk</a> <a href="mailto:j.l.campbell@sheffield.ac.uk">j.l.campbell@sheffield.ac.uk</a>

#### Introduction

Research is a core output of higher education institutions. To maintain the competitive edge of UK HE sector research, in an increasingly global and competitive marketplace, good management of contract research staff is essential. Researchers with good research and transferable skills are also needed to move out of HE into the wider economy.

Building on the agenda identified by the Research Careers Initiative, this project will research, promote and embed improved personnel management of contract research staff (CRS) employed within HEIs to support CRS career choices. This project also builds on the Concordat for the career management of CRS.

#### Objectives

The project contains the following strands of work:

- continuing professional development and research management skills
- staff review and development – the development of appraisal
- career tracking – looking at career progression of CRS
- employment skills – helping CRS to recognise their current skills and the transferability of these skills.

The objectives are to develop ways of better supporting CRS career development and supporting Principal Investigators (PIs) as research managers; to increase knowledge about career paths of CRS; and to develop a framework based on existing policies and practices.

#### Work done

The project has developed career management tools to support CRS not just in building a research career either within or outside of HE, but for whichever career choice they make. The tools were originally developed in consultation with CRS, PIs and central support departments within the partner institutions. The tools have been improved via wide consultation with CRS and PI representatives and

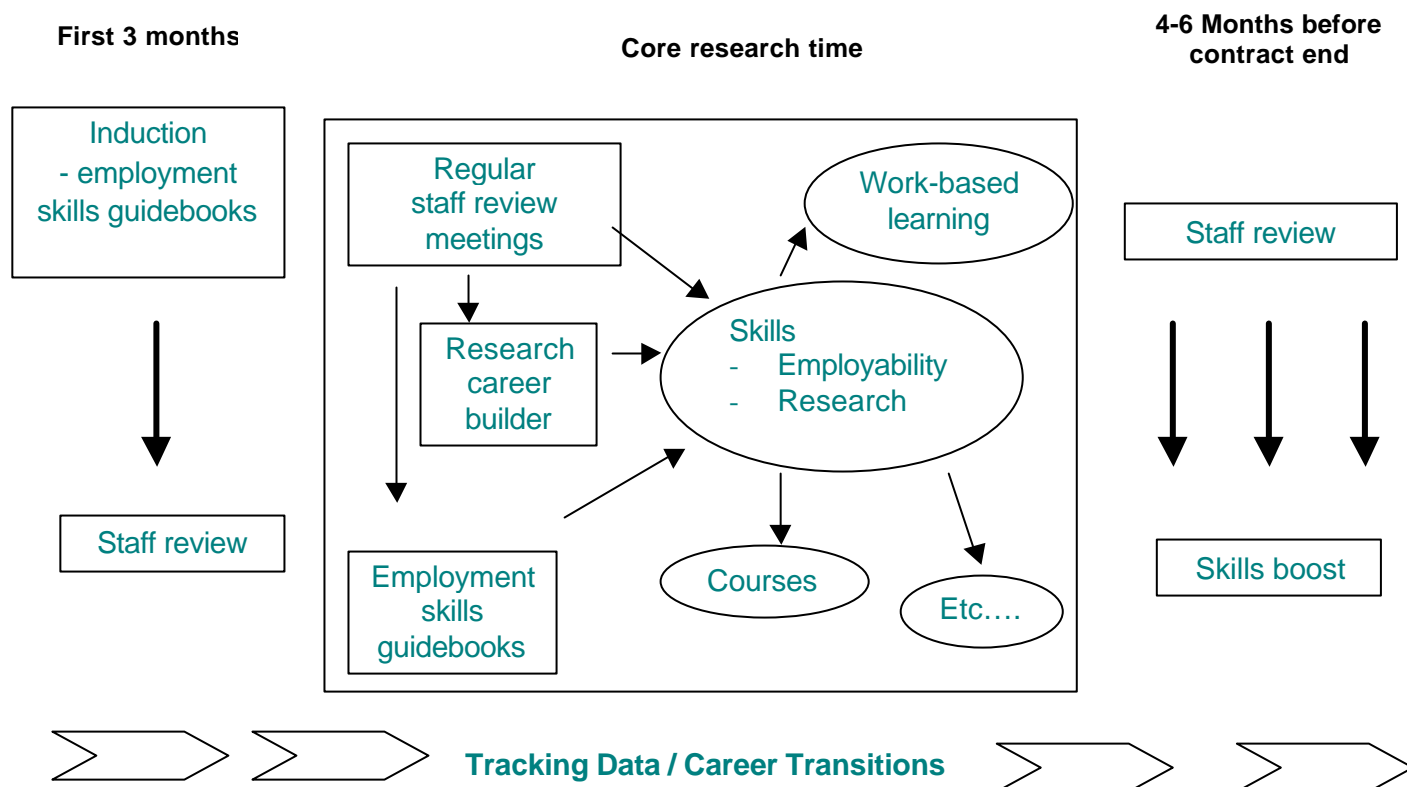
senior managers from the 17 partner HEIs and funding bodies. The lack of any real difference between the needs of CRS from different disciplines was confirmed by these consultations with CRS and PIs.

The outputs of the project will be a suite of career management tools comprising:

- a Staff Review and Development Scheme that can be used or adapted by institutions
- handbooks for CRS and PIs on the transferability of employment skills
- a 'career builder' tool presented as a manual
- training materials to support use of the tools
- case studies and data about career paths of CRS.

A dissemination event will be held in July 2002, at which copies of the tools will be available plus a final report. A web-site containing all the tools and supporting materials, for institutions and others to download and use, will be created.

As this is a collaborative project, it is important that the outcomes can be adapted and embedded by other institutions into existing policies and practices. The diagram below illustrates how the tools can be fitted into induction, regular staff review meetings (early in a project, throughout a project and towards the end of a project), and ongoing support for career development. Underlying this process is the data collection for tracking career paths of CRS, recommendations from which will be tied to existing policies.



## Learning points

- a. A mix of simple and straightforward mechanisms at both institutional and individual level will effectively improve the career management of CRS.
- b. PIs in their role as research managers are critical to the successful career management and development of CRS. Improving the management skills, possibly via a formal training programme, is essential.
- c. There should be shared responsibility for improving the management of CRS, by all stakeholders – individuals, PIs, institutions and funders.
- d. Effective HR procedures are needed to facilitate good management of CRS, including good induction, an early review meeting then later regular reviews. Review meetings should be followed up.
- e. Visible support, from PIs, on a day to day basis, and from senior management, is essential for the tools and recommendations to become embedded into existing practices, and to lead to the recognition of CRS as valuable members of staff.
- f. The project found no evidence of discipline differences in supporting CRS career choice, but CRS should not be treated as a homogeneous group – needs vary on an individual level.
- g. CRS should receive parity of treatment with other members of staff – good management practice should be applied to all staff groups, including CRS. Paying ongoing special attention to a group of staff who already feel marginalised may be counterproductive. The embedding of the project tools and further recommendations into institutional policies and practices, hence making good management of CRS a normal and expected occurrence, may alleviate the sense of alienation felt by CRS.
- h. Consider the best methods for communicating with CRS. Many CRS prefer e-mail correspondence, as internal mail does not always reach CRS in a timely manner. However some CRS do not have regular or sole access to a computer.
- i. Honesty is vital, at every stage of employment of CRS.
- j. Overwhelmingly, better management leads to a better experience.



## Intellectual property management and commercialisation

<b>Reference</b>	GMP114
<b>Lead organisation</b>	University of Nottingham
<b>Funding awarded</b>	£75,000
<b>Objectives</b>	Address skills shortages in intellectual property management by devising a strategy for using internal and outsourced expertise to manage the intellectual property portfolio of an HEI
<b>Project leader</b>	Dr Douglas Robertson, Director of Research Business Development
<b>Address</b>	Research Business Unit, Bursar's Department, University of Nottingham, Trent Building, NOTTINGHAM NG7 2RD
<b>Telephone</b>	0115 951 5671
<b>e-mail</b>	<a href="mailto:douglas.robertson@nottingham.ac.uk">douglas.robertson@nottingham.ac.uk</a>

### Introduction

In recent years there has been a marked increase in the level of activity related to the commercialisation of intellectual property rights. The HE-Business interaction survey (HEFCE 01/68) noted that 1,534 patents were filed by HEIs in 1999-2000. A further study for the Office of Science and Technology reported that the number of patents filed in 15 research-intensive universities has doubled since 1995-96.

At the same time the level of human and financial resources – deployed through Higher Education Reach-out to Business and the Community (HEROBC), Higher Education Innovation Fund, University Challenge, Science Enterprise Challenge, universities' own resources and various Department of Trade and Industry initiatives to support Intellectual Property (IP) commercialisation – has increased significantly.

### Objectives

A key concern in any broad-based university is the challenge of commercialising activities across a diverse research base. This project investigates how external consultants can provide advice to universities, and explores strategies for determining the balance between internal and external expertise in bringing technologies to market.

### Learning points

- a. The project, whilst small-scale, has demonstrated the added value to be gained from deploying external consultants.
- b. A preliminary finding is the need to be careful in the selection and vetting of consultants. External advisers must be able to add value to the internal team.
- c. Care is needed in determining the specific remit for a consultant on a project.
- d. Good working relationships between the IP office, the consultant and the academic are critical.
- e. The academic researcher needs to be satisfied with the expertise base of the external consultant.
- f. Irrespective of the internal skill sets available, there will always be a requirement for external advice in areas as diverse as IP strategy development, field-of-use strategies, market evaluation, partner targeting and patent defence strategies. Although the University of

Nottingham has internal specialists in several fields it still felt that external advice from experienced consultants was relevant and helpful.

- g. This project has led to the development of an explicit role for external advice in the university's IP strategy.

#### **Future work**

The second phase of the project will develop strategies to help determine areas where external advice should be sought, and will develop guidance on working with consultants to facilitate the commercialisation of technology.

## Projects developing good management of links between HEIs and business and the community

### Knowledge management to support reach-out and partnership activities (KiMERA)

<b>Reference</b>	GMP151
<b>Lead organisation</b>	University of Leeds
<b>Funding awarded</b>	£267,746
<b>Web-site</b>	<a href="http://www.knowledgemanagement.leeds.ac.uk">www.knowledgemanagement.leeds.ac.uk</a>
<b>Observer</b>	Pramod Philip, Consultant, Management Improvement Group, HEFCE
<b>Objectives</b>	Help HEIs realise the commercial benefits of their academic activities
<b>Project leader</b>	Professor Christine Leigh, Emeritus Professor of Virtual Working Environments
<b>Project manager</b>	Amy Russell
<b>Knowledge manager</b>	Dr Craig Adams
<b>Address</b>	School of Computing, EC Stoner Building, University of Leeds, Woodhouse Lane, LEEDS LS2 9JT
<b>Telephone</b>	Professor Christine Leigh 0113 233 3336 Amy Russell and Craig Adams 0113 233 6995
<b>e-mail</b>	<a href="mailto:c.m.leigh@leeds.ac.uk">c.m.leigh@leeds.ac.uk</a> <a href="mailto:amyr@comp.leeds.ac.uk">amyr@comp.leeds.ac.uk</a> <a href="mailto:craig@comp.leeds.ac.uk">craig@comp.leeds.ac.uk</a>

#### Introduction

Examining in detail the existing external and commercial activities of the University of Leeds, good practice will be researched and the findings disseminated to help HEIs realise the commercial benefits of their academic activities.

#### Objectives

The KiMERA project has three main objectives:

- i. To provide support for the development of knowledge communities.
- ii. To develop an infrastructure to support knowledge communities.
- iii. To provide relevant information to support knowledge communities' internal and external relationships.

#### Work done

**a. Providing support for the development of knowledge communities:** The KiMERA project team has facilitated the creation of the 'Business Development Community' within the University of Leeds. This includes members from knowledge transfer units and staff within academic departments who have responsibility for knowledge transfer activities. The group is involved in a regular programme of seminars, briefing sessions and knowledge exchange meetings.

Topic-based communities have also been established. These communities include senior academics and managers from a range of disciplines throughout the university, and are responsible for initiating a variety of knowledge transfer activities with external organisations.

**b. Developing an infrastructure to support communities:** A series of user requirement seminars and one-to-one meetings have been carried out, the findings of which have been documented. Issues tackled include:

- collaborative computer-based working tools, for example a shared document management system, discussion boards, user notifications
- contact management functionality, for example, shared contact details, project based activity with external organisations, and management reporting
- access to expertise capabilities of the university.

A software development company (Symularity Ltd) was commissioned to deliver a solution to meet the user requirements. This software is being delivered in three phases. The first phase (collaborative working tools) was delivered in February 2002. Phase two (contact management system) was delivered in March 2002 and phase three (management information and reporting) is due for release in May 2002.

**c. Providing relevant information to support the communities' internal and external relationships:** An off-the-shelf contact management system (CMS) was purchased in January 2001 and implemented within the Business Development Community. Information previously held in multiple (uncoordinated) sources throughout the university is now integrated by regular data feeds into the central CMS. The CMS contains information on current and historic activities between internal university contacts and external organisations. This will be replaced by an integrated CMS during phase two of the software implementation.

A directory of facilitators also provides internal and external clients with information on the person most likely to be able to facilitate their knowledge transfer requirements.

Integration of the University of Leeds Research and Publications Database (REPIS) is also provided within the KiMERA solution. This provides users with the ability to search for internal expertise and seamlessly integrates this with the provision of collaborative tools.

### **Results to date**

The KiMERA project has influenced knowledge transfer activities throughout the university. A Knowledge Transfer Board (chaired by the vice-chancellor) was established prior to the KiMERA project. The development of this project raised issues about the coordination and management of knowledge transfer activities; this has informed the agenda and discussion at the Knowledge Transfer Board.

The KiMERA project has enabled increased knowledge transfer activity. Following discussions on the principles of the KiMERA project at the Knowledge Transfer Board, it has been acknowledged that university structures, particularly those involving staff working within the knowledge transfer area, need to be developed in a way that supports these principles. As a result, senior management time has been put into developing structures and coordinating activities throughout the university to encourage collaboration and knowledge sharing.

The KiMERA project clearly has much more it can contribute to the knowledge management and enterprise activities of the University of Leeds. It is too early to quantify precisely how it has affected the quantity of and financial return from knowledge transfer activity. However, the project has helped the managerial and budgetary planning of knowledge transfer activity across the university, improved the coordination and integration of intelligence into an upgraded institutional structure, and helped form new collaborations in pursuit of reach-out projects. It has created a framework that provides the University of Leeds with a foundation from which to develop its knowledge transfer activity.

## Continuing professional development for university and industry staff in the North-East of England (CuPiD)

<b>Reference</b>	GMP237
<b>Lead organisation</b>	Universities for the North-East
<b>Funding awarded</b>	£247,529
<b>Web-site</b>	<a href="http://www.unis4ne.ac.uk">www.unis4ne.ac.uk</a>
<b>Observer</b>	Adrian Hill, Director, Business and Community, HEFCE
<b>Objectives</b>	Develop a training and development programme for staff, within the Universities for the North-East group involved in HE industrial liaison activities
<b>Project leader</b>	Martin Haywood, Director
<b>Address</b>	The Industry Centre, University of Sunderland, Wessington Way, SUNDERLAND SR5 3XB
<b>Telephone</b>	0191 515 2666
<b>e-mail</b>	<a href="mailto:martin.haywood@sunderland.ac.uk">martin.haywood@sunderland.ac.uk</a>

### Introduction

The project concerns the development of an innovative training and development programme for those involved in HE industrial liaison activities within the members of the Universities for the North East group. HE industrial liaison activities are performed by professionals concerned with universities and industrial and commercial links. The project will build on work undertaken by the Association for University Research and Industry Links (AURIL), and enhance reach-out activities. There will be liaison with (non-HE) development agencies to reduce duplication and provide an improved service for the business community.

### Objectives

The project aims to enhance the regional impact and performance of university reach-out activities, through identification, development and piloting of good management practices in staff development in the field of business support and interfacing. The project work will be aimed at academic staff and non-academic staff who operate on the interface between the universities and industry, in a variety of roles.

The project will be complemented by the development and implementation of a training needs analysis/competency tool based on existing best practice as identified through work carried out by AURIL and The Higher Education Training Organisation (THETO).

The project will create a network to establish existing (best) practices, to identify synergies and to prevent overlap and duplication of work. The network will establish a portfolio of internal provision and external training providers who will make a contribution to the project either directly or through mentoring. Project staff will work with the staff development units of HEIs and those responsible for the professional development of academic staff.

The outcomes will support existing and emerging agendas related to industrial liaison activities. These include:

- an increase in the number of HE staff who undertake staff development activities, enhancing their employability and security

- the provision of a flexibly delivered training programme (including on-line provision) which could ultimately be exported to other users via distance learning
- improved levels of quality, activity and impact of reach-out activities from an increase in business and consultancy activities
- increased levels of income to the HEIs through additional commercial and reach-out activities
- a continuing professional development programme that serves to enrich the work experience and increases job satisfaction as well as personal competence and performance.

## Projects developing good management of HE sector staff

### Developing senior managers

<b>Reference</b>	GMP10
<b>Lead organisation</b>	Higher Education Staff Development Agency (HESDA)
<b>Funding awarded</b>	£136,600
<b>Web-site</b>	<a href="http://www.hesda.org.uk/">www.hesda.org.uk/</a>
<b>Observer</b>	Steve Egan, Director of Finance and Corporate Resources, HEFCE
<b>Objectives</b>	Examine, benchmark and enhance management development activities within the HE sector
<b>Project leader</b>	Professor Gus Pennington, HESDA
<b>Address</b>	University of Sheffield, Ingram House, 65 Wilkinson Street, SHEFFIELD S10 2GJ
<b>Telephone</b>	0114 222 1335
<b>e-mail</b>	<a href="mailto:g.pennington@sheffield.ac.uk">g.pennington@sheffield.ac.uk</a>

#### Introduction

HESDA is keen to support effective management practice through the promotion of staff development and training. With the support of sector representative bodies, HESDA commenced this project as a base-line survey to establish how all UK institutions were developing senior managers.

#### Objectives

Responding to the Dearing and Bett reports, this project examines, benchmarks and enhances management development activities within the HE sector. The main aims are to:

- a. Map the character, purpose and volume of management development provision for senior managers.
- b. Explore the effectiveness of current provision for senior management development. This will be done by identifying measures used to judge effectiveness and by identifying factors that help or hinder effective management development.
- c. Benchmark HE practice against a sample of other public sectors and examine the extent of management development provision in some HE sectors overseas.
- d. Generate case studies and guidance to inform the development of future provision for senior management development.

#### Work done

The project used several methods to research senior management development in higher education in the UK. These included:

- a survey of 162 HEIs
- three regional focus groups to validate and examine initial survey findings
- a series of interviews to explore aspects of the survey findings (particularly issues of effectiveness and approaches to evaluation)
- a follow-up survey of 250 senior managers in 50 institutions, to test further the institutional findings
- eight institutional case studies to illustrate innovative and successful approaches to senior management development
- a survey of professional associations linked to leadership and management practice in HE



- two short comparative studies of management development provision for HE in seven countries and of senior management development provision in four other public sectors in the UK.

## **Results to date**

### Case studies

One output of the project was a series of case studies; these detail senior management development initiatives within UK higher education. The case studies outline the background to particular programmes, demonstrating how the initiatives have developed over time and what level of investment some institutions are committing. For staff development practitioners, they offer guidance on the elements of each programme, numbers of participants, programme structures, evaluation methods and outcomes achieved.

### Dissemination

Project results (comparative studies plus an executive summary) are on the HESDA web-site and have been sent to HESDA members. An overview of the project was given at the following events:

- HESDA management development conference in June 2001 at Manchester
- HESDA national conference in November 2001 at Manchester
- HESDA management development forums in January and February 2002 held in London and Newcastle respectively.

## **Learning points**

- a. A greater level of activity is needed for leadership and management development in UK higher education. Although recognised by politicians, and those responsible for staff development, this need has yet to be translated into adequate levels of provision or investment in senior management and leadership development in the majority of institutions or at national or regional levels.
- b. The terms senior manager and senior management development vary in their usage and coverage across institutions. Management roles, responsibilities and periods in office differ. It is difficult, therefore, to calculate the focus and range of management development.
- c. The project identified the following approaches to staff development:
  - a non-formal and individualised approach practised by the majority
  - a formal, institution-driven approach practised by a minority
  - a mixed-mode approach in a few cases.
- d. External providers are used extensively for management development and to tailor in-house provision; little use is made of locally designed provision or use of in-house business schools.
- e. Few institutions have formal policies or an institutional framework for senior management development; individual initiative and the interests of senior managers appear to be the main impetus for engagement with leadership and management development in the majority of institutions. Senior managers with formal management qualifications are in a minority.
- f. Limited records are kept of staff development activities undertaken by senior managers and the investment associated with staff development. There is limited formal central evaluation of

management development. Evaluation strategies are limited in scope and scale in most cases.

- g. Funding for management development is most likely to come from personal or sectional budgets; an institution's staff development officers are not necessarily involved.
- h. Cultural, structural, personal and professional barriers were highlighted as impediments to engagement with effective senior management development. These ranged from overly task-focused environments to an undervaluing of management activity and competence by both managers and institutions.

External benchmarks such as Investors in People or the Business Excellence Model usually feature in institutions demonstrating examples of good practice in senior management development. Respondents to the surveys considered such external benchmarks useful in encouraging institutions to prioritise and focus their development activities.

## Developing the leadership and managerial potential of senior staff

<b>Reference</b>	GMP22
<b>Lead organisation</b>	University of Essex, on behalf of the '1994 Group' of universities
<b>Funding awarded</b>	£134,513
<b>Web-site</b>	<a href="http://www.1994group.ac.uk/bpsmp/">www.1994group.ac.uk/bpsmp/</a>
<b>Objectives</b>	Develop and deliver management training for senior managers
<b>Project leader</b>	Serena Yeo
<b>Address</b>	Staff Development Unit, University of Essex, Wivenhoe Park, COLCHESTER CO4 3SQ
<b>Telephone</b>	01206 874829
<b>e-mail</b>	<a href="mailto:syeo@essex.ac.uk">syeo@essex.ac.uk</a>

### Introduction

The 1994 Group of universities is developing and delivering management training for its senior managers. The training focuses on case studies within participating institutions and aims to encourage collaborative working links between partners.

The 1994 Group consists of 16 internationally recognised universities sharing common aims, standards and values with commitment to research excellence, personal teaching and to the needs of students from abroad.

The project was developed to support and develop cross-institutional senior management teams through collaboration with similar institutions. All of the vice-chancellors from the 1994 Group committed their staff development offices to design and host the programme, and senior management teams to become session leaders or participants.

### Objectives

There are two key aims for the 1994 Group:

- to develop the leadership and managerial potential of senior colleagues
- to promote the sharing of best managerial practice.

### Work done

Participants are established senior administrators and senior academics. The project is highly collaborative, both in its development and delivery.

An induction session introduces the project and programme to participants. The programme consists of three modules each year (participants attend two), on key areas for senior management; 'Managing People', 'Managing Resources' and 'Managing Academic Activity'.

The programme was developed to disseminate innovation and good practice rather than provide staff training per se. This was done using case studies largely from within the 1994 Group. The programme has encouraged the building of networks and reflection on institutional and personal practices. Action learning sets give participants the chance to deal with management issues in a small group context.

### Results to date

The programme is being evaluated both formally and informally. Formal tools measure outputs and outcomes through questionnaires and structured interviews, while informal tools are debriefing

interviews and oral or written comments by participants and session leaders after the event. The vast majority of feedback has been positive, so only minor changes have been implemented.

A system of semi-structured interviews is being developed to capture information about longer-term benefits, and an external consultant is evaluating the programme's overall effectiveness. It is already clear that exchange of best practice and the building of networks and collaboration is valuable. Accordingly the 1994 Group is committed to continuing the project.

## The employment of musical instrument teaching specialists

<b>Reference</b>	GMP41
<b>Lead organisation</b>	Royal College of Music
<b>Funding awarded</b>	£169,900
<b>Web-site</b>	<a href="http://www.rcm.ac.uk/research/research/gmpractice.html">www.rcm.ac.uk/research/research/gmpractice.html</a>
<b>Observer</b>	Peter Keevil, Head of Human Resources
<b>Objectives</b>	Streamline the administration for paying hourly-paid musical instrument teachers and encourage the professional development of such staff
<b>Project leader</b>	Dr Janet Ritterman, Director
<b>Project manager</b>	Dr Janet Mills
<b>Address</b>	Royal College of Music, Prince Consort Road, LONDON SW7 2BS
<b>Telephone</b>	0207 589 3643
<b>e-mail</b>	<a href="mailto:jritterman@rcm.ac.uk">jritterman@rcm.ac.uk</a> <a href="mailto:jmills@rcm.ac.uk">jmills@rcm.ac.uk</a>

### Introduction

This project, which began in December 2000, focuses on the nine members of the Federation of British Conservatoires (FBC):

- Birmingham Conservatoire
- Guildhall School of Music and Drama
- Leeds College of Music
- Royal Academy of Music
- Royal College of Music (lead institution)
- Royal Northern College of Music
- Royal Scottish Academy of Music and Drama
- Trinity College of Music
- Welsh College of Music and Drama

The instrumental (including vocal) tuition that comprises the core of the curriculum of most music students at these institutions is provided mainly by part-time tutors who typically work as performers for the majority of their time.

### Objectives

The project aims to establish arrangements for the employment of instrumental teaching specialists (in terms of pay, conditions, contracts, recognition and professional development), in particular within conservatoires.

Over the next two years, the project will develop and implement models of best practice that reflect the distinctive nature of the work of musical instrument teachers in HE, and their contribution to the quality of the conservatoires. Other disciplines, including drama and art and design, will be examined for similar examples of best practice.

**Results to date**

One task is to quantify part-time teaching taking place within conservatoires. During this year, almost 1,500 tutors provided a total of a quarter of a million hours of instrumental tuition.

The number of tutors working at a conservatoire ranged from 35 to 237. Thirteen per cent of the tutors were salaried, on average at around 0.7 full-time equivalent, and the remainder were paid hourly.

On average, a tutor taught 181 hours at an institution over the year, which works out at about six hours weekly during the weeks that the institution offered instrumental teaching.

Tutors at one of the four conservatoires in London generally taught fewer hours per week than tutors elsewhere; this ties in with the fact that many performers live in London, and are able to mix conservatoire teaching with other work during the same day.

The large number of staff working in the sector, coupled with the fact that conservatoire teaching typically makes up only a minority of their overall work, means that supporting staff effectively, for example through efficient communication and professional development, is a considerable institutional challenge. However, substantial examples of good management practice in this respect have been identified in individual institutions. The project has started to disseminate these among FBC members, and they will be disseminated more generally through the final project report.

## Developing management in higher education through mentoring and action learning

<b>Reference</b>	GMP111
<b>Lead organisation</b>	University of Huddersfield
<b>Funding awarded</b>	£38,500
<b>Web-site</b>	<a href="http://www.hud.ac.uk/sdg/managemt/index.htm">www.hud.ac.uk/sdg/managemt/index.htm</a>
<b>Objectives</b>	Introduce action learning and mentoring as distinct strands within management development programmes
<b>Project leader</b>	Belinda Sharp, Staff Development Co-ordinator
<b>Address</b>	Quality and Staff Development Group, University of Huddersfield, Queensgate, HUDDERSFIELD HD1 3DH
<b>Telephone</b>	01484 472526
<b>e-mail</b>	<a href="mailto:b.i.sharp@hud.ac.uk">b.i.sharp@hud.ac.uk</a>

### Introduction

Having established many links with local private sector and government organisations, a network of mentors and mentees has been established. Action learning, examining real case studies, will be used to enhance management development.

The focus of this project was to introduce action learning and mentoring as distinct strands within management development programmes (MDP) at the University of Huddersfield.

### Work done

#### Action learning

Introducing action learning into MDP aimed to provide managers with the opportunity to discuss more fully issues raised within their management development and concerns or problems with implementing the theory in the workplace. Two action learning sets were created.

In the pilot year of the MDP, action learning was not part of the programme. Several months had elapsed after the end of the pilot MDP and a session run by Richard Graham from the University of Huddersfield Centre for Action Learning. Whilst this session proved popular, it did not translate into staff getting involved in action learning.

One action learning set did get off the ground but faltered after about two meetings. The second two cohorts on the MDP had the session on action learning delivered about three-quarters of the way through their programme and dates for sets already scheduled beyond the end of the programme. This has resulted in two strong sets, with six managers in each set holding monthly meetings with an action learning set facilitator.

This experience has demonstrated the need to ensure action learning sets are established early in the programme. As a consequence, for future MDP cohorts, the university has scheduled the session on action learning in the middle of the MDP, with timetabled action learning sets then alternating with the remaining sessions. It is hoped this will encourage more staff to participate in action learning.

Anecdotal feedback about the action learning sets from participants has been positive; the university is planning a more formal evaluation of the action learning sets.

### Mentoring

The mentoring strand of the project has proven difficult to realise. The original intention was to offer a mentoring relationship to all staff with management responsibilities. Mentors would be sought from within the university and from the public and private sector where appropriate. Training would be provided for both mentors and mentees, with monitoring and support to matched pairs.

To date approximately 25 individuals from both within the university and outside have been trained. So far only five pairs meet regularly. Pairs are expected to negotiate outcomes as part of their initial meeting.

It is too soon to identify successful outcomes from the mentoring strand of the project, as mentor/mentee pairs have only been meeting for a short time. However, anecdotal evidence has indicated that the relationships are having a positive benefit for the staff involved.



## Hybrid Information Management: Skills for Senior Staff (HIMSS)

<b>Reference</b>	GMP128
<b>Lead organisation</b>	University of Birmingham
<b>Funding awarded</b>	£100,000
<b>Web-site</b>	<a href="http://www.himss.bham.ac.uk/">www.himss.bham.ac.uk/</a>
<b>Observer</b>	Ian Gross, Head of Internal Audit, HEFCE
<b>Objectives</b>	Assess the management development of library and information staff, and consider succession planning
<b>Project leader</b>	Christine Abbott, Director of Planning
<b>Project administrator</b>	Steve Crawford, HIMSS Project Administrator, Planning and Administration
<b>Address</b>	University of Birmingham, Edgbaston, BIRMINGHAM B15 2TT
<b>Telephone</b>	Christine Abbott 0121 414 5804 Steve Crawford 0121 414 2759
<b>e-mail</b>	<a href="mailto:himss-project@bham.ac.uk">himss-project@bham.ac.uk</a>

### Introduction

The HIMSS project aims to contribute to the HE sector's succession planning for senior information staff. The project started from the premise that the increasingly hybrid nature of the information environment, and the emergence of large information services departments, place particular demands on senior information managers. Also, some information services directors work in 'converged' services, where library services and information services are combined within one department. Institutions and the sector as a whole have not yet devised strategies to deal with these leadership challenges, or the potential shortfall in candidates for leadership positions who are of sufficient calibre.

The project aims to identify the key skills requirements at senior level, and the skills gaps among those aspiring to top information management positions, to assist individual institutions, professional bodies and the sector to address their skills development needs. In this context 'skill' has been used in its broadest meaning to include experience, knowledge and aptitudes, as well as generic management and specialist or technical skills.

In-depth interviews were conducted with three groups:

- a cross-section of senior institutional managers responsible for information services
- newly appointed heads of information services
- directors of personnel.

The aim was to identify the specialist, technical and generic skills, aptitudes and qualities considered necessary for a successful information services director – be this for a converged or non-converged service. To complement this research a questionnaire was sent to those who work at the tier below head of service, who were aspiring to director level posts.

### Results to date

The research findings on skills needs and skills gaps have been translated into a prototype for a web-based learning framework and skills assessment toolkit. This toolkit will enable individuals to compare their own self-assessed skills and experience against the profile of skills needed at director level.

Directors of personnel and senior institutional managers can use the toolkit to help assess the suitability of potential job candidates. The toolkit will also provide links to external professional bodies and training organisations that may be able to provide the training needed to help fill skills gaps.

The HIMSS project team is exploring the potential collaboration in the development of the skills assessment toolkit, with the consultants who are working on the development of a knowledge management skills toolkit on behalf of the Information Services National Training Organisation (ISNTO). Combining forces with other interested bodies offers the potential to increase the scope of the original project and help continue its aims after the end of HEFCE funding.

### **Dissemination**

The project director has spoken to conferences of the Consortium of University Research Libraries (CURL) and the Society of College, National and University Libraries (SCONUL); both presentations are on the HIMSS web-site. Further presentations of conference papers are planned at the Universities and Colleges Information Systems Association (UCISA) conference.

### **Learning points**

- a. The research overwhelmingly confirmed that generic management skills and strong personal qualities are the most important attributes for a successful head of information services. Generic management skills were considered more important than any particular set of technical or specialist skills, or a particular professional background.
- b. Aspiring heads also sought to gain knowledge, experience and understanding in specialist areas. These included knowledge of legislation (employment law, data protection, copyright and freedom of information), an improved understanding of the HE context and how it relates to the delivery of an information service within institutions, as well as knowledge of risk management and financial management.
- c. The research supported the view that institutions need to do more to develop the skills and abilities of existing staff. Barriers which can be created by institutional structures and styles of working often create greater obstacles to progression than skills gaps.
- d. The research also found that, while formal courses have a role in skills development, an individual can often acquire the skills needed through less structured methods such as mentoring, shadowing, secondments, 'acting up' into more senior positions and through use of professional networks.

## Senior managers' mentoring project

<b>Reference</b>	GMP144
<b>Lead organisation</b>	University of Wolverhampton
<b>Funding awarded</b>	£170,211
<b>Web-site</b>	<a href="http://www.mentor.delta.wlv.ac.uk">www.mentor.delta.wlv.ac.uk</a>
<b>Observer</b>	Peter Keevil, Head of Human Resources, HEFCE
<b>Objectives</b>	Create a mentoring network for academic and support managers, with a focus on the development of women managers and managers from minority groups
<b>Project leader</b>	Andrew Snowden, Director of Personnel
<b>Project manager</b>	Barbara Emmanuel
<b>Address</b>	Personnel Department, University of Wolverhampton, Wulfruna Street, WOLVERHAMPTON WV1 1SB
<b>Telephone</b>	01902 322583
<b>e-mail</b>	<a href="mailto:a.c.snowden@wlv.ac.uk">a.c.snowden@wlv.ac.uk</a>

### Introduction

This project is jointly managed by the Universities of Wolverhampton and Coventry. Both wished to analyse the contribution that effective mentoring brings to management development processes.

### Objectives

The project aims to promote a mentoring programme for academic and support managers that is complementary to other management development initiatives. To achieve this, a network of mentors was recruited from private, public and voluntary sector organisations. Mentors included chief executives, managing directors, directors, personnel officers, heads of departments and retired senior staff.

### Work done

#### Selecting mentees

Mentees were either completing existing staff development programmes or were due to embark on development programmes within the life of the project.

In the first year of the project, the University of Wolverhampton focused upon newly appointed principal lecturers from two of its ten schools, namely the School of Engineering and the Built Environment (SEBE) and the School of Humanities, Languages and Social Science (HLSS). In contrast, Coventry University focused on senior managers across a range of schools and departments.

The different approaches created a comparison of methodologies and gave an opportunity to evaluate mentoring within both organisations.

#### Pairing mentors and mentees

The successful pairing of mentors to mentees was felt to be critical. To determine the final pairings, each mentee and mentor completed a personal pro-forma, with information on gender and race

preferences, professional qualifications and management competencies. Before matching took place, each attended a briefing that outlined:

- aims of the project
- mentor/mentee roles, rights and responsibilities
- interpersonal skills required of a successful mentor or mentee.

#### The mentoring process

Each mentoring relationship was scheduled to last for 12 months. Mentees and mentors were provided with a small allowance to cover subsistence, travel and support materials. Only three out of an initial cohort of 27 pairs failed to complete the year, with the reason for non-completions being work pressures.

#### 360° benchmarking process

The progress of each mentee was monitored. To facilitate this, several 360° tools were evaluated in terms of effectiveness and value for money. A personal profiling tool by Saville and Holdsworth, based on 16 'IMC's' (Inventory of Management Competencies) was selected. The feedback drew upon the perceptions of the mentees' line managers, peers and subordinates.

The 360° exercises helped participants identify their managerial strengths and weaknesses. They also helped mentees to formulate their personal development plans.

#### **Learning points**

- a. Mentoring for senior managers within a university context works well.
- b. Several mentees reported that having a mentor improved their leadership styles.
- c. Mentees felt that their self-confidence had increased.
- d. The vast majority of mentors positively endorsed the mentoring project and its promotion of improved access, networking and enhancement of working partnerships across both universities.

## Flexible employment options

<b>Reference</b>	GMP150
<b>Lead organisation</b>	Staffordshire University
<b>Funding awarded</b>	£181,036
<b>Web-site</b>	<a href="http://www.staffs.ac.uk/feo/">www.staffs.ac.uk/feo/</a>
<b>Observer</b>	Peter Keevil, Head of Human Resources, HEFCE
<b>Objectives</b>	Examine flexible working practices, in particular the impact of the Employment Relations Act 1999, new strategies for teaching and learning, and changed employee expectations
<b>Project leader</b>	Clare Ridgley, FEO Project Leader
<b>Address</b>	Personnel Department, Staffordshire University, PO Box 662, College Road, STOKE-ON-TRENT ST4 2XP
<b>Telephone</b>	01782 292737
<b>e-mail</b>	<a href="mailto:c.m.ridgley@staffs.ac.uk">c.m.ridgley@staffs.ac.uk</a>

### Introduction

The Flexible Employment Options (FEO) project examines whether the HE sector can benefit from introducing more flexible working arrangements. This three-year research project is supported by the arbitration service ACAS and the two unions UNISON and NATFHE, and involves four HEIs:

- University of Birmingham
- Canterbury Christ Church University College
- De Montfort University
- Staffordshire University (lead institution).

### Work done

#### Early research

In a survey of the HE sector in spring 2001, HEIs were asked to describe their practices regarding flexible work and leave arrangements. The survey responses showed that some HEIs offer a wide range of flexible options while others offer only the statutory minimum.

Detailed case studies were carried out at those HEIs identified as having best practice policies, and research has been done on the impact of legislation, codes of good practice available and best practice in other sectors. Options best suited to the HE sector have been identified and are being tested through pilot schemes.

#### Pilot schemes

Pilot groups have been established at all four partner HEIs, involving approximately 500 members of academic and support staff. Control groups have also been established to provide comparative data so that the total number of people involved is about 1,000.

Eight options have been designed. Staff have been encouraged to come forward with ideas for different approaches to the scheme. The options on offer to staff within the pilot groups are:

- seasonal hours
- flexible working hours
- reduced hours

- staggered hours
- compressed hours
- home working
- unpaid leave
- personalised annual leave.

### **Learning points**

Giving people more control over the way they manage their work results in higher levels of trust. Early results show that increased flexibility can lead to employees taking more responsibility for the way they manage their time. As a result, teams become increasingly self-managed, with colleagues working more effectively as a team and with improved communication and co-operation within the team.

Several factors affect how successful these types of work arrangements are in practice, including the:

- management style adopted
- culture of the organisation
- structure of departments and teams
- type of work and workload patterns
- degree of interface with internal and external customers.

Analysis of the pilot schemes over the next 12 months will provide more detailed information about the benefits and disadvantages of putting these types of working arrangements into practice.

## Occupational health services in higher education

<b>Reference</b>	GMP229
<b>Lead organisation</b>	University of Oxford
<b>Funding awarded</b>	£198,868
<b>Web-site</b>	<a href="http://www.ihs.ox.ac.uk">www.ihs.ox.ac.uk</a>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• survey all UK HEIs to establish a baseline and identify examples of good practice in occupational health provision</li> <li>• disseminate benchmarking information and case studies</li> <li>• establish a network to share good practice and ensure the sustainability of improvements resulting from the project</li> <li>• evaluate the outcomes of the above work</li> </ul>
<b>Project leader</b>	Dr Katherine Venables, University Lecturer in Occupational Medicine and University Occupational Physician
<b>Project manager</b>	Dr Steven Allender
<b>Address</b>	Institute of Health Services, University of Oxford, Old Road, Headington, OXFORD OX3 7LF
<b>Telephone</b>	01865 227034
<b>e-mail</b>	<a href="mailto:kate.venables@ihs.ox.ac.uk">kate.venables@ihs.ox.ac.uk</a> <a href="mailto:steven.allender@ihs.ox.ac.uk">steven.allender@ihs.ox.ac.uk</a>

### Introduction

Throughout the UK, work related ill-health results in 18 million lost work days each year, estimated to cost the economy more than £11 billion annually. The government is responding with the development of a 10-year occupational health strategy.

Higher education has a wide range of occupational health services that respond to each institution's unique needs. At present there is neither uniform health data nor any health service performance indices for HEIs.

Occupational health provision in HE is a relatively new field of practice and research. This project provides an opportunity for the development and implementation of performance measures and best practice guidelines.

### Objectives

The project will provide an initial baseline survey of occupational health service provision in HEIs across the UK. The baseline data will be used in conjunction with measures from similar employment sectors to develop indices of occupational health service performance.

Examples of best practice will be identified, detailed and disseminated to help service providers improve practice. Surveys in 2002-03 and 2003-04 will help show the development of practice. Findings of the project will be disseminated via publications, conference presentations, workshops, newsletter articles, a project web-site and discussion lists.

The project should create increased awareness of best practice within occupational health service services in UK HEIs. This will result in a greater understanding of the role of occupational health service providers in the sector and improved practice within providers.

As a direct result of the project there will be improved training about occupational health issues for an institution's staff and students, and active networks for sharing information among occupational health service providers both among HEIs and between HEIs and industry.

Long-term outcomes of the better occupational health provision to be encouraged by this project include:

- improved disease prevention
- raised academic and non-academic performance
- improved staff morale
- reduced sickness absence
- clear responsibilities and procedures for occupational health management.



## Managing equality and diversity: a toolkit for managers

<b>Reference</b>	GMP234
<b>Lead organisation</b>	Coventry University
<b>Funding awarded</b>	£95,068
<b>Objectives</b>	<ul style="list-style-type: none"><li>• enhance awareness and understanding of good practice in equality and diversity</li><li>• enhance the competence and confidence of individual managers to deal effectively with equal opportunity issues</li></ul>
<b>Project leader</b>	Professor Donald Pennington, Pro Vice-Chancellor
<b>Address</b>	Coventry University, Priory Street, COVENTRY CV1 5FB
<b>Telephone</b>	024 7688 8736
<b>e-mail</b>	<a href="mailto:d.pennington@coventry.ac.uk">d.pennington@coventry.ac.uk</a>

### Partner organisations

BBC

Commission for Racial Equality

Coventry University (lead organisation)

Equal Opportunities Commission

HESDA

University of Warwick

### Introduction

Much training previously delivered under equal opportunities has had poor results and an even poorer reputation. This is thought to be because of an implicit assumption that trainees have inherent existing prejudices and that they must confront the 'enemy within' before they can embrace equality and diversity issues in a genuine way. Yet the net affect of such strategies has often been simply to drive 'bad' attitudes underground, so that the language of equality is articulated with ease but underlying attitudes remain entrenched

By using videos for training, sensitive issues relating to prejudice and discrimination can be discussed in the relatively safe environment of the 'virtual' university, enabling trainees to absorb some of the lessons being taught without having to admit that they need to learn them.

Watching a video of a familiar work scene, which exaggerates and emphasises overt and covert discriminatory practice, will allow self-recognition and self-reflection to develop without the requirement to own up to those feelings, attitudes and behaviours in public. A personal acknowledgement of inappropriate ways of dealing with equality issues is more likely to provoke a real change in behaviour than a public disavowal of discrimination.

### Objectives

The aims of this project are to enhance understanding of equality and diversity issues and further good practice among senior managers. This will be achieved by the development of an equality and diversity toolkit comprising visual material (video and CD format) and text-based materials.

The primary benefits from the project will be improvement in managers' confidence and competence to deal effectively with equality and diversity issues, both for themselves and their co-workers but also in relation to the staff they manage.

Being able to better tackle what are often difficult issues relating to unequal opportunities will enhance both management performance and teaching and learning. Having a better awareness of equality/diversity issues, including legislative responsibilities and rights, will improve decision-making at senior levels, and could avoid potentially damaging claims made by staff under anti-discrimination legislation.

In a highly competitive market, those HEIs that actively respond to the widening participation agenda (for both staff and students) can only benefit in terms of enhanced reputation and attractiveness as a credible provider of a high-quality and professional teaching and learning environment where all can thrive. The Government's commitment to widening participation and reducing inequalities across the sector, for staff and students, is likely to gather pace in the short and medium term, so a training intervention which tackles these issues in a non-threatening way will have a utility for several years after the toolkit has been developed.

The project's strategy of carrying out short-, medium- and long-term evaluations of the toolkit's effectiveness in the participating HEIs will help determine the extent to which the training goes beyond merely raising awareness among senior managers to having a material and continuing impact on their practice.

## Occupational stress in higher education

<b>Reference</b>	GMP240
<b>Lead organisation</b>	University of Plymouth
<b>Funding awarded</b>	£218,300
<b>Observer</b>	Peter Keevil, Head of Human Resources, HEFCE
<b>Objectives</b>	<ul style="list-style-type: none"><li>• provide stress benchmarks for HE</li><li>• enable comparisons with other professions and with other HEIs</li><li>• relate these to a survey of current good practice in stress management</li><li>• support a consortium of HEIs to institute and evaluate institutional strategies to improve stress management</li></ul>
<b>Project leader</b>	Professor Christine Webb, Professor of Health Studies
<b>Address</b>	University of Plymouth, Drake Circus, PLYMOUTH PL4 8AA
<b>Telephone</b>	01392 475173
<b>e-mail</b>	<a href="mailto:c1webb@plymouth.ac.uk">c1webb@plymouth.ac.uk</a>

### Introduction

The financial and non-financial benefits of managing and reducing occupational stress in HE are considerable. For example, a reduction in stress-related sickness and absence will mean direct savings in not having to provide cover or, in the extreme, to not have to have the expense of having to recruit a replacement. Effective stress management and following best practice will not only see a reduction in legal costs from fewer cases of litigation but also improve staff health and morale.

### Objectives

This project will assess the stress levels reported by staff in a consortium of 15 HEIs. Detailed questionnaires about occupational stress factors will be sent to a proportion of staff within the partner institutions.

The data from each institution will provide collective benchmarking data to be fed back into the consortium. The results plus observed best practices will help formulate new stress management strategies for the institutions.