

**Imperial College Union
Board of Trustees / 29 September 2021**

People and Culture Development Plan [September 2021]

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People and Culture Review Steering Group

Purpose: To consider measures to be taken as part of the People and Culture Development Plan as part of the ICU Strategic Reviews.

1. Context and Process

As part of the ICU Strategic Reviews, it was mandated that ICU conduct a holistic review of our general relationship with our staff and processes around staff. This was set out in the People and Culture Review Terms of Reference, but in summary the outputs were as follows:

- i. Working with internal stakeholders, producing a report setting out the current context of 8 key themes around our People and Culture, including strengths, weaknesses, opportunities, and threats arising from our practices in these areas. This will take a form of a People and Culture Development Plan, comprised of independent sections for each theme.
- ii. Suggest proposed changes to our business processes under each key theme, to address issues and maximise benefits identified in (i). This will be incorporated into the independent sections of the People and Culture Development Plan.
- iii. Propose a roadmap for implementing proposed changes as part of a project plan incorporated into the People and Culture Development Plan.

The following document collates these outputs into a general People and Culture Development Plan to be implemented over the course of the next academic year.

One of the key themes in the original terms of reference has been taken out of scope to become a separate piece of work taken forward by our Managing Director. This is the 'College HR Service Level Agreement' which will take the form of a Memorandum of Cooperation (MoC) with College HR.

The remaining themes are as follows:

- Staff Recruitment and Employment Proposition
- Staff Induction
- Staff Training and Development
- Staff Performance
- Casual Staff
- Staff Support and Wellbeing
- Staff Values and Culture

Full analyses of these themes have been conducted in consultation with a range of ICU staff, comprising analyses our current processes and their benefits and weaknesses, followed by benchmarking against similar organisations. These fuller analyses are available if required.

Individual recommendations for these themes follow and will be taken forward as work streams for the organisation.

2. Recruitment and Employment Proposition

In total there are 12 recommendations in this section focussing on:

- Operational processes and efficiency
- Employer brand and proposition
- Attracting a diverse range of staff that matches our student demographic

1. Training for managers on unconscious bias recruitment/selection: We should investigate resources available for training Hiring Managers that are likely to be part of the selection and hiring process in running a fair, efficient, and unbiased recruitment process.

The College offers resource to enable this at no cost and training should be made available to all existing and new managers as part of induction and targeted internal comms. Good college training courses include 'Recruitment and Selection', and 'Unconscious bias'.

2. Requirement introduced for diverse interview panels: All future interview panels should be mandated to not be of all one ethnicity or gender. If this is not possible due to the characteristics of staff in the appropriate pool for the panel, that pool should be extended to appropriate College staff or staff from other Unions in the sector. Diversity of seniority should also be considered.
3. Defined advertising strategies for individual teams: A set of standard advertising platforms should be defined as our default platforms for standard, and specialist roles. Use of recommended agencies where appropriate should be recorded, such as BAME Recruitment, Inclusive Boards, Hays Technical etc.

Diversify and other BAME platforms should be introduced as standard. Where popular channels such as su.careers and jobs.ac.uk are in use, this should be defined and listed in a central location accessible to Hiring Managers, such as a centralised Teams channel or staff recruitment handbook.

4. Review of person specification criteria for existing and future roles: The criteria in our person specifications should be reviewed in all existing positions. All future criteria should abide by some good practice rules. We should especially consider removing 'desirable' criteria where those criteria could discriminate.

Good guidance is available online from SOAS – University of London. All guidance should be included in a central location, such as a centralised Teams channel or staff recruitment handbook.

5. Introduction of 'Blind Applications': We should consider the trial of a blind application process. There is mixed evidence that blind applications have a positive effect on equality, diversity and inclusion in an organisation, and it should certainly not be considered as a total solution to promoting EDI in our recruitment practices.

Peridot Partners has a view that blind applications do not operate well at every level of an organisation. However, it is acknowledged that a positive affect can be evidenced in entry level roles and can promote more women to the final stages of an application process.

Westminster Students' Union has given positive feedback on their introduction of a blind application

process, and I have anecdotally seen a positive impact on the introduction at the London School of Economics. Furthermore, there have not been any identified negative impacts from blind applications for entry to mid-level roles. The College has the resources to switch our system to a blind process and have indicated support for a trial

It is suggested that a trial be ran for roles at least below SMT level and results monitored for a period of 12 months.

6. Review of our employer brand and proposition: We need to properly define our employer proposition and brand and create a strong visual identity around our existing web infrastructure that facilitates recruitment. This means a brand that differentiates us from that of the College and makes clear the differences between our organisations.

Our visual identity should reflect our commitment to equality, diversity, and inclusion, in such areas as photography and the values we display to potential candidates.

7. Balancing role of Recruitment Coordinator: Our existing process mapping details the scope of the role of the Recruitment Coordinator in our recruitment process and how the role interacts with the College Recruitment Hub. A review of where the Coordinator role adds value to the process will likely lead to the ability to balance the role to include more operational HR duties.

A review of our staff resource in this area is recommended.

8. Review approval chains with the College (and an investigation of an alternative recruitment system): A discussion should be started with the Head of College Recruitment to discuss any changes we can make to our approval chains to reduce lead time for getting jobs live. Such changes could include an escalation route for urgent approvals, a trusted approval delegation to a Union staff member, or a reduction in promised approval times.

If there is no flexibility in the College process for approval changes, we should consider work arounds or better manage our expectations and plan in long lead times for roles going live.

9. Quarterly catch-up with the head of the Recruitment Hub: A semi-regular catch-up should be arranged between an appropriate Union staff member and the Head of Recruitment to share relevant information and improve communication between the Recruitment Hub and ICU.
10. Investigate Investors in Diversity accreditation: UWSU recommend Investors in Diversity accreditation. The benefits of the accreditation should be investigated, and a decision made as to whether we take part.

Casual Staff

11. Centralised inbox for applications: To record all applicants for casual roles, a centralised inbox should be introduced. Applications can then be forwarded on to Hiring Managers at the end of a regular application periods for short-listing.

12. Standardised application and interview forms: Applications should include a standard form for applicants to complete and interviews should involve standard question forms. Forms should be kept for a defined retention period in case of disputes.

3. Staff Induction

In total there are 10 recommendations in this section focussing on:

- Induction materials
- Access to induction materials
- Consistency of induction across the organisation
- Specific activities that have worked well

13. Central location for induction material: We should create a central location for induction materials accessible to all line managers. This should have structured notes on induction processes, induction packs, email templates etc.

This could sit in a line manager focussed Teams site, a staff induction portal on the ICU web pages or a central channel in our All-Staff Teams site. This would bring consistency to team induction practices.

14. Digital induction booklet: We should create a new induction booklet, replicating the positive elements of old materials but moving fully digital, making the material more accessible and using a more easily editable template to avoid the need for marketing team resource.

The booklet should be made more concise and confined to an appropriate length.

15. Improved induction checklist and resources: Our existing induction checklist should be reviewed, with granular tasks removed in favour of high-level, high-priority tasks.

Checklists should focus on the first month to two months rather than first year of induction and a process to track completion should be put in place to ensure managers and staff engage with the checklists.

Resource packs should be updated but made more concise, combining more into a digital booklet and less in individual documents.

16. Defined induction session schedule: Current measures around induction schedules should be retained but with a seniority and team targeted induction roadmap or schedule of sessions.

This should aim to provide structure around what a manager should schedule for staff in their first weeks at ICU. It should also include training sessions on key systems targeted to specific roles.

17. Communication templates for Managers: Resource packs should include a small range of induction email templates, targeted to team and seniority level.

This should include links to other induction resources and centrally accessible locations for checklists etc.

18. Probation reporting for line managers: A process should be setup to monitor probation periods and ensure that induction checklists are completed before probation periods end.

This incentivises staff to complete essential induction tasks and training.

19. Refresh the buddy scheme: We should refresh the buddy scheme, but with changes to improve the scheme effectiveness. Becoming a buddy should be voluntary via an opt-in mechanism advertised twice per year and as part of staff passing induction. This would ensure consistency in the scheme by retaining only buddies with high levels of engagement.

There should be a small number of defined actions a buddy should take, such as 'have lunch in first week', 'meet for coffee twice in the first month', etc. The buddy scheme should be open to all staff but only actively administered for staff at team manager level and below.

20. Coffee roulette: Coffee Roulette should be retained and a mechanism to opt-in during notice periods should be created where possible or appropriate, to allow incoming staff to feel connected to the organisation in advance of arrival.

Casual Staff

21. Targeted induction resources for casual staff: An induction booklet and resource pack should be created for casual staff and their managers.

This should be light-touch and practical to match the level of engagement of casual staff. It should include operational detail specific to teams.

22. Assistant Venues Manager (Staff & Training) implemented in our new venues structure: We should implement a role that specifically focusses on staff and training within the new venues structure.

This role should provide the resources needed to empower casual staff to fit in well in their roles.

4. Training and Development

There is 1 recommendation in this section focussing on the 70:20:10 model as an established method of delivering L&D in the workplace. The model refers to the proportion of time spent on different learning opportunities.

70% - experiential learning: including challenging tasks, cross-project teamworking, etc.

20% - informal/social learning: including mentoring, shadowing, peer-to-peer learning

10% - formal learning: including external training, qualifications, e-learning.

The recommendation is broken into sub-recommendations as follows.

23. 70:20:10 model: It is suggested that ICU utilises this method to develop a culture of learning for staff members (both permanent and casual) and student volunteers.

Option	Brief Description	Benefits to staff/students	Drawbacks/Considerations
70% - experiential learning			
Cross-team project working	Developing project groups where staff and students from different teams work together towards the same goal	<ul style="list-style-type: none"> - Staff have the opportunity to learn how different departments operate through collaborative working - Encourages networking between departments and between students and staff 	<ul style="list-style-type: none"> - Are there opportunities for student staff to join cross-team projects?
Challenging projects	Managers delegating challenging projects to more junior members of staff (with their oversight)	<ul style="list-style-type: none"> - Enables junior staff members to develop practical skills - Builds confidence in staff to deliver challenging work independently, and in management that they are creating independent teams 	<ul style="list-style-type: none"> - This is dependent on relationships between managers and their staff - How will managers support staff to capture their learning
Shadowing	Staff and students shadowing different teams	<ul style="list-style-type: none"> - Enables staff to understand how different teams work - Drives empathy between staff in different teams and enhances the possibility for collaboration - For student volunteers, this allows them to have an insight into how ICU functions 	<ul style="list-style-type: none"> - Will this feel relevant to student staff?
20% - informal/social learning			
Lunch and learn	Staff attend an informal occasional lecture delivered by another member of staff. The topic could be related to work, or their outside	<ul style="list-style-type: none"> - Staff learn a new skill or knowledge base - Allows the staff member who delivers the lecture to develop their presenting skills 	<ul style="list-style-type: none"> - Dependent on will and interest of staff to participate - Needs to be planned in advance

	interests and hobbies		
Mentoring	OTs and student volunteers are paired with senior staff members (and external trustees)	<ul style="list-style-type: none"> - OTs are able to have a sounding board to work out problems which arise in the role - OTs and student volunteers are given some support with career progression once they have served their terms/finished their degrees 	<ul style="list-style-type: none"> - Dependent on the time and will of both senior staff and OTs/student staff
360 feedback	As part of annual reviews, staff members receive feedback from all areas of the organisation	<ul style="list-style-type: none"> - Staff get a well-rounded view of their work at ICU - Managers get feedback on their performance from those they manage 	<ul style="list-style-type: none"> - Burdensome to implement (if not already in place)
10% - formal learning			
Training courses (external)	Staff have access to formal training courses external to the Organisation	<ul style="list-style-type: none"> - Staff gain skills and knowledge necessary or useful to perform their role 	<ul style="list-style-type: none"> - Budget and timings of training
Training courses (College)	Staff have access to free training from the College, including the essential training. This also includes: <ul style="list-style-type: none"> - recruitment training - EDI training - Health and safety training 	<ul style="list-style-type: none"> - Staff gain access to essential skills and training - This training is often free and available to all staff - Training is tailored to, and accredited by, Imperial (which is beneficial to staff CVs) 	<ul style="list-style-type: none"> - Are there opportunities for casual staff? - The full extent of the training opportunities is currently not well signposted to staff
Conferences	Staff attend conferences or deliver sessions at conferences	<ul style="list-style-type: none"> - Staff have the opportunity to present their work - Staff get access to networks beyond those at ICU 	<ul style="list-style-type: none"> - Timing of conferences - Not relevant to casual staff
HEA fellowship	Staff complete the HEA fellowship	<ul style="list-style-type: none"> - Offers a reflective opportunity on their practice 	<ul style="list-style-type: none"> - Only available for certain staff

		- An asset for staff to put on their CV	
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5. Staff Performance

In total there are 8 recommendations in this section focussing on:

- Development processes
- Reward and recognition

24. Deliver a clearer, simpler PDR process: The objective setting for 2021/22 and beyond needs to be based on a framework that is clear to all staff, is no more complicated (and onerous) than necessary and is clear from the outset how performance against objectives will be measured. Individual and team objectives should be linked to team AOPs. There should be regular check ins against these objectives, rather than a single, annual review, and the objectives should be flexible to respond to changes in organisational focus over time.

There should be at least termly reviews of team AOPs which includes tracking of individual and team objectives. Any changes to priorities or specific objectives, as well as progress to date should be considered.

25. Facilitate peer-to-peer knowledge sharing: When staff share their skills and learn from each other, they develop a stronger affinity to a shared endeavour (e.g., our organisational objectives) and a better appreciation of each other's contributions. Opportunities for 'lunch and learn' events and work shadowing/informal mentoring should be considered.

26. Improve reward and recognition: Staff feel that they are making a good contribution to the organisation, but don't necessarily feel that this is recognised. We should develop an approach to reward and recognition that allows colleagues to recognise each other for positive contributions, as well as showcase their peers to others.

27. Prioritise development: Staff should be confident that their development will be prioritised, but also clear about how this benefits them in their role, and the wider organisational objectives. Managers should be empowered to approve lower-level expenditure to facilitate this, as well as enable their team members to take time away from their day jobs to participate. For longer term/more expensive development opportunities, a clear and demonstrably fair process for resource prioritisation is required.

28. Showcase team achievements: A key link between individual and personal objectives and the Strategic Plan is team objectives. Where teams achieve their objectives, they should be recognised throughout the organisation, building confidence in the wider performance framework. This might be in the form of regular 'show and tells' or more formal internal awards/recognition events and should be aligned to individual reward and recognition.

Casual Staff

29. Clarify roles and expectations: Casual staff roles should be reviewed, ensuring that job descriptions are fit for purpose and consistent across the organisation. These expectations should then be explained to all casual staff members, so they are clear on what is expected from them in their role.
30. Improve reward and recognition: Staff feel that they are making a good contribution to the organisation, but don't necessarily feel that this is recognised. We should develop an approach to reward and recognition that allows colleagues to recognise each other for positive contributions, as well as showcase their peers to others.
31. Reinforce the contribution casual staff make: We need to seize opportunities, formally and informally, to recognise the substantial contribution that casual staff make to the organisation. This needs to be recognised not just in the teams where casual staff work, but across the organisation and externally.

6. Casual Staff

ICU employs casual staff in multiple areas across the organisation. These casual staff are primarily students studying at Imperial (and this paper generally assumes that casual staff are students), but in infrequent circumstances they can be external people.

In total there are 9 recommendations in this section focussing on:

- Systems and processes
- Support

32. Rota and shift management system: Currently, all our casual staff management is done via eActivities, this includes uploading shifts and managing contracts etc. We need to review the way we manage this, as eActivities does not have support for rota management for casual staff and this is done via other means. We should invest in an external platform that enables us to manage all aspects of our casual staff team in one centralised location.
33. Casual staff job creation policy: One of the things that currently does not exist within ICU, is a formalised and agreed policy detailing when new jobs are created, whether they are created as casual roles or full-time roles or what the principles to determine this are. There are clearly times that necessitate full-time staff being required over casual staff, but we should be trying to maximise areas where casual staff roles are created, as it gives opportunities for our members to be involved in service provision and discussions within their Union, but it also enables us to be more flexible with the services we provide. We need to create a policy for our departments to use to assess whether missing functionality within their team should be provided via casual staff or full-time staff.
34. Reviewing casual staff benefits programme: One of the things we have not been particularly good at advertising or creating for our casual staff, is a full suite of benefits that the roles get. As casual staff, they are entitled to the same benefits from the College that our full-time staff get, and they are not aware of this. We should also be providing them with benefits on top of this, for example regular events as a thank you (i.e., Christmas party). We also need to be better at communicating and changing the ethos within the organisation that our casual staff are still our staff team and are so entitled to the same benefits that our full-time staff team get that we provide.

35. Review of casual staff involvement in discussions surrounding their areas: All staff (including casual staff) should understand how decisions are made that impact their teams and roles, and where appropriate how they can be involved in the decision-making process. This has never extended significantly to our casual staff within those departments. We should be reviewing how we engage casual staff in these discussions, and understand which discussions they should be involved in.
36. Review of employment relationship of our casual staff: We currently employ casual staff in the same we employ permanent staff (i.e., they are employees of the College). This brings benefits, but also challenges. We should review whether this is the best way of employing them, and this should be done in conjunction with our casual staff to ensure they are fully consulted and involved.
37. Review of casual staff pay structures: We have previously created a skills matrix to dictate pay rates for our casual staff, and this did not work well for us. We have recently committed to pay in line with College's casual staff rates for the AY 2021-22, but we need to set a formal policy detailing how the pay structures function; how they are treated fairly across all roles within the organisation; and, how/when we review these pay scales/ structures. Our recommendation would be to pay a minimum wage of whichever is larger of the College's casual staff rates or London Living Wage, and we should commit to this going into the review.
38. Review of casual staff development: We benefit hugely from the casual staff we employ, and we need to reward them and enable them to develop and grow in a professional capacity, so they can go out into the wider job market with skills that are beneficial towards them. We should review how casual staff can access developmental opportunities, how we make this a fair process and how we support our casual staff in these developmental opportunities.
39. Review of casual staff communications: We need to review the way we communicate with our casual staff, and what we communicate with them about. We also need to review previous other communication methods (i.e., Venues casual staff weekly newsletter), as they were popular with the venues casual staff team and how we can potentially widen the scope of this to all casual staff if we feel this is something we would like to continue.
40. Future review of casual staff: As noted in the engagement section of the challenges analysis, we are starting from a very inexperienced point here, and we will need to focus more attention to the reviews going on due to the nature of us creating a nearly entirely new package for our casual staff team. Our recommendation would be for us to review this paper, making new proposals and changes towards the end of the academic year in preparation for the AY 2022-23, to ensure we are making decisions that are best for our students.

7. Staff Support and Wellbeing

At a recent ICU development day, we asked staff members to define what wellbeing and support meant to them personally. There was agreement on what staff thought that meant in relation to ICU and can be summarised as:

1. Having good physical and mental health
2. Having a good work-life balance
3. Being provided with a comfortable, positive and welcoming environment to work in
4. Having the option to work flexibly

5. Being sufficiently resourced in our roles and teams to do a good job
6. Having managers that are effective and prioritise support for their staff

In total there are 11 recommendations in this section focussing on the above.

41. Training for managers on effective management and one to one meetings: Investigate resources available for training staff in how to support their staff effectively through good management and well-structured one to one meetings.

The College offers resource to enable this at no cost and training should be made available to all existing and new managers as part of induction and targeted internal comms. Good college training courses include 'Coaching Skills for Managers', 'Leading Successful Teams' and 'Managing for Wellbeing'.

This proposal is designed to address feedback from our recent Development Day regarding inconsistent management support. It will help managers deliver on points 4 and 5 from our Development Day definitions of wellbeing.

42. Designated staff to become Mental Health First Aiders and better signposting to College resources such as Confidential Care: The College offers Mental Health First Aid training to staff involved in supporting staff and students. In our previous staff structure prior to the pandemic, ICU maintained just one MFHA trained staff member and currently has none.

A wider pool of ICU staff should be selected across our teams and management structure to take MHFA training. This would preferably sit with staff with line management responsibility. Detail can be found on the Imperial College website.

The College also offers useful resources surrounding mental health support, with general advice, tools, and a Confidential Care line for staff. ICU does not maintain a set of staff webpages on our site. It is proposed that a Health Hub is created either on the ICU website or on our internal All Staff Teams site with a dedicated channel, signposting to relevant resources available to staff.

This proposal is designed to address feedback from our recent Development Day regarding a lack of priority surrounding mental health. It will help deliver primarily on point 1 from our Development Day definitions of wellbeing.

43. Physical wellbeing activities to be encouraged: Current measures created to foster physical health during lockdown should be continued and signposted. This includes a Strava club for the organisation and ad hoc competitions between staff.

As part of the wider formal calendar of wellbeing activities detailed below, and the social platform activities detailed below that, dedicated physical health activities should be resourced. These could include weekly lunchtime running, cycling, or walking clubs, or/and an annual sports event for staff to foster healthy competition.

The College also offers useful resources surrounding physical health support, with general advice, tools, and discounted memberships to the Ethos Sports Centre for staff. ICU does not maintain a set

of staff webpages on our site. It is proposed that a Health Hub is created either on the ICU website or on our internal All Staff Teams site with a dedicated channel, signposting to relevant resources available to staff.

This proposal is designed to address feedback from our recent Development Day regarding a lack of priority surrounding mental health. It will help deliver primarily on point 1 from our Development Day definitions of wellbeing.

44. Formal calendar of wellbeing activities: Current ad hoc activities arranged by SMT should be formalised into an annual calendar of activities, with defined dates and resources. This includes a formal calendar of Development Days and include social events such as Christmas or summer parties or away days.

This should be agreed at an SMT level and should be focussed on mental or physical wellbeing or designed to promote team bonding or have a social element.

Dedicated optional events supporting physical or mental wellbeing could be included but should be mindful of our staff demographic and appeal to a wide audience.

This proposal will help deliver primarily on points 1, 3 and 6 from our Development Day definitions of wellbeing.

45. Social platform retained with designated staff to champion social events: The current enhanced social platform via Teams should be retained, and successful social activities continued. Coffee Roulette has been especially well-received.

As we emerge from the pandemic, volunteer staff should be assigned as responsible for arranging social events on a regular basis. Staff responsible for events should reflect and be mindful of the demographic of our staff and events should appeal to a wide audience. Social activities should where possible encourage physical and mental wellbeing and should be cross-team to discourage the formation of silos.

This proposal is designed to address feedback from our recent Development Day regarding a lack of dedicated social events. It will help deliver primarily on point 3 from our Development Day definitions of wellbeing.

46. Career Development resources considered as part of our wider training and development measures: The College offers various resources surrounding Career Development and we should consider Career Development as part of our training and development proposals detailed in a separate paper of this review.

47. A hybrid model of working is considered as we emerge from the global pandemic: That we continue to consider our approach to hybrid working as we emerge from the global pandemic. We are largely already doing this, and it is broadly anticipated that an element of remote working will be retained in our working model going forward for staff that are not fully required to be on-site.

This proposal is designed to address feedback from our recent Development Day regarding good

work-life balance and flexibility. It will help deliver primarily on point 2, 3 and 4 from our Development Day definitions of wellbeing.

48. Investigation into Student Minds mental health framework: UWSU recommend the Student Minds mental health framework. The benefits of the framework should be investigated, and a decision made as to whether we take part.

Casual Staff

49. All above measures extended to casual staff: That where appropriate, all above measures are extended to Casual Staff. The likely exception to this rule would be hybrid working, as the majority of our casual staff roles preclude the option of working remotely.

That said, we should consider that managerial training should be extended to the Operations Manager and any Deputy Managers within Venues.

We should consider extending Mental Health First Aid training to some Duty Bar Managers within our venues. Any resources created to act as a Health Hub should be replicated or made available to casual staff, and any health events should be promoted equally to permanent and casual staff. We could even introduce a competitive element between the cohorts of staff to any sports related events created in our schedule.

50. Formal calendar of casual staff focussed activities: Where appropriate, activities throughout the year created for permanent staff should be extended to casual staff.

This could include Development Days, but hourly pay for attendance should be considered and budgeted, and attendance should be optional. A casual staff Christmas party should be included and an away day for casual staff teams should be considered.

51. Social platform extended to casual staff: Our social platform should be extended to include casual staff as currently access is limited to permanent staff.

Volunteer staff that are assigned as responsible for arranging social events on a regular basis, should include some casual staff members.

8. Staff Values and Culture

In total there are 2 recommendations in this section focussing on:

- Visibility and awareness of our core values and mission
- Ways in which we can engage staff with our values
- Ways in which we can reward and recognise staff for engaging with our values

52. Creation of a hub to detail our values and mission in the form of a Back to Basics (BTB) web page: We should resource and investigate the creation of a set of web pages that showcase our future journey as an organisation and showcases our strategy, values framework, and mission.

This will help staff understand what we stand for as an organisation, and what we expect in terms of

culture.

53. Creation of a rewards and recognition scheme built around our values: We should create a project to implement a rewards and recognition scheme built to provide recognition for staff that show behaviour that embodies our core set of values. This will encourage engagement with our values and incentivise staff to create a positive staff culture.

A set of focus groups should be created to help define this scheme and the scheme should be implemented by ICU Central Services.

9. Next Steps

In line with other strategic reviews, the next step will be to develop an action plan that includes timeline and the allocation of responsibilities. This also includes a discussion with our Strategic HR Partner to understand where there are College-level resources to help us with this work.

A regular update will be provided to Board.