

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

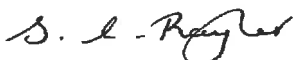
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By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

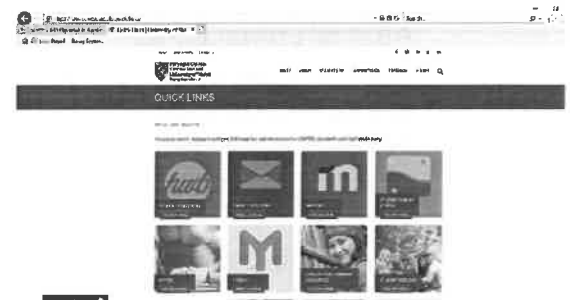
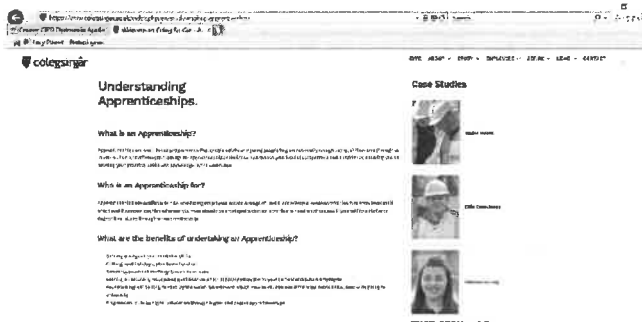
Date: 13th January 2020

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LO1 – Understand the components of a specific HR career development plan

I am currently studying a CIPD Diploma in Applied Human Resources with the University of Wales Trinity Saint David, this is part of the Higher Apprenticeship in Human Resource Management which I have committed to with Coleg Sir Gar. Whilst undertaking my studies, I am a student member of both institutes, which means I am able to utilise resources within both Coleg Sir Gar and Trinity St David.



The course is for a period of two years with the requirement to attend monthly workshops at Coleg Sir Gar, Pibwrllyd Campus, Carmarthen. On the basis that the course is a supported distance learning programme, it is necessary to complete tasks and research in addition to attending the workshops. There is a requirement to pass all assignments in order to successfully complete the Diploma. **(EV1, Managing your learning document).**

The apprenticeship comprises of 16 modules, 5 of which are core modules, 6 are knowledge based and 5 being competence based, including the requirement to provide a portfolio of evidence. The completion of each module will enable me to demonstrate the relevant skills and check my underpinning knowledge and understanding of the specific topic areas. **(EV2, Course Timetable).**

Each module requires the submission of one assignment and/or a portfolio of evidence with a learning plan provided for each module, see attached learning plan in reference to 'Developing Professional Practice in HR' **(EV3, Learning Plan)**. Each plan is split into learning centred around the workshops and at home/work. The aim is to work through the plan until the next workshop and submit the relevant tasks (evidence and formal assessments) via Turnitin on the Moodle site. Please see below example of Moodle, which is a fundamental basis of all assignments and communication method used during the course.



Throughout the period of study, as outlined within the Induction Handbook, the main expectation of all learners is to treat everyone with respect. All students must adhere to the Student Code of Conduct, which confirms the expected standards in relation to '*Learning and Working*' and '*Behaviour*'. Please see details attached '*What the College expects of you*'. (**EV4, Induction Handbook**). In addition, on commencement of the course, there was a requirement to complete an induction questionnaire to ensure a full understanding and expectations of the programme, (**EV5, Induction Questionnaire**).

As a HR practitioner undertaking the Diploma, I am required to be a member of the CIPD and as such adhere to the CIPD Code of Professional Conduct. The CIPD states that all Members must be committed to adhering to the standards and behaviours set out in the Code of Professional Conduct document (**EV6, CIPD Code of Professional Conduct**). The obligations are grouped under four principles:

- Professional Competence and Behaviour – Attend CIPD events.
- Ethical Standards and Integrity – Demonstrate sensitivity to others, don't do things to offend them.
- Representative of the Profession – Promote Equality and Inclusion
- Stewardship – Ensure people are treated fairly.

Within my role as HR Business Partner, I am required to provide expert HR advice to Senior Management making a contribution to the Service Specific Development Plans. It is beneficial for me to gain an understanding of the service area to enable me to diplomatically challenge options being considered. I act in a professional manner and gain trust from both Managers and Employees to ensure a fair and transparent process for all. Throughout my career, I am required to increase my professional knowledge by undertaking research both inside and outside the organisation e.g. CIPD, ACAS.

Whilst undertaking the Course, there are a number of key sources to consider which will assist with the successful completion of the CIPD Diploma including the following:

Core text

- Studying Human Resource Management – Taylor and Woodhams (2016)
- Human Resource Management People and Organisations – Taylor and Woodhams (2016)
- Introduction to Employment Law – Kathy Daniels (2019)

Online Resources

- Student HWB allows access to a number of on-line resources and support services available via Trinity Saint David.



- Library Resources is a service available via UWTSD and Coleg Sir Gar providing access to a wide range of resources 24/7 including e-books, e-journals, online newspapers etc. **(EV7 Libraries “The learning place”)**



- Student Services is a support service, providing access to advice and guidance both mentally and physical to enable students to study successfully.



In addition to the above, communication is shared via social media sites including LinkedIn and Facebook, which enables the sharing of information from both Lecturers and Students.

Support is offered from both Julie Thomas, Lecturer and Alison Williams, Assessor in addition to the information accessible via a number of sources from both Coleg Sir Gar and Trinity St David as outlined above.

In order to successfully complete the programme, it is advised to attend the workshops and access the resources available to students within both institutes.

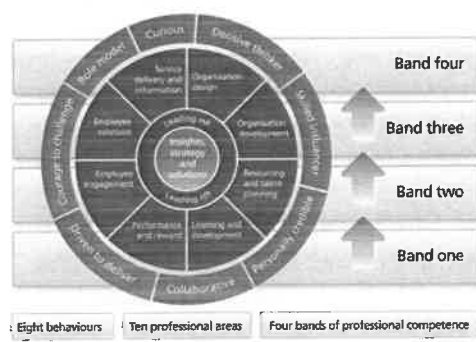
Developing Professional Practice in Human Resources

LO2 - Understand the range of HR Roles and behavioural requirements of HR professionals

It is important for an organisation to understand the valued contribution that HR Professionals makes to the overall aims and objectives.

HR professionals are at the centre of driving change within an organisation by understanding and communicating the value of its employees and empowering people to thrive within their specific roles. Providing opportunities to support all professionals to champion better work and working lives, (CIPD, 2019).

The CIPD Profession Map outlines the activities, knowledge and behaviours required to become a successful HR professional, (CIPD, 2015). The eight behaviours that support good practice within professionalisms are outlined within the Profession Map below. The level of responsibility within the role and area of work will determine what behaviour to focus on.



Linked to the behaviours are the four bands identifying career progression when structuring HR capability within an Organisation for individuals, teams and at a strategic level. Band 1 being the start of a career in HR to Band 4 working at a strategic level and having an influence on the organisation as a whole.

At the centre of the Profession Map sits two core professional areas, '*Insights, Strategy and Solutions and Leading HR*' which are applicable within any HR career whether that being within band 1 or band 4. In addition, there are eight technical professional areas which will link to a core area dependant on the specialism i.e. employee engagement. People are the main asset within an organisation and therefore need to understand the contribution they make to their work, colleagues and the organisation. Encourage good leadership and management led from a strategic level.

All eight behaviours are required at any stage of a career within HR and allows people to be professional within their field.

1. **Curious** – Needs to be eager to learn, finding out information about the organisation, and how HR can add value. It would be good practice to have an understanding of the organisation, ask questions about the customers, going to speak to them face to face to have an understanding of the product and how it sells. This would enable HR to lead the organisation in serving those customers, HR Magazine, (2014).
2. **Decisive thinker** – Required to analyse data and understand information in addition to making decisions quickly.

3. **Skilled influencer** – Influencing people to gain the required commitment and support. Being 'business savvy' to enhance credibility within the organisation and therefore have the ability to influence rather than react, Johns and Perkins (2016).
4. **Personally credible** – Providing advice and support to the Organisation, building trust to recognise the value of HR.
5. **Collaborative** – Proving how working with a range of people both internal and external to the Organisation can be successful. Undertake research to increase professional knowledge to identify 'new thinking'.
6. **Driven to deliver** – Demonstrating the purpose of HR to meet the aims and objectives of the Organisation.
7. **Courage to challenge** – Have confidence in own ability to competently challenge in confrontational situations. HR professionals are required to review their practices to determine whether the work is or isn't adding value to the organisation. This will require courageous conversations and difficult decisions, People Management (2018).
8. **Role model** – Act professionally in line with the CIPD Code of Professional Conduct having an impartial view in line with legislation.

It is important to recognise that the HR function has evolved over the years from being an administrative role to taking responsibility for strategic elements including Organisational Development, Talent Management etc. The change of direction for HR requires different kinds of management having varying levels of impact on an organisation, Personnel Today (2018). HR professionals act as differentiators, making people feel valued, respected and providing feedback so employees feel stimulated within their roles.

As a result of this change, the CIPD have introduced a new Profession Map 2018 including three new professional values to improve workplace decisions. Two new specialist knowledge areas to learn from: people analytics and diversity and inclusion. 14 core knowledge and behaviour areas to develop expertise on people, work and change.

'The new Profession Map enables HR professionals to take a fresh, critical look at people functions within the Organisation' (CIPD, 2019).

'According to Lester (2010), as cited in Perkins and Woodhams (2016)' a professional does not need to be a member of a professional body, they are recognised as an expert with specialist knowledge within their area of work having an independent view and making a commitment to a set of principles.

Other professionals have a formal membership structure, controlled by a Governing Body and are required to adhere to specific criteria's i.e. Teaching Profession must be registered with the Education Workforce Council. If professionals fail to meet the standards as set out within the professional body, they will fail as a member and will be subject to disciplinary action and required to leave.

With regard to HR, CIPD is the recognised professional body within the UK and as such, individuals practicing in HR should act in accordance with both the CIPD Code of Conduct and ACAS Code of Practice, which set the minimum standard of fairness that workplaces should follow, ACAS (2019).

In addition to the above, professionalism can also be defined in relation to an individual's work ethic and someone who carries out their duties and responsibilities to a high standard.

According to Johns, T Perkins, G (2016), there are four elements to consider in relation to HR professionalism:

- Managing self – Ability to manage your own skills, knowledge and behaviour
- Managing in groups/teams – Working with other stakeholders to resolve problems
- Managing upwards – Work closely with senior managers within an organisation
- Managing across the organisation – Communication skills to influence Managers, outlining the value to be added from HR activity.

HR professionals should continue to use the HR profession map to develop professional practice which drives at the heart of what it means to be an HR professional.

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LO3 – Be able to manage self and workload to meet performance requirements

An important factor of being a successful HR professional requires self-management in the workplace. This including a number of skills, i.e. effective time management, project management, problem solving, influencing and negotiating.

Time Management

With regard to effective time management, we need to ensure that time spent on certain activities is proportionate to the required outcome and prioritise our workload accordingly. If we are unable to complete tasks by the specified deadline, it important to communicate the reasons as to why and also provide a solution to explain how and when the task will be completed.

There is no specific method to be used, however we need to find the right system that works for us as individuals.

During my working week, I am required to attend various meetings in addition to undertaking specific tasks and meet deadlines. Therefore, at the beginning of each week I consider my workload and prioritise by writing a list and highlighting what tasks are urgent. This ensures I complete the work within the required timescales. In addition to this, I utilise the Outlook Calendar and create private appointments to confirm I am unavailable to attend meetings and therefore create time to undertake the required tasks for the week. See example list of priorities (**EV8, to do list**) and screen shot of my Outlook Calendar (**EV9, Screen shot of calendar**).

I also have monthly 121's with my line manager whereby we discuss priorities from the previous month and what priorities need to be considered for the current month. This also outlines timescales for tasks, which is a useful tool for me to refer to during the month to ensure effective time management, see example 121 notes (**EV10 121 notes**).

Project Management

Within the role of HR, we are required to be involved in a number of different projects that can on occasions run concurrently and therefore need to have the ability to manage the projects efficiently. Durations of projects vary dependant on the matter in hand and some can be ongoing for longer periods. HR could be required to provide advice at different stages throughout the project however; it is important that the organisation engage with HR from the outset to ensure we have a full understanding of the details and therefore advise accordingly.

Irrelevant to the scale of the project, please see below five steps that should be completed during the process:

- Initiation – Outline the aims and objectives of the project
- Planning and Design – Identify stakeholders, timescales, communication methods, supportive requirements.
- Execution – putting the plan into action, commence process.
- Monitoring and controlling – This process runs concurrently with the execution phase, identifying any issues arising during the process and determine whether the timescales set out at the planning stage are realistic.
- Completion – review of the process, consider what has been achieved and lessons learnt.

Within my role, I am required to be the HR lead on managing redundancy processes within Schools and Education providing advice and support to both managers and staff to ensure

the process is being undertaken in line with policies and legislation. I use a Gantt chart as a useful tool to manage this process as I am able to outline the tasks that need to be completed confirming the timescales that should be adhered to, see example (**EV11 Project Plan**). During the initial discussions with the Manager, a request was made to commence consultation prior to December 2019 however, when the plan was produced, it was recognised that this was not practicable and therefore agreed to commence the process in the New Year.

This example shows how a delay in one part of the process will have an impact on the overall tasks outlined within the project plan.

Reviews should be undertaken throughout the process, which need to be incorporated into the plan.

Prior to the commencement of any redundancy process, Managers are required to complete a report outlining details regarding the five stages of the process as outlined above, which require approval from the Corporate Management Team.

My role is to ensure that the report accurately reflects details regarding the proposals and ensures meaningful consultation with the relevant stakeholders. See example template report (**EV12, Delegated Powers Report**).

On commencement of the project, I am required to attend consultation meetings and provide support to staff throughout outlining options that are available to them i.e. Redeployment, Early Retirement/Voluntary Redundancy, Flexible Working, Occupational Health support. See example email provided to staff (**EV13 Redeployment Email**).

Any consultation/redundancy process can be difficult and therefore it is vital to show empathy to affected individuals and ensure clear communication channels, identify support and provide feedback throughout the process.

Problem Solving Techniques

Managers come across problems on a daily basis and approach HR for advice, it is important for HR professionals to work with managers to solve problems and consider solutions.

One of the problem solving techniques often used is De Bono's 6 Thinking Hats. This technique allows parallel thinking, which involves looking at problems/solutions from different perspectives. It is important for individuals to listen to the different viewpoints to reach a successful solution but also consider a problem from other angles.

The 6 Hats are coloured and represent different thinking processes which are outlined below. In addition, I have provided further clarify of what factors were considered when I advised a colleague in relation to a flexible working appeal (**EV14, Email**).

- White – Consider the data available, analyse trends and consider what can be learnt. *E.g. What information has been considered, has a presentence been set within the department regarding flexible working arrangements.*
- Red – Use your emotions, think about how others could react. Try and understand the responses. *E.g. The decision to decline such request, could result in long term sickness absence having a detrimental effect on both the individual and the team.*
- Black – Look at the potential negative outcomes, why it may not work. This allows you to consider any weakness and amend them accordingly. This will enable you to highlight any problems in advance and be prepared for difficulties. *E.g. the individual could become stressed and therefore be absent from work which could add additional stress to the team. The decision to decline could also demotivate the individual and the team.*

- Yellow – Think positively; consider all the benefits and the value of the decision. When things get difficult, this hat helps to keep looking ahead. *E.g. If approved, it could increase productivity, individuals would feel valued and it would be positive to encourage good work life balance.*
- Green – Represents creativity, consider alternatives. *E.g. alternative flexible working arrangements i.e. compressed hours, home working, increase of hours for part time staff to accommodate the reduction.*
- Blue – Consider what processes need to be followed. People who are leading on a process would normally wear the blue hat and request advice from others. *E.g. Consider the Equality Act 2010, Flexible Working policy.*

With regard to the flexible working appeal, a number of factors needed to be considered which included elements of the 6 Hats theory.

As a HR Business Partner, I am required to attend monthly Trade Union meetings with the Director of Education and representatives from both Teaching and Central Trade Unions. During this meeting, a number of issues are discussed which arise within Schools and different viewpoints provided. The Director chairs the meeting however, he listens to the all viewpoints, which enables him to provide practical solutions to Schools. See attached example of minutes, **(EV15 Minutes of TU Meetings)**.

Influencing, persuading and negotiating

Within a HR profession, there are occasions where HR are required to have difficult discussions with both Managers and Staff and therefore it is important to consider how the message is relayed. As indicated by Yemm (2008) effective influencers have attributes including friendliness, vision, ability to build agreements and bargaining skills.

Evidencing knowledge and expertise will enable HR professionals to answer difficult questions and provide the necessary advice. It is important for HR to be open and honest creating trust with both managers and staff and having the ability to listen to relevant stakeholders. There are occasions where HR professionals are required to negotiate and therefore have the ability to compromise in difficult situations. An example of this being during a consultation process whereby a number of staff were in a potential redundancy situation. Part of the consultation process was during the Christmas period and therefore the Trade Unions requested an extension. A number of factors had to be considered including, Teachers Terms and Conditions which outline that specific timescales have to be met, time to consider the consultation feedback and an opportunity to communicate the outcome to staff. Therefore, I negotiated an extension of one week which agreed by all parties, see notes of meeting **(EV16 ,Notes of consultation meeting)**.

During any period of consultation, HR professionals must understand the justification for the proposals and ensure transparency during the process. The report which has been mentioned in **EV12**, ensures successful preparation. Without such information, HR professionals may be unprepared for questioning and as such undermined by stakeholders. It is also important to consider the style of communication and try to maintain positive, constructive discussions. Stakeholders need to feel that their views are being listened to and the process is fair and transparent. Evidence of this can be seen within **(EV16)**

As a HR Business Partner, I am required to attend monthly Trade Union meetings with the Director of Education and representatives from both Teaching and Central Trade Unions. During this meeting, a number of issues are discussed and views provided which enables a solution. The Director chairs the meeting however, he requests views from both myself and the Trade Unions to enable practical solutions to Schools. See attached example of minutes **(EV15)**.

Whilst recognising from the Communications Questionnaire, (EV17) that my conflict style mainly reflects 'Accommodating' and 'Avoiding', I believe this is within my immediate team rather than Managers and staff to whom I provide advice and support. The reason for this being a recent restructure which resulted in conflict within the Team for a period of time. During my appraisal, it was recognised that I should relay my thoughts without having concerns about reactions from others. However, I am also the person individuals turn to for practical advice and knowledge as I provide a factual view of the situation. **(EV18 Appraisal)**.

With regarding to situations outside of my team, I have recently been involved in a Senior Leadership Team Restructure with the Director of Education and I was the HR lead providing advice throughout the process. During consultation, I received a call from a Head of Service raising a number of concerns to which I advised her to submit in writing and I would liaise with the Director to arrange a meeting as soon as possible.

During the meeting, a number of issues were raised and I was required to negotiate between both the Head of Service and the Director to come up with a 'win-win' solution which was accepted by both parties, notes of meeting can be seen within evidence **(EV20, meeting notes)**. The outcome of the discussions has been successful and the Director and Head of Service have agreed a supportive way forward.

As part of my role, I am required to provide HR advice to Headteachers/Governing bodies during Disciplinary Hearings. There was an occasion whereby I received a pack to be considered prior to hearing however, it became apparent that the relevant process has not been followed. I contacted the Headteacher outlining the potential risks if the decision was to proceed with the hearing as a full and thorough investigation had not been conducted and persuaded him to postpone the hearing. My advice was justified by referring to the disciplinary policy and welsh government guidance, email trail as evidence **(EV20 email to Dylan Thomas School)**.

During any communication, HR professionals are required to consider the audience and ensure a clear concise message is relayed. Specific considerations needs to be taken regarding the tone, context and what evidence is available to support the message being communicated. In addition, it is important to develop a wide network of contacts, which you can draw on for advice and information. An example of this within my role is attending the Educational Regional Workforce meetings, see template minutes confirming attendees **(EV21 ERW Meeting Agenda)**.

HR can be a demanding role with the requirement to manage a number of priorities at any one time, it is therefore important for HR Professionals to have the ability to self-manage and put measures in place to meet the required deadlines. It should also be acknowledged that HR need to have the ability to communicate with Managers and Employees at all levels and adapt their communication methods accordingly to ensure the audience receiving the communication fully understand the message being delivered.

LO4 – Be able to work collaboratively with others, as a member of a team or working group

HR Professionals are required to work with individuals within their immediate team as well as individuals and groups within other areas of work. According to Johns and Perkins (2016), it is important to recognise that poor teamwork can result in a decrease in productivity within an organisation and lack of motivation for individuals. It is therefore important to understand the different dynamics within group situations.

'According to Huczynski and Buchanan (2010), as cited in Johns and Perkins (2016)', there are various forms of teams within an organisation including the following:

- Advice teams e.g. review committees
- Action teams – e.g. negotiating teams
- Project teams – e.g. planning or research teams
- Production teams – e.g. assembly teams, operational teams

A team involves a number of individuals sharing knowledge and working towards a common goal. Organisations should utilise the different personalities, knowledge and life experiences that individuals bring to the team, acknowledging different views and approaches, which could have a positive impact on the organisation, but also recognising that these differences could lead to confusion and conflict within a team, Watson (2014).

HR professionals could be required to work within a number of different teams at any one time in addition to liaising with relevant stakeholders when undertaking day-to-day duties.

There are a number of similarities between teams and groups including the requirement to undertake different tasks, identify specific roles and mainly the fact that both are making a contribution to the overall aims and objectives of the Organisation, Watson (2014).

Group Dynamics

A definition cited on Mindtools Website (No date) states "*Kurt Lewin, a social psychologist and change management expert, is credited with coining the term "group dynamics" in the early 1940s. He noted that people often take on distinct roles and behaviors when they work in a group. "Group dynamics" describes the effects of these roles and behaviors on other group members, and on the group as a whole.*"

Two well-known theories are 'Tuckman's theory of team development and Belbin's theory of team roles, which are briefly explained below:

Tuckman's theory as cited on Mindtools (no date), outlines the 4 stages of team development:

- Forming – This is the initial stage when the team is formed, individuals are getting to know and understand each other. The Manager plays a vital role at this stage as roles and responsibilities are unclear which results in some uncertainty within the Team.
- Storming – People may have different working styles/methods, which could cause conflict within the team. Some people may resist undertaking tasks, which could cause stress to others.
- Norming – Going along smoothly, roles and responsibilities defined. Relationships start to form building trust within the team and people willing to ask for help.

- **Performing** – Team performs without guidance, Manager can delegate the work and concentrate on developing team members.

Belbin's Team Roles Belbin (2020), identifies nine clusters of role behaviours required within a high performing team as described below:

 Resource Investigator Uses their inquisitive nature to find ideas to bring back to the team. Strengths: Outgoing, enthusiastic. Explores opportunities and develops contacts. Allowable weaknesses: Might be over-optimistic, and can lose interest once the initial enthusiasm has passed. Don't be surprised to find that: They might forget to follow up on a lead.	 Teamworker Helps the team to gel, using their versatility to identify the work required and complete it on behalf of the team. Strengths: Co-operative, perceptive and diplomatic. Listens and averts friction. Allowable weaknesses: Can be indecisive in crunch situations and tends to avoid confrontation. Don't be surprised to find that: They might be hesitant to make unpopular decisions.	 Co-ordinator Needed to focus on the team's objectives, draw out team members and delegate work appropriately. Strengths: Mature, confident, identifies talent. Clarifies goals. Allowable weaknesses: Can be seen as manipulative and might offload their own share of the work. Don't be surprised to find that: They might over-delegate, leaving themselves little work to do.
 Plant Tends to be highly creative and good at solving problems in unconventional ways. Strengths: Creative, imaginative, free-thinking, generates ideas and solves difficult problems. Allowable weaknesses: Might ignore incidents, and may be too preoccupied to communicate effectively. Don't be surprised to find that: They could be absent-minded or forgetful.	 Monitor Evaluator Provides a logical eye, making impartial judgements where required and weighs up the team's options in a dispassionate way. Strengths: Sober, strategic and discerning. Sees all options and judges accurately. Allowable weaknesses: Sometimes lacks the drive and ability to inspire others and can be overly critical. Don't be surprised to find that: They could be slow to come to decisions.	 Specialist Brings in-depth knowledge of a key area to the team. Strengths: Single-minded, self-starting and dedicated. They provide specialist knowledge and skills. Allowable weaknesses: Tends to contribute on a narrow front and can dwell on the technicalities. Don't be surprised to find that: They overload you with information.
 Shaper Provides the necessary drive to ensure that the team keeps moving and does not lose focus or momentum. Strengths: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles. Allowable weaknesses: Can be prone to provocation, and may sometimes offend people's feelings. Don't be surprised to find that: They could risk becoming aggressive and bad-humoured in their attempts to get things done.	 Implementer Needed to plan a workable strategy and carry it out as efficiently as possible. Strengths: Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done. Allowable weaknesses: Can be a bit inflexible and slow to respond to new possibilities. Don't be surprised to find that: They might be slow to relinquish their plans in favour of positive changes.	 Completer Finisher Most effectively used at the end of tasks to polish and scrutinise the work for errors, subjecting it to the highest standards of quality control. Strengths: Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects. Allowable weaknesses: Can be inclined to worry unduly, and reluctant to delegate. Don't be surprised to find that: They could be accused of taking their perfectionism to extremes.

It is important for a team to understand the level of involvement required from the team manager during the various stages.

A group with positive dynamics take accountability for decisions made within the group, they have trust in one another and work together to reach the end result. Whereas a group with poor dynamics, brings disruption and therefore may not agree, making the wrong choices because individuals could not work together to explore all avenues.

According to Johns and Perkins (2016), there are a number of factors that HR professionals should be aware of which affected the dynamic of group environments including:

- Nature of individuals within the group
- Leadership
- Structure of the group
- Power and status issues
- Communication structures or processes

Groups are influenced by leaders within an organisation which can affect the effectiveness of the group Huczynski and Buchanan (2010). HR professionals need to recognise that people have different agendas which will influence the decision making process.

Managers should define aim and objectives and ensure roles and responsibilities are established from the outset so there is a clear direction for the group. Another key factor is to discuss effective communication methods i.e. meetings, emails, shared folders to ensure a consistent approach from all members of the group.

One of the strengths within my immediate team has always been working together and the work ethic of individuals however, following a restructure, new roles were created and roles downgraded with resulted in us being required to compete against each other via interview. The outcome of this caused animosity and friction within the Team. After going through the change process, new roles have now been defined with clear direction from Management and the Team is at a position where relationships have been re-established and individuals have accepted the outcome of the restructure.

Political behaviour and impact

The definition of Politics by Horn (2009) is '*Taking a particular view or position with the intention of personally gaining from that position*'.

It is therefore important for HR Professionals to recognise that people can act in their own self-interest, come from different perspectives, and therefore need to find out who can help them.

According to Owen, J (2017), managers exist in three dimensions:

- EQ, Emotional – Having empathy and dealing with sensitive situations
- IQ Intellectual – Measuring Intelligence
- PQ, Political – Understanding power and political influences

Having an understanding of how power and influence works within political environment e.g. Local Government is crucial to being successful as a HR professional as political influence is more visible. However, this could be seen as a disadvantage as it is more difficult to overcome the subversive and less tangible elements of political influence.

Within Local Government, political influence is never far from the surface and this can be seen in the need to involve Unions in all areas of HR i.e. contractual policy development.

Knowing who has power and influence at a decision making level can be advantage to HR specifically where HR doesn't have a seat at a strategic level. Therefore, a need to develop influencing techniques is necessary but this can also be a disadvantage as if the individual with power may have a specific view, it is more difficult to influence and change the way of thinking.

In summary, HR professionals require a wide range of skills, competencies and behaviours to work in a complex environment. Power and influence are key management concepts within all organisations whether you are a manager or a leader.

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LO5 – Be able to apply CPD techniques to devise, implement and review a personal development plan

Introduction

Continuous Professional Development (CPD) is all about improving specialist knowledge, adhering to legislation and general awareness of development within a specialist area of work.

It is important for HR professionals to engage with Continuous Professional Development to ensure their skills, knowledge and abilities are kept up to date throughout their career. The main reason for maintaining CPD is to develop yourself specifically in relation to your professional competence and keeping a record of the progress you make. In addition, many professional bodies i.e. CIPD recognise your CPD as a prerequisite of continued membership.

CPD also focuses on the transferable skills gained during your career which will not only help within your current organisation but also when considering employment elsewhere.

There are a number of learning sources to consider regarding CPD including:

- Formal study – Professional programmes
- Seminars – Employment Law updates
- CIPD Conferences
- Networking events
- Work shadowing
- Coaching and mentoring at work
- Informal training in the workplace

Learning and development opportunities arise in your day to day work both internal and external to the organisation. It is important to reflect on what has been experienced and lessons learnt in order to engage in continuous learning and facilitate further training.

Continuously reflecting on your learning enables a practical approach to your professional development and think '*What have I learnt from this?*' This approach will allow you to consider how you can use the knowledge and skills learnt within your role. A useful tool to record what you have learnt is the '*learning log*' which requires a structured approach to the record and analyse learning events.

Personal Development Planning

When considering your personal development plan, it is important to have a structured approach to ensure the plan is achievable, needs are identified, objectives are set, learning activities are focused and outcomes measured.

The five stages of Continuous Professional Development are:

- Identifying learning needs
- Drawing up personal development plans
- Embedding reflective practice
- Identifying support
- Overcoming barriers

It is important to record what you do on an ongoing basis and the six steps of developing a personal development plan include:

- Conduct a personal skills audit – Consider your experiences, where you are now, where you need to get to and how you can get there.
- Set objectives – When you have identified your learning needs, set clearly defined, achievable objectives.
- Select opportunities – Identify opportunities both internal and external to the organisation.
- Identify actions – Create a detailed plan of activities that will be undertaken over a period of time. Provide details of what, when and where activities will be carried out.
- Implement and progress – Identify a workplace mentor who provide advice and guidance but also monitor your progress.
- Assess outcome – Request for a formal impartial assessment to be carried out i.e. line manager.

Learning logs enables you to develop a structured approach to learning activities and to reflect on experiences within the workplace which can be used to formally demonstrate learning and competence to current or potential employers.

As a HR professional, there may able be a requirement to keep a portfolio of evidence providing documentary evidence and third party statements of your competence.

Successful HR professionals will recognise that CPD is an ongoing process and those failing to engage will find that knowledge within their day to day work will be outdated which will have significant implications on a future career development opportunities.

In line with the CIPD Processional Map 2015, as a HR and OD Business Partner, I feel I am currently working between a band 2/3 and have outlined details of my development plan **(EV22, EV26)**. Whilst my role it to act as a Business Partner, the role has only recently been defined and therefore I am still required to advise on Operational HR matters and have a clear understanding of the evaluation process and outline available solutions.

During the period of study, my aim is to enhance knowledge and skills within the areas identified with the aspiration to move into Band 3. Whilst working as a Business Partner within Local Government, which leads a professional area, addressing key HR challenges at an organisational level the medium and long-term future plans, **(EV23, Job Description)**.

On completion of 'My CPD Map' **(EV28)** I have created a Development Plan, it has been recognised in my appraisal **(EV18)** that I need to openly relay my professional views without the concern of the reaction from individuals within my immediate team. This has also been recognised by my Line Manager within the communications styles questionnaire **(EV17, Questionnaire)** whereby I need to develop my skills with regard to communicating with my immediate Team. Part of my development is mentoring a HR Advisor who has recently been allocated to Education and therefore need to ensure that the information is clear and concise but also relaying my knowledge and expertise within the area of work.

In addition to my Line Manager, I request for a Manager to complete a Communications Questionnaire to provide feedback regarding my communication style when providing advice and support to Departments, **(EV24, Questionnaire)**. It is clear from the response that I have confidence in relaying my views in a professional manner outside of my immediate team and will continue with my approach in communicating with Departments.

As part of CPD, it is important to consider how we learn best, on completion of the Learning Styles Questionnaire, it has identified my learning style as a Reflector. I tend to learn best by taking a step back, considering information and observing from difference perspectives before coming to any conclusions.

I tend to take a step back in meeting and provide my views at the appropriate time. On reflection of this, I have chosen

This is also reflected within the Belbin team type questionnaire, which identifies my preferred role within a team, which is a 'Completer' and 'Implementer'. I believe that I make a conscientious contribution to the team, searching out errors to ensure that any information is completed to perfection. A weakness to this is that I find it difficult to delegate as I worry that the work will not be completed to my standard, (**EV27, Belbin team type questionnaire**).

As part of my CPD, it is important to reflect on the outcome of the questionnaires to apply my learning and communication accordingly. In addition to my own learning, it is also important to consider the appropriate approach when providing advice to my immediate team and the organisation as a whole.

My CPD Map identifies

CPD is built on a foundation of reflective practice, which enables us to reflect on our own learning and link our development activity with practical outcomes. It is important to reflect on how we learn best.

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Stephanie Rayner				CIPD Membership/registration No.: 55478507		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources				Unique Learner No. (ULN): 1907192		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Managing your Learning Document	EV1		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Learning Timetable	EV2		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Example of learning plan	EV3		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Induction Handbook	EV4		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Induction Questionnaire	EV5		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	CIPD Code of Professional Conduct	EV6		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Libraries "The learning place"	EV7		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Prioritising To Do List	EV8		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Outlook Calendar	EV9		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	121 notes	EV10		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	EOTAS Project Plan	EV11		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Template Delegated Powers Report	EV12		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Redeployment Email	EV13		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Email provided advice re: flexible working appeal	EV14		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Minutes of Trade Union meeting	EV15		

5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Notes of consultation meeting - EMAU	EV16	
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Communications Style Questionnaire	EV17	
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Appraisal	EV18	
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Notes of meeting with NW and HMR	EV19	
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Email correspondence to Dylan Thomas Community School	EV20	
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	ERW Agenda	EV21	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Development Plan	EV22	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Job Description	EV23	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Communication Questionnaire - Manager	EV24	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Learning Styles Questionnaire	EV25	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	CIPD Using the Profession Map for your development and career	EV26	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Belbin team type questionnaire	EV27	
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	My CPD Map	EV28	

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:

S. L. Rogers

Date:

13.01.2020

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.

Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.

Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017) - reference document.

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as self-directed learning in CIPD documentation) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20

Contributing to Improving Organisational Performance	8	40	40
Understanding Employee Engagement	4	20	20
Contributing to Employee Engagement in the Organisation	8	40	40
Understanding the Management of Change	4	20	20
Contributing to the Management of Change	8	40	40
Understanding Coaching and Mentoring in the Organisation	4	20	20
Contributing to Coaching and Mentoring in the Organisation	8	40	40
Understanding Resourcing and Talent Planning	4	20	20
Contributing to Resourcing and Talent Planning in the Organisation	8	40	40
Totals	90 credits	450 hours	450 hours

How to manage your learning:

The above means that you will need to manage your learning as follows:

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

The Business School

12th September 2018

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25 th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23 rd October 2019	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 18/11/19 Part Two – 29/6/20	Part One - Written response. Part Two - Research Report.
20 th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/21	Portfolio of Evidence
4 th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22 nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19 th February 2020	Understanding Employment Law	5CELW			
18 th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22 nd April 2020	Understanding the Management of Employment Relations	5KCER	BMPD5008	25/5/20	Written answers to questions
20 th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	14/9/20	Slides and notes pages
24 th June 2020	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	14/9/20	Portfolio of Evidence
8 th and 15 th July 2020	<i>Skills Workshops – only attend if advised by Alison Williams</i>				
16 th September 2020	Understanding Employee Engagement	5KEEG	BMPD5007	19/10/20	Briefing paper
14 th October 2020	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	9/11/20	Portfolio of Evidence

11 th November 2020	Understanding the Management of Change	5KMOC	BMPD5010	11/12/20	Slides or screen shots with notes pages
9 th December 2020	Contributing to the Management of Change	5AMOC	BMPD5015	18/1/21	Portfolio of Evidence
13 th January 2021	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	15/2/21	Briefing paper
10 th February 2021	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	15/3/21	Portfolio of Evidence
10 th March 2021	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	19/4/21	Written answers to questions
21 st April 2021	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	24/5/2021	Portfolio of Evidence
12 th May 2021	Developing Professional Practice	5CDPP	BMPD5000	24/5/21	Personal Development Plan Update

NB: In order to graduate in July 2021, all work must be submitted by 24th May 2021.

Document updated on 31.7.19

Intermediate CIPD: Developing Professional Practice in Human Resources

Programme: Intermediate Diploma		Level of Study: 5	
Module: Developing Professional Practice in Human Resources			
Lecturer: Julie Thomas		Assignment due date: 13 th January 2020	
		Update – Reflection, Plan and Record 24 th May 2021.	
		Tel: 01792 481000 Ext 3031 Email: julie.thomas@uwtsd.ac.uk Room: AS219 GUIDED LEARNING - CLASS CENTRED (14 hours) Mandatory reading/tasks to aid learning.	
Session	Date	AC = Assessment Criteria LO = Learning Outcome	NB: You will also need to undertake your own self-directed learning in order to build on your knowledge and complete your assessments (40 hours). Some recommended reading for this is also listed below.
1	20 th Nov 2019	LO1: Understand the components of a specific HR career development programme. LO2: Understand the range of HR roles and behavioural requirements of HR professionals. LO3: Be able to manage self and workload to meet performance requirements. LO4: Be able to work collaboratively with others, as a member of a team or working group. LO5: Be able to apply CPD techniques to devise, implement and review a personal development plan.	Read Chapter 4 and 6 in Taylor & Woodhams (2016). Read about the CIPD Profession Map: https://www.cipd.co.uk/learn/career/profession-map Complete a self-assessment using the CIPD Profession Map. https://www.cipd.co.uk/learn/cpd/map On the job - Discuss the results with your manager in order to produce your development plan. Review this development plan with your manager and update your development record every month . Read chapter 1 of Horn (2009) on 'Organising life and work' (link on Moodle to sample chapter). Read the Chapter on Moodle on 'Effective Teamwork and Communication' (Watson and Reissner, 2014). Complete a Belbin role type questionnaire (available on Moodle) and read about the characteristics of your preferred roles plus allowable weaknesses. The Belbin website is very good for resources – www.belbin.com Recommended: Read pages 119-120 of Horn (2009) on the politics of teams. Recommended: Read chapter 16 of Horn (2009) on project management. Complete a conflict styles questionnaire (available on Moodle). Complete a Learning styles questionnaire (available on Moodle). Ask a colleague to complete a Communication Effectiveness Questionnaire on your communication skills (on Moodle). Complete a Communication Styles questionnaire (available on Moodle). Listen to the CIPD Podcasts: https://www.cipd.co.uk/podcasts/cpd-for-hr https://www.cipd.co.uk/podcasts/landing-transformational-change On the job – review the effectiveness of a learning intervention to meet your development needs. For example, if your manager observed you undertaking a grievance hearing and then discussed the feedback and gave you some coaching, how effective was this in improving your decision-making skills? (Keep a record of this in your own file).

Intermediate CIPD: Developing Professional Practice in Human Resources

2	12 th May 2021	LO5: Be able to apply CPD techniques to devise, implement and review a personal development plan.	Reflection.	Revisit pages 116-127 of Taylor & Woodhams (2016) for more information on reflection. Review the new CIPD Professional Standards, launched in November 2018.
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Mandatory Reading (text-books):

Taylor, S. and Woodhams, C. (2016). *Studying Human Resource Management*. 2nd edn. London: CIPD. Specifically chapters 4 and 6.

Watson, G. and Reissner, S. (2014). *Developing Skills for Business Leadership*. 2nd edn. London: CIPD. Specifically chapter 8, available on Moodle, but other chapters also provide useful information.

Horn, R. (2009). *The Business Skills Handbook*. London: CIPD. Specifically chapter 1 (available on Moodle).

Recommended Reading (text-books):

Adair, J (2016). *Decision Making and Problem Solving*. 3rd Edn. London: Kogan Page.

Other Sources of Information for Self-directed Learning (40 hours):

www.mindtools.com – for information on most topics including problem-solving.

www.belbin.com – for information on Belbin's theory of team roles.

<https://www.koganpage.com/listing/creating-success> - various guides.

www.cipd.co.uk

Harvard Business Review – Find lots of interesting articles about contemporary issues in business
People Management (on-line and hard copy – free with your CIPD membership).

Science for Work website: www.scienceforwork.com

Personnel Today. Available at: <http://www.personneltoday.com/>

HR Magazine. Available at <http://www.hrmagazine.co.uk>

UWTSD Library and Learning Resources. Available at: <http://www.uwtstd.ac.uk/library/>

What the College expects from you

The main expectation of all learners who come to college is that they treat everyone with whom they come into contact, with **respect**. The college also expects learners to respect college property.

The college has a **Code of Conduct** which sets out how you are expected to act when you are in college. This includes times when you are travelling to college, taking part in educational visits or taking part in other college activities such as work placement.

The main Code of Conduct is set out below.

Student code of conduct

All learners must sign up to the Student Code of Conduct.

Learning and Working

You are expected to:

- Aim for **excellence** in all you do;
- Attend all lessons [that is achieve 100% attendance];
- Report any absence by phoning your campus office and training adviser **before 10am** on each day of absence;
- Be on time for all lessons;
- Take part fully in your course including tutorials, careers guidance, visits, work experience and any additional support arranged for you;
- Be equipped for all lessons with paper, pens and relevant materials ;
- Have your Student ID Card with you at all times when at college;
- Complete all your work by the agreed deadlines;
- Make progress against any targets agreed and set;
- Work together with other learners to achieve your goals;
- Attend all examinations that you are entered for;
- Only use the IT facilities as outlined in the IT Acceptable Use Policy;
- Discuss with your tutor and training adviser any intention to change or leave your course;

Behaviour

You are expected to:

- Treat and talk to all staff, learners and the local community with **respect**;
- Not participate in any act or threat of violence, bullying intimidation or verbal abuse;
- Behave in an appropriate and reasonable way at all times;

- Not use offensive language;
- Value the college environment by not dropping litter;
- Not damage college furniture or buildings;
- Smoke only in designated smoking shelters;
- Respect the college's commitment to equality and not discriminate against groups or individuals;
- Switch off all mobile phones in learning areas [i.e. classroom or learning resource centres] unless agreed by the tutor and only use your mobile in an appropriate way in student common areas;
- Abide by the rules for behaviour on college transport, education visits and public areas such as libraries and canteens ;
- Avoid wearing clothing with offensive slogans or logos;
- Never bring drugs or alcohol etc onto college premises or be under the influence of drugs or alcohol;

What will happen if things are not going as well as the college expects?

If the Code of Conduct is not followed then the college has a **Disciplinary Procedure** which can result in warnings or exclusion from college.

The disciplinary process consists of the following levels:

- Stage 1** Cause for Concern Notes – for recording minor breaches of the Code of Conduct
- Stage 2** First Written Warnings – for recording more serious breaches
- Stage 3** Final Written Warning – for recording serious and substantial breaches
- Stage 4** Exclusion – for dealing with matters judged to be “gross misconduct”

It is important that you understand this procedure. Re-read it carefully and discuss any aspects you are unsure of with your tutor.

When you are sure you understand, sign and date the following statement:

I confirm that I understand and accept the college's Code of Conduct

Signature: S. L. Rayer

Date: 1. 12. 2019

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Collegesirgâr Pibowchwyd Campus
2.	How many modules form part of the programme?	Term - Time Wednesday - 9.30am - 4.30pm
3.	When are the workshops this term?	16. Term - Time 9.30am - 4.30pm - Wednesday Once a month
4.	What is Moodle?	Information / Communication access point - Online Platform.
5.	What is Eduroam?	wifi
6.	What is Turnitin?	Link to upload documents Check similarity scores
7.	Do you know when you are required to hand in work?	YES
8.	What are the core texts for this programme?	Taylor and Wodhamo (2016) Employment Law - Kathy Daniels (2019)
9.	Do you know how to access the library catalogue?	YES - HWS / uwtsd website
10.	Do you know who to go to if you have a question/concern about the course?	YES - Julie Thomas
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	YES
14.	Do you need to be a member of the CIPD?	YES
15.	What support is available for study skills?	Student Services Support
16.	Do you know where the fire-exits and first aid points are for the building?	YES
17.	How many credits is the programme?	90
18.	What is the length of the programme?	Two Years
19.	Have you been given access to the student handbook and time-table?	YES
20.	What academic level is this qualification?	Diploma - Level 5

Name: Stephanie Rogers

Signed: S. L. Rogers

CIPD Membership Number (to be added when available):

Signature of Lecturer: 

Date: 20/11/19.

Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 150,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

These obligations are grouped into headings of Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. They apply universally – at all stages of a CIPD member's career, regardless of size, sector or specialism, and your membership commits you to upholding and maintaining these. We take concerns regarding alleged breaches of the Code very seriously. In order to consider allegations of misconduct, Investigation and Conduct procedures apply and these are set out in the CIPD's Regulations available on the website.

1 Professional Competence and Behaviour

Members of the CIPD shall:

- 1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service
- 1.2 seek appropriate support if business needs require involvement in new areas of activity
- 1.3 accept responsibility for their own professional actions and decisions
- 1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

- 2.1 establish, maintain and develop business relationships based on confidence, trust and respect
- 2.2 exhibit and role model professional and personal integrity and honesty at all times
- 2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others
- 2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity
- 2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

- 3.1 always act in a way which supports and upholds the reputation and values of the profession.
- 3.2 uphold their responsibilities as professional people towards the wider community
- 3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.
- 3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct
- 3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

- 4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence
- 4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate
- 4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others
- 4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives
- 4.5 ensure those working for them have the appropriate level of competence, supervision and support.

Borrowing, returning, renewing and reserving items

You will need your Coleg Sir Gâr ID card.

You can renew online, in person, by phone or email, provided that the item is not required by someone else. You can reserve an item online using the catalogue, in person, by phone or email.

How many items can I borrow and how long can I borrow them for?

FE learners: 4 items for 2 weeks

Fines are charged at:

FE learners: 10p per item per day

HE learners: 6 items for 2 weeks

HE learners: 20p per item per day

Opening Hours

Ammanford	Monday and Wednesday Tuesday and Thursday Friday	08.45 - 17.00 08.45 - 18.00 08.45 - 16.30
Gelli Aur	Monday to Friday (Closed daily 12.30 - 1.15)	09.00 - 16.30
Graig	Monday and Wednesday Tuesday and Thursday Friday	08.45 - 17.00 08.45 - 18.00 08.45 - 16.30
Pibwrmyd	Monday and Thursday Tuesday and Wednesday Friday	08.45 - 17.00 08.45 - 17.00 08.45 - 16.30

Our opening hours may change at short notice, this include lunchtimes. Please contact your library before setting out on your journey, particularly during holidays.

If you require this document in an alternative format please contact the library.

Mae'r ddogfen hon hefyd ar gael yn Gymraeg / This document is also available in Welsh.



coleg sir gâr

Libraries

"The learning place"

Campus	Phone	E-mail	Postcode
Ammanford	01554 718314	ammanford@colegsirgâr.ac.uk	SA18 3TA
Gelli Aur	01554 748590	gelliur@colegsirgâr.ac.uk	SA32 8NJ
Graig	01554 748082	grai@colegsirgâr.ac.uk	SA15 4DN
Pibwrmyd	01554 748247	pibwrmyd@colegsirgâr.ac.uk	SA32 2NH

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Welcome to the Library

Come to any of Coleg Sir Gâr's four libraries and you will find staff who are keen to help you use our broad range of quality resources. Information sources, services and support are available both on campus and online via the college website or Gateway. You are welcome to use the facilities on any campus.

Study skills / Digital literacy

The library can support you to find, evaluate and use quality information. **Need any help?** Ask a librarian or access our Help sheets available via our web-page.

What's available

Academic and fiction books, journals, e-books and online resources, PC access (Chromebooks available to borrow in Graig), photocopying, printing, scanning, laminating and binding.

A small selection of stationery is available to purchase from your library.

Information and resources to support your Wellbeing and future choices.

WIFI

To access the college Wi-Fi select **eduroam**

When prompted insert your college username and password:
yourusername@colegsirgar.ac.uk
(e.g. AB12345@colegsirgar.ac.uk)

Accessing your college e-mails (GroupWise) and files from home

For emails go to: webmail.colegSirgar.ac.uk
Your college email address looks like: yourusername@colegsirgar.ac.uk
(e.g. AB12345@colegsirgar.ac.uk)
For college files go to: netstorage.colegSirgar.ac.uk

Library Website

Check out our web pages for up to date news, opening hours, essential information and how to access on-line resources.

You can also access the library web pages from the college website: www.colegSirgar.ac.uk then scroll down and select the library button

Library Catalogue

Allows you to search for all print, e-books and other resources.

Access via the link on the Gateway.

Username and Password

To use the college IT system you will need a username and password. These will be issued to you by your Tutor.

Library Code of Conduct

What you can expect from us:

- A quiet space for study
- Useful resources, help and support - just ask!

What we expect from you:

- Respect other users by keeping noise at a reasonable level
- Keep your mobile phone on silent
- Take responsibility for items borrowed on your account; all borrowed items must be returned or renewed by the due date
- Pay fines charged for any late returns; pay for any non-returned items
- Return all items borrowed before you finish your course

Action List - 4.9.2019.

* Enriched HED Documents - HWS

* Enriched HED Documents for FFA for FFA

HE Enriched Documents sent to all 89M

* Enriched Documents

* Enriched Documents

* Enriched Documents - email XFA - Enriched Documents of HED

* Enriched Documents - HED

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Red Star Brown

* 8.2.2019

Enriched Documents

* Enriched Documents

Enriched Documents

Calendar - Stephanie.Rayner@swansea.gov.uk - Outlook

File Home Send / Receive Folder View Tell me what you want to do...

New Appointment Meeting New Items New Skype Meeting New Teams Meeting Today Next 7 Days Day Work Week Month Schedule View Open Calendar Calendar Groups E-mail Calendar Calendar Online Publish Calendar Permissions Address Book

NEW Skype Meeting Teams Meeting Go To Arrange Manage Calendars Share Find

AUTOMATIC REPLIES Automatic Replies are being sent for this account. Turn off

January 2020

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30 31 1 2 3 4 5

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27 28 29 30 31 1 2

3 4 5 6 7 8 9

6 - 10 January 2020 Swansea, Cymru Today 49°F/45°F Tomorrow 53°F/44°F Wednesday 47°F/45°F Search Calendar (Ctrl+E)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6	7	8	9	10
08				
09				
10	Keep Free	HR Operating Room 213, Guildhall Morris, Charlotte	BP Catch Up Guildhall TBC Rayner, Stephanie	Pay & Grading Room 205, GH Charlotte Morris
11		Allocation Meetings Guildhall 213 Stephanie Rayner	Stoke New Catch Up Guildhall Rayner, Stephanie	
12	HR Catch Up Civic Centre - Ka Stephanie Rayne	HR meeting NJW office Natalie Gedrych	Catch Up Civic Centre Canteen Stephanie Rayner	HR Catch Up Civic Centre - Kate's Of Stephanie Rayner
13				
14	Restructure prep. 229, GH Charlotte Morris	FirstCare meeting NJW office (Room 2.3.23) Nick Williams	EOYAS Catch Up Guildhall Stephanie Rayner	
15				
16				
17				
18				
19				
20				

Items: 18

All folders are up to date. Connected to: Microsoft Exchange Automatic Replies

10:24 13/01/2020



Monthly 121 Form - 2019/2020

Name:	Stephanie Rayner
Date:	5 th December 2019

**Key Activities for
this month:**

Mandatory Training – Complete ASAP

Safeguarding Adults

Safeguarding and Protection of Children

Cyber Security

Online appraisals

Arrange fortnightly meetings with CM/KF

First meeting arranged 18.12.2019

Restructures/Reviews

Meeting with Linda to discuss project plan 12.12.19

ALN Restructure – Initial meeting arranged 09.12.19, Consultation commencing January 2020 – CM allocated

EWS – Consultation ended 04.11.2019, review meeting arranged 11.11.2019. KP to collate feedback responses and communicate with staff regarding final structure
CMT approved – slotting and matching January 2020

Education Service Review – Consultation ended 08.11.2019. NW considering consultation feedback. Expressions of interest January 2020

EOTAS – Start of process – consultation timetable and documents provided to AT. MF allocated. Consultation to commence January 2020

EMAU – Consultation meetings 10.12.19 – AS allocated

HR Surgeries – Arrange with Central Education

Casework

Disciplinary Schools

No issues to date – continue to monitor

Inconsistent information being inputted onto the buckets, raise with HRA's.

Sickness Management - Ongoing

KF/AP regular meetings with Catering and Cleaning

Continue to monitor on a monthly basis – report to Director

HWB

Disciplinary documents uploaded

Policies

Assist with School policy reviews

Disciplinary – Draft complete – awaiting Legal advice – review date 12.12.2019

Flexible Working

Redundancy – Draft complete – NR and SR to review

Harassment – LP drafting

ERW Capability – Review meeting 17.01.2020

ERW Performance Management Policy – next to review

Crug Glas – Ongoing Monitoring and Support

Workforce Planning – On Hold

	Redeployment Portal – Ongoing monitoring
Key Issues from last month:	██████ – PASM 29.11.2019 – AS Allocated ██████ – Absent due to personal reasons – continue to liaise with Manager TUPE FAQ's complete – with Wyn for checking MF to continue to support in the short term, handover to KF and CM Headteacher Training – 25.02.2020 Governors Training • Disciplinary – 14.01.2020 • Redundancy – 13.02.2020 • MOA – 23.03.2020

Progress Against Team Critical Behaviours (as reflected in Oracle)	
CM 4.3 - Identify and Implement Improvements to service delivery, engaging people in the change process and encouraging them to contribute ideas.	
Regular discussions with BP's to ensure a consistent approach Requested ideas from HRA's regrading support BP's can provide	
M. Introducing Change and New ways of working (relating to the HR Operating model)	
BP's have oversight of case management – Initial meeting to discuss way forward and offer any advice and support to HRA's Sickness management – Review of sickness within Catering and Cleaning – Continue to monitor and support	
V. Working Together	
Best Practice Meetings with HRA's to discuss processes and procedures – Lessons learnt/Good news stories	
Develop Future People	
Support to Swansea Council in developing Future People	
Support to the HR Function in developing Future People (including line management responsibilities where appropriate).	
Personal Development Activities (achieved and identified for the future).	HR Diploma – Commencing on 25 th September 2019
Progress Against Objectives and Success Criteria	
Objective 1: Team Objective Delivery of HR service to time, quality and cost 100% delivery against KPIs	High quality HR advice provided to Education, Schools and other Departments as and when required.

Objective 2: Work with own team and others to maximise resources and share experience and knowledge	I will always encourage working together as a Team and supporting each other to ensure individuals engage with any improvements/changes. Whilst I continue to develop my knowledge within Education and Schools, I will support the Team with any queries.
Objective 3: Build strong working relationships. Communicate well with colleagues, internal and external stakeholders	Continue to build effective working relationships within a new area of work and within my role. Effective communication with Managers and Schools building trust and confidence to ensure a high quality HR service. Continue to communicate effectively with colleagues to encourage engagement as a team going forward.
Objective 4: Trust work colleagues to carry out their work effectively	Overview of Case Management has enabled me to review the cases and offer advice and support. Removing myself from the operational procedures. Sickness management – Arrangements of regular review meetings with HRA's to ensure progress. Restructures – Allocate HRA from the outset and determine their role throughout the process. (All information saved on the shared drive so I am able to monitor any progress being made).
Objective 5: Adapt, improve, try, learn	I feel I have adapted and embraced the new ways of working introduced within the Team and the requirements within my role as HR Business Partner through a challenging period. My knowledge and experience within Education has provided me with new learning and development opportunities. I acknowledge that there are areas that I need to learn and improve which hopefully will be gained through further development.
Objective 6: Introducing Change and New Ways of Working	I have embraced the new ways of working within the Team and try to encourage others when introducing news systems and processes. Continue to monitor the Redeployment Portal. The changes within the Business Partner role have at times been challenging however, I feel I have continued to participate with introducing changes and improvements to the HR service

provided.

I am willing to provide my view in relation to the changes and continue to have a positive work ethic.

Comments on New Ways of Working Pilot

Do you consider yourself to be more productive?	No change
Has your work life balance improved?	Yes – More flexibility
Would you want to revert back to the previous arrangements or continue with the new arrangements?	Continue with new arrangements
Has your daily/ work travel changed, reduced or increased?	No Change, I attend meetings as and when required by the Service Area.
Do you believe that working relationships have changed and/or improved?	Changed within the Team however, I believe that is also as a result of the restructure.

Any Other Comments:

Line Manager Comments:

Council Desired Behaviours

Work as a team

Focus on the future

Lead by example

Have a 'can do' attitude

Respect and value everyone

Be honest and trustworthy

[illegible]



Cyngor **Abertawe**
Swansea Council

Resources Directorate

Director's Delegated Powers – Staffing

DECISION		YES	NO
1.	Creation of new post(s)		✓
2.	Revision of existing structure	✓	
3.	Regrading of existing post(s)	✓	
4.	Restructure (i.e. change to more than 5 posts)	✓	
5.	Posts been evaluated by Job Evaluation Team	✓	
6.	Does this post undertake a business support function? If yes, then the post will be highlighted and will be considered as part of the Business Support Programme	✓	
7.	If the post has been highlighted - has the Job Description been assessed against the agreed Business Support Model?	✓	
8.	If a post is to be advertised, it is to be advertised externally?		✓
9.	If these are additional posts, has Corporate Property Services been consulted to consider any asset implications?		
10.	Need to go to CMT		✓
11.	Other – please state.		✓

Report Title:

Summary:

If this is a review of an existing structure, the current and proposed structures should be included at Annex A and B.

The justification for these changes should be stated in this summary box.

Finally, the financial information should be set out as shown in Annex C.

Recommendation[s]: That the above proposal is approved.

Prepared by: Joe Bloggs

DATE: 28th April 2017

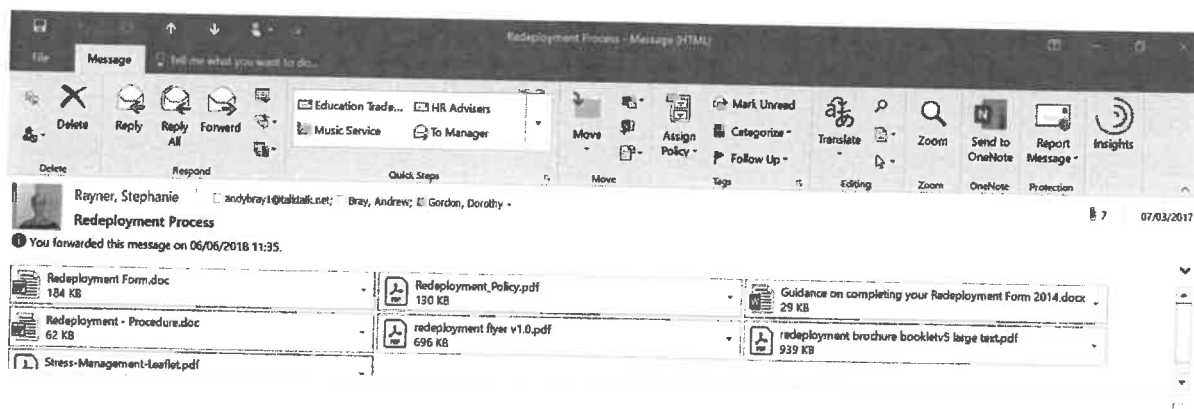
Details Of Consultation Undertaken		Yes	No	Signature	Date
Equality Impact Assessment Screening undertaken and assessed by Access to Services Unit					
For Head of Human Resources	Agreement				
Job Evaluation Manager [if applicable]	Post(s) evaluated?				
Finance	Budget Available?				
Head of Service	Agreement				
Director	Agreement				
Head of Financial Services & Service Centre	Agreement				
CMT approval (if applicable)	Agreement				

Current Structure

Proposed Structure

Financial Information

Name of Section/Service Area/Directorate						
Current Structure						
Cost Code						
Name	Post Title	Post No.	Weekly Hours	Grade	scp	Salary Per Annum
	Senior Admin Assistant	1234	18.5	7	30	£13,441.00
	Admin Assistant	1235	37	6	25	£22,658.00
Total						£36,099.00
On Costs	35.5%					£12,815.15
Total Salary Costs						£48,914.15
Proposed Structure						
Cost Code						
Name	Post Title	Post No.	Weekly Hours	Grade	scp	Salary Per Annum
	Office Manager	1234	18.5	8	32	£14,242.50
	Assistant Office Manager	1235	37	7	29	£25,951.00
Total						£40,193.50
On Costs	35.5%					£14,268.69
Total Salary Costs						£54,462.19
Additional Salary Costs or Savings (including on costs)						
						£ 5,548.05



Hi [REDACTED]

Further to the meeting held on 6th March 2017 in relation to the situation regarding your current post, I wish to advise you that due to the situation within Cultural Services Car Parks you are currently 'as risk' with the Authority.

Please see attached information regarding the redeployment process.

The link below will direct you to the vacancies which are currently available to redeployees:

www.swansea.gov.uk/redeploymentjobs

Username – Redeploymentjobs

Password – CCSRed17

If you want to express an interest in any vacancies please complete the attached redeployment form which will be sent to the manager for consideration. The main ruling with redeployment is that you can apply for posts two grades above and two grades below your current grade. If you are successful in obtaining employment below your current grade, you will receive an element of pay protection which is outlined in the attached guidance notes.

In addition to the redeployment process, you were advised that there are current Car Park Attendant vacancies within Car Parks which can be considered as suitable alternative employment.

I have arranged a meeting on Friday 10th March 2017 at 11.00am at the Guildhall to discuss the redeployment process in further detail, please can you confirm your attendance at the meeting?

If you have any queries please let me know

Thank you, Steph



Stephanie Rayner
Partner Busnes AD a DS
HR and OD Business Partner

☎ 01792 636098

✉ stephanie.rayner@swansea.gov.uk

✉ stephanie.rayner@abertawe.gov.uk

Hi Ang

Having considered the attached, there are a number of things I have noted which I would consider when advising the RO as below:

- Who is covering her reduction of 2 days which has been in place since 2017? If no-one has been covering, it would be a benefit for her to increase her hours to 4 days
- Need to consider her medical situation and if she was to increase to 37 hours it could result in an increase to her sickness absence and a detrimental effect to her wellbeing
- Have the options at the end of the report been considered by the employee i.e. condensing 32 hours into 4 days?
- Could they consider a trial period of 4 days i.e. 3 months
- Could they consider an option and review following the restructure when they understand the impact to the service?

The other things to consider is that have the policy been adhered to specifically in relation to the timescales regarding flexible working requests. Have they considered all options prior to declining the request? It seems that a number of alternatives have been included in the report however, I would have thought these should have been considered prior to the appeal.

If you are free in the morning let me know and we can discuss in further detail

Hope that helps

Thanks, Steph



Stephanie Rayner
Partner Busnes AD a DS
HR and OD Business Partner

☎ 01792 636098

✉ stephanie.rayner@swansea.gov.uk

✉ stephanie.rayner@abertawe.gov.uk

From: Angela Edwards <Angela.Edwards@swansea.gov.uk>

Sent: 28 November 2019 13:14

To: Stephanie Rayner <Stephanie.Rayner@swansea.gov.uk>

Subject: FW: FLEXIBLE WORKING APPEAL HEARING

Thank you so much

Ang

From: Price, Anne <Anne.Price@swansea.gov.uk>

Sent: 19 November 2019 14:06

To: Karen.Hanford@swansea.gov.uk

Matthew.Shephard@swansea.gov.uk

Deborah.Reed@swansea.gov.uk>; Angela Edwards

<Angela.Edwards@swansea.gov.uk>; Jackie Turner <Jackie.Turner@swansea.gov.uk>
Subject: FLEXIBLE WORKING APPEAL HEARING

Hi Karen and Matthew,

A date and time has been arranged for the Flexible Working Appeal Hearing for 3.30 pm on Wed 4 Dec 2019 at the Civic Offices, room 2.3.7.

I attach the Appeal Hearing Report with appendices. I also forward across a letter confirming the arrangements.

The Responsible Officer will be Deborah Reed supported by Angela Edwards – HR Business Partner.

Please confirm your attendance.

Regards and many thanks

Anne Price
HR Adviser

Regards

Anne



Anne Price
Ymgynhorydd AD a DS
HR & OD Adviser

☎ 01792 636098

✉ anne.price@swansea.gov.uk

✉ anne.price@abertawe.gov.uk

Meeting	Trade Union Meeting (December 2019)	Venue	Meeting Room 2.1.16, Civic Centre
Date/Time	3 December 2019 / 9.30 – 11.00am	Attending	Nick Williams (Chair), Stephanie Rayner, Kerina Hanson, John Austin, Hayley Steel, Lynne Berezanski, Helen Johns, Andrea Jones, Chris Shaw, Gareth Morgan Apologies: Matthew Salmon, Ruth Davies

Agenda Identifier	Description/Notes	Status	A/I/D	Lead person	By when?
Staff Welfare	- Discussion around 'good ideas' taking place in schools. NJW to discuss with Rhodri Jones (RJ) with the possibility of have a regular item in the newsletter. - Further discussions included: - Coaching and mentoring each other - Good management in schools – training on people management is available for headteachers - It has been reported back that staff are still not receiving the newsletter. RJ to send a reminder in the next newsletter.	Open	A	NJW	
Standing item		Open	A	NJW/NG	
TU179	Swansea Council TU recognition process 179.1 HJ said there is no clear remit and have not been told locally what they should be doing. GM said they have been told that it is not their role	Open	D	All	

	to get involved but unions should be able to support their members. HS has had a meeting with Adrian Chard and wants to involve all unions in discussion. The Council needs to have a proper framework for union engagement, terms of reference, membership etc.				
TU180	Supply Teachers 180.1 HS has received a few issues mainly with the framework. The framework is an agreement for schools to sign. Agencies are asking schools whether they want to be on the framework. Those that are opting not to be results in staff being paid on a lower rate. Unions want schools to sign up to the framework but NJW doesn't have the authority to direct them to.	Open	I	All	

Previous actions

Agenda Identifier	Description/Notes	Status	A/I/D	Lead person	By when?
Standing item	Staff Welfare - Ongoing concerns with staff welfare. NJW reminded Unions that schools were offered stress counselling but was dismissed due to lack of interest. - Helen Morgan-Rees attended an Education Support Partnership conference and their services were addressed at the recent Headteacher Cross-phase meeting. RD to liaise with HMR to look at the	Open	A/I/D	All	Ongoing

	services offered in more detail. • NJW recently met with FirstCare who provide absence management solutions and are keen to work within schools. This now requires wider discussion with CMT and NJW will feedback in January. • It was discussed what can be done in providing an answer to support members. Is there a proactive and positive way across the authority? What can Unions do to help?				
TU114	Issue of registered person / responsible individual within childcare settings 114.5 RD gave an update. The NAHT agreed to commission a piece of work but RD has not received it yet. It is important we flag up with headteacher colleagues that it is not a responsibility they can take on whilst in full time employment. 114.6 NJW not aware that RD has received the report. We can't move forward until we have heard from NAHT. 06/11/18: This has not moved forward, report not received from NAHT. JS confirmed the report is on its way. NW will consider the report and seek advice when received. 04/12/18: RD confirmed that the report has now been received. In summary the responsibility should not lie within Education but should lie within social care. Swansea and Powys are the	Open	A		Ongoing

	only authorities not to know who the responsible person is. RD to meet with Legal; MS requested to attend too. The local authority now have a duty of care to source a solution urgently. 06/09/19: Latest version of the Wraparound Childcare Guide for Schools was circulated. RD to email with further comments but the content is different to what was agreed and her advice to members would be not to undertake the roles as described in the document. Unions requested a separate meeting with KS to discuss further. 03/12/19: Feelings that we have made progress. KS to provide an update at the next meeting.				
TU128	Policy Review 128.3 Update from NR – HR have started to look at all policies. Once they are in draft form a working group will be set up 128.4 Disciplinary policy has been drafted and HR are arranging to meet with Legal on this. Update: NR is meeting with Legal on 05/12/18. A small working group will then be formed to discuss 03/12/19: Comments have been received from Legal. Hope to finalise then consult through ERW.	Open	A	SR/NR	Ongoing
		Open	A	SR/NR	Ongoing
TU160	School funding / spending 160.1 HS queried school expenditures: Protected trees – need clearing for health and	Open	I	NJW	Ongoing

	safety reasons but expenses come out of school funds. NJW will check this with Brian Roles 04/06/19: Schools are responsible for trees on their ground. They need permission to cut down ash trees unless they were diseased. NJW to bring back to the group once we get the extent of what is required from Welsh Government. 05/11/19: Looking at options to support schools. NJW will raise at a future CMT. 03/12/19: No feedback at the moment. 160.2 RD raised her concerns with the ongoing issues around funding. Based on the promise from the current leader of parliament, it doesn't make any mention of Wales. We need to collectively come together and have a joint approach to school funding (fair formula). 160.3 The current budget in the Education Directorate is dire with a £2m overspend. We have been challenged to make in year savings but won't make cuts to school budgets. We will look at all options and make savings where we can to central budget. If there are any changes to staffing, trade unions will be fully consulted with. 160.4 There are a large number of primary schools who hold large reserves. NJW will consider with colleagues and cabinet members, and scrutinise documents from schools and approach on an individual basis.	Closed	I	NJW	Ongoing
		Open	I	NJW	

TU166	ALN Policy Review 166.1 MS provided an update – we are currently reviewing the ALN strategy and implementation plan (act and code) but there won't be a ALN policy until we see what the code is. This is due to be issued December/January. MS emphasised the difference – the new code is not a code of practice, it is a mandatory code. MS to circulate the plan once it has been finalised. 03/12/19: ALNET bill been delayed for a bill. Consultations on the new ALN structure to take place soon. MS to retire at the end of the year.	Closed			
TU168	Minority Ethnic and Gypsy Traveller Policy Consultation 168.1 MS reminded the group that the deadline for comments is 13/09/19. Some Trade Unions have not seen the policy so requested it was recirculated. 08/10/19: SR has recirculated the information. 05/11/19: Policy is currently with the Translation Unit and due to be ready in December. 03/12/19: Consultation meetings to take place shortly.	Open	A	MS/HR	December 2019
TU170	Union Attendance 170.1 HS recently attended a meeting about the central policy but non-education unions refused to attend as they did not think the policy	Open	A		03/12/19

	discussed had any relevance to them. SR will check with Carolyn Thorne but if different policies are being discussed then all unions should be present. 08/10/19: HS to share concerns with Adrian Chard. 05/11/19: HS will only be attending Education meetings. HJ is awaiting confirmation from Wales TRC what meetings they should be attending.				
TU174	Consultation 174.1 NJW provided an update on the current consultations. Consultation on the Education Welfare Service has been launched. Closing date is 08/11/19. Consultation has commenced on the review of the Education Directorate Senior Leadership Team (EDSLT). Closing date is 04/11/19. NG to circulate the paperwork. 05/11/19: Review of the Education Directorate consultation has closed. NJW to review the responses. 174.2 EDSLTLT restructure to be discussed further at the next meeting.	Closed			17/01/20
TU175	September Teaching Appointments – Performance Related Pay 175.1 Query raised following an item in the schools newsletter whether we could encourage schools to make Payroll aware as soon as a teacher has passed their performance review. What is the	Closed			

	current process? SR has spoken to Payroll who have confirmed that performance review forms are approved by the headteacher and sent to Payroll direct. HR do not have sight of the forms.				
TU176	SRE: support for schools to deliver fully inclusive programme 176.1 RD flagged up the consultation on proposals to ensure access to the full curriculum for all learners. Views will be discussed and followed up as a directorate. 176.2 We have submitted a response to the consultation and will continue to engage with schools. Education officers had a positive meeting with the leaders of the Mosques.	Open		RD/NJW	
TU178 (TU160.2)	Fair Funding Campaign 178.1 RD provided an update following the debate in the Senedd. There are three elements to the recommendations: sufficiency, value for money and moving forward and looking ahead. NJW agreed to raise the profile at the next ADEW meeting which will be held on 06/12/19.	Open	A	NJW	17/01/20

Academic Year 2019/2020

Friday 17 January, 9.30am - Committee Room 3
 Tuesday 4 February, 9.30am - Meeting Room 2.1.16 **To be rearranged**
 Tuesday 3 March, 9.30am - Meeting Room 2.1.16
 Tuesday 31 March, 9.30am - Meeting Room 2.1.16

Tuesday 5 May, 9.30am - Meeting Room 2.1.16
Tuesday 2 June, 9.30am - Meeting Room 2.1.16
Tuesday 7 July, 9.30am - Meeting Room 2.1.16

DRAFT

Consultation Meeting Trade Unions

Date 10th December 2019

Present Lynne Berezanski - NEU
Hayley Steel - NEU
Andrea Jones – NASUWT

New delivery model implemented January 2019, School improvement and pupil support

1 FTE Teacher (2 people)
5 Part time BTA's
Admin Assistant

Contracts issued with temporary contracts until 31st March 2020, extended for Teachers until 30th April 2020

Welsh Government strong indication that they were not going to deliver the funding. Policy direction for the next financial year that there will be funding put in place, review where we go from April 2020. Amount of funding has not been confirmed, distribute more evenly across Authorities in Wales.

Potential reduction in funding, last year had 14% and this year considering 7.8%.

Schools finding more sustainable strategies.

Question

Documented evidence, not taking up through centrally doesn't mean they are having a better service. If people feel it is not available they may be getting on and not providing for the individuals. Are there documents to evidence they are delivering a proper service?

Response

Last Spring – evaluated provision within the Schools, 21 schools have bulk of devolved funding, ensuring they have the right strategies in place within the classroom, action plans in place. Autumn term, evaluating provision with another layer of schools.

Schools were getting a small amount of support so already taking responsibility. Annual cycle to evaluate schools

Network meetings, training, model is starting to embed. All school with the main bulk of funding, have to do spend plans and account to where the money has been spent. Actions, output and outcomes.

Question

How have you measures the impact on pupils?

Response

Attainment, overall outcomes at the end of the key stages which didn't show any difference.

Evaluate in the 21 schools, also undertake learning voice to triangulate the information being received from schools.

Decision to devolve funding, schools have to submit a spend plan, terms and conditions in line with Welsh Government.

Ensure every school participates in the evaluation process.

A number of schools have employed staff or provided secondary employment to staff who are currently employed within the Central team.

Ensure we build off schools improvement work, staff understand their role and provided with the relevant training.

Question

New Model – who would be doing the training?

Response

PC and Education Improvement Consultant. Building in school to school support. E.g. TA's working in schools providing support to TA's with lesser experience and knowledge.

Network meetings - Identify practices within Schools and share with other schools.

Ensure consistency and sharing practices.

Protect the funding being devolved to schools to protect the staff undertaking the roles within Schools.

Proposal

Delete Teacher post

Create Education Improvement Consultant post

Delete the BTA Posts

Retain the Admin function

Confirmed consultation from 10th December 2019 until 6th January 2020.

Stakeholder consultation will be consulted during the same period.

TU's requested to extend the consultation process, end of term so difficult to receive the relevant feedback/comments from stakeholders.

Consider the request to extend consultation - **ACTION**

Swansea been raised for its Gypsy and Traveller Unit.

Cefn Hengoed are aware of this situation, they are already planning for the consultation. Estyn recommendation that Unit shouldn't be in place for all of Gypsy Traveller. Also receiving a disproportionate amount of funding.

Grant amalgamated for Gypsy Traveller and Ethnic Minority.

Options for staff

ER/VR

Redeployment

Expressions of interest for new post – Teachers only

Consultation commences today 10th December 2019 until 13th January 2020

Important for staff to engage with consultation process, provide comments/feedback throughout.

Assimilate to the closest point on the Soulbury pay scales

Email sent to staff providing details regarding redeployment, option to request an individual meeting to discuss process in detail.

Individual Meetings

Employee

Trade Union

Temporary contract until 31st March 2020, indication that the funding will be available next financial year.

Review of the Job Description to reflect other proposed changes - Implementation 1st May 2020

No changes to your current working hours, term time only.

Employee

Trade Union

New model of support January 2019 – contract until 30th April 2020

Contract issued based on the Welsh Government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.

Specialist teacher post – delete the post – create an Education Improvement Consultant post on Soulbury Terms and Conditions.

Question

Would the new contract be issued on a permanent basis?

Response

Dependant on the funding, I would need to escalate to the Head of Service.

Reassured we can continue to provide support to the Schools, appreciate it is a difficult time.

Employee

Trade Union

New model of support January 2019 – contract until 30th April 2020

Contract issued based on the Welsh Government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.

Specialist teacher post – delete the post – create an Education Improvement Consultant post on Soulbury Terms and Conditions.

SR outlined options

Requested details regarding Soulbury T's and C's

Employee

Trade Union

New model of support January 2019 – contract until 30th April 2020

Contract issued based on the welsh government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.
Proposal to delete BTA post – contract until 30th April 2020
SR outlined options

Employee

Trade Union

New model of support January 2019 – contract until 30th April 2020
Contract issued based on the welsh government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.
Proposal to delete BTA post – contract until 30th April 2020
SR outlined options

Employee

Trade Union

New model of support January 2019 – contract until 30th April 2020
Contract issued based on the welsh government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.
Proposal to delete BTA post – contract until 30th April 2020
SR outlined options

Employee

Trade Union

Requested for a colleague to attend however, advised not appropriate as she is affected as part of the proposals.
Contract issued based on the welsh government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.
Proposal to delete BTA post – contract until 30th April 2020
SR outlined options

Employee

Trade Union

Requested for a colleague to attend however, advised not appropriate as she is affected as part of the proposals.
Contract issued based on the welsh government funding at the time, intention to cease funding. However, Welsh Government indicating they are considering continuing the funding, which has given us options to review the service.
Proposal to delete BTA post – contract until 30th April 2020
SR outlined options

Full Staff Meeting

Mark Sheridan – Head of Service (HOS)

Pam Cole – Head of EMAU

Stephanie Rayner – HR

Lynne Berezanski – NEU

Hayley Steel – NEU

John Austin - Unison

Manager presented information outlined within the presentation

Devolve additional funding to schools, share practices, future sustainability.

Question - Going forward, still work to be done, self sufficient within the Schools, amount of funding is still to be confirmed.

Why not enable schools to be better established until the end of the academic year, surely that is more beneficial for pupils and staff.

Response – I would advise that is included as part of the consultation. BTA's feed in and try to build capacity within the Schools, 15 referrals for next term.

Response – At some point a decision has to be made in relation to an implementation date. Consider request as part of consultation.

Cefn Hengoed been expecting the deadline to end some time ago and it seems to continue, a decision needs to be made.

Question – Working in line with Schools, unlikely for schools to put something into place prior to September 2020.

Response - Communications to be issued via Rhodri Jones, staff will be issued with the presentation and relevant documents.

Question - Sense that a lot of Heads don't feel it is worth referring as they don't believe they are supported.

The council has made everything so hard people won't apply for it.

HOS – Outcome data from GCSE's, reductions in support hasn't had a massive impact on Schools.

Question – Yet, not enough data currently.

Question – If I was to take ER/VR I would have to wait 6 months, I think that is unfair.

SR – I did explain this within the individual meeting, explained previous decision, I would advise that is discussed outside of this forum.

Question – What is the new post?

Response – The new post, ring fenced to the Specialist Teacher's

HOS – Soulbury Scale post, Education Consultant Level, specific Job Description.

Question – Back to the original consultation, only want to keep the Head and one other member of staff, because of the Stakeholder consultation, 3 BTA posts were created, it's like a conspiracy.

HOS – I think that point should be noted as part of the discussion

Question - Make the process for requesting BTA's to be so difficult. Will you still ensure that Schools will be making the devolved funding correctly?

Response - Yes, I will continue with ensuring the Schools are utilising the funding accordingly.

Question - If we all don't exist in a few months' time, will Schools have more money?

Response – We don't currently know how much funding is going to be received, believe we will start to receive reductions. When the 21 Schools received the funding last year, Headteachers were informed they need to work towards a sustainable model because we can't guarantee the funding.

Union - Few restructures currently, should be meaningful, week before Christmas, week after Christmas when people return, would like to see comments from other Stakeholders.

SR – The Trade Unions did request an extension to the consultation, it was agreed to extend until 13th January 2020. There are tight timescales due to Teachers Terms and Conditions.

Union – When do you think the information will be issued to the Schools?

Response – I will issue the relevant information to Rhodri and request for it to be sent to schools tomorrow.

Union – Cefn Hengoed, did you say it was £5000 per pupil? Someone in post to ensure the monies to Schools is proportionately distributed.

Response – Yes, we have that information available from last year, it will be a fair formula.

SR confirmed communication going forward
Manager to send email confirming details of consultation

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

1. I maintain good eye contact and give people my full attention

Rarely	Occasionally	Sometimes	Frequently	Always
				X

2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always
			X	

3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always
				X

4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always
				X

5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always
				X

6. I appear in the right frame of mind for all important discussions

Rarely	Occasionally	Sometimes	Frequently	Always
				X

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always
				X

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always
				X

9. I do not trivialise the ideas or views expressed by other people

Rarely	Occasionally	Sometimes	Frequently	Always
				X

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always
				x

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
				x

12. I avoid making the other person feel as if they are being interrogated

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

15. I summarise what I have heard to make sure I have understood clearly

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

16. I give people time, attention and encouragement so they can get the message across

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

19. I do not insult or demean the other party when offering critical comments

Rarely	Occasionally	Sometimes	Frequently	Always
				x

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

21. I deliver my communication at a pace and way that is comfortable for others

Rarely	Occasionally	Sometimes	Frequently	Always
				x

22. I demonstrate that I am helpful and genuine in conversations

Rarely	Occasionally	Sometimes	Frequently	Always
				x

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
			x	

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
				x

Please provide any further details on what I do well:

You are an excellent communicator and can adjust the way you communicate depending on the situation you are in.

Please provide any further details on what I could do better:

You are currently supporting a new team and will need to cater your communication skills to the different personalities in the team, to ensure that we get everyone working as we need them to in Education.

Thank you for your time

**Appraisal For
Rayner, Miss Stephanie Louise**

Worker Details

Employee name	Rayner, Miss Stephanie Louise
Assignment Number	885741
Manager	Reid, Mrs. Nicola Jayne
Department	HR and OD
Job	CCS Non School

Appraisal Details

Appraisal Template	2019/2020 Grade 8-9 A profile posts
Appraisal Purpose	Annual Appraisal Review
Period Start Date	2019-04-01
Period End Date	2020-03-31
Initiator	Reid, Nicola
Main Appraiser	Reid, Nicola
Appraisal Date	2020-04-01
Next Appraisal Date	

Competency Details

CE1.1 Work with own team and others to maximise resources and share experience and knowledge

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	3-Meets standard required for the role
Comments	

Appraisal For Rayner, Miss Stephanie Louise

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	3-Meets standard required for the role
Comments	Essential part of the role within the team due to working across all areas. Steph has provided support to colleagues on previous department and colleagues have provided support to Steph on Education. Starting monthly BP meeting and best practice meeting with HR Advisors.

CE3.3 Recognise and respect both their own strengths and weaknesses and the strengths and weaknesses of their colleagues

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE3.4 Listen carefully and actively to gain an understanding of what is important to colleagues, internal and external stakeholders

Appraisee

Name	Rayner, Miss Stephanie Louise
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ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE3.5 Provide practical and moral support to colleagues, sharing and helping to solve problems

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE4.1 Promote the most effective way of delivering a good quality and sustainable service to internal/external stakeholders

Appraisee

Name	Rayner, Miss Stephanie Louise
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ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE4.2 Take an innovative approach solving problems. Look creatively inside and outside the organisation for new ideas, actively share good practice

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE4.3 Engage with other departments and organisations to plan together for the future

Appraisee

Appraisal For
Rayner, Miss Stephanie Louise

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE5.1 Be open and transparent in all work activities**Appraisee**

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE5.2 Be consistent. Treat everyone fairly with consideration and respect for their views, opinions and beliefs**Appraisee**

Appraisal For Rayner, Miss Stephanie Louise

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE5.3 Trust work colleagues to carry out their work effectively

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	2-Developing - needs some support to develop
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	2-Developing - needs some support to develop
Comments	Steph finds it difficult to pass on work to the HR Advisors and she has assured the manager/headteacher of what will be done and can't then control how that is done when it is passed on. Steph prides herself in her standard of work and carrying out what she has said she will do.

CE5.4 Accept the consequence of own actions and learn from mistakes. Do not blame others.

Appraisal For Rayner, Miss Stephanie Louise

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE1.2 Build strong working relationships. Communicate well with colleagues, internal and external stakeholders

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	4-Exceeds required standard for the role in this area
Comments	I feel I have built effective working relationships within a new area of work and a new role within a short period of time. Communicating effectively with Managers and Schools building trust and confidence to ensure an efficient and effective HR service. Continue to communicate effectively with colleagues to encourage engagement as a team going forward.

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	4-Exceeds required standard for the role in this area

Appraisal For Rayner, Miss Stephanie Louise

Comments	Steph has work well engaging with a new service area, building trust and confidence with central education and schools. Al whilst learning new sets of T&C's.
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CE5.5 Carry out work as entrusted and make every attempt to deliver what they say they are going to do.

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE6.1 Be open and willing to try new ideas and ways of working

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
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Appraisal For Rayner, Miss Stephanie Louise

Performance Rating	
Comments	

CE6.2 Adapt, improve, try, learn

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	3-Meets standard required for the role
Comments	I feel I have adapted and embraced the new ways of working introduced within the Team and the requirements within my role as HR Business Partner through a challenging period. My knowledge and experience within Education has provided me with new learning and development opportunities. I acknowledge that there are areas that I need to learn and improve which hopefully will be gained through further development.

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	4-Exceeds required standard for the role in this area
Comments	Steph has gained a significant knowledge in Education in a very short space of time, she has adapted to the NWOW and BP role and is continually bettering herself and her knowledge.

CE6.3 Be resourceful and encourage others to focus on the solution not the problem

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	

Comments	
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Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

**CE1.3 Engage with internal and external stakeholders as much as possible.
Seek to understand and act on their input wherever appropriate**

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

**CE2.1 Act as positive role model; focus on solutions, encourage others to
do the same. Address those not demonstrating positive behaviours**

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	

ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Comments	
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Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

M: Employee Conduct

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

M: Equalities

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

**Appraisal For
Rayner, Miss Stephanie Louise****Main Appraiser**

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

M: Health and Safety**Appraisee**

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

M: Introducing Change and New Ways of Working**Appraisee**

Name	Rayner, Miss Stephanie Louise
Performance Rating	4-Exceeds required standard for the role in this area

Appraisal For Rayner, Miss Stephanie Louise

Comments	I have embraced the new ways of working within the Team and try to encourage others when introducing new systems and processes. I led on the introduction of the New Redeployment Portal which is starting to prove successful and has been beneficial to the Team, Employees and Managers. The changes within the Business Partner role have at times been challenging however, I feel I have continued to participate with introducing changes and improvements to the HR service provided. I am willing to provide my view in relation to the changes and continue to have a positive work ethic.
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Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	4-Exceeds required standard for the role in this area
Comments	The team has been through a significant change over the last year and Steph has embraced this change as well as leading on the redeployment portal. Steph is also part of the NWOW pilot.

M: Welsh Language**Appraisee**

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

V: Innovation**Appraisee**

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE2.2 Be accessible and communicate clearly, face to face where possible; appreciate that effective communication is two-way.

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

V: People Focus

ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

V: Working together

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	3-Meets standard required for the role
Comments	I will always encourage working together as a Team and supporting each other to ensure individuals engage with any improvements/changes however, I acknowledge that there are times where I may not provide my true thoughts due to the personalities. I believe my strength is building relationships with people and believe that the Departments within the Authority need to work together to achieve outcomes.

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	3-Meets standard required for the role

Appraisal For Rayner, Miss Stephanie Louise

Comments	Steph works very well with the rest of the team and is already supporting them with Education queries, the team are now starting to discuss things with Steph before taking the query to PBP. Steph understands her weakness with giving her honest opinions due to some personalities within the team and is going to work on being more confident in giving an opinion.
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CE2.3 Set high performance standards for themselves and meet them

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE2.4 Speak positively about the Council

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

**CE3.1 Value and respect the roles and views of colleagues and partners,
regardless of their place within the organisation**

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

CE3.2 Appreciate and Acknowledge the work and contribution of others

Appraisee

Name	Rayner, Miss Stephanie Louise
Performance Rating	
Comments	

Main Appraiser

ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Name	Reid, Mrs. Nicola Jayne
Performance Rating	
Comments	

Over All Competency Information

Total Score	NA
Comments	NA

Objective Details

Budget Proposals Delivery support Directorates in the delivery of the 2018/19 proposals and plans in place for 2019/20 proposals

Name	
------	--

Continue to build good working relationships with the Education Department and Schools.

Name	
------	--

Delivery of HR service - To time, quality and cost with delivery against KPIs.

Name	
------	--

Embedding new ways of working and new structure

Name	
------	--

Provide support to the allocated OD implementation plans. - To time, quality and cost

Name	
------	--

Provide Workforce Planning support - Ensure that Directorates have robust and consistent Workforce plans by 31 March 2020

Name	
------	--

Review Education Policies (Ongoing)

Name	
------	--

Sickness Absence - Ensure Directorate compliance with sickness policy and supporting Managers in the earliest resolution of sickness absence cases.

ORACLE

**Appraisal For
Rayner, Miss Stephanie Louise**

Name	
------	--

100% Completion of all mandatory training, monthly 121s and appraisals

Name	
------	--

Overall Objective Information

Total Score	NA
Comments	NA

Overall Rating

Total Score	4-Exceeds required standard for the role in this area
Comments	Steph has made every effort to pick up as much Education knowledge as possible over the last year and is already competant and confident in giving advice.

Individual Consultation Meetings

26th November 2019

Director
Stephanie Rayner - HR

Feedback following the consultation process and next steps

Consultation responses – majority in favour to go straight to two direct reports at Tier 2 who report to myself. Some caveat's, risks which I recognise, CMT approved proposal.

Re-allocating responsibility to HOS's as my direct reports.
Change to job titles to reflect Teams not Units.

New role – Head of Performance Team, evaluated at a Grade 12 (requirement to review JD)

Provide options for individuals to attend EDSLIT but no obligation for them to attend.

Part 2 - report to Cabinet advising of a change to the Education Directorate.

Manager

Q - Why not implemented from January 2020?

A - Always the proposal to implement from April 2020.

Q - What will happen from January until April?

A - I will confirm further details regarding that

Family Resources Manager to report to Head of Primary Team
Music at Tier 3 – Head of Music to report to Head of Secondary Team
[REDACTED] post will also reduce to Tier 4.

Kate's area – move to Brian's area.

[REDACTED] – I disagree with that entirely, irrational decision.

[REDACTED] – Clear link between elements of school support around admissions, capital and funding teams.

[REDACTED] oversees admissions, alongside the School support team.

Recent inspection has raised it as a flaw in the system, doesn't collaborate the areas.

[REDACTED] – I will reflect on your comments and they are noted, ultimately it is my decision and whilst I recognise the points raised it is my decision as the Director of Education.

Spring Term – Secondary Phase and Primary Phase to report directly to me.

[REDACTED] – Negative impact is delaying the inevitable. I have provided a list of requests of what I needed for support, I have not received a response in relation to that and you haven't shared with Brian as you said you would. Reciprocal support from yourself.

■ Apologies for that, it has slipped my mind, I will consider your request and provide a formal response.

■ – One of my fears is that I will be left to get on with it, on the basis that you haven't responded it doesn't give me much confidence that I will be supported. It is lawful in employment law regarding merging the both posts. Precedence within the directorate, individuals have stated no, if I said I would not take on the additional role what would be your comeback to that?

■ – Confirmed it doesn't not have to go to cabinet for approval. Consideration is being taken in relation to your JD.

■ – Don't think I have the personal capacity to double my workload and it would be negative on my wellbeing.

SR – I think serious consideration needs to be taken in relation to the support that has been requested and what can be provided if HMR took on the new role.

■ – Budget savings I understand however I believe the decisions are short term, ultimately I don't have the skills and knowledge.

SR – Formally if you did not accept the role, effectively you would be resigning.

■ – Reduced workload for a term, I could take on Primary and Secondary as a phased approach, sit in on meetings in relation to ALN and PRU. Alternatively, concentrate on ALN. Offer support to take on direct line management for a term to free up capacity.

■ – That is what I responded to in writing that would be acceptable but I wouldn't want to lose it forever. Keen to take on the role on a good day provided there is support there, losing in the interlinks with Kate's Team would be bonkers, that relationship is key.

■ – Are you saying it is a negative impact and therefore you would rather have that for the rational reasons?

■ – Yes, I would rather continue with a direct report. Very skilled individual in Kate, links with Brian skill need to be strong but the rapports that have been built it would be retrospective to go back. The work is interlinked.

■ – I will respond to your email regarding support to be provided and provide options to you. I apologise for not responding formally and will do by the end of the day.

From: Rayner, Stephanie
Sent: 23 September 2019 09:12
To: Frew, Rosina <Rosina.Frew@Swansea-edunet.gov.uk>
Cc: Fisher, Mathew <Mathew.Fisher@swansea.gov.uk>
Subject: RE: FAO S RAYNOR

Hi Rosina

As part of the investigation process [REDACTED] should have been invited to an investigation meeting whereby the details of the allegations would be outlined and she would have the opportunity to respond. This meeting should be conducted by the Investigating Officer and formal notes taken which would be sent to the employee to sign and confirm they are a true record of the meeting.

This information would form part of the pack to be presented to the Governing Body.

We also have a template report which outlines full details of the investigation which is considered by the Headteacher who will determine whether the allegations are within the remit of Misconduct or Gross Misconduct.

On the basis of the above, I would advise that the hearing arranged tomorrow, 24th September 2019 is postponed pending a full and thorough investigation being undertaken.

If you have any queries or wish to discuss the process further please let me know

Thank you, Steph



Stephanie Rayner
Partner Busnes AD a DS
HR and OD Business Partner

☎ 01792 636098
✉ stephanie.rayner@swansea.gov.uk
✉ stephanie.rayner@abertawe.gov.uk

From: Frew, Rosina <Rosina.Frew@Swansea-edunet.gov.uk>
Sent: 20 September 2019 14:50
To: Rayner, Stephanie <Stephanie.Rayner@swansea.gov.uk>
Cc: Fisher, Mathew <Mathew.Fisher@swansea.gov.uk>
Subject: RE: FAO S RAYNOR

Hi Steph

Paul Davies (head teacher) had a meeting with [REDACTED] where he explained the allegation to her and how the hearing would work. I was present and made some brief notes which I'll copy and make available to governors, yourself & [REDACTED]. At this meeting he handed Angela the letter which contained details of the hearing and the allegation, which I believe Mathew had seen and approved. (Again, I'll make sure the copies are available). At that meeting [REDACTED] said that she didn't belong to a TU and we encouraged her to bring someone for support, perhaps a colleague who may

understand her role at the school in greater detail. Angela received the pack 7 days before the hearing.

Would you like me to get this additional documentation to everyone before Tuesday?
Have I covered everything you needed to know?

Thanks
Ros

Rosina Frew
Dylan Thomas Community School
School Business Manager & Clerk to Governors
☎ 01792 610306
✉ rosina.frew@swansea-edunet.gov.uk
✉ frewr1@hwbbmail.net

From: Rayner, Stephanie [<mailto:Stephanie.Rayner@swansea.gov.uk>]
Sent: 20 September 2019 14:15
To: Frew, Rosina
Cc: Fisher, Mathew
Subject: FW: FAO S RAYNOR
Importance: High

Hi Rosina

Following consideration of the attached, I am concerned that there are a number of documents that have not been included within the pack being considered by the Governing Body.

Please can you confirm if the following documents are available:

- Letter issued to [REDACTED] inviting her to attend an investigation meeting outlining the allegations being investigated.
- Notes of the investigation meeting with [REDACTED]
- Letter issued to [REDACTED] informing her that the matter is being referred to a Governing Body Hearing outlining the allegations being considered [REDACTED] should also receive a copy of the pack that is being presented at the hearing.
- During each stage of the investigation, [REDACTED] should be afforded the right to be represented at the meeting by either a work colleague or Trade Union.

If possible, please can you request for Mr Payne or Mr Davies to contact me on 07471 145371 to discuss the matter further

Thank you, Steph



Stephanie Rayner
Partner Busnes AD a DS
HR and OD Business Partner

☎ 01792 636098

✉ stephanie.rayner@swansea.gov.uk
✉ stephanie.rayner@abertawe.gov.uk

From: Frew, Rosina <Rosina.Frew@Swansea-edunet.gov.uk>
Sent: 19 September 2019 14:19
To: Rayner, Stephanie <Stephanie.Rayner@swansea.gov.uk>
Subject: RE: FAO S RAYNOR

Hi Steph
Governors will be here at 2.45 pm ready for a 3.00 pm start
Regards
Ros

Rosina Frew
Dylan Thomas Community School
School Business Manager & Clerk to Governors
☎ 01792 610306
✉ rosina.frew@swansea-edunet.gov.uk
✉ frewr1@hwbmail.net

From: Rayner, Stephanie [<mailto:Stephanie.Rayner@swansea.gov.uk>]
Sent: 19 September 2019 10:30
To: Frew, Rosina
Subject: RE: FAO S RAYNOR

Hi Rosina

That's great, thank you

I will be available to meet with the Governors prior to the hearing should they have any queries

Thank you, Steph



Stephanie Rayner
Partner Busnes AD a DS
HR and OD Business Partner

☎ 01792 636098
✉ stephanie.rayner@swansea.gov.uk
✉ stephanie.rayner@abertawe.gov.uk

From: Frew, Rosina <Rosina.Frew@Swansea-edunet.gov.uk>

Sent: 19 September 2019 10:23
To: Rayner, Stephanie <Stephanie.Rayner@swansea.gov.uk>
Subject: RE: FAO S RAYNOR

Thanks Steph
I did think it would be too much for them to take in while the hearing was taking place!
I've got packs here ready, I'll post governors today and I'll scan one and send it to you but I'll also have a hard copy ready for you on Tuesday.

Thanks
Ros

Rosina Frew
Dylan Thomas Community School
School Business Manager & Clerk to Governors
☎ 01792 610306
✉ rosina.frew@swansea-edunet.gov.uk
✉ frewr1@hwbbmail.net

From: Rayner, Stephanie [<mailto:Stephanie.Rayner@swansea.gov.uk>]
Sent: 19 September 2019 10:21
To: Frew, Rosina
Subject: RE: FAO S RAYNOR

Hi Rosina

The information being presented by the Headteacher should be provided to both myself and the Governors prior to the hearing for consideration.

Whilst I appreciate the policy states that the report should be given at the start of the hearing, Governors need to prepare any questions for clarification to all parties during the hearing and therefore I would advise that the report is provided to myself and the Governors a few days prior to the hearing.

If you wish to discuss further, please give me a call on 07471 145371

Thank you, Steph



Stephanie Rayner
Partner Busnes AD a DS
HR and OD Business Partner

☎ 01792 636098
✉ stephanie.rayner@swansea.gov.uk
✉ stephanie.rayner@abertawe.gov.uk

From: Price, Anne <Anne.Price@swansea.gov.uk>
Sent: 17 September 2019 11:17

To: Rayner, Stephanie <Stephanie.Rayner@swansea.gov.uk>
Subject: FW: FAO S RAYNOR

Hi Steph

Email for your attention below.

Thank you

Regards

Anne



Anne Price
Ymgynhorydd AD a DS
HR & OD Adviser

☎ 01792 636098

✉ anne.price@swansea.gov.uk

✉ anne.price@abertawe.gov.uk

From: Frew, Rosina <Rosina.Frew@Swansea-edunet.gov.uk>

Sent: 17 September 2019 11:04

To: HRandOD <HRandOD@swansea.gov.uk>

Subject: FAO S RAYNOR

RE: MEETING AT DYLAN THOMAS COMMUNITY SCHOOL

Hi Stephanie

Paul Davies (Headteacher) tells me that you are coming to the governors hearing about an allegation of gross misconduct next week. I note that the policy says that the Headteacher's statement should be given to the panel at the start, does this refer to a verbal statement or his written documentation? I had intended to give them the written report 10 minutes before starting so that they could get their heads around it before the hearing started. What are your thoughts?

Thanks

Ros

Rosina Frew

Dylan Thomas Community School

School Business Manager & Clerk to Governors

☎ 01792 610306

✉ rosina.frew@swansea-edunet.gov.uk

✉ frewr1@hwbbmail.net

Grwp AD / HR Group
Date: 29th November 2019
Time: 10:00am
Venue: Y Llwyfan

Agenda

1. Apologies
2. ERW Pay Policy
3. WG Disciplinary and dismissal procedures for school staff.
4. EWC Web Development
5. Recruitment Shortages
6. Capability Policy
7. AOB

Development plan

NAME:	Stephanie Rayner	MEMBERSHIP NUMBER:	55478507
COVERING THE PERIOD FROM:	September 2019	TO:	May 2021

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or "more of the same".)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Insights, Strategies and Solutions • Networking with specialist colleagues and experts to understand trends and innovations in HR • Evaluating the impact of HR programmes and projects • Significant issues currently affecting the organisation, including external factors (eg, legal, financial, market factors)	Find out the different HR specialisms within the organisation, and speak to each area to learn who the specialist colleagues are. Who are the experts in the organisation and how do they get things done? Take time to get to know them and their work better. Make time to have regular discussions with line managers on their department's overall strategy and business issues, which will inform the people capability and skills needed for the future.	Support from Managers within Education to understand the overall Service Development Plan and undertake a learning needs analysis of the roles within the Department. Workforce data to analyse and advise on current workforce.	Complete a learning needs analysis for Education to enable future succession planning	April 2020 Review
Personally Credible • Drawing on theoretical and practical HR	Pick one area within my role that I am less comfortable or familiar with. Proactively	Organisational Change Workshops - enhance my	Continue to attend Organisational Change workshops to enhance	Quarterly

expertise to address individual and organisation issues and opportunities Identifying and pursuing opportunities for new experiences or to stretch existing skills	research this area through reading, research and talking to others	knowledge and skills within this area. Familiarise myself with the Organisational Strategy Continue to study the CIPD Level 5 Diploma	knowledge and skills within the area of work. Complete the Level 5 CIPD Diploma May 2021	
Role Model - Articulating own principles and expectations, and upholding these in line with the organisation's values - Promoting a learning approach to decisions which turn out to be flawed or mistaken	Discuss past or present sensitive / difficult decisions I have made with my manager to gain a different perspective on approach. Look for an opportunity to mentor a new employee. Spend time helping them to understand the organisation's standards, and expectations - share my own experiences of how I've changed my own thinking and behaviour to work in line with the business' values and standards.	Discuss ongoing cases with my Line Manager, determine whether the right decision was made, identify any lessons learnt. Mentor a HR Advisor who has recently been allocated to work within Education and provide them with the necessary tools to advise Senior Managers/Headteachers.	Guide and support the HR Advisor to enable them to provide professional, efficient advice to the service. December 2020 – Annual Appraisal	
Employee Relations - Identifying ways to overcome barriers to change in employer / employee / trades union negotiations - Current and proposed employment law – local and international as required	Continue to build close relationships with Teaching trade unions. Create regular opportunities to get together to discuss possible situation that may arise due to legislative change. Mentoring with a Principle HR Officer regarding TUPE Legislation.	Attend monthly Education Trade Union Meetings Attend Employment Law Seminar Liaise with Employment Lawyer in relation to cases within Education. Attend the Employment Law workshop within the CIPD Level 5 programme. Research TUPE Regulations and create an FAQ document for the HR Team.	Up to date knowledge of employment law. Ability to effectively negotiate with trade unions regarding employee relations cases. Understanding of the TUPE process in the readiness of any potential transfers September 2020	

Job Description

Directorate:	Corporate Services		
Service Area & Section:	Human Resources & Organisational Development		
Unit Manager:	Strategic HR & OD Manager		
Post Title:	HR& OD Business Partner		
Job Family & Role Profile:			
Post No:		Grade	

Summary of Role	
Reporting to:	Principal HR Business Partner
Purpose of the Post:	1. To support the Principal HR Business Partner in providing generalist strategic and operational HR & OD support and internal HR consultancy to specific business areas within the Authority. 2. To work in partnership with line managers to proactively identify and meet the HR & OD needs of the business, assisting the Authority in achieving its organisation goals. 3. To support the HR & OD function to successfully deliver credible, customer focused, cost-effective and innovative solutions using a range of techniques.
The post holder is responsible for the following:	1. To be responsible for the management of employee relation cases, including disciplinary, grievances, in line with and leading on policy. 2. To advise managers in the implementation of robust recruitment and selection, performance management and employee relations processes to facilitate shared responsibility for the management of people issues and case management. 3. To assist the Principal HR & OD Business Partner and managers in the development and modernisation of services and related workforce requirements to include: organisational development, innovation, effective workforce utilisation, role design, workforce restructuring, skill mix and management of change in line with innovative best practice, policy and procedure 4. To seek to continuously improve the quality and value of the HR & OD service provided to the Council in order to develop the ability to deliver commercially focused HR services and initiatives.

	5. To maintain and develop specialist expertise and professional contacts, cascading knowledge and sharing best practice and legislative change throughout the Council. 6. To provide responsive, high quality specialist advice supporting managers on all aspects of the human resources function. Will be required to provide professional HR advice and guidance to Responsible Officer. 7. To advise on pay and grading issues including grading assessments and job evaluation. 8. To participate in negotiations and consultation on corporate and service area employee issues. To promote good working relationships with the trade unions. 9. To assist managers in achieving effective performance outcomes. 10. To manage employee relations caseload. 11. To provide interface to Occupational Health Service. 12. To act as a champion for HR & OD best practice, enhancing the reputation of the service throughout the Authority. 13. To monitor legislation for new developments and bring them to the attention of the Principal HR & OD Business Partner. 14. To deputise for the Principal HR & OD Business Partner where appropriate.
Job Working Circumstances The post holder will be	1. Office based but will be required to travel to other locations both within and outside the boundary of the City & County of Swansea; 2. Expected to have considerable PC use on a daily basis; 3. Expected to deal with sensitive/emotive issues and difficult situations; 4. Expected to work in a flexible manner across tasks and locations

Person Specification

Directorate:	Corporate Services		
Service Area & Section:	Human Resources & Organisational Development		
Unit Manager:	Strategic HR & OD Manager		
Post Title:	HR & O D Business Partner		
Job Family & Role Profile:			
Post No:		Grade	

Role Criteria No.1	Education, Qualifications & Training
Essential	Candidates should hold or be studying for a full Membership of the Chartered Institute of Personnel Development or have significant, relevant experience in human resource management.
Desirable	
Evidence	All certificates to be provided at interview for validation.
Role Criteria No.2	Skills /Technical / Professional Competence
Essential	Candidates must have a high level of technical competence in the areas specified in the Job Description. Candidates must have sufficient generalist experience as a HR practitioner in a service focused environment Up to date knowledge of employment law and best practice HR policy and practice
Desirable	
Evidence	Valid certification and/or registration/CPD
Role Criteria No.3	Experience
Essential	Candidates should have relevant and sufficient experience of: 1. Experience as a general Human Resources practitioner 2. Experience of producing and analysing management information 3. Experience of advising and supporting managers on complex disciplinary and grievance investigations/process and sensitive issues 4. Experience of assisting with policy development and implementation 5. Experience of employee and organisation consultation 6. Experience of working effectively and in co-operation with a wide range of internal customers and Trade Unions 7. Experience of managing organisational change including restructures and service review changes 8. Experience of assisting with the delivery & development of OD strategies & functions
Desirable	
Evidence	At interview, then in post
Role Criteria No.4	Competencies & Abilities

Essential	Candidates for this post should already have a number of key skills and abilities which will enable him/her to carry out the duties effectively:- 1. The ability to integrate as an effective team member. 2. An understanding and appreciation of the roles of Members and the Officer/Member working relationship. 3. Good interpersonal skills with the ability to develop and sustain relationships with a variety of people both within and external to the organisation. 4. Strong planning and organisational skills. 5. Good communication skills, both oral and written. 6. The ability to assist in the development of corporate and departmental policies. 7. A high degree of flexibility with a capacity to adapt to changing priorities. 8. Good analytical skills with the ability to solve work problems logically, and make decisions appropriate to the level of the post. 9. The ability to contribute to the process of change by persuading and influencing individuals to adopt new working practices, ideas and corporate initiatives. 10. The ability to respond positively to changes in the working environment and to deal effectively with work pressures when they arise.
Desirable	
Evidence	At interview, then in post
Role Criteria No.5	Commitment to Equal Opportunities
Essential	Candidates will demonstrate that all activities are undertaken in accordance with the Equalities Act 2010 and the City and County of Swansea's Equal Opportunities Policy and Procedures. All employees and managers must be aware of the Equality Act so that it is considered in their work, where relevant, to ensure compliance with legislation.
Desirable	
Evidence	At interview, then in post
Role Criteria No.6	Current Driving Licence
Essential	Use of own car: Should the post holder have a disability and/or be unable to drive, then they may seek alternative means of transport/assistance, which must be an effective and cost effective method of travelling
Desirable	
Evidence	Evidence the post holder is appropriately insured for business purposes to be provided annually
Role Criteria No. 7	Compulsory Requirements for Introducing Change and New Ways of Working
Essential	1. Demonstrate commitment to the Council's new ways of working, providing a positive and supportive environment that initiates and enables innovative and sustainable working practices that deliver high quality services for our citizens. 2. Embrace change through actively and flexibly participating in and adapting to new ways of working with our citizens, as agreed through formal consultation with Trades Unions and HR Policies and procedures
Desirable	
Evidence	At interview, then in post
Role Criteria No. 8	Other Requirement (1)

Essential	The postholder may be required to attend certain meetings outside of normal office hours.
Desirable	
Evidence	At interview, then in post

Health Surveillance and Monitoring:	This post will require the post holder to take part in health surveillance and monitoring procedures.
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Safeguarding:	The authority is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
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Welsh Language

The Authority is committed to delivering an equally high quality service in Welsh and English and will support staff in providing this.

Assessment of Posts

All posts have to be assessed in respect of the Welsh Language requirements. The evidence of which has to be retained and available for (a) audit trail and (b) inclusion in annual report figures.

Requirements for this post (See attached Welsh Language Skills Assessment)

Understanding	Level: 0	Speaking	Level: 0
Reading	Level: 0	Writing	Level: 0
Based on the above, requirement for this post is as follows:			
Essential		Desirable	
To be learned		Not required	√

Disclosure and Barring Service (DBS):	This post requires the postholder to have the level of DBS disclosure as indicated below:		
	Standard DBS Disclosure Application	Enhanced DBS Disclosure Application	No DBS Disclosure Application
			√

Review/ Right to vary:	This Person Specification is as currently applies and will be reviewed regularly according to the Employee Performance Management Review Policy and the Performance Development Review and Appraisal process. The Job and Person Specification may be subject to other Variance within the remit of the Role Profile.
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Sign off			
Line Manager:		Date:	
Post Holder:		Date:	

Welsh Language Skills Framework

Level 0			
No Welsh language requirement identified for the post – but all recruits should be aware of the corporate requirements of the Welsh language standards and completion of the Welsh language awareness course is advised.			
Understanding	Speaking	Reading	Writing
➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified	➤ No Welsh language requirement identified
Level 1			
Can understand basic everyday phrases if the speaker talks slowly and clearly and is willing to help. Can introduce yourself and others and can ask and answer questions regarding basic information, e.g. Where someone lives; what they like doing. Can pass on a simple message or make a straightforward request, e.g. via e-mail.			
Understanding	Speaking	Reading	Writing
➤ Can understand simple personal information details; e.g. where someone lives, his/her name, who the person wishes to see	➤ Can pronounce place names and personal names correctly. ➤ Can greet individuals face to face or over the telephone ➤ Can open and close a conversation or open and close a meeting.	➤ Can read short sentence, e.g. basic signs, simple instructions, agenda items, simple information on forms	➤ Can open and close an e-mail or letter ➤ Can write personal names, place names, job titles ➤ Can write a simple message to a colleague on paper or e-mail, e.g. such and such has called.
Level 2			
Can understand sentences when people talk about everyday situations, e.g. simple personal and family information. Can hold a basic conversation with someone to obtain or exchange straightforward information, e.g. discuss how a person is feeling; something which has happened; simple plan for the future. Can write and read messages in letters or e-mails describing familiar issues and written in short sentences.			
Understanding	Speaking	Reading	Writing
➤ Can understand when people speak slowly about everyday situations, e.g. providing personal information, talking about what they have been doing, what they would like to do, how they feel in general ➤ Can understand when people ask you do something	➤ Can communicate simple information or ask common questions, e.g. to acquire information from an individual ➤ Can use Welsh to get to and emphasise with the individual but not able to conduct the entire conversation or session in Welsh ➤ Can hold a short conversation with an individual or exchange	➤ Can read short message and certain letters or e-mails, e.g. Those which make a request or ask you to pass on a message	➤ Can write a short message to a colleague asking a question, thanking her/him, explaining something, e.g. time and place of a meeting ➤ Can write a short letter or e-mail to arrange an appointment

	relatively straightforward information ➤ Can contribute to a meeting, but need to revert to English for specialist terms.	
Level 3		
Can understand the main points when an individual or colleague is talking about familiar subjects, e.g. during a conversation or small group meeting. Can hold extended conversations with fluent speakers about familiar subjects involving everyday work. Can describe experiences and events and provide concise explanations and reasons for opinions and plans. Can read articles, letters or e-mails about general subjects. Can write letters or e-mails about most subjects, e.g. requesting something; providing information; inviting somebody or organising an event.		
Understanding	Speaking	Reading
➤ Can understand individuals and colleagues when exchanging information or discussing plans, if the subject is familiar. ➤ Can understand a discussion at a meeting if the subject is familiar. ➤ Can understand individuals and colleagues in a familiar situation or in everyday conversation.	➤ Can take part in most conversations with colleagues about work and plans if the vocabulary is not too technical. ➤ Can hold a conversation with an individual or exchanging relatively straightforward information. ➤ Can contribute to a meeting but need to revert to English for specialist terms. ➤ Can adapt the style of language to suit the audience.	➤ Can understand most e-mail messages or letters concerning day to day work. ➤ Can guess the meaning of a word based on context if the subject is familiar. ➤ Can read a simple, straightforward article in a newspaper or magazine types of written material.
Writing		
➤ Can write a letter or e-mail to an individual, or colleague about most topics in order to request something; provide an explanation; describe an experience or situation; invite people or organise an event. ➤ Can write relatively accurately when drafting a short information leaflet or information Welsh as required.		
Level 4		
Can usually follow most conversations or discussions, even on unfamiliar topics, unless the speaker has a strong or unfamiliar accent. Can talk confidently with fluent speakers about familiar subjects relating to work, and an express an opinion, take part in discussion, and talk extensively about general topics, e.g. In meetings or one-to-one situations with individuals. Can understand most correspondence, newspaper articles and reports intended for fluent speakers with the aid of a dictionary and can scan long texts to find details. Can complete forms and write reports relating to work and respond accurately.		
Understanding	Speaking	Reading
➤ Can follow most conversations and discussions with individuals or colleagues even if the subject matter is unfamiliar.	➤ Can contribute effectively to internal and external meetings in a work context.	➤ Can read most correspondence and scan long texts to find details.
Writing		
➤ Can produce correspondence of all types, short reports, documents and literature with support of an editor or electronic aid.		

➤ Can understand differences in register and dialect.	➤ Can converse comfortably with individuals and exchange information as required. ➤ Can argue for and against a specific case. ➤ Can chair meetings and answer questions from the chair confidently.	➤ Can understand most newspaper articles and reports with the aid of a dictionary. ➤ Can understand novels and other texts, unless written in a very formal or colloquial form.	
Level 5			
Can understand everything that is being said. Can talk extensively about complex issues, presenting difficult information and can facilitate and summarise extended or complex discussions. Can summarise information from different sources (orally and in writing) and present it in a coherent way. Can express themselves spontaneously, fluently and in details, adapting the language to suit the audience.			
Understanding	Speaking	Reading	Writing
➤ Can follow all conversations and discussions with individuals or colleagues. ➤ Can understand the ambiguity and nuance of language.	➤ Can express yourself fully in detail, even when discussing complex issues. ➤ Can adapt the style and register of your language to suit the audience.	➤ Can read and understand almost all written texts without difficulty, referring to a dictionary occasionally. ➤ Can read long texts to find relevant details and can understand most types of written material.	➤ Can write reports in a clear style appropriate to the reader with the support of electronic language aids. ➤ Can write formal or informal Welsh as required. ➤ Can write a range of documents accurately and with confidence.

Disclosure and Barring Service (DBS) Disclosure Checks

The DBS was established under Part V of the Police Act 1997 and was launched in March 2002.

The DBS enables organisations in the public, private and voluntary sectors to make safer recruitment decisions by identifying candidates who may be unsuitable for certain work, especially that involve children or vulnerable adults.

The DBS can issue 5 levels of Disclosure Certificates, depending on the position applied for, namely Standard, Enhanced, Enhanced with ISA check (children), Enhanced with ISA check (adults) and Enhanced with ISA check (children and adults)

Prospective applicants should be aware that before any offer of appointment is confirmed the successful candidate will be required to complete an online application form for the appropriate level of disclosure. Proof of the successful candidate's identity will also be required in the form of the following: Passport, Driving Licence, Birth Certificate and Utility Bills.

The Authority actively promotes equality of opportunity for all existing employees and prospective applicants. Candidates are selected on the basis of skill, qualifications and experience, and their match against the Person Specification. A criminal record will not necessarily bar applicants from working with the Authority. It will depend on the nature of the position and the circumstances and background of the offence.

The Authority has a written Policy on the Recruitment of Ex-offenders, which complies with the DBS Code of Practice, and undertakes to treat all applicants fairly.

The following information is available from the Employee Services Helpdesk, Room 323, The Guildhall, SWANSEA SA1 4PE; Telephone 01792 636098, email employee.serviceshelpdesk@swansea.gov.uk.

- DBS's Code of Practice;
- Authority's Policy on the Security of Confidential Disclosure information;
- Information on the Rehabilitation of Offenders Act 1974

Further information about the Disclosure Scheme is available at www.homeoffice.gov.uk/agencies-public-bodies/dbs/.



Corporate Plan 2017 - 2022

Delivering a successful and sustainable Swansea

Our ambitions and commitments to residents – our well-being objectives

We have prioritised five well-being objectives. These are:

- Safeguarding people from harm
- Improving education and skills
- Transforming our economy and infrastructure
- Tackling poverty
- Transformation and future council development

Our Values

Our plans will be built on three clear values which will guide the way that we work, how we develop as an organisation and our decision making through the years ahead.

- **People Focus**
We will focus on community needs and outcomes and on improving the lives of the people who live and work in Swansea. We will also respect, value and support our employees and demonstrate the highest standards of integrity.
- **Working Together**
We will promote a whole partnership approach, working across services to maximise resources and knowledge and joining forces with others outside the Council to ensure we prioritise our resources and get the best for our communities.
- **Innovation**
We will promote and support a culture of innovation. We will think and work differently to improve our ability to deliver and to meet the financial, demographic and societal challenges we face. We will share learning across the Council, as part of our Innovation Programme.

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

1. I maintain good eye contact and give people my full attention

Rarely	Occasionally	Sometimes	Frequently	Always
				X

2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always
				X

3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always
				X

4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always
				X

5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always
				X

6. I appear in the right frame of mind for all important discussions

Rarely	Occasionally	Sometimes	Frequently	Always
				X

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always
				X

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always
				X

9. I do not trivialise the ideas or views expressed by other people

Rarely	Occasionally	Sometimes	Frequently	Always
				X

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always
				X

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
				X

12. I avoid making the other person feel as if they are being interrogated

Rarely	Occasionally	Sometimes	Frequently	Always
				X

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
				X

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
				X

15. I summarise what I have heard to make sure I have understood clearly

Rarely	Occasionally	Sometimes	Frequently	Always
				X

16. I give people time, attention and encouragement so they can get the message across

Rarely	Occasionally	Sometimes	Frequently	Always
				X

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
				X

18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently	Always
				X

19. I do not insult or demean the other party when offering critical comments

Rarely	Occasionally	Sometimes	Frequently	Always
				X

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
				X

21. I deliver my communication at a pace and way that is comfortable for others

Rarely	Occasionally	Sometimes	Frequently	Always
				X

22. I demonstrate that I am helpful and genuine in conversations

Rarely	Occasionally	Sometimes	Frequently	Always
				X

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
				X

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
				X

Please provide any further details on what I do well:

Stephanie is an excellent communicator. Her ability to flex her approach dependent upon the situation allows her to make other feels comfortable which is an extremely important attribute.

Stephanie is always clear and concise in her communications both verbally and in writing. She takes great pride in ensuring she is prepared for meetings, is confident in speaking up when required or asking questions if she felt she has not understood or requires clarity.

Stephanie is always considered in how she communicates and values the importance of listening. Her style of communication is genuine and inclusive and she further prides herself on ensuring that everyone is informed.

Please provide any further details on what I could do better:

I cannot think of any improvements that Stephanie can make to her already highly effective communication skills.

Thank you for your time

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences - so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick by it (/). If you disagree more than you agree put a cross by it (x). Be sure to mark each item with either a tick or cross.

- ✓ 1. I have strong beliefs about what is right and wrong, good and bad.
- ✗ 2. I often act without considering the possible consequences.
- ✓ 3. I tend to solve problems using a step-by-step approach.
- ✗ 4. I believe that formal procedures and policies restrict people.
- ✗ 5. I have a reputation for saying what I think, simply and directly.
- ✗ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- ✓ 7. I like the sort of work where I have time for thorough preparation and implementation.
- ✗ 8. I regularly question people about their basic assumptions.
- ✗ 9. What matters most is whether something works in practice.
- ✗ 10. I actively seek out new experiences.
- ✗ 11. When I hear about a new idea or approach I immediately start working out how to apply it in practice
- ✓ 12. I am keen on self discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- ✓ 13. I take pride in doing a thorough job.
- ✓ 14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.

- ✓ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions.
- ✓ 16. I like to reach a decision carefully after weighing up many alternatives.
- ✗ 17. I'm attracted more to novel, unusual ideas than to practical ones.
- ✓ 18. I don't like disorganised things and prefer to fit things into a coherent pattern.
- ✓ 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
- ✓ 20. I like to relate my actions to a general principal.
- ✗ 21. In discussions I like to get straight to the point.
- ✗ 22. I tend to have distant, rather formal relationships with people at work.
- ✓ 23. I thrive on the challenge of tackling something new and different.
- ✓ 24. I enjoy fun-loving, spontaneous people.
- ✓ 25. I pay meticulous attention to detail before coming to a conclusion.
- ✓ 26. I find it difficult to produce ideas on impulse.
- ✗ 27. I believe in coming to the point immediately.
- ✓ 28. I am careful not to jump to conclusions too quickly.
- ✓ 29. I prefer to have as many sources of information as possible - the more data to think over the better.
- ✓ 30. Flippant people who don't take things seriously enough usually irritate me.
- ✓ 31. I listen to other people's points of view before putting my own forward.
- ✗ 32. I tend to be open about how I'm feeling.
- ✓ 33. In discussions I enjoy watching the manoeuvrings of the other participants.
- ✗ 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.

- ✗ 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
- ✗ 36. It worries me if I have to rush out a piece of work to meet a tight deadline.
- ✗ 37. I tend to judge people's ideas on their practical merits.
- ✗ 38. Quiet, thoughtful people tend to make me feel uneasy.
- ✗ 39. I often get irritated by people who want to rush things.
- ✗ 40. It is more important to enjoy the present moment than to think about the past or future.
- ✓ 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- ✗ 42. I tend to be a perfectionist.
- ✗ 43. In discussions I usually produce lots of spontaneous ideas.
- ✓ 44. In meetings I put forward practical, realistic ideas.
- ✗ 45. More often than not, rules are there to be broken.
- ✓ 46. I prefer to stand back from a situation and consider all the perspectives.
- ✓ 47. I can often see inconsistencies and weaknesses in other people's arguments.
- ✗ 48. On balance I talk more than I listen.
- ✗ 49. I can often see better, more practical ways to get things done.
- ✓ 50. I think written reports should be short and to the point.
- ✗ 51. I believe that rational, logical thinking should win the day.
- ✗ 52. I tend to discuss specific things with people rather than engaging in social discussion.
- ✓ 53. I like people who approach things realistically rather than theoretically.
- ✗ 54. In discussions I get impatient with irrelevancies and digressions.

- ✓ 55. If I have a report to write I tend to produce lots of drafts before settling on the final version.
- ✓ 56. I am keen to try things out to see if they work in practice.
- ✓ 57. I am keen to reach answers via logical approach.
- ✗ 58. I enjoy being the one that talks a lot.
- ✗ 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
- ✓ 60. I like to ponder many alternatives before making up my mind.
- ✗ 61. In discussions with people I often find I am the most dispassionate and objective.
- ✓ 62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking.
- ✗ 63. I like to be able to relate current actions to a longer term bigger picture.
- ✗ 64. When things go wrong I am happy to shrug it off and 'put it down to experience'.
- ✓ 65. I tend to reject wild, spontaneous ideas as being impractical.
- ✓ 66. It's best to think carefully before taking action.
- ✓ 67. On balance I do the listening rather than the talking.
- ✗ 68. I tend to be tough on people who find it difficult to adopt a logical approach.
- ✓ 69. Most times I believe the end justifies the means.
- ✗ 70. I do not mind hurting people's feelings so long as the job gets done.
- ✓ 71. I find the formality of having specific objectives and plans stifling.
- ✗ 72. I am usually one of the people who puts life into a party.
- ✓ 73. I do whatever is expedient to get the job done.
- ✗ 74. I quickly get bored with methodical, detailed work.

- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
- 76. I am always interested to find out what people think.
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78. I steer clear of subjective or ambiguous topics.
- 79. I enjoy the drama and excitement of a crisis situation.
- 80. People often find me insensitive to their feelings.

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING

(Honey & Mumford 1986)

You score one point for each item you ticked. There are no points for items you crossed.
Simply indicate on the lists below which items were ticked.

	2	7	1	5
	4	13	3	9
	6	15	8	11
	10	16	12	19
	17	25	14	21
	23	28	18	27
	24	29	20	35
	32	31	22	37
	34	33	26	44
	38	36	30	49
	40	39	42	50
	43	41	47	53
	45	46	51	54
	48	52	57	56
	58	55	61	59
	64	60	63	65
	71	62	68	69
	72	66	75	70
	74	67	77	73
	79	76	78	80
TOTAL	—	17	14	8
	Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and join up.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19				
18		19	19	
17	19		18	
16		18	18	
15		17	17	
14		16	16	
13	18	15	15	Strong preference
12	17		14	
11	16		13	
10	15	14	12	Moderate preference
9	14	13	11	
8	13	12	10	
7	12	11	9	
6	11	10	8	Low preference
5	10	9	7	
4	9	8	6	Very low preference
3	8	7	5	
2	7	6	4	
1	6	5	3	
0	5	4	2	
	4	3	1	
	3	2	0	
	2	1		
	1	0		
	0			

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

**** Reflectors***

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it *works* it's good'.

° Honey and Mumford 1986



CIPD Profession Map: Our professional standards

Using the Profession Map for your development and career: Getting started!

The CIPD Profession Map sets out the CIPD's professional standards: transferable capabilities that deliver great HR and sustained performance.

Of its many uses, CIPD members use the framework to plan their development and build their HR capability. This document will help you get started... You can then use the tools on our website to plan your development in more detail.

Step One: Which band?

Take a look at the Bands Description and Transitions handout.

Which band are you currently working at?

Band 2/3.

Which band do you need to be at (because of your current role or changes in the way you work, for example)?

Band 3.

(Concentrate on this band when you are looking at the professional areas and behaviours in the Profession map)

What do you need to do to get there (see transition handout)? Give specific examples.

Letting go of the need to have adequate, quality information or time before making a decision
Taking a view of the totality of the organisation's business, not just the functions



CIPD Profession Map: Our professional standards

Step Two: Professional Area/s

Take a look at the overview and core Professional Area handouts.

Are you confident you have the two core areas covered at the relevant band/level?

Employee Relations - Ensure individual & collective relationships between the organisation & employees are managed appropriately.
Role Model - Lead by example, balancing personal, organisation & legal parameters.

Which professional areas are important to you?

- o Do you/your team need to increase your knowledge of a specialist area?
- o Do you need to widen your experience across HR? - NO.

Employee Engagement.

Service delivery and information

* Continue to enhance knowledge within the Education Directorate - Individual / Team.

* My knowledge is within various service areas is vast - continue to develop with the BP Role.

How could you and your team develop knowledge and experience in these areas?

Provide additional Updates / Training to the Team.

Continue to work with Senior Managers / Schools to gain further knowledge & experience.

Mentor HR Advisors to enhance knowledge within Education.

Lead on training for Headteachers & Governors.



CIPD Profession Map: Our professional standards

Step Three: Behaviour/s

Take a look at the Behaviours overview and examples handouts.

Which behaviours do you show consistently?

Role Model
Collaborative
Personally Credible.

Which behaviours are vital to your role?

Personally Credible -
Role Model.

How can you develop these behaviours?

Role Model - Provide advice & guidance to the Team
Mentor Advisor who has recently been
allocated to Education.

Personally Credible - Research Organisational Development as a
priority within the organisation
Familiarise myself with the OD strategy



CIPD Profession Map: Our professional standards

SUMMARY your development starting points

Your current Band: 2 .

Your aspiration Band: 3 .

Your priority Professional Area/s:

Your priority Behaviour/s:

Now go to the full content of the Profession Map and download the relevant areas for more detail. Alternatively, use the My HR Map tool to assess yourself against the professional area you have identified.

Belbin team type questionnaire

The Belbin questionnaire seeks to identify your preferred role in a team. It is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types.

How to complete the questionnaire

On the following pages are a series of statements divided into seven sections.

For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	1
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	3
D	I can be counted on to contribute something original	2
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	1
H	I can be relied upon to bring an organised approach to the demands of the job	
I	I am always ready to back a good suggestion in the common interest	3

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.

At the end, there are further instructions on how to tally your score.

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	* 2
C	My specialist knowledge and experience is usually my major asset	* 1
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	* 3
F	I am prepared to be blunt and outspoken in the cause of making things happen	
G	I can usually tell whether a plan or idea will fit a particular situation	
H	I can offer a reasoned and unbiased case for alternative sources of action	* 3
I	Producing ideas is one of my natural assets	

Section 2

If I have a possible shortcoming in teamwork, it could be that:

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	* 5
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	* 2
C	I have a tendency to talk a lot once the group gets on to a new topic	3
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	*
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	*
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	
D	I can be counted on to contribute something original	* 2
E	I try to maintain my sense of professionalism	* 3
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	* 3
I	I am always ready to back a good suggestion in the common interest	

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	3
B	I am not reluctant to challenge the view of others or hold a minority view myself	1
C	I can usually find a line of argument to refute unsound propositions	
D	I think I have a talent for making things work once a plan has to be put into operation	2
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	3
G	I am likely to be the one to make contacts outside the group or the firm	1
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	
I	I maintain a quiet interest in getting to know colleagues better	

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	3
B	I feel that I am using my special qualifications and training to advantage	2
C	I like to feel I am fostering good working relationships	3
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	2
F	I can get people to agree on priorities and objectives	
G	I feel in my element where I give a task my full attention	
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	

Section 6

If I am suddenly given a difficult task with limited time and unfamiliar people:

A	I would feel like devising a solution of my own and then trying to sell it to the group	
B	I would be ready to work with the person who showed the most positive approach	
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	3
E	I like to read up as much as I conveniently can on the subject	2
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	3
G	I would take the lead if I felt the group was making no progress	
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	2

Section 7

With reference to the problems to which I am subject to in working in groups:

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	3
C	My desire to check that we get the important details right are not always welcome	3
D	I am inclined to feel I am wasting my time and would do better on my own	
E	I find it difficult to get started unless the goals are clear	
F	I am sometimes poor at putting across complex points that occur to me	
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	4
I	I tend to show boredom unless I am actively engaged with stimulating people	

Now read on, for details of how to tally your score.

Scoring

The table below is used to compile your Belbin scores.

Transfer your scores from each section to the appropriate boxes below.

Then add up your totals for each team role.

Once you have established your total scores, note down below:

- Your primary team role (the one with the most points)
- Your secondary team role

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E 3	I	B 1	F 3	G	D 3	C 3	13
Implementer	G	A 5	H 3	D 2	I	F 3	E	13
Monitor Evaluator	H 3	D	G	C	A 3	I 2	B 3	11
Specialist	C 2	H	E 3	A 3	B 2	E 2	D	12
Co-ordinator	D	B 2	A 1	H	F	C	G	3
Team worker	B 2	F	I	I	C 3	B	H 4	9
Resource Investigator	A	C 3	F	G 1	E 2	H	I	6
Shaper	F	E 3	C	B 1	D	G	A	4
Plant	I	G	D 2	E	H	A	F 2	2

Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

Playing to your strengths

Whatever your preferred team type, see it as a strength.

Seek out tasks or projects requiring your skills.

Look for opportunities to work in teams that need your team-type to achieve the right balance.

Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!

Think about your second, third, fourth choices - would you like to work more on these areas?

If you work in a team that does not have the right balance, could you think about taking on another team type role?

See other people's team type as a strength and think about how you could work more effectively together

Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about – it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.

Your dashboard

You'll find all your recent assessments here, as well any archived assessments you might have previously completed.
Your most recent assessment

**TAKE A STUDENT ASSESSMENT
PROFESSIONAL**

2 of 2 Core Areas

1 of 8 Professional Areas

3 of 8 HR Behaviours

Last updated on 10.01.2020



Continue

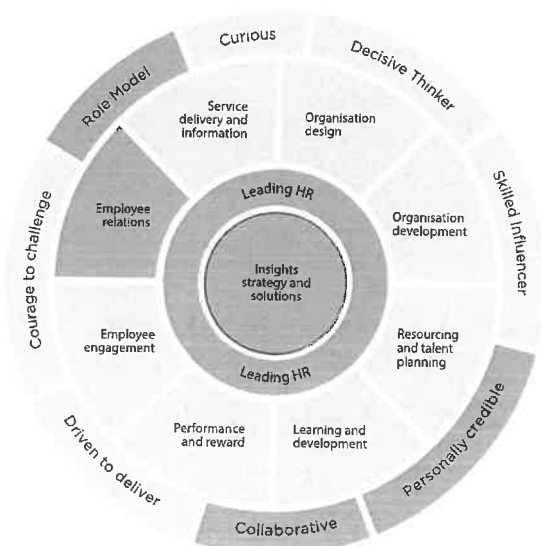
**Start a new
assessment** ([/assessment-type](#))

**Want to find out which
areas of HR interest
you the most?**
([/includes/aspx/SuggestionCardPopUp.as](#))

[Terms and Conditions \(/common-terms-and-conditions\)](#)

STUDENT ASSESSMENT

Your assessment results



Insights, strategy & solutions

[Summary](#)

[Development actions](#)

[Reading & Research](#)

[Courses & Events](#)

- Find out the different HR specialisms within your organisation, and speak to each area to learn who your specialist colleagues are. Who are the experts in your organisation and how do they get things done? Take time to get to know them and their work better.
- Spend time reading and researching the latest HR thinking using the CIPD website and other relevant people publications. Pick one or two insights that could improve the way things are done in your organisation, and share them with your peers and colleagues.
- When you next spend time developing an HR solution / policy / programme, consider – what business problem are you solving? Is this HR for HR? or are you developing a solution which

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of 'Technician'.

Associate
Member

Chartered
Member

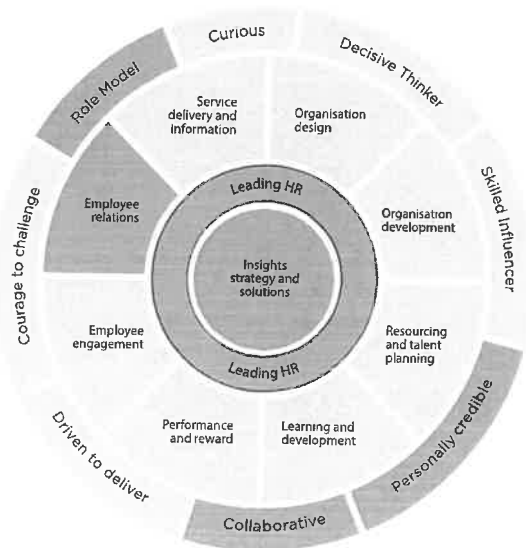
Chartered
Fellow

How did you do?
Be social...

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STUDENT ASSESSMENT

Your assessment results



Leading HR

[Summary](#)

[Development actions](#)

[Reading & Research](#)

[Courses & Events](#)

- Champion the use of metrics and measures in the organisation. Demonstrate a commercial mindset by ensuring that measures and KPIs are integrated into all people plans and projects, and that all projects are appropriately costed in terms of budget and resources, clearly showing a return on investment.
- Ensure your development plan includes continuing development of your own knowledge and expertise. Make sure you remember to develop areas of expertise that interest you less, as well as those which you're actively involved in - it will make you a more rounded professional.
- Seek out a mentor in the organisation who works in a different area to you. Spend time with them to discuss your development plan, and ask for

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of 'Technician'.

Associate Member

Chartered Member

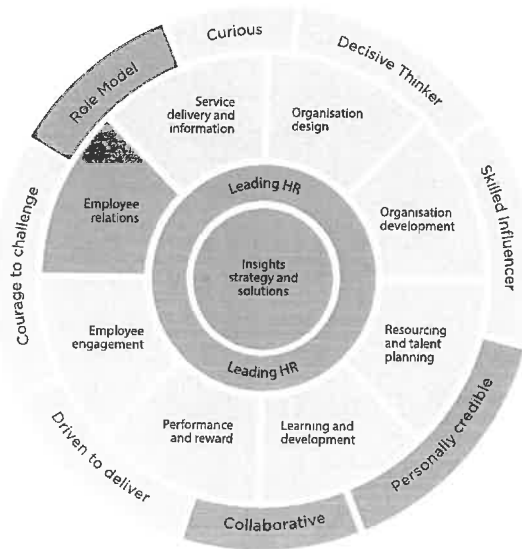
Chartered Fellow

How did you do?
Be social...

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STUDENT ASSESSMENT

Your assessment results



Role Model

[Summary](#)

[Development actions](#)

[Reading & Research](#)

[Courses & Events](#)

- Look for an opportunity to mentor a new employee. Spend time helping them to understand the organisation's standards, and expectations - share your own experiences of how you've changed your own thinking and behaviour to work in line with the business' values and standards.
- Consider how comfortably the organisation's values sit with your own and where there are possible points of contention. Talk through any difficult areas with your manager so that you can work within the frame of organisational values at all times. Initiate similar discussions with your team to draw out any un-surfaced tensions.
- Seek feedback from your manager and colleagues on your judgement and the decisions you make.

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of 'Technician'.

Associate
Member

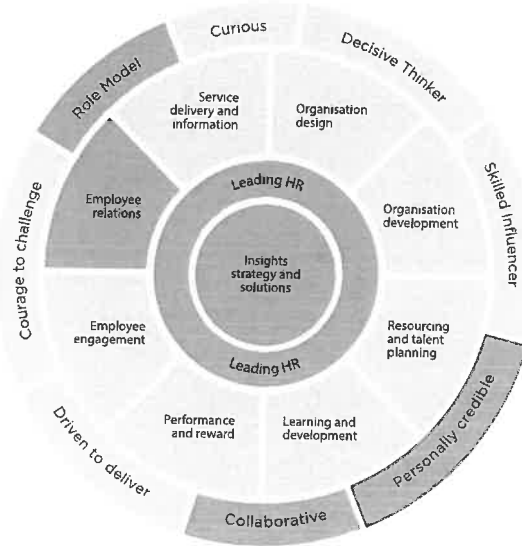
Chartered
Member

Chartered
Fellow

How did you do?
Be social...

STUDENT ASSESSMENT

Your assessment results

**Personally Credible**[Summary](#)[Development actions](#)[Reading & Research](#)[Courses & Events](#)

- Gain feedback on your expertise within the workplace from customers, your manager or your peers. Pick one developmental area to focus on. Work to build up your expertise by reading, researching and building relationships with individuals who have experience in this area.
- Pick one area within your role that you feel you have less understanding, knowledge or confidence with. Work to build up your knowledge, exposure and expertise within this area through reading, research and connecting with individuals who have an expertise in this area.
- Pick one area within your role that you are less comfortable or familiar with. Proactively research this area through reading, research and talking to

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of 'Technician'.

Associate
MemberChartered
MemberChartered
Fellow

How did you do?
Be social...

[Terms and Conditions \(/common-terms-and-conditions\)](#)

