School of Clinical Medicine HR Forum

Thursday 2\textsuperscript{nd} March

10am - 11:30am
Agenda

• **Introductions and welcomes** by Vickie Grenville
• **Apprenticeships** by Colin Long and Jo Hinson
• **EDI and Athena Swan** by Graham Martin, Rebecca Luck & Becky Tuck
• **Introduction** by Saadet Yalcin and Darren Foulkes
• AOB
Welcomes:

**Clinical School HR Team:**
Katie Knott, Recruitment & HR Staff Hub Coordinator
Sarah Lecky, returned from Maternity Leave as a Recruitment & HR Staff Hub Coordinator
Saadet Yalcin, Resourcing Manager
Lydia Mota, Clinical HR Assistant (Emilie Carter’s Maternity Cover)
Charlotte Gorick, HR Assistant
Goodbye to Hannah Bavalia

**CIMR:**
Macy Driver, HR Apprentice

**MRC MBU:**
Kate Hibbert, HR Coordinator

**MRC Epidemiology:**
Olesia Zubrytska, Temporary HR Coordinator

**Psychiatry:**
Simon Gurry, HR Coordinator
Apprenticeships

Colin Long, Apprenticeships Manager and Jo Hinson, Recruitment & HR Staff Hub Coordinator
Agenda

• Apprenticeship Levy
• University and School positions
• Overview and benefits
• Apprenticeships available
• Key points to consider
• How to recruit an apprentice
• Resources
• Questions
The Apprenticeship Levy

University of Cambridge
Apprenticeship Levy

- Paid in: £15,242,578.00
- Balance: £5,575,625
- Expired: £7,490,070.00
- Spent: £116,767.00
- Transferred: £179,600.00
Clinical School position

• 4 years ago – 1 apprentice across the whole school
• As of 1st February 2023, there has been 31 newly recruited apprentices across the school.
• 23 existing staff currently undertaking an apprenticeship
• CS currently has 33% of all apprentices within the University
Apprenticeships in Schools 2017-2022

- Non-School: 1
- Non-School UAS: 3
- Arts and Humanities: 21
- Biological Sciences: 70
- Clinical Medicine: 91
- Physical Sciences: 48
- Technology: 3
- Humanities and Social Sciences: 48

Clinical School position
What is an Apprenticeship?

An apprenticeship is a genuine job with an accompanying assessment and skills development programme. It is a way for individuals to earn while they learn, gaining valuable skills and knowledge in a specific job role. The apprentice gains this through a wide mix of learning in the workplace, formal off-the-job training and the opportunity to practise new skills in a real work environment.

Apprenticeships benefit employers and individuals, and by boosting the skills of the workforce they help to improve economic productivity.
Benefits

• Motivated and well-trained staff with essential skills.
• Better employee retention, and improved efficiency and productivity.
• Individual receives relevant industry training that can have an immediate impact.
• The manager is involved in every step in the planning of their training programme.
• Cost effective – lower salary for new apprentices and no direct cost to the department
• Rewarding to Manager and their team
### Apprenticeships available

- Accountancy Taxation Professional, Level: 7
- Assistant accountant, Level: 3
- Associate project manager, Level: 4
- Building, Engineering Service and Maintenance Engineer, Level: 3
- Business Administrator, Level: 3
- Chartered manager degree apprenticeship, Level: 6
- Commercial Procurement and Supply, Level: 4
- Cultural Learning and Participation Officer, Level: 3
- Digital and Technology Solution Specialist (degree), Level: 7
- Engineering Manufacture: Electrical, Electronic Engineering, Level: 3
- Engineering Technician, Level: 3
- Event Assistant, Level: 3
- Heating and Ventilating: Pipework Systems, Level: 3
- HR Consultant / Partner, Level: 5
- HR Support, Level: 3
- Improvement Practitioner, Level 4
- Infrastructure technician, Level: 3
- Installation electrician / maintenance electrician, Level: 3
- Laboratory technician, Level: 3
- Manufacturing Engineering: Mechanical, Level: 4
- Operations / departmental manager, Level: 5
- Plumbing and Domestic Heating Technician, Level: 3
- Property Maintenance Operative, Level: 2
- Senior Leader Master's Degree Apprenticeship, Level: 7
- Software developer, Level: 4
- Software Development Technician, Level: 3
- Software tester, Level: 4
- Veterinary Nurse, Level: 3
Key points to consider

• Think about how to integrate apprenticeships into your workforce planning before offering a placement. Recruiting apprentices should not be a short term fix but a long term way to grow the workforce.

• The cost of the apprentice’s wages must be met by the department.

• Providing a well-thought-through induction

• Allowing time for their off-the-job learning activities. Can include shadowing, mentoring, industry visits and attending competitions.

• Meeting with them regularly to provide feedback and review progress

• For newly recruited apprentice, being approachable and understanding

• Liaising regularly with the training provider

• Putting a workplace mentor in place to further support the apprentice
The starting salary for an entry level apprentice at the university is £17,205

<table>
<thead>
<tr>
<th>Apprentice Level</th>
<th>Starting Salary</th>
<th>Progression after Yr 1</th>
<th>Progression after Yr 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprentice 1</td>
<td>Point 11 (£17,205)</td>
<td>Starting salary</td>
<td></td>
</tr>
<tr>
<td>Apprentice 2</td>
<td>Point 15 (£18,898)</td>
<td>Progression after Yr 1</td>
<td>Progression after Yr 2</td>
</tr>
<tr>
<td>Apprentice 3</td>
<td>Point 19 (£19,863)</td>
<td>Progression after Yr 1</td>
<td></td>
</tr>
<tr>
<td>Apprentice 4</td>
<td>Point 23 (£21,197)</td>
<td></td>
<td>Progression after Yr 2</td>
</tr>
</tbody>
</table>

New apprentice to undertake Level 2 or 3
New apprentice to undertake Level 4 or above
## Costeffectiveness

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Number of vacancies in year</th>
<th>Amount Saved by replacing all vacancies with Apprentice</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020</td>
<td>2</td>
<td>24</td>
<td>£103,392</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>73</td>
<td>£390,623</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>285</td>
<td>£2,195,355</td>
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<tr>
<td>2020 Total</td>
<td></td>
<td></td>
<td>£2,689,370</td>
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<tr>
<td>2021</td>
<td>2</td>
<td>66</td>
<td>£284,328</td>
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<tr>
<td></td>
<td>3</td>
<td>132</td>
<td>£706,332</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>238</td>
<td>£1,833,314</td>
</tr>
<tr>
<td>2021 Total</td>
<td></td>
<td></td>
<td>£2,823,974</td>
</tr>
<tr>
<td>2022</td>
<td>2</td>
<td>82</td>
<td>£327,344</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>252</td>
<td>£1,245,888</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>426</td>
<td>£3,016,080</td>
</tr>
<tr>
<td>2022 Total</td>
<td></td>
<td></td>
<td>£4,589,312</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>1578</td>
<td>£10,102,656</td>
</tr>
</tbody>
</table>
Resources

- https://www.apprenticeships.admin.cam.ac.uk/
- https://www.apprenticeships.gov.uk/employers
- https://www.instituteforapprenticeships.org/
- https://hr.medschl.cam.ac.uk/recruitment/apprenticeships/
- Email: cshrstaffhub@admin.cam.ac.uk
Questions?
EDI and Athena Swan

Graham Martin, School Equality Champion

Rebecca Luck and Becky Tuck, HR & EDI Coordinators
EDI

• Professor Nita Forouhi – Director of Organisational Affairs
• Rebecca Luck and Becky Tuck – HR and EDI Coordinators
• School Equality Champions
• Departmental Equality Champions
• EDI Governance Group (EDIGG)
• EDI Self Assessment Team (SAT)
• Clinical School HR Team
# Departmental Equality Champions

<table>
<thead>
<tr>
<th>Department</th>
<th>Champions</th>
</tr>
</thead>
</table>
| Clinical Neurosciences                          | • Jelle van den Ameele  
• Keri Carpenter  
• Selena Milicevic-Sephton  
• Stephen Thompson  
• Emma Cutting  
• Gita Khalili Moghadam  
• Joanna Jones  
• Nisha Kuzhuppilly-Ramakrishnan  
• Sobia Arfrey |
| CIMR                                            | • Fiona Karet  
• Michael Weekes  
• Charlotte Yelton |
| MRC Epidemiology Unit                           | • Nita Forouhi (Director of Organisational Affairs & School Equality Champion)  
• Tolu Oni (School Equality Champion)  
• Antonia Ciurea  
• Catrin Penn-jones  
• David Ogilvie  
• Miriam Alvarado  
• Steph Moore |
| CRUK CI                                         | • Karen Woodey (School Equality Champion)  
• Camilla Ashby  
• Shalini Rao  
• Madhu Basetti  
• Mark Fernandes  
• Monique Hodges  
• Jason Carroll |
| Haematology                                     | • Brian Huntly  
• Joanna Baxter  
• Srinjan Basu |
| Medical Genetics                                | • Tim Hearn (School Equality Champion)  
• Laura Jessop  
• Romy Dennis |
| Medicine                                        | • Jane Goodall (Chair)  
• Wei Li  
• Sarah Jackson |
| MRC Biostatistics Unit                          | • Sofia Villar |
| MRC Cognition and Brain Sciences Unit           | • Ben Daft |
| Clinical Biochemistry                           | • Claire Meek |
| MRC Mitochondrial Biology Unit                  | • Lindsey Van Haute  
• Ulla Sovio |
| Obstetrics and Gynaecology                      | • Dafina Angelova  
• Alison Dunning |
| Oncology                                        | • Kathryn Beardsall |
| Paediatrics                                     | • Carol Brayne  
• Ed Bullmore  
• Junaid Shattii  
• Tamsin Ford |
| Psychiatry                                      | • Kalman Winston  
• Robbie Duschinsky  
• Lucy Lloyd  
• Natalie Richards |
| Public Health and Primary Care                  | • Dimitri Kessler  
• Karin Kaellen  
• Lorena Escudero |
| Radiology                                       | • Jane Gaffa  
• Millie Cherfils |
| School Office                                   | • Wasim Khan |
| Surgery                                         | • Wasim Khan |
Athena Swan

- Athena Swan charter: a framework “to support and transform gender equality within higher education (HE) and research”

- Clinical School:
  - Silver Award first granted 2013
  - Renewed 2016
  - Renewed again 2022

- Current award:
  - Based on demonstrated progress against our Action Plan and against wider indicators of gender equality in the School
  - Sets out a new Action Plan for the current period
  - Is tenable for five years

- Gold application next time?
Current (2022) Action Plan

• Action Plan can be found on our website:
  https://hr.medschl.cam.ac.uk/a-great-place-to-work/equality-diversity-inclusion/athena-swan-at-the-clinical-school/athena-swan-school-applications/

• Fourteen action areas, including seven ‘key priorities’:
  1. Increasing the proportion of female professors
  2. Increasing support for mid-career researchers, particularly women
  3. Mitigating the impacts of Covid-19 for all staff, with a particular focus on gender
  4. Improving student experiences and undergraduate medical student experience and outcomes by gender
  5. Improving effectiveness and awareness of interventions designed to address bullying and harassment
  6. Reducing departmental variation
  7. Improving data strategy and ability to access data

• Co-ordinated activities required at university, school and department level
  • Departmental activity sheet
Departmental activity sheet

• Seeks to:
  • set out the full Action Plan
  • indicate departmental responsibilities for action
  • allow departments (BOMs and others as appropriate) to record their actions and progress
  • monitor and document progress, and identify where more work is needed

• ‘Guided tour’ to follow
  • Note that departments are only responsible for actions that aren’t greyed out
  • BOMs are responsible for filling in their department’s sheets, but may delegate to (e.g.) HR, education and equality champion colleagues as appropriate
  • We suggest that departments’ activity sheets be updated every three months

• Feedback welcome, especially on:
  • who else should be able to access the department activity sheets
  • allocation of responsibilities (are the greyed out actions the right ones?)
  • any concerns about feasibility (e.g. resourcing, accuracy of information, frequency of updating, etc.)
Go to www.menti.com and use the code 42946451

or

Hover your phone camera over the QR code and click the link
Upcoming EDI Events

• Celebrating International Women’s Day 2023: Gender and the Environment  
  Wednesday 8\textsuperscript{th} March 12pm-1pm  
  In person talk

• An Introduction to British Sign Language & Follow Up Workshop  
  Tuesday 14\textsuperscript{th} March & Wednesday 29\textsuperscript{th} March 10am-12pm  
  In person workshops

• Mental health, self-care and gender, sex and relationship diversity (GSRD)  
  Thursday 18\textsuperscript{th} May 12pm-1pm  
  Online talk
Introductions by
Saadet Yalcin, Resourcing Manager
&
Darren Foulkes, Research Network Training Coordinator
HR Transformation Programme Timeline

**Scoping phase**
- Now

**Implementation phase Deployment 1**
- Core HR (CHRIS)
- Payroll
- Self service

**Implementation phase Deployment 2**
- Recruitment
- Talent Management
- Learning Management

**myHR: Increased capability**
SCHOOL OF CLINICAL MEDICINE

CIMR
Clinical Neurosciences
Clinical School (Cluster)
Clinical School Computing Service
Clinical School HR team
CRUK-CI

Medicine
MRC Cognition and Brain Sciences Unit
MRC Epidemiology
MRC Mitochondrial Biology Unit
Oncology
Psychiatry
Process simplification: wider consultation

Wider Consultation Timetable

<table>
<thead>
<tr>
<th>Process Group</th>
<th>Example Processes</th>
<th>Pack for review</th>
<th>Feedback link</th>
<th>Deadline for feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compensation and Benefits</td>
<td>Manage recruitment incentive payments and health and safety payments</td>
<td>Review pack</td>
<td>Complete Survey</td>
<td>17th March 2023</td>
</tr>
<tr>
<td>Employee Changes</td>
<td>Change employee personal data, extending fixed-term contracts and change work hours</td>
<td>Review pack</td>
<td>Complete Survey</td>
<td>17th March 2023</td>
</tr>
<tr>
<td>Onboarding</td>
<td>Onboarding and induction processes</td>
<td>Review pack</td>
<td>Complete Survey</td>
<td>17th March 2023</td>
</tr>
<tr>
<td>Absence</td>
<td>Managing planned and unplanned leave such as family leave, academic leave and sickness absence</td>
<td>Review pack</td>
<td>Survey now closed</td>
<td>3rd February 2023</td>
</tr>
<tr>
<td>Manage Time</td>
<td>Recording overtime, managing guaranteed minimum hours contracts and variable hour contracts</td>
<td>Review pack</td>
<td>Survey now closed</td>
<td>13th January 2023</td>
</tr>
</tbody>
</table>

The following process groups will be available for wider consultation in the Lent term 2023:

<table>
<thead>
<tr>
<th>Process Group</th>
<th>Example Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondments</td>
<td></td>
</tr>
<tr>
<td>Exiting</td>
<td>Leaver administration and ending fixed term contracts.</td>
</tr>
</tbody>
</table>
Summary of Queries and Issues:
Recording Overtime & Variable Hours & GMH

<table>
<thead>
<tr>
<th>Query</th>
<th>SAM</th>
<th>SBS</th>
<th>SCM</th>
<th>SWS</th>
<th>SPS</th>
<th>SOT</th>
<th>N/S</th>
<th>LAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1. There is currently no or limited computer access within department to submit requests online. Will there be a way for other employees (eg. Line managers/HR staff) to submit requests on behalf of another employee?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>T2. Can requests have multiple approval sign-offs?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>T3. Another team within the department (eg. Finance) currently approve overtime.</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>T4. Another centralised team outside of the department (eg. School HR Team) currently approve overtime.</td>
<td>✔️</td>
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</tr>
<tr>
<td>T5. Will require a mechanism to agree overtime before it is undertaken and submitted (offline or online)?</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
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</tr>
<tr>
<td>T6. Will there be an ability to edit declined requests rather than submitting from scratch each time?</td>
<td>✔️</td>
<td></td>
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</table>

Casual Workers and GMH

T7. Casual Worker Leads suggests GMH employees will be paid on average weekly hours payment and not have to submit timesheets themselves.

<table>
<thead>
<tr>
<th>Query</th>
<th>SAM</th>
<th>SBS</th>
<th>SCM</th>
<th>SWS</th>
<th>SPS</th>
<th>SOT</th>
<th>N/S</th>
<th>LAG</th>
</tr>
</thead>
<tbody>
<tr>
<td>T8. Will there be some flexibility to set the rate used for overtime, depending on the circumstance?</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>T9. Will there be an option to have the overtime as TOIL instead, and will this be tracked in Annual Leave allowance?</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T10. How will the system know if this is Overtime or Additional Hours, and could the GMH staff follow a similar overtime process using the current form as the proof of agreed overtime/additional hours?</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T11. Will the system correctly apply the overtime policy for part-time staff (i.e. work at standard rate up to equivalent of full-time hours before payment at an overtime rate)?</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Request online?

T12. The process will mean more transactional volume (per session rather than a single request covering multiple sessions) or be more time consuming.

Responses from Product Owner

T1. There is currently no or limited computer access within department to submit requests online, and will there be a way for other employees (eg. Line managers/HR staff) to submit requests on behalf of another employee?

T2. Can requests have multiple approval sign-offs?

T3. Another team within the department (eg. Finance) currently approve overtime.

T8. Will there be some flexibility to set the rate used for overtime, depending on the circumstance? (MRC Issue)

T9. Will there be an option to have the overtime as TOIL instead, and will this be tracked in Annual Leave allowance?
Advocates will help to:

- Build awareness of the programme and its benefits
- Highlight what is changing and why
- Gather feedback, concerns and questions

Current activity
- Encourage colleagues to feel positive about the changes
- Lent term: Build the network
- Thur 11 May: Advocates network launch with Andi Hudson and Kamal Munir

If you, or someone in your team, have an interest in this area, enjoy speaking with colleagues, want to build skills in communication and supporting change, would like to extend your network and can commit to 2-4 hours a month, please get in touch with Mike.

SCHOOL OF CLINICAL MEDICINE ADVOCATES

CIMR
Clinical Neurosciences
Clinical School Computing Service
Clinical Biochemistry
Haematology
Public Health & Primary Care
Any other business?

Thank you for attending