



The  
University  
Of  
Sheffield.

Office  
Of The  
President &  
Vice-Chancellor.

## The Senate, 16 December 2020

### President & Vice-Chancellor's Report

#### EXECUTIVE SUMMARY

This Report provides summary information on current and forthcoming developments, both internal and external, for the information of Senate members. The President & Vice-Chancellor will introduce the Report at the meeting and members will have the opportunity to raise questions. This report is structured around strategic themes and priorities, after a section about the external environment. Where information relates to more than one strategic theme it is included under the most relevant theme.

#### 1. EXTERNAL ENVIRONMENT

##### 1.1 COVID-19

###### ▪ New national lockdown

Following the announcement of a four-week national lockdown, the Universities Minister wrote to [Vice-Chancellors](#) and [students](#) making clear that universities should remain open in the interests of students' education, wellbeing and long-term futures. She also emphasised the importance of continuing face-to-face teaching. Like schools, universities have not been asked to suspend face-to-face activity and are expected to remain open. The guidance also confirms that study spaces should remain open, although catering facilities should close or move to a takeaway service, in line with national restrictions.

- **TUoS interest:** The University has sought guidance from Sheffield's Director of Public Health, Greg Fell, about the implications of the national lockdown on and has his full support for the action that is being taken to continue students' education while also safeguarding the health and welfare of students and staff, as well as the wider community. The President & Vice-Chancellor and his counterpart from Sheffield Hallam recently appeared before the Full Council meeting of Sheffield City Council to discuss the two universities' approach to tackling Covid-19.

In light of the Government's position and guidance from the local public health team, UEB decided to continue to deliver blended learning with the risk mitigation measures already put in place. The University's libraries, essential support services, study spaces and hall of residences will remain open. Catering facilities will operate as a takeaway service only and Sports Sheffield has closed.

The University continues to work closely with its Students' Union to support enhanced provision of face-to-face social and physical activities on campus, within Covid guidelines, to help students develop communities and friendships and to reduce isolation and loneliness.

###### ▪ Mass testing and Christmas holidays

The University has also [received](#) a letter from the Universities Minister strongly urging institutions to engage in mass asymptomatic testing of their student population. This would allow students to know whether they are positive for

Covid-19 before deciding to travel home for the Christmas holidays. Those who test positive are required to test again and, if they are confirmed as positive, then they would have to self-isolate in line with current guidelines. [Pilots](#) for this type of rapid testing have taken place at De Montfort and Durham universities. Other universities have been operating their own testing processes, which could also continue. While the testing kits will be provided to universities without charge, the staff time required to coordinate the effort will not be funded.

In terms of the practicalities of students travelling home for Christmas, the DfE [announced](#) a staggered system of student returns from 3-9 December. Students will be able to travel home on staggered departure dates, with universities working with local transport authorities to ease pressure on their systems. Universities are expected to move all their provision online by 9 December so that all students are able to access it for the remainder of the academic semester.

- **TUoS interest:** The University has worked swiftly to set up a mass testing facility in order to facilitate student testing before the beginning of the travel window. The Octagon Centre has been successfully converted into the testing centre, with capacity for conducting thousands of tests every day starting on 30 November as well as ensuring appropriate social distancing and protection for the staff overseeing the centre. It is due to the remarkable work of colleagues in Estates & Facilities Management, Health & Safety, Human Resources, Student Services, IT, Finance, and Corporate Communications that this has been completed so quickly. (See also section 8.1)

- **School exams and student recruitment**

The Education Secretary [announced](#) that GCSE and A Level exams in the 2020/21 academic year would be delayed by three weeks in order for students to catch-up on some of the learning time that was lost during the first national lockdown. Further back-up plans would be developed for all possible scenarios. This may include asking schools to hold “rigorous” mock exams in the winter to ensure that there are robust alternative sources of grading information in the event of Covid-related disruption.

More recently, the Welsh Government has announced that it is cancelling the next exam season and will instead rely on teacher-led assessments to determine pupil grades. It is not known as yet whether this will affect policy in England or the other parts of the UK. A number of representative bodies have raised concern that a three week delay will not compensate for lost learning time.

- **TUoS interest:** The University will monitor closely the impact of these changes on the student recruitment cycle and the quality of students coming through the system. It is anticipated that A Level results day will be slightly delayed by these changes, which could have implications for the usual Confirmation, Adjustment and Clearing process.

- **The future of blended learning**

A [report](#) from JISC, co-created through collaboration with over 1,000 representatives from UK universities, suggests blended learning is now the preferred learning and teaching model of many UK students, lecturers, and leaders. Just one executive leader surveyed said they expected their institution’s teaching to be done totally in-person in 2030. A HEPI [blog](#) suggests that the key to fully realising the value of blended learning is a continued commitment to co-creation of the blended learning offer with clear and meaningful student involvement.

- **TUoS interest:** the University has adapted teaching in line with blended learning requirements. There will be longer-term lessons about how flexible learning can be more effectively utilised to meet the needs of different groups of students, including part-time and mature students. There is significant potential to use innovative learning models to expand access to HE, both demographically and geographically. The University will continue to seek to improve its blended offer for as long as the Covid-19 pandemic persists and then learn the lessons of its implementation and effectiveness to inform future curriculum design.

## 1.2 Comprehensive Spending Review (CSR)

- The Chancellor delivered the [Comprehensive Spending Review](#) (CSR) in a [speech](#) to the House of Commons. The UK economy is projected to shrink by 11.3% this year – the largest fall in output for over 300 years. Although there are no direct references to HE or universities, and no responded to the Augar Review of Post-18 Education, there were a number of policy announcements that will impact universities and the sector more generally.

The CSR reiterated the Government's commitment to spending 2.4% of GDP on R&D, with £14.6bn of funding for 2021/22. Also announced was a £4bn levelling up fund, allowing local areas to bid for up to £20m to directly invest in local infrastructure. An additional £291m will be made available for FE and investment in the National Skills Fund and higher technical provision.

Related to Brexit, DfE will receive funding to devise a national alternative to the Erasmus+ scheme, but caveats by saying that it will only be used if the UK does not associate to Erasmus+ itself. There is a brief mention of Horizon, to reiterate the Government's commitment to science and technology regardless of whether the negotiations to associate to Horizon are successful.

- **TUoS interest:** The University has made a number of representations to the CSR for funding for specific projects as well as reiterating our main policy priorities through representative bodies such as the Russell Group and UUK. It will look for opportunities to lead and support bids to new funding streams when the kinds of projects this investment is designed to support are clarified.

## 1.3 Demand for HE in 2035

- A HEPI [report](#) looks at future demand for HE places in the UK over the next 15 years. For England, if demography were the only factor then there would be an increase in demand of 40,000 full-time places by 2035 due to rises in the 18-year old population. If participation also increases at the same rate as the previous ten-year average, this increases to a 358,000 full time places. The greatest growth will be seen in London and the South East, which could account for over 40% of additional demand.

In terms of the implications, the report suggests that some in Government would like to reintroduce a student number cap in the longer term, but the projections clearly show that this would limit a growing group who want to enter HE. The projections show that all areas of the country would see demand for more places, which the report suggests would mean risks in the long-term of Government allowing vulnerable institutions to fail.

- **TUoS interest:** The University has taken a strategic approach to improve student quality in recent years, rather than seeking to solely expand numbers of students studying at the University. At the same time, the University will work to respond to expected increases in demand and ensure that its is as competitive as possible. The University also continues to oppose any kind of student numbers cap as limiting student choice and institutional flexibility, while at the

same time supporting the diversity of the sector in offering a wide range of educational experiences to students of all different backgrounds.

#### 1.4 Further Education funding

- The Prime Minister has delivered a [speech](#) on skills, training and FE funding, saying it is “time to end the bogus distinction between FE and HE.” He stated that, whilst no blame was attributable to the HE sector, there were too many graduates entering jobs that they did not want and not enough skills for the jobs that the economy needed; improving FE was one way of delivering the Government’s ‘levelling up’ agenda.

Apprenticeships will be expanded and from April 2021 adults without an A level qualification, or equivalent, will be eligible for funding for certain technical courses equivalent to an A level through the National Skills Fund. Students on specific, mainly technical courses, to be agreed with employers, will be able to access student finance. In the future, every student will have a flexible lifelong loan entitlement to four years of post-18 education.

These policy developments align with two of the recommendations from the independent Augar Review of Post-18 Education and Funding: that Government should introduce a single lifelong learning loan allowance; and that learners should be able to access student finance for tuition fee and maintenance support for modules of credit.

- **TUoS interest:** The University supports additional funding for FE, but argues that it should not be a zero sum game competition for funding with HE, and that a robust education system requires both a strong HE and a strong FE sector. The University continues to pioneer innovative models that break down some of the barriers between HE and FE, including degree apprenticeships at the AMRC-TC.

#### 1.5 Tackling institutional racism

- Universities UK has [published](#) a new set of recommendations for tackling racial harassment at universities, in order to reduce racial inequality in HE. The guidance calls for university leaders to acknowledge issues within their own institutions and that UK HE perpetuates institutional racism through incidents of harassment, a lack of diversity among senior leaders, the BME student attainment gap and pay disparity among staff. The recommendations include engaging directly with students and staff on their lived experience of racial harassment, improving awareness of the issues through anti-racism training, ensuring expected online behaviours are clearly communicated to staff, and developing new institution-wide strategies for tackling racial harassment.
- **TUoS interest:** The University recognises the great deal of work that needs to be done to tackle racial inequality within the higher education sector. Its own Race Equality Strategy highlights many of the same issues as the UUK report, including the attainment gap, increasing the diversity of the staff body, and creating an inclusive campus with zero tolerance for racial harassment. There are also wider structural issues within the HE curriculum and academic culture that needs to be tackled on a national level and the University will work within sector representative bodies to advance those issues.

## 2. EDUCATION AND STUDENT EXPERIENCE

### 2.1 Undergraduate Admissions

- The University worked hard collectively to achieve a positive position in 2020, despite the challenges presented by Covid-19 and the impact of late government policy changes over exam results. As a result, both undergraduate home and

overseas registrations exceeded the target set this year. Given the challenges, this is an excellent achievement. The approach taken to manage admissions at institutional level, with faculty oversight of the individual faculty and departmental position continues to be successful in delivering a coordinated and positive institution-wide outcome.

- Looking ahead, it is very early in the 2021 application cycle and our observations so far confirm expectations that applicant behaviour will be tougher to predict, particularly for Home students, due to the ongoing pandemic. This is also the first year that EU applications will be counted in the overseas numbers, following the UK's departure from the EU. Currently we are seeing an increase in the number of applications from prospective overseas students, which is encouraging.

## **2.2 Postgraduate Taught Admissions**

- The increase in Home applications seen this year translated into a small increase in registrations against the target for this year, with early analysis suggesting that a higher proportion were recent alumni. International applications and accepted offers were significantly ahead of last year but the continued impact and changing picture around Covid-19 has affected registrations. However, the impact is less than forecast and registrations are currently higher than initially forecast due to a range of activities, including organised flights and remote registration options. Given the various challenges, we have still ended in a relatively good position for 2020.

## **2.3 Postgraduate Research Admissions**

- The Postgraduate Research position remained below expected levels this year, with applications and accepted offers for both home and international below last year. Registrations are also down, although this is likely to recover a little due to the cross-session nature of PGR registrations.

## **2.4 Annual Planning Cycle**

- The first set of activity under the new Planning Cycle (2020-2025) started in October with DVC led meetings with Faculties and Directorates. Discussions covered a review of the last twelve months and expectations for the next year.
- A launch event with Heads of Department took place on 5 November, after which departments will work with faculties to review current performance and consider aims for 2020-2025 against the Strategic Framework (which expands on the aims outlined in the Vision and Strategy). This activity will be ongoing until February 2021 before UEB assesses the proposed faculty and department aims and whether they collectively realise the ambition outlined in the Vision and Strategy.
- The planning cycle activity for the next six months has been streamlined and simplified, noting the continuing pressures on academic departments related to the pandemic. In March, UEB will consider the workload capacity of faculties and departments to undertake more detailed five year planning and target setting in the second half of the academic year.

## **2.5 University Key Performance Indicators (KPIs)**

- The development of the Vision and Strategy requires an update to the University KPIs. Extensive work with the DVC, Vice Presidents and professional services directors has informed the update. Once agreed, a University dashboard will be developed for reporting progress against the KPIs.

## **2.6 National/International Performance Metrics/League Tables**

- **Times Higher Education (THE) World Subject Rankings 2021**

THE release subject level rankings later in the year than the institutional ranking. For 2021 subject rankings the University secured 7 top 100 places: law (66th place), arts and humanities (67th place), social sciences (70th place), education (75th place), psychology (83rd place), clinical and health (93rd place) and engineering (98th place).

This league table uses a mix between metrics and results from an Academic Reputation survey.

## 2.7 Statutory Returns

- The University has completed and Submitted 3 annual returns to the Higher Education Statistic Agency (HESA) for the academic year 2019/20 covering Students, Staff, and Finance. These are submitted by all institutions and are used for a range of purposes by HESA and the Office for Students (OfS) including monitoring institutional performance. Data from these returns will be made available to the sector in spring 2021 and is used as the basis of data sets that inform our market analysis and business insight activity.

The institution has submitted a number of other returns relating to specific groups of students such as the Initial Teacher Training (ITT), Medical and Dental Survey (MDS), and the Aggregated Offshore Return (AOR).

## 2.8 Student Support Services

- The online [Orientation 2020 hub](#) has been available to all UG and PG students (home, international, new and returning) to provide help and information, social activities and ways for students to come together virtually to share ideas and make friends.
- From 2 November, additional temporary enquiry handlers and welfare assistants were available to assist with Covid-19 enquiries and welfare checks. Four enquiry handlers and up to 30 part time welfare assistants will be based within Student Support Services. Additionally, 16 enquiry handlers have been recruited and distributed across Faculties to help manage the volume of student enquiries relating to Covid.
- A fast track system to access [Student Access to Mental Health Support \(SAMHS\)](#) has been put in place for students who are self-isolating and experiencing mental health difficulties.
- The Senate Learning and Teaching Committee approved the revised and updated [Safeguarding Policy](#) at its October Meeting.

## 2.9 Careers Service

Since June 2020 the Careers Service, guided by the Student Skills & Employability Group (SSEG), has led the following:

- An update of the Sheffield Graduate Attributes framework, approved by Senate in October.
- Development and launch of a new University-wide 'mySkills' student portfolio tool to support and enhance student self-awareness, skills development and employability. This is being piloted in various departments in 2020/21 prior to more widespread adoption in 2021/22.
- The launch of the Career Confidence survey of all students via the annual registration process. This commenced in September 2020 and the data will enable more targeted provision of support.

- Working with Campaigns and Alumni Relations, an alumni: student networking and mentoring platform to expand alumni volunteering and student mentoring, which will launch in Spring 2021.

## **2.10 Department for Lifelong Learning**

- In October, DLL recorded a small increase in full-time UG registrations to its degree with foundation year programmes for the sixth year in a row. Mature students still make up the great majority of these registrations, and continuation and achievement outcomes amongst students progressing from their foundation year in DLL to study in academic departments across four faculties continue to improve year on year.

## **3. RESEARCH AND ITS IMPACT**

### **3.1 Research Awards**

- See Finance, section 7.2, below

### **3.2 Research Excellence Framework**

- With the delayed submission deadline of March 2021, units are focused on: finalising output selections (these are the publications which will be peer reviewed); finalising evidence collection for the exemplars of non-academic impact, which form 25% of the final quality profile; and drafting narratives to describe how our research environment supports the production of excellent research. REF Steering Group, reporting to UEB, has oversight and is working collegially to ensure we are well positioned.

### **3.3 Fellowship Successes**

- We have seen considerable success across the University with recent fellowship rounds. These awards provide salary support for individual researchers to pursue an ambitious research agenda. Coaching support for applicants has improved our success rates and all four of our applicants who made it to the interview stage in the most recent round of the prestigious UKRI Future Leader Fellowships (4 years' funding with the possibility of 3 further years' follow on) were successful.

### **3.4 Knowledge Exchange**

- As part of the Knowledge Exchange Framework (KEF) process designed to increase efficiency and effectiveness in the use of public funding for KE, the University submitted three narrative statements in October 2020. These narratives - Local Growth and Regeneration, Public and Community Engagement and an overall institutional context - will accompany the quantitative KEF metrics and sit alongside the sector-led KE concordat which is currently in development.

### **3.5 Cultural Update**

- The Director of City & Culture, Professor Vanessa Toulmin, has assisted in the shortlisting of candidates for a new Art, Culture and Heritage (ACH) Project Director at the Sheffield City Region Mayoral Combined Authority. The appointed candidate will help to improve the ACH offer in the region and the Director of City & Culture will work closely with them to align the University's cultural vibrancy ambitions.

During September and October, despite the challenge of Covid restrictions, the University hosted two cultural events in the city. Rather than being cancelled, both events were swiftly moved to a mixture of digital online content and live in-person events involving constant collaboration with city partners to ensure adherence with Covid-safe policies.

- The fifth Festival of the Mind was held in September with more than 100 collaborators from across Sheffield’s cultural sector, 25 specially curated podcasts, 17 films and more than 35 different exhibits and performances streamed via a new digital platform along with physical exhibitions at Futurecade in the Millennium Galleries and Protopia at the Sidney & Matilda gallery.
- The 29th annual Off the Shelf, one of the UK’s largest literary festivals, was held in October with a mix of free online events and ticketed live on stage/live stream events. 80% of the programme was free. Due to the impact of Covid on live audience events, festival income will be significantly reduced this year.

## 4. STRATEGIC PARTNERS

### 4.1 AMRC

- The AMRC has completed the development of its new strategy for 2020-2030, developed in consultation with its staff, the relevant university faculties, industry and funders. The following have been identified as the key goals:
  1. Become the UK’s first fully connected, open access, digital manufacturing testbed for any sector;
  2. Create a world leading UK Circular Factory demonstrator and testbed;
  3. Support global zero carbon goals by developing whole product lifecycle capabilities for future propulsion systems (hydrogen, electric, high power density batteries, bio-fuels, hybrid);
  4. Develop a step change in productivity by ensuring our innovations make it onto the production floor, levelling up and regenerating in the North and improving UK resilience and thereby improving productivity;
  5. Re-create the original agility of the AMRC with a culture of honesty, transparency and integrity.

This new strategy sits alongside the existing strategies for the Nuclear AMRC and the AMRC Training Centre, giving the group a clear purpose for the next decade.

- Unilever is to send its engineering and manufacturing apprentices to the AMRC-TC. AMRC-TC will deliver skills programmes for Unilever’s operations in Burton Upon Trent, Wales, Gloucester, Leeds, the Wirral and Manchester, across a range of levels and standards including mechatronics maintenance, automation and controls, engineering manufacturing technician through to degree-level control/technical support engineer and manufacturing engineer. Thirty Unilever apprentices will begin their studies with the training centre next year, growing to 90 apprentices over three years.

### 4.2 Alumni Volunteering

	2020/21*	2020/21 Target	2019/20	2018/19
Alumni volunteers	163	900	863	999
Volunteer hours	271	10,000	8,985	10,752
Philanthropic prospects engaged in volunteering	16 (25%)	15%	127 15%	144 (14%)
Student beneficiaries	205**	5,000	4,500+	5,307

\* As of 23/10/20 (from 01/08/20)

\*\* Recorded student attendance on events and programmes. The actual number of student beneficiaries across the University will be higher.

- As we have used online delivery for many of the activities that alumni previously supported face to face, the number of alumni who have continued to volunteer to support the University and students has been encouraging. Alumni support



includes aiding the online open days, virtual networking events, filming 'good luck' messages for the graduating class of 2020 and signing up to the new alumni leadership programme ('The Boardroom').

## **5. OUR PLACE: LOCALLY AND GLOBALLY**

### **5.1 Ulsan National Institute of Science and Technology**

- In October 2020, an MOU was signed with UNIST in South Korea in view of developing a joint research and development project. Through international cooperation between South Korea and the UK, it is hoped that original technologies related to nuclear power plant decommissioning and advanced manufacturing will be developed.

## **6. PUBLIC RESPONSIBILITY**

### **6.1 Success and Achievement**

- Professor Helen Rodd, School of Clinical Dentistry, was awarded an MBE for services and lasting impact made to paediatric dentistry.
- Medical student and President of the student MedSoc, Hasnain Khan, received a British Empire Medal for leading the Sheffield Medical Students Helping Hands Scheme.
- The University, Sheffield Hallam University and Sheffield Teaching Hospitals submitted a joint proposal to the government for an ambitious £316 million programme to ensure the post-Covid recovery and renewal of the City Region.
- Dr Jennifer MacRitchie, Mr Eddie Ball, Dr Maria Fragiadaki and Dr Anastasia Shesterinina, were awarded UKRI Future Leaders Fellowships for being at the forefront of research and innovation in the UK.
- The University committed to the Care Leaver Covenant to further enhance its offer to care leavers studying in Sheffield.
- The UK's Festival of Social Science is returning to the University in November.
- Scientists from the University of Sheffield have joined an international team to help identify common vulnerabilities in Covid-19 and other coronaviruses.
- A team of engineers from the University of Sheffield featured in national news for their research into the explosion in Beirut earlier this year.
- The University of Sheffield's Institute for Translational Neuroscience (SITraN) celebrated 10 years of pioneering research. A piece by Professor Dame Pamela Shaw on SITraN's impact featured in the Sheffield Star and Sheffield Telegraph.

## **7. CHALLENGE OF RESOURCE**

### **7.1 Financial Statements for the year ended 31 July 2020**

- This is a separate Senate agenda item.

### **7.2 Research**

- New awards for the last 12 months to the end of September 2020 now stand at £162.5m (£140.1m excluding AMRC). This is a decrease of £1.7m (1.04%) on September 2019.
- There has been a fall in the total number of awards opened. For the last 12 months to the end of September 2020, the number of new awards stood at 783 compared to 885 as at September 2019. There have been falls in the numbers of all funder categories apart from UK Charities, which has risen by 10. The biggest drop, 48, is

in the number of UK Government awards, driven wholly by a fall of 56 AMRC Catapult awards,

- To the end of September 2020 there were 11 Covid-19 related awards along with a further 15 where we had been notified of being successful.
- The value of new awards for the 12 months to September 2020 has seen rises in the value of Charities, EU Framework and RCUK awards of £6.2m, £3.9m & £2.9m respectively. The value of Industry has however fallen by £4.4m (38.2%) whilst Overseas awards (all Overseas apart from European Framework) has dropped by £11.7m (58.2%). Total RCUK and UK Government awards over the last 12 months represents £101.5m of the £162.5m total awarded (62.4%).
- There has been 1 new award over £1m since the last report. This was for £1.66m, awarded by the EPSRC to the Faculty of Science.
- As at September 2020, research grants work in progress (research order book) which excludes capital projects, stands at £315.5m (£299.1m excluding AMRC) which is an increase of £27.4m on September 2019 and the second highest recorded work in progress to date (highest July 2020). The increase is due to a number of higher value new awards recently, less expenditure over the summer months because some research projects had to be suspended due to Covid-19, and reduction of staff research salaries due to furloughing.

## **8. POWER OF PEOPLE**

### **8.1 Covid-19 Update**

- **Serious and imminent danger protocol**

In consultation with Trade Unions, a serious and imminent danger protocol has been developed and agreed for staff who feel that they have been placed in a dangerous situation and need to take action to remove themselves from it without fear of management action. This has been developed in response to Covid-19, but would apply to other situations. The protocol provides additional assurance for staff that the University prioritises health and safety and that they should not be required to work in a potentially dangerous situation. To date there have been no cases of the protocol being used.

- **Covid Testing Centre**

The University's Covid testing centre has been established following a huge joint effort across the University. It is to be staffed by c320 new staff recruited specifically to work at the centre. More than 1,000 applicants expressed an interest following adverts placed with our Student JobShop and with a recruitment agency. Staff have been appointed and trained to ensure the centre is ready to open and process tests from 30 November 2020.

- **Track and Trace team**

A central contact tracing team for student and staff cases started on 24 October. The team comprises 8 staff (2 team leaders and 6 contact tracers), managed by Health and Safety.

The University's Central Welfare and Guidance team will follow up symptomatic and confirmed cases for welfare purposes. Departments will be made aware of positive cases to ensure a deep clean takes place and to allow a welfare email to be sent out.

Health & Safety will cross reference all positive cases to identify any linked cases, lead any investigation and follow up with national and local authorities where

necessary. Health and Safety colleagues will monitor the data for potential clusters and outbreaks.

## 8.2 Wellbeing

### ▪ Wellbeing support

In response to feedback, we have created [guidance](#) to help Managers incorporate conversations around wellbeing and support into routine discussions with colleagues.

### ▪ Safe Bookable Spaces

For staff whose wellbeing is suffering as a result of working from home, we have created a safe, bookable space on campus that staff can use following discussion with their Manager. Staff can book a desk to work from on a day/s that suits them, subject to the national and local restrictions and guidance in force.

### ▪ Kindfest

We enabled staff to participate in the 'Kindfest' festival on 13 November. Staff were able to access talks/events in 5 different 'kindness tents' to hear about and learn how practising kindness in the workplace and in our personal lives can have a hugely positive impact on wellbeing.

### ▪ Return to Workplace (Campus) Survey

The last in the staff recent series of surveys, this asks staff how they feel regarding a return to campus, acknowledging that some staff have done so already. Questions include Health and Safety, communication of information and the future of work. There is scope for staff to tell us what they would like this to look like and inform future UEB discussions. The survey results will be communicated to staff.

## 8.3 People Development

The People Development team reviewed and refreshed [web pages](#) and updated and streamlined content. This has resulted in 5100 visits to the webpages, with our most engaged with material being our SRDS for Reviewers content, as well as Manager's toolkit and supporting pages for the How to Series.

### ▪ 'How to' series

Further to the People Development Review earlier this year, and in line with our response to supporting colleagues and managers with Covid recovery plans for, we are releasing new learning and development modules as part of a ['How to' series](#).

The modules are focused on the key skills, behaviours and attributes required to encourage learners to reflect and plan how they can apply them to different situations and scenarios, given the huge amount of complexity, change and nuance at present.

Modules include:

- How to have a Wellbeing Conversation
- How to manage teams (wherever they are)
- How to lead through change
- How to support your own and others resilience

Upcoming modules include 'How to consider your own and others resilience,' and 'How to create an inclusive environment for colleagues.'

Over 351 individuals have enrolled on the above blackboard learning sites for these modules, spending an average of between 30 - 45 minutes on this site. Over 90 individuals have attended live sessions since their launch in August. Initial feedback indicates that 94% of participants who responded to surveys have found the material useful or very useful and 81% plan to do things differently as a result. 100% of those participants felt welcomed and found their learning was supported by facilitators and 100% found the additional learning available to be helpful or very helpful. 81% of respondents rated their experience of learning within a digitally blended learning environment as good or very good.

The next How To module is 'How to be an effective mentor,' which is designed to support the launch of [GROW mentoring scheme](#) 2021, as well as other mentoring schemes across the organisation, such as those in Think Ahead, for researchers.

The six month GROW mentoring programme will be open to mentor and mentee applicants for the 2021 programme on 7 January 2021. The cross-University mentoring scheme is for all professional services staff in the five faculties and across many of the professional services departments.

The six month programme is aimed at helping staff to enhance skills, maximise potential, expand networks and consider your own and career paths by working with others resilience,' and 'How to create an inclusive environment for in the University. To date, 151 bookings have been made for the introductory briefing sessions.

▪ **Sheffield Leader Impact**

The [Sheffield Leader: Impact Executive Team Development Programme](#) will commence this winter for seven academic teams who will undertake the Executive team Group Coaching pathway, which consists of a mix of Head of Department coaching and group coaching sessions, and select a set of coaching objectives:

- School of East Asian Studies
- Computer Science
- Mechanical Engineering
- Health Sciences School
- Neuroscience
- ScHARR
- Psychology

▪ **Sheffield Leader Essentials**

The [Sheffield Leader: Essentials Development Programme](#) was paused earlier this year in response to Covid-19 with existing cohorts provided with a blended digital approach to enable completion. Feedback indicates 82% of participants felt more able to deliver in their role as a Leader and Manager as a result of this programme.

▪ **Induction for new colleagues**

The People Development team have recently updated our [Staff Induction pages](#) to provide refreshed guidance for new colleagues and support for managers and enhanced signposts to support induction during the pandemic.

Since October 2019 over 1000 colleagues have started working for the University. We are working to redesign, agree and launch a series of live and interactive events for new colleagues to welcome them to the University and provide networking opportunities.

## **8.4 Diversity and Inclusion**

### **▪ Celebrating Disability History Month 2020**

18 November marked the start of Disability History Month, an annual event that recognises the history and experiences of disabled people across the UK. This year's theme is: Access: how far have we come? How far have we to go?

Throughout the month we have been raising awareness of disability and sharing plans about how we aim to bring about transformational change to ensure that our disabled students and staff feel listened to and supported. We will also be opening a consultation to ask for feedback and ideas about progressing disability inclusion.

Disability inclusion is an important part of our vision for diversity & inclusion.

## **9. LEGAL AND REGULATORY MATTERS**

### **9.1 Reportable Events**

- In its role as principal regulator of HEIs, the OfS requires that serious incidents have been appropriately notified under registration condition F3 (i). The OfS defines a reportable event as 'any event or circumstance that, in the judgement of the OfS, materially affects or could materially affect the provider's legal form or business model, and/or its willingness or ability to comply with its conditions of registration'.
- In the period since the previous report to Council the University has not needed to notify the OfS of any reportable events.

