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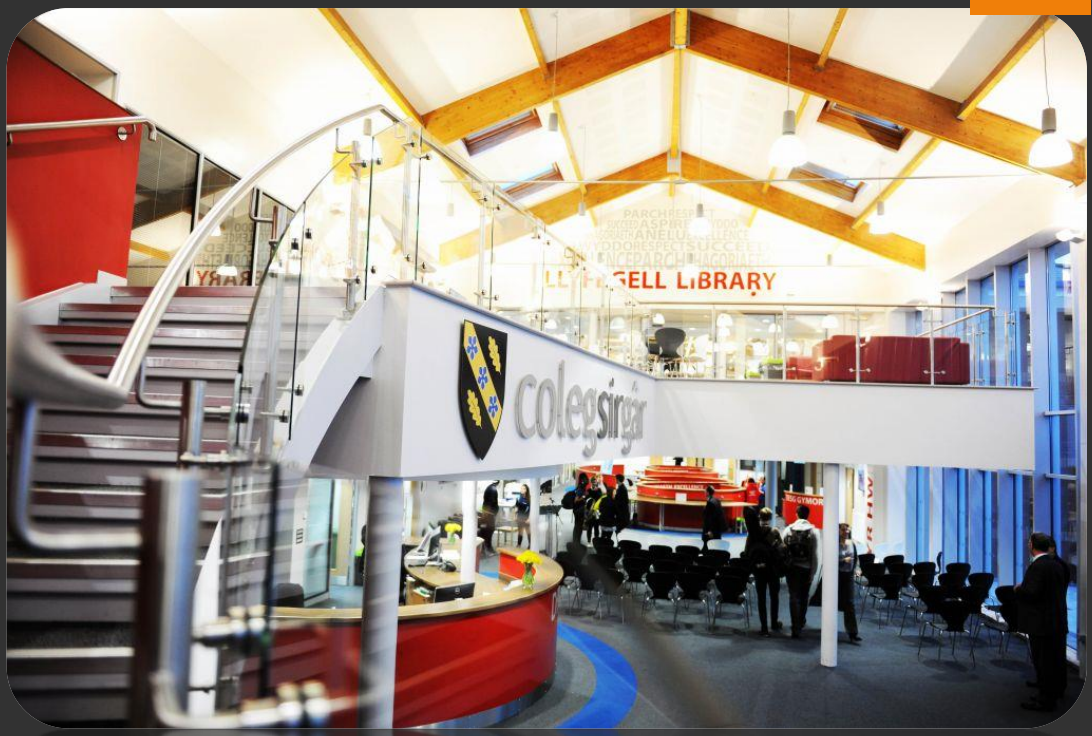

Contributing to Resourcing and Talent Planning - Coleg Sir Gar

NIA WILLIAMS, 1806523

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to Resourcing and Talent Planning

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Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: N.Williams

Date: 23 May 2020

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Qualification title: CIPD Diploma in Applied Human Resources				**Unique Learner No. (ULN):**		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
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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:	**N Williams**	**Date:**	**23rd May 2020**

LO1 – Be able to review and evaluate an organisation's approach to talent planning

1.1

Succession Planning

- *Meeting with T&L Manager*

After a meeting with the Teaching and Learning (T&L) Manager, CSG has a formal process in place for academic lecturing staff. Evidence 1:1 is a transcript of my meeting with the T&L Manager. She confirmed that the college has in place an excellence pathway which has 4 stages (Evidence 1:2). This consists of developing teaching pathway, continuing development pathway, advanced pathway and extended pathway.

The T&L staff look at each lecturing staff and ask them how they want to progress in their career. T&L staff work with them to get them upskilled and get them to work in a way that the college likes to work. When you get to the extended pathway, there is an opportunity to take on additional training such as coaching and mentoring and being involved in staff development days. Bryony confirmed that the process is about having individual conversation with staff to find out what their aspirations are and put that support network in place to help them achieve it. It's about succession planning and shaping the type of employees the organisation wants. She also confirmed that those that want to progress to a managerial role would be expected to do the ILM leadership and management course. Bryony also confirmed that from the moment candidates attend interview, they would be introduced to the pathways.

The T&L team would be involved in the interview stage for the teaching observation. They would then feedback to the manager. She confirmed that every new lecturing member of staff that joins the organisation undergoes mentoring probationary period. They carry out observations on them as do their managers. They can identify early on those who will need extra support. The mentoring probationary period would be for approximately 3 months. They will have a checklist of the things they need to do and one of those is to work with the T&L team and have informal observations that's not graded, as well as having graded observations to a pathway with their line manager at the end of the 3 month period.

- *Email exchange with Head of Section*

To fully understand the extent to which talent planning occurs, I emailed a newly appointed "Head of Section in art and design" to see whether the department gave her some managerial responsibilities before the role to prepare her should the opportunity to step up become available. From the email received (Evidence 1:3), she confirmed that prior to her newly appointed role she was a programme leader which was managing the day to day running of a degree programme which in itself gave her extra level of responsibility. She confirmed that she had previously applied for the Head of Section role but was unsuccessful however, because she had shown an interest to step up, the Faculty Manager put her on the ILM leadership and management programme in order for her to gain experience. Alongside her programme leader

role she was also a quality coordinator. She confirmed that someone in this role had retired and the Faculty Manager asked her to take this role on. Jamie confirmed that this was asked in an informal way as this role wasn't an "official job" role, just an extra responsibility and workload which Jamie was happy to take on. She confirmed that from previous appraisals with her Faculty Manager, they knew she wanted extra responsibilities. She also confirmed that she was asked to take on a few days management duties which she was also happy to do for the experience.

- *Email exchange with Faculty Manager*

To gain more of an understanding, I asked the Faculty Manager on how she deals with talent planning in her area (Evidence 1:4). Paula confirmed that prior to Jamie having her newly appointed post as Head of Section, she did some sick cover to cover Paula and Carol (Head of section at the time). She confirmed that Carol would call on Jamie for any HE related matters as Carol was more FE focused so Carol relied on Jamie's lengthy experience of this area of the curriculum. Jamie had also worked in the faculty for a number of years and very familiar with operational systems. She confirmed that Jamie was put on the Leadership and Management course, so she was well prepared to take on any roles and responsibilities in the future. She confirmed that Jamie had a vast amount of in-depth understanding of all aspects of the curriculum. Paula also confirmed that she has also supported Jamie in this newly appointed role by getting her to go on the 360 management training and pivotal training. Some internal training consisted of, financial matters and budgets, student disciplinary, teaching observations and appraisal training. She confirmed that she shares an office with Jamie where informal training occurs on a daily basis. This confirms that CSG take the more traditional succession planning approach where it's a top down approach and where managers identify and nurture individuals with talent.

- *Meeting with HR Manager and HR Advisor – Support staff view point*

Evidence 1:5 is confirmation from the HR Manager and HR Advisor that the support side of the college do not have anything formal in place like the academic staff. Instead, managers take the informal approach where they give extra responsibility to staff who aspire to step up should there ever be an opportunity to do so. Support staff also rely on the appraisal process which is every 2 years.

<u>Sickness, retirement and redundancies</u>

When asked "how do you manage sickness in your department?" Paula confirmed that she keeps a list of staff and specialisms in order to get cover (Evidence 1:4). She also confirmed that she always asks staff to provide her with information on who within the team has the specific knowledge/skills base to be able to cover for the different aspects of their teaching as they know best who can do what they do. She confirmed that if there is a skills gap, she offers training or recruitment of a new casual staff.

When asked "How do you prepare for retirement" Paula confirmed that she does try to forward plan (Evidence 1:4). She gave an example of a member of staff who forewarned the department

a year in advance. They used this time to try out a couple of alternatives to see who could replace him. It resulted in two different part time employees doing different parts of his role, one for the practical side another for the theory.

Most staff changes during her time have been due to redundancies or staff being head hunted by other institutions and organisations (Evidence 1:4). All of these things are very short notice so difficult to foresee therefore they constantly try to refresh the staff team and keep "talent in the wings". The department also take on a number of PGCE students each year and are selective in who they offer teaching practice too. The department do a lot of "grow your own" talent whereby if there is a strong student that plans to stay in the area to set up in business they are another great resource worth developing in the role. The department also keeps in touch in their alumni and call upon them to do guest lecturing. All of these have resulted in recruiting casual staff. She confirmed that the department has a significant number of casual staff on payroll. She also confirmed that they tend not to request for adverts to be put out for casual staff, but instead they utilise the professional contacts that their existing staff have to recruit for specialist that area known entity.

Recruitment and Selection

Faculty Managers plan in advance in order to get the right person in the role. Every 2 weeks, requests for new vacancies to cover maternity, retirement and dismissal get submitted to the executive board where they decide if the request gets approved. Evidence 1:6 demonstrates a Faculty Manager preparing in advance in February for a Lecturer in Vet nursing maternity cover to start in August. As demonstrated on the executive form, a replacement would need a skill set for vet nursing which is very specialised. Relevant degree is essential for the post along with a teaching qualification (Evidence 1:7). The shortlisting criteria is based on the job description. For a lecturing post, those who are invited in for interview will be asked to prepare and deliver a micro teach session along with an informal and formal interview. There are strict teaching and learning criteria the panel have to abide by (evidence 1:8) which is linked to the college pathways as previously mentioned.

CSG advertises its values and behaviours on their internal gateway (Evidence 1:9). This reminds employees of the purpose, values and behaviours of the organisation, and the ways the organisations expect its employees to act.

1.2

Internal data

Evidence 1:10 demonstrates that 16 employees got promoted last year. In comparison 18 external people were offered a position at the college. This demonstrates that the college has a balance of new blood and supports current employees to step up into new positions. Managerial role vacancies tend to be advertised internally as there tends to be someone in the area that has been invested in by the college to step up in case of sickness, maternity cover, retirement or resignation. The roles that tend to be externally advertised are administrative, caretaker, library

assistant and technician roles. The external roles tend to be the lower paid jobs, and the roles advertised internally tend to be higher paid jobs.

Evidence 1:11 demonstrates the turnover rates from 01/09/2018-31/08/2019. Based on 751 employees on 01/09/2018 CSG experienced a 16.4% turnover rate. To compare this to academic year 2017-2018 with 830 staff at the beginning of the year, the college experienced 9.0% turnover rate (evidence 1:12). Academic year 2018-2019 turnover rate was high due to 21 people taking voluntary redundancy, 47 with an end of fix term contract and 41 people resigning. To compare this to academic year 2017-2018, redundancy didn't occur, only 28 had an end in their fixed term contract and 28 retired. Other reasons consist of death in service, dismissal, mutual agreement, retirement due to ill health and retirement. Dysfunctional turnover can have a negative effect and the costs in replacing employees is expensive (Wilkinson & Taylor, 2016). For instance, the 41 people who retired in academic year 2018-2019 means loss of skills and knowledge which can impact on remaining employees because of the extra work and the loss of a colleague (Wilkinson & Taylor, 2016).

Evidence 1:13 is a screen shot of employees and their posts details. Out of 751 employees CSG is made up of the following:

- 37 hours permanent contract – 253
- Less than 37 hours permanent contract – 144
- Permanent term time only – 67
- Casual posts – 200
- Temporary fixed term contact 37 hours – 32
- Temporary fixed term contract under 37 hours – 21
- Temporary secondment – 1
- Temporary staff term only – 4
- The remaining are made up of agriculture workers

From evidence 1:13 it shows that out of 751 staff, 339 are academic (lecturers) and 235 are made up of academic support staff which include instructor demonstrates, technicians, training advisors, labourers and grooms. 162 are support staff which include HR, registry, finance and admissions and 6 are made up of the executive team. The remaining are those that are in senior management role.

Evidence 1:14 demonstrates the most recent age profile figures at the college. The majority of male employees are those between 56-60 where 50 employees are within this age bracket. The highest number of female employees are aged between 51-55 where 84 are within this age bracket. This supports the research conducted by ONS (2019) where there is an aging workforce and where people are living longer. Only 19 male employees and 21 female employees are within the 18-24 age category. 95 males and 95 females are between the age category of 56-70 and above. This demonstrates that CSG has an aging workforce.

Evidence 1:15 demonstrates the most recent length of service figures based on 751 employees. This shows that 330 employees are below the 5 year service. As the length of service increases,

the number of employees decreases, for instance, only 1 person has been at the college for 35-40 years. The majority number of employees leave after 0-5 years. This supports the high turnover rate.

HR do not however keep a spreadsheet of the skills and capabilities of its employees in case of re-deployment, sickness cover and retirement. Instead, this is something that the faculty managers keeps as supported by evidence 1:4.

External

To plan effectively, CSG try to understand the labour market. They do this by targeting school pupils by going into schools and marketing the college and its courses. CSG has a gap in the market around the Llanelli area as there is no sixth form in secondary schools in Llanelli, and are therefore encouraged to do A levels at the college. These students are also new to work and CSG recognise the benefits that come with targeting this group such as their advance IT skills and baccalaureate qualification which is aimed for employability skills. With the rise in the use of technology, it is important to target the younger generation in order to bring these skills and knowledge into the organisation as CSG has an aging workforce as identified from the internal data. The younger generation can therefore train the older generation with their IT knowledge.

CSG tend to recruit those that live in the local area. It's very rare that new employees are from a national and international market. Those that are situated in the local area tend to be useful where companies are looking to fill low skilled roles (Wilkinson & Taylor, 2016). As previously mentioned, CSG tend to recruit more externally for lower paid roles. Higher paid roles tend to be filled internally where training and support has been given to them in order to develop to promoted roles.

CSG also work closely with industry in order to get students work experience. Managers develop relationships with industry and their employees. Most of the causal staff are brought into the college based on the relationship that has been built. For instance, the engineering department work closely with Tata Steel, and various Tata Steel employees have been brought into the college as they have the expertise and skills.

CSG advertise on FE Jobs for lecturing roles similarly to their competitors. Previously, when recruiting for a herdsperson we placed the advert in Farmer weekly as the audience that read this newspaper are the audience that we want to attract and apply for the role. Similarly, with a Welsh Language Officer role, this was placed in Safle, Swyddle and Golwg. CSG have a unique selling point compared to its competitors. CSG have 7 different campuses where each campus offers its students different subjects for instance, Ammanford campus is construction, Gelli Aur is agriculture and Pibwrlwyd is Animal Science and Equine. This is something that competitors do not offer, so marketing is heavily based around our unique selling point to attract students and future candidates who are qualified and have the expertise in those areas (CIPD, 2019b).

Currently there is a loose labour market where there is high unemployment, skills are readily available, demand for jobs outstrips supply and CSG has increased bargaining power

(Wilkinson & Taylor, 2016). Before Covid19, the UKs employment rate was at a record high of 76.5%. Unemployment had been falling for the last 6 years. From November 2019 to January 2020, there were 810,000 vacancies in the UK. The most vacancies were in health and social care, retail and hospitality (ONS, 2020), (CIPD, 2020b). Evidence 1:16 Supports this, as since September 2019, CSG have advertised for 5 Health and Social related vacancies, the most than any other area because of the increase in demand in the subject.

1.3

To an extent, CSG have an effective process in place when it comes to addressing potential needs. CSG have a formal process in place for academic staff with the pathway programme. The process is about having individual conversations with staff to find out what their aspirations and needs are, and put that support network in place to help them achieve it.

We have an appraisal process in place for all staff at CSG. During these formal discussions, development needs are identified and support is put in place to help them achieve it.

The college is effective in keeping up to date internal records on sickness, turnover, recruitment, age profile and the type of contracts people have. This information is helpful in identifying any trends and issues in the organisation and address potential needs. CSG is also effective in understanding the labour market and their unique selling point compared to competitors when it comes to attracting future candidates. They are also effective in developing industry relationships should they wish to bring in people from industry into the organisation with their expertise and skills for casual work.

Furthermore, CSG have room for improvement when addressing potential needs as there is no formal process in place for support staff. Although the culture at the college is informal when it comes to addressing potential needs, the only formal process for support staff is the appraisal process which is every 2 years. Having appraisals every 2 years means that the college may not be addressing the needs of support staff as quick as the academic, which may contribute to high turnover rates and sickness (CIPD, 2019a).

CSG should follow best practice when planning to address potential needs as it’s important to identify regularly any skill gaps that are needed by employees and put in place support for them to be able to meet the organisations overall objective (CIPD, 2019c).

LO2 – Be able to recommend ways to improve an organisation's approach to talent planning

2.1

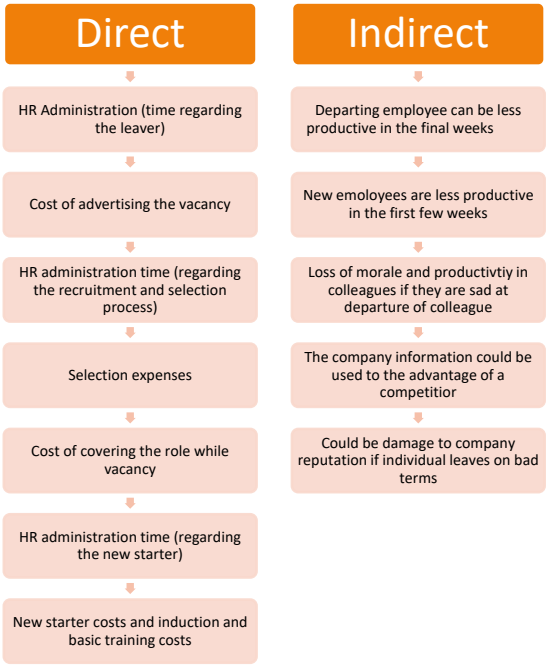
From the research conducted it is clear that CSG need to include their values and behaviours in their job description in order to attract the right people, and to get employees to buy into the values and behaviours of the organisation from the start where they apply for the position. Although we advertise the values and behaviours on the website and on the internal gateway, candidates do not necessarily check this before they apply. This can result in offering the position to candidates who have not bought into the organisation's values and behaviours. This can result in disengaged employees, high turnover and absenteeism (Mind Tools, 2018a).

Another recommendation would be to produce a competency framework for every role in the organisation. This will define the knowledge, skills and attributes needed for people within an organisation. Each individual role will have its own set of competencies needed to perform the job effectively. Having a competency framework in place will mean that employees have a well defined set of behaviours required in their work and are clear about how they are expected to perform their job. The appraisal and recruitment systems are fairer and more open with a competency framework in place and recruiters are able to assess transferrable skills and identify behaviours. There is also a link between effective individual inputs to work and organisational performance and processes are measurable and standardised (CIPD, 2020a).

To improve the organisation's approach, conducting exit interviews/exit questionnaires will give HR the opportunity to gain information about the reasons behind employee turnover which will help to reduce turnover in the future. It could give insight into problems in the organisation that are not otherwise obvious. They may be a source of ideas for additional workplace training that could be useful. An exit interview may be a chance to have an open conversation about what could be changed to get the employee to stay or consider coming back at a future date (Miller, 2018a), (Miller, 2018b). CSG should keep a record of the reasons people leave going forward.

Another suggestion would be to have yearly appraisals as they are currently every two years. Having yearly appraisals will allow management to identify any development needs, any gaps in skills, issues and individual aspirations and put in place any training and support for them. Having this in place will make the employees feel valued, supported and listened to. This will lead to happier employees which will result in them staying at the organisation longer, leading to a decrease in turnover rates, sickness and recruitment (CIPD, 2019a).

Although CSG calculate their overall turnover rate, they do not calculate the turnover costs for instance, direct and indirect costs. Measuring turnover and costs can help organisations understand the extent of the problem and make a strong business case to introduce strategies to combat the turnover (Wilkinson & Taylor, 2016). Therefore, a recommendation is for CSG to imbed this moving forward. Direct and indirect costs can consist of the following (Wilkinson & Taylor, 2016):


Direct
HR Administration (time regarding the leaver)
Cost of advertising the vacancy
HR administration time (regarding the recruitment and selection process)
Selection expenses
Cost of covering the role while vacancy
HR administration time (regarding the new starter)
New starter costs and induction and basic training costs
Indirect
Departing employee can be less productive in the final weeks
New emoloyees are less productive in the first few weeks
Loss of morale and productivtiy in colleagues if they are sad at departure of colleague
The company information could be used to the advantage of a competitior
Could be damage to company reputation if individual leaves on bad terms

LO3 – Be able to contribute to people resourcing activities

3.1

CSG do not have a competency framework in place for recruitment and selection. According to CIPD (2020a), competency focuses on someone's personal attributes or inputs. It can be defined as the behaviours that individuals must have, or must acquire to perform effectively at work. Furthermore, a competency framework is a structure that sets out and defines each individual competency required by individuals working in an organisation.

According to Armstrong & Taylor (2014) competencies are used in many organisations as a basis for person specifications set out under competency headings developed through role analysis. The competencies defined for a role are used as the framework for recruitment and selection, and competency based interviews are structured around the competency listed in the specifications.

The main purpose of having a competency framework in place at CSG is to help reduce turnover, sickness and recruitment rates. As well as having benefits for the organisation competency frameworks also has benefits for the employee themselves. Employees will have a well-defined set of behaviours required in their work and are clear about how they are expected to perform their jobs (CIPD, 2020a).

3.2

My role was to develop a competency framework for managers for the recruitment and selection process in my organisation along with fellow HR colleagues. Evidence 3:1 demonstrates an email which confirms my role within the process.

3.3

There is best practice that needs to be considered and followed when implementing competency frameworks for the recruitment and selection process. The following steps need to be considered according to Armstrong & Taylor (2014):

Step 1: programme launch	Decide the purpose of the framework.
Step 2: Involvement and communication	Involve managers and employees in the design of the framework. Communicate the objectives of the exercise to staff.
Step 3: Framework design – competency list	Draw up a list of the core competencies and values of the business – what it should be good at doing and the values it believes should influence behaviour. The aim is to identify and define the behaviours that contribute to the achievement and organisational success. The competency framework should reflect the organisation's own culture, values, core competencies and operations.

Step 4: Framework design – defining of competencies	Definitions need to be clear and serve their intended purpose.
Step 5: Define uses of the competency framework	Define how it is intended that the competency framework should be used e.g. recruitment and selection.
Step 6: Test the framework	Test the framework on other employees to ensure that it is relevant to their roles.
Step 7: Finalise the framework	Prepare notes for guidance on how it should be used. Amend the framework accordingly after the tests.
Step 8: Communicate	Communicate to everyone what the framework is, how it will be used and how people will benefit.
Step 9: Train	Give line managers and HR staff training in how to use the framework
Step 10: Monitor and Evaluate	Monitor and evaluate the use of the framework.

It is also important that competency frameworks are in line with the Equality Act (2010) to ensure that the college does not discriminate against certain characteristics, or show bias is any way (GOV.UK, 2020).

3.4

Evidence 3:2 is a gantt chart that the team prepared in order to work towards the deadline of one month. According to Mind Tools (2018b) a gantt chart can help track and monitor progress. As identified above, the need for a competency framework was identified early on. Along with my fellow colleagues I did research surrounding competency frameworks and researched different examples in other organisations (Evidence 3.3). We then gathered job descriptions and person specifications for management in order to understand the role better before the job analysis stage. Evidence 3.4 demonstrates a folder I put together with all the job descriptions.

3.5

After the planning and preparation stage, we were able to distribute a job analysis questionnaire based on the research conducted to the management teams (Evidence 3:5). A competency interview was also conducted to gain more of an insight into their typical day/week and the duties their role consisted. Interviews were used in order to ask probing questions and to gain more detail in comparison to the questionnaire (Wilkinson & Taylor, 2016). Following best practice, we communicated the objective of the job analysis interview to those managers over google meet. Evidence 3:6 demonstrates the questions that were asked. Evidence 3:7 is the raw data from the interviews.

Following best practice, we identified and defined the behaviours that contribute to the achievement and organisational success. An effective competency framework needs to reflect the organisations culture and values (Evidence 3.8).

After careful discussion with a range of managers across the College, a set of broad competencies were identified. This is the framework of eight competencies along with a definition (Evidence 3:8):

1. Providing Leadership - Focuses on leading their team forward to achieve the overall aims and objectives of the College. Engages and empowers their team members to deliver an inspirational teaching and learning environment.
2. Collaborating Productively - Recognises the benefits of teamwork and cross-college working. Builds valuable relationships with a wide range of people to deliver excellent learning experience to students.
3. Interacting and Communicating - Interacts with purpose and genuine care to build and maintain productive relationships. Communicates with relevance, structure and clarity to a broad range of people.
4. Enhancing Performance - Manages workload with an organised and structured approach. Focuses on the tasks that have the greatest value in achieving the College's aims.
5. Organising and Structuring - Works effectively with individuals, and the team as a whole, to deliver high standards and meet targets.
6. Innovating and External Focus - Identifies and develops creative ideas. Proactively recognises opportunities to create an inspirational teaching and learning environment, an excellent learning experience for students and raise the profile of the College.
7. Embracing Change - Is positive about change, demonstrates flexibility and an appetite to try new approaches. Enables others to adapt to change in their working environment.
8. Developing Resilience - Is able to learn from experiences and builds up personal resources to help self and others continue to thrive in the modern further and higher education environment.

For each competency a set of positive indicators were created based on the job analysis conducted. Step 6-10 identified by Armstrong (2014) could not be undertaken during the coronavirus pandemic, but will be undertaken as soon as we return to work. Steps 1-5 were undertaken in the timeframe indicated in the gantt chart. This was because the timeframe to conduct the research, job analysis and create the competency framework was achievable when distributed amongst the HR team. Evidence 3.9 is confirmation from a HR Advisor that my contribution was effective and met requirements.

3.6

Evidence 3:7 is also confirmation that the executive board were happy with the competency framework that we produced for management. Feedback from the executive board was to wait until we return to work, to carry out stages 6-10, and then they are happy for us to implement them and use in the recruitment and selection process. The process was so successful, that they are happy for us to drive this forward for the rest of the organisation. Overall, I am happy with how the process has turned out and how we adapted to the changes in society and continued to

work together to produce a competency framework from home. Even though some stages are not completed, the foundations have been created in preparation for when we return to work.

Evidence

Evidence 1:1

Meeting with Teaching and Learning Manager

Friday 1st May 2020, 11.30, google meet

Present:

Bryony Evett Hackfort (teaching and learning manager)
Nia Williams (Assistant HR Officer CSG)
Katy Barron (Assistant HR Officer CC)

The college has in place an excellence pathway. There are 4 levels to this. New employees would start at the bottom – the teaching and learning staff would look at each lecturing staff and ask them how they want to progress in their career. Getting them upskilled and working with them to work in a way that the college likes to work.

As you move up the pathways the focus becomes on looking at each individual member of staff e.g. what exactly do they want to do, how do they want to progress.

When you get to the excellence pathway/extended pathway – there's lots of opportunity to take on additional training e.g. when Bryony got into the extended pathway she was able to do a coaching course, she got asked to deliver staff development because they knew she was interested in getting involved in teaching and learning. She also had an opportunity to do masters. These opportunities shaped her into what she wanted to do. That's all come from the pathways.

This came from Amanda. I had the opportunity to sit with Amanda and talk to her to tell her what I was interested in. I knew she wanted to be a manager but I didn't just want to be a faculty manager. I knew I wanted to be teaching and learning and that meant I had to wait a while, because those jobs don't usually come up as often.

Amanda looked after the extended pathway. She was the director of teaching and learning.

It's about having individual conversations with staff to find out what their aspirations are, and put that support network in place to help them achieve it. Its about succession planning, shaping the type of employees we want in the organisation. We passionately believe in coaching so the people that want to move up the college take on coaching. We also have the ILM leadership and management which is about getting to know the organisation and how it works. It would be interesting to see how many people from the ILM groups have been promoted.

In my year group, there were 4 of us, and 2 of us in that academic year got promoted into management. So that's really key.

So the pathways are a fundamental part. On top of that, we embed the appraisals. Along time ago, appraisals were about data, now it's focused on the individual and what they want. It's based on individual focus. Its about working with the individual in house.

I recently re-wrote the teaching observation sheet for interviews. The reason I did that was to align new staff with the pathways from the moment they start with us. The forms that we used to have didn't make any reference to that. We now introduce people with the pathways the day they step into the interview.

I would be involved in the interview stage (or someone in the team will be apart of the observation). For a lecturing post, they would come in have a informal interview and a team observation and my first contact with the new member of staff is at the teaching observation stage and then I will feedback to the manager who is interviewing and that's our involvement. Every new member of staff who joins our organisation undergoes a mentoring probationary period. We work with them as new members of staff and we carry observations on them as do their managers. This is everyone that teaches. We can identify early on those who will need extra support and we can put that in place. This would be for 3 months. They have a checklist of the things they need to do and one of those is to work with my team and having informal observations that's not graded and have a graded observation to a pathway with their manager at the end of that 3 month period. Anyone can put themselves forward for mentoring at any time.

Teaching and learning makes people feel very exposed and very vulnerable. It's a very personal thing. You have to make sure how you mentor and support and develop people is open, and approachable and accessible and it doesn't feel like its being done to you, that you're voicing that process. You need to be aware that people want to progress and help them to do that.

Bryony shares the 4 pathways document with us*****

1. Developing teaching pathway
2. Continuing development pathway
3. Advanced pathway
4. Extended pathway

These are the type of things that they can expect to experience as part of that pathway. There are some things that go right across each pathway e.g. regardless what pathway you are on, you are expected to complete T&L self assessment. In the developing teaching pathway you will always have a mentor, you have to do digital literacy basic training, you have to pass probationary assessments, you have to undertake three peer observations etc. There's a set of criteria of the things that you do on that pathway. As you go up to the green, you have training and coaching, facilitator training. This is about developing new leaders. It's about offering peer support open door visits, lead a triad peer observations programme, share practice, set supported potentially to do a masters. You can see is varies in each pathway. At the bottom is the individual support pathway.

It varies person to person how long a person stays in each pathway. We are really good at working with the ones on the lower pathways because they are having mentoring, and we are

good at working with the ones on the extended because they are the ones doing staff development, doing research. What can happen is, people can get stuck on the middle pathways – they float! I've been carrying out some research work to identify how many we have on those middle pathways and what strategies we need to put In place to move people forward.

I would say we have a formal process to our approach to teaching and learning. Elements within it may be informal but the structure itself is an expectation of everybody. The pathways are not informal, they are very formal. They are regularly asked where they think they are on the pathways. I always put on special training on staff development days for the people on the extended pathway group. Anybody who has been referred for mentoring its not optional. If someone has self referred, it is optional. If they have had a managerial referral, they do need to work with us.

This process is very nurturing. Its about personal, nurturing, personal discussion and allowing people to not be afraid to discuss what they want to go on and do. There's always that risk of people wanting to train up and leave. Hopefully you work enough with them so they want to stay and feedback into the organisation. A lot of organisations don't want to train people up because they don't want people to train up and leave – this doesn't work though! People can get dissatisfied with that and start to loose motivation. They need to feel like they are on a journey especially in education.

Difference between appraisal and pathway?

Ultimately the same thing. What we are trying to do is to have those appraisal like discussions as part of our every day approach. But also meeting the official appraisals. The appraisal questions are the same as the self evaluation. They do the self evaluation every year. It's letting people know they can have this conversation all the time and not just wait every 2 years for the appraisals.

Evidence 1:2

Pathways to Excellence

colegsirgâr

Professional Development

Developing Teaching Pathway

- Complete T&L self-assessment
- Lesson observations and feedback from CMT and / or mentor
- Mentor allocated
- Individual Action plan/targets agreed with mentor
- Attend at least one 20:20 workshop per half term
- Complete Digital Literacy basics training
- Pass probationary assessments*
- Undertake three peer observations
- If appropriate the mentor may signpost to Continuing Development, Advanced or Individual Support Pathway
- CSG induction course*
- Complete 30hrs (pro rata) annual CPD

*(Probationary period)

Continuing Development Pathway

- Complete T&L self-assessment
- At least one 20:20 workshop half termly
- Undertake Digital Literacy medal training at appropriate Gold/Silver/ Bronze level
- Access to peer mentoring within the faculty
- Access to T&L mentoring on a self-referral basis
- Engage in the triad peer observation programme (counts towards 3hrs of CDP)
- Attend CAT T&L meetings
- Identify and trial two new teaching, learning or assessment strategies each term. (evidence will be required to claim 2hrs CPD
- Complete 30hrs (pro rata) annual CPD

Advanced Pathway

- Complete T&L self-assessment
- Attend Innovation half termly focus groups
- Undertake Digital literacy medal training at appropriate Gold/Silver/ Bronze level
- Undertake training as a peer mentor or PGCE mentor (6hrs CPD)
- Offer peer support open door visits
- Undertake course leadership, Gar i champion or lead IV training
- Attend one 20:20 workshop half termly
- Engage in the triad peer observation programme (counts towards 3hrs of CPD)
- Share practice in CAT teaching and learning meetings
- Access to T&L mentoring on a self-referral basis
- Complete 30 hrs (pro rata) of annual CPD

Extended Pathway

- Complete T&L self-assessment
- Possible recommendation for Masters in Education UWTSD
- Training in coaching
- Facilitator training
- Facilitate an Innovation focus group
- Offer peer support open door visits
- Lead a triad peer observation programme (counts towards 3hrs of CPD)
- Learning walk training
- Share practice in 20:20 Continuing Development workshops
- Undertake Digital literacy medal training at appropriate Gold/Silver/ Bronze level
- Share practice in CAT teaching and learning meeting
- Access to T&L mentoring on a self-referral basis
- Complete 30hrs (pro rata) CPD

Individual Support Pathway (self-referral, management referral or new in post)

- Complete T&L self-assessment
- Self Referral Support as and when required
- Mentor allocated in your preferred language (Welsh/English)
- Regular lesson observations and feedback
- Individual Action plan/targets agreed with mentor
- Complete Digital Literacy basics training if necessary
- Undertake three peer observations
- One to one support workshops on identified areas for development
- The mentor will help to facilitate excellence visits

Evidence 1:3

Mail From: Jamie Hawkins

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Mail Properties Discussion Thread

Jamie Hawkins 24/04/2020 14:52

Re: Talent Planning

to: Nia Williams

>>> Jamie Hawkins 24/04/2020 13:46 >>>

Hi Nia,

I'm not too bad thank you, hope you are ok!

Happy to answer your questions and help where I can.

I would say yes I was definitely supported prior to my role.

So I was a Programme Leader prior to this role in which I was managing the day-to-day running of a degree programme. This role in itself gives an extra level of responsibility.

I applied for the role at the same time that Carol did, even though I was unsuccessful as I had shown an interest in progressing when the ILM Leadership and Management programme started I was put forward to do that.

Another role I was given alongside being Programme Leader was to be the Quality Co-ordinator for Art & Design, someone had retired and Paula asked me to take this on. Most probably due to my experience with External Examination externally and again probably because I had shown an interest in taking more on previously. Before Carol started her job as she was working her notice running another programme Paula did ask me to take on a few extra days management admin duties (as I was a 0.8 then) which I was happy to do for the experience.

Definitely been well supported! Not sure if that was what you are looking for but feel free to ask more!

Diolch
Jamie

>>> Nia Williams 04/24/20 1:22 PM >>>

Hi Jamie,

Hope you are well.
I hope you don't mind me emailing you. As part of my HR Uni course I have to understand and show how the college uses talent management/planning. I spoke to Charlotte yesterday and she said that you may be able to help me.
As you are fairly new to your head of section post is it ok with you if I ask you a few questions so it forms part of my evidence?
The main thing I need to know is, how were you supported in the college in order for you to step up to the head of section post that you are in now?
Before you applied for the role, were you given some managerial duties to prepare you for the role should that role ever come available/if Paula or Carol Gwizdak were off sick? If so, what kind of managerial duties did you do?

Many thanks,
Kind Regards,
Nia

Nia Williams
Swyddog AD Cynorthwy-ydd/ Assistant HR Officer
Campus Graig Campus
Llanelli

quick response: (no selection)

Mail From: Jamie Hawkins

File Edit View Actions Tools Window Help

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Mail | Properties | Discussion Thread

Jamie Hawkins 24/04/2020 14:52

Re: Talent Planning

to: Nia Williams

Yes she was.

The Quality Role wasn't an 'official' job role, just an extra responsibility and workload which I was happy to take on, on top on my Programme Leader role. CV building and experience was valuable to me at that time and I do like new challenges! Yes an informal chat, and from knowing from my previous appraisals that I was interested to do more. It takes a fair amount of organisational skills and I guess she knew how organised I am too!

Don't apologise, happy to help whenever!

Jamie

>>> Nia Williams 04/24/20 2:01 PM >>>

That's great! Thank you so much!

So in a way, Paula was giving you more responsibility and experience to prepare you for the role that you are in now.
With the quality coordinator role, was that a casual post? or did you have to go through interview etc? or was that a informal chat where Paula asked you to help out?

Sorry for all the questions!

Thank you,
Nia

Nia Williams
Swyddog AD Cynorthwy-ydd/ Assistant HR Officer
Campus Graig Campus
Llanelli
SA15 4DN

Ffon/ Telephone: 01554 748154
Ffacs/Fax: 01554 748097

>>> Jamie Hawkins 24/04/2020 13:46 >>>

Hi Nia,

I'm not too bad thank you, hope you are ok!

Happy to answer your questions and help where I can.

I would say yes I was definitely supported prior to my role.

So I was a Programme Leader prior to this role in which I was managing the day-to-day running of a degree programme. This role in itself gives an extra level of responsibility.

I applied for the role at the same time that Carol did, even though I was unsuccessful as I had shown an interest in progressing when the ILM

quick response: (no selection)

Page 1 of

Evidence1: 4

Mail From: Paula Phillips

File Edit View Actions Tools Window Help

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Mail Properties Discussion Thread

Paula Phillips 27/04/2020 09:06

Re: Talent Planning

to: Nia Williams

Hi Paula,

Hope you are well.
As part of my HR uni course, I have been asked to understand talent planning/management in the college. I spoke to Charlotte yesterday and she said that you may be able to help me.

I have also emailed Jamie Hawkins for some help too I hope you don't mind.

I've chosen to email the both of you because Jamie is fairly new to her head of section post. What I need to understand is, what steps did you take to prepare Jamie for her new role? Was Jamie already doing some managerial duties to prepare her should the job become available/to cover you or Carol if you were off sick? If so, what kind of duties was she asked to do?
Jamie will have done some sick cover for both Carol and myself but also played a key role within the team she was indispensable. Carol would call on Jamie for any HE related matters. Carol was always more FE focused and therefore relied on Jamie's lengthy experience of this area of our curriculum.

Jamie has worked in the faculty for a number of years and very familiar with operational systems. She had strong organisational skills and always highly efficient so therefore first in line if anything was needed.

She had previously completed an MA in Education and a college Leadership & Management course, she was well prepared to take on any roles and responsibilities.

Also, Jamie has developed her Quality Assurance role within the faculty over the years, initially she volunteered for Internal Verification roles, she was a Lead IV for BTEC. She took this experience into her work with the university and became the Quality lead for our HE provision and extended on this by taking on the IV role for all our FE awarding bodies. Therefore she had an in-depth understanding of all aspects of our curriculum.

She was an early adopter of social media as a marketing tool and led the faculty on that front. She took the lead on the Enterprise symposium and therefore was the obvious choice to co-ordinate the Professional studies degree modules.

Jamie has always showed willing and was quietly ambitious which clearly paid off.

How have you also supported Jamie since she has had the role? e.g. what training did she receive?
Jamie has had external training **360 Management Training** (I forget who the company was), **Pivotal** training, also, internal training on aspects such as:

- financial matters and budgets (from Ralph Priller)
- student disciplinary (Jamie Davies)
- teaching observations (Bryony)
- appraisals (me)

There is probably more but Jamie would be able to give a more comprehensive list.
Also, we share an office (both in JW and Pibs) therefore there will be a lot of informal training by 'osmosis' :)

Another thing I need to understand is, how do you manage sickness in your department? Say if a lecturer was off sick, do you have a spreadsheet of names that can do that person's job and cover?
Regarding sick cover I do have a list of staff and specialisms but I always ask staff to provide me with information on who within the team has the specific knowledge/skills base to be able to cover for them for the different aspects of their teaching; as they know best who can do what they do.

quick response: (no selection)

Page 8 of

Mail From: Paula Phillips

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Paula Phillips

Re: Talent Planning

to: Nia Williams

27/04/2020 09:06

This is something that I have brought from my own experience prior to the managerial role, I always recommend to my line manager who could do what if I was off sick or even when I was on Maternity leave, it was covered as a job share due to the skills mix needed.

Also, if we have a skills gap we try to plug it, either with training of existing staff or recruitment of new casual staff.

And the same with retirement? How do you prepare for this?
I do try to forward plan for this but we have had very few retirements during my time.

Most staff changes have been due to redundancies or staff being head hunted by other institutions and organisations.

All of these things have been with very short notice so difficult to foresee.

Therefore, we are constantly trying to refresh the staff team and keep talent 'in the wings'.

We have the *Graduate Residency Scheme* which although a voluntary role is a great incubator.

We take on a number of PGCE students each year and are selective in who we offer teaching practice too.

We keep in touch with our alumni and call upon them to do guest lectures.

All of these have resulted in recruiting casual staff. We have a significant number of casual staff on payroll so this does provide flexibility

Sorry for all the questions,

quick response: (no selection)

Page 1 of

Evidence 1:5

Meeting with HR Advisor and HR Services Manager

Friday 24th April 2020, 3pm Google Meet

Present:

Laura Lucas – HR Advisor
Charlotte Jepson – HR Services Manager
Katy Barron – Assistant HR Officer
Nia Williams – Assistant HR Officer

- Nothing formal in place for support staff
- For the academic – check with Briony – there is a Excellence pathway that she can go through with you. This is a form of talent management
- Find out from her what plans do they put in place for them? They develop them to step up to management roles in case.
- They give them elements of management tasks
- Jamie Hawkins example – she picked up duties before hand
- Lecturers have this progression support more than support staff
- There are no formal policies in place
- Speak to management to see how they manage retirement in their department
- Could meet with them over google meet or send them an email
- Might be good to email Paula and Jamie
- Find out from Jamie how she was supported in the college to step up
- This is replicated in the college
- Plenty of informal things going on, but not formal
- Take a more flexible approach – people can develop more informally – this works
- Look at recruitment data – tends to be more internal promotions for management roles.
- Look at the labour turnover – reasons for leaving
- Tends to take around 6-8 weeks to recruit
- Management prepare to replace another management role in January for someone who is leaving in August – ensures we get the right person for the job

Evidence 1:6

CSG - EXECUTIVE MEETING : 24/02/2020

Andrew Cornish	Executive	A. Swydd Newydd / New Post		Performance Hub Officer	Permanent	Mewnol ac Allanol / Internal & External	Currently no personnel who work in this area have Welsh Language Skills. Customer Service is an important part of this role and the ability to provide a bilingual service is essential.	This role will replace a large number of time sheets and PT contracts raised for the management of the Performance Hub.	Replacing time sheets and PT contracts. Calculation to be made.	01/03/2020	Permanent position	Flexible working hours including evenings and some weekends	On Hold
Kim Goodwin	HCFE	B. Gweithiwr Newydd / Replacement	Joanne Davies WBL tutor	A replacement for Joanne to deliver 1.5 days of teaching to WBL/QCF learners as she has been successful in gaining a new contract with Entry	0.3 permanent	Mewnol ac Allanol / Internal & External	To support Welsh speaking learners with their work and deliver bilingually	To replace an existing member of staff to deliver the taught element of WBL/QCF NVQs for HSC and CYP	Replacement	ASAP	NA	Tues full day and Friday half day	Yes
Elaine Rees	Visitor Economy & Animal Science	E. Arall / Other	Hayley Bishop	0.8 Maternity Cover	Maternity Cover	Mewnol ac Allanol / Internal & External	To match current role. Skill set for Vet Nursing very specialised. recruitment proved difficult in the past. Do not want to limit the field	Hayley will be leaving to have her baby and we will need a temporary replacement	Should be no additional cost	17th August	tbc	tbc	Yes
Naldo Diana	Work Based Learning	B. Gweithiwr Newydd / Replacement	TA Scale 0.6 FTE (Scale 6) Jan Mathias	0.6 FTE TA Scale 5	Permanent	Mewnol ac Allanol / Internal & External	Regional Agricultural sector has large Welsh speaking community	Jan Mathias Retirement as per letter on Friday 21/02/20. Strong apprenticeship recruitment in this sector, consistency and continuity required.	No cost implication	ASAP	N/A	22.2 Hrs DaysTBC	CRH to speak to ND
Naldo Diana	Work Based Learning	C. Newid Contract (ee. oriau, graddfa) / Change of Contract (eg. hours, grade)	Sarah Bennett Training Advisor 0.5 FTE	Sarah to be moved up to scale 6 to incorporate higher level apprenticeship case-load picked up from the resignation of Jan Mathias. Case load of	Temporary for 18 months	Amherthnasol / Not applicable	Based on Sarah's current role	Critical that Jan Mathias's case load is picked up by experienced competent TA/Assessor and to ensure continuation of growth and recruitment for higher	No cost implication as Sarah will be picking up Jan Mathias role which was scale 6 and a replacement for Sarah will be on	April 1st 2020	September 30th	TBC	CRH speak to Naldo

Evidence 1:7

Lecturer in Animal Science Job Pack E [Compatibility Mode] - Word

6. **PERSON SPECIFICATION**

6.1 **Qualifications**

A relevant degree or equivalent higher education/advanced qualification	**Essential**
Masters degree	**Desirable**
Teaching qualification (If you are not in possession of a teaching qualification as at the date of employment, you will be required to obtain a PGCE within 2 years of this date)	**Essential**
GCSE English at minimum Grade C or O Level equivalent	**Essential**
GCSE Mathematics at minimum Grade C or O Level equivalent	**Essential**
Documented evidence of appropriate Professional Development	**Essential**
Assessor Award (If you are not in possession of an assessor qualification as at the date of employment, you will be required it within 1 year of this date.)	**Essential**

6.2 **Experience**

Relevant teaching experience	**Desirable**
Relevant industrial experience	**Desirable**
A good understanding of relevant issues in post 16 education	**Desirable**
A proven track record of high levels of learner attainment	**Desirable**
Awareness of key performance indicators	**Desirable**
Evidence of innovative teaching and learning activities	**Desirable**
Evidence of effective tracking and monitoring of learner performance	**Desirable**
Experience of actively participating in the pastoral care of	

Evidence 1:8

colegsirgâr colegceredigion

Assessing the Quality of Learning, Standards, Teaching and Training
Interview Proforma 2019 - 2020

Post:	SWYDDOG Y GYMRAEG	Interview Date	14 IONAWR 2020
Candidate Name:		Observer:	

Lesson Brief for Interview:	

Checklist of Best Practice:			
Please tick each area of teaching and learning if it occurs in the session in an effective, sustained and meaningful way.			
Aims and Objectives are clear for the learners?		Variety of teaching and learning activities?	
Use of an effective starter?		Use of technology is effectively enhancing the learning?	
Assessment of prior knowledge has taken place?		Are the students supported in their learning?	
Questioning - open questioning used?		Are the learners being appropriately challenged?	
Questioning - probing questioning used?		Is the pace appropriate for the level of learner?	
Questioning - directed questioning used?		Are core skills also being developed? (numeracy/literacy/digital literacy)	
Is the learning student centred?		Is the tutor listening and being responsive to the learners?	
Differentiation - either planned or in response to the learners during the session.		Are assessment strategies being used effectively to assess the learning taking place?	
Engagement - are all learners involved in the session?		Distance travelled - Are the learners demonstrating progress in their learning throughout the session	

Please identify the strengths and missed opportunities for both teaching and Learning as they occur during the session.

Strengths and good practice for Learning (Comment on evidence of **Good & Excellent** learning, planning, assessment and themes, if any)	Strengths and good practice for Teaching (Comment on evidence of **Good & Excellent**, planning, teaching, assessment and themes, if any)
Missed opportunities in key areas – Learning (Comment on evidence of any **Missed Opportunities** in learning, planning, assessment and themes)	**Missed opportunities in key areas – Teaching** (Comment on evidence of any **Missed Opportunities** in planning, teaching, assessment and themes)

Interview Scoring Matrix:

Criteria	Weighting 1= Low 3= High	Score 1 (Low) to 5 (High)	Total
Planning - effective lesson design and structure.	3		
Person centred - practice - the learner is at the heart of the learning taking place.	3		
A variety of dynamic and effective teaching strategies delivered at an appropriate level for the learners.	3		
All learners are engaged, actively supported to participate in the learning and challenged at an appropriate level.	3		
Effective assessment strategies used to both aide the development of learning and assess the outcomes of the learning taking place.	3		
Effective and relevant use of subject knowledge to enhance the learner experience.	3		

Evidence 1: 9

gateway.colegsirgar.ac.uk/index.php

gateway colegsirgâr colegceredigion

Home | Dashboard | Exam Timetables | Forms, Policies & Procedures | News | Student Union | Telephone Directory | Timetables

Applications

- Self Service Password Reset
- ALIS Tests
- Appshed
- Clickview
- Cylix - Staff Development
- ColegTv
- Coleg Ceredigion Website
- ColegSirGar Website
- College Internal Vacancies
- College Vacancies
- Computing MSDNAA
- CSG Course Editor
- CSG Net Reports
- CSG My Absence
- EBS5 Agent
- Engineering Request
- eTrack
- ESQ Claims

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Staff Info 20-04-20 (updated 29th)

PLEASE WEAR YOUR LANYARD

SAFEGUARDING CONTACTS: HERE

STRATEGIC PLAN WELSH / ENGLISH

COLLEGE VIDEO HERE **TUTORIAL 2019/20** HERE

LLWODRAETH CYMRU (29.4.20) https://llyw.cymru/addysg-bellach-ac-addysg-uwch-coronafeirws	**WELSH GOVERNMENT (29.4.20)** https://gov.wales/further-and-higher-education-coronavirus
Diweddariad Covid-19 a Chwestiynau Cyffredin ar gyfer AB, darparwyr dysgu seiliedig ar waith a dysgu oedolion - diweddarwyd 28.4.20	**Covid-19** update and FAQs for FE, work-based learning and adult learning providers - updated 28.4.20
DIOGELWCH GWYBODAETH: Cysylltwch YMA i gwrs diogelwch gwybodaeth Cylix ar-lein. Rydym yn gofyn i bob aelod staff gwblhau'r cwrs gloywi hwn erbyn **dydd Gwener 22 Mai os gwelwch yn dda**.	**INFORMATION SECURITY:** Please link HERE to the online Cylix information security course. We are asking all staff to complete this refresher course by **Friday 22 May please.** ***enrolment key: staffdev2017***
DYDDIADIAU TYMHORAU YMA	**TERM DATES** HERE

Featured News

- Which Systems can I access Remotely?
- Accessing your files from home
- Llyfrgell 24/7 Library
- Cyfieithu / Translation
- Adobe for Use at Home

Student IT FAQ's

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- Software for Home Use

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Categories

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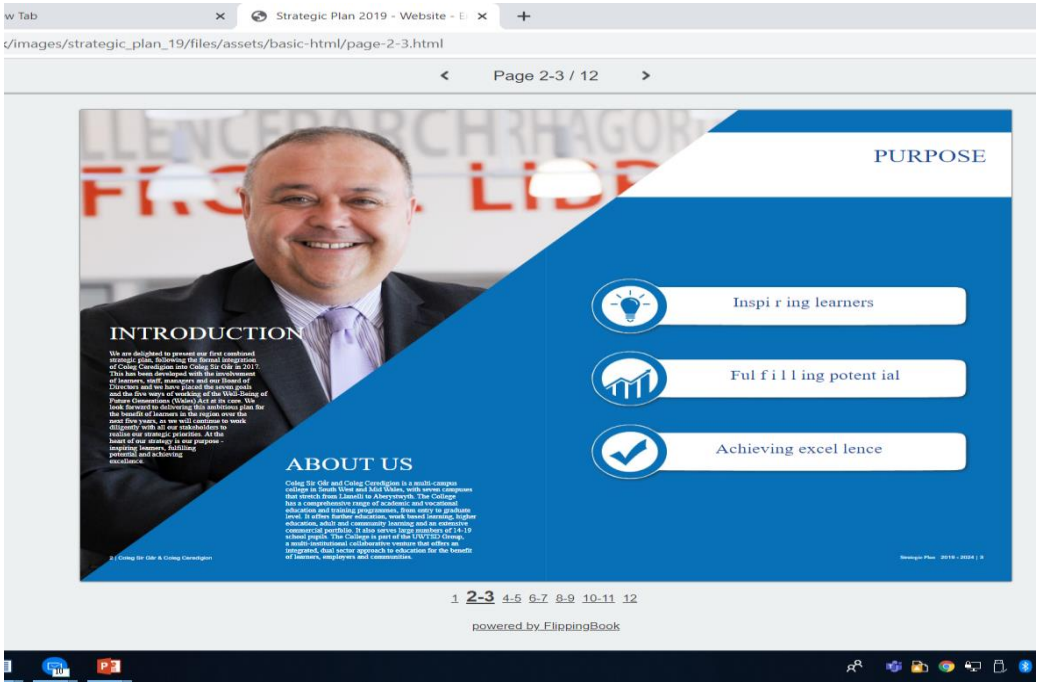
- CPD Google Sites
- Data Classification
- Enterprise, Employability & Innovation

13:46 29/04/2020


Strategic Plan 2019 - Website -
/images/strategic_plan_19/files/assets/basic-html/page-2-3.html
Page 2-3 / 12
PURPOSE
Inspi r ing learners
Ful f i l l ing potent ial
Achieving excel lence
INTRODUCTION
We are delighted to present our first combined strategic plan, following the formal integration of Coleg Ceredigion into Coleg Sir Gâr in 2017. This has been developed with the involvement of learners, staff, managers and our Board of Directors and we have placed the seven goals and the five ways of working of the Well-Being of Future Generations (Wales) Act at its core. We look forward to delivering this ambitious plan for the benefit of learners in the region over the next five years and we will continue to work diligently with all our stakeholders to realise our strategic priorities. At the heart of our strategy is our purpose - inspiring learners, fulfilling potential and achieving excellence.
ABOUT US
Coleg Sir Gâr and Coleg Ceredigion is a multi-campus college in South West and Mid Wales, with seven campuses that stretch from Llanelli to Aberystwyth. The College has a comprehensive range of academic and vocational education and training programmes, from entry to graduate level. It offers further education, work based learning, higher education, adult and community learning and an extensive commercial portfolio. It also serves large numbers of 14-19 school pupils. The College is part of the UWTSD Group, a multi-institutional collaborative venture that offers an integrated, dual sector approach to education for the benefit of learners, employers and communities.
2 | Coleg Sir Gâr & Coleg Ceredigion
Strategic Plan 2019 - 2024 | 3
1 2-3 4-5 6-7 8-9 10-11 12
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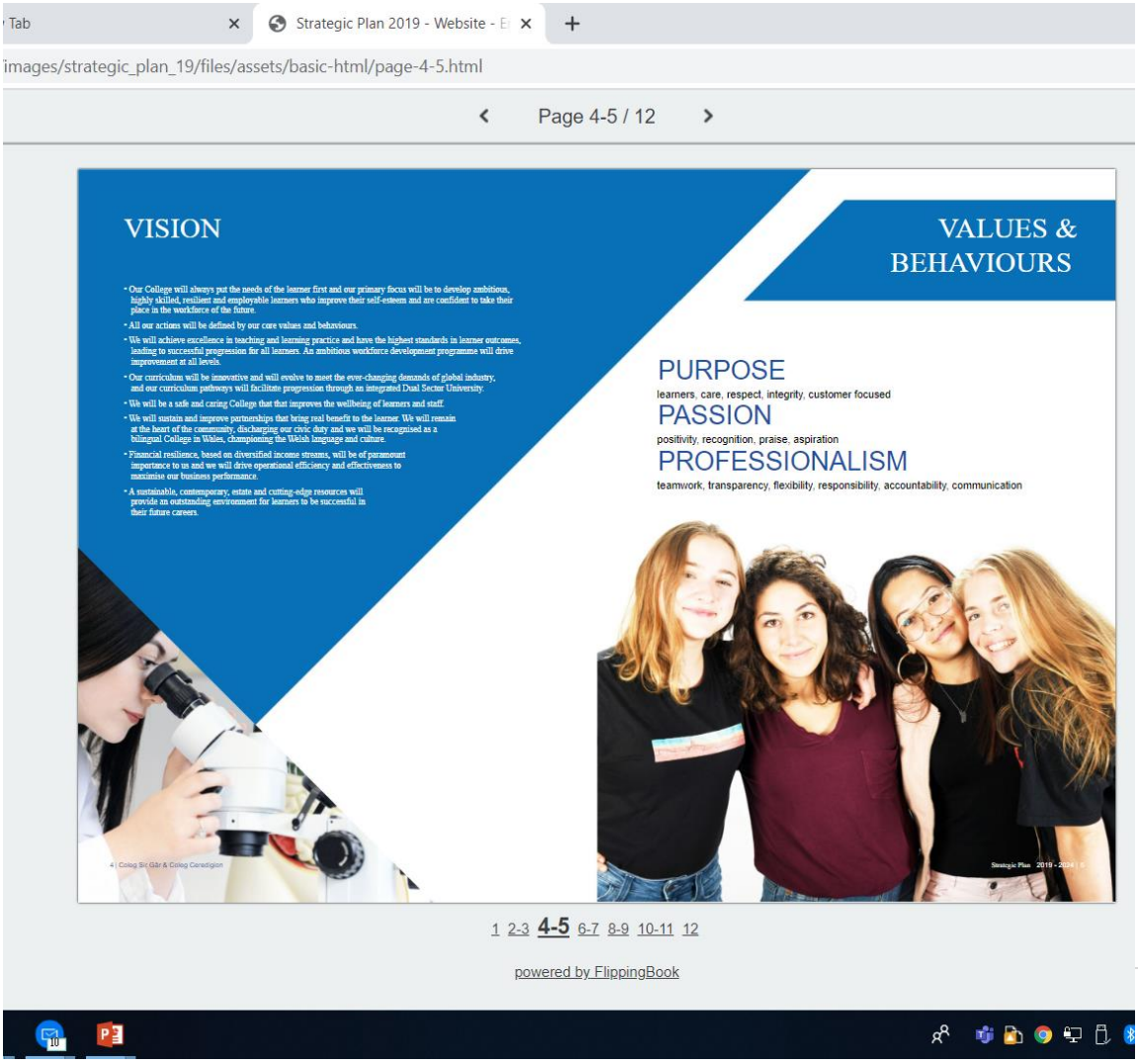
Strategic Plan 2019 - Website -
images/strategic_plan_19/files/assets/basic-html/page-4-5.html
Page 4-5 / 12
VISION
• Our College will always put the needs of the learner first and our primary focus will be to develop ambitious, highly skilled, resilient and employable learners who improve their self-esteem and are confident to take their place in the workforce of the future.
• All our actions will be defined by our core values and behaviours.
• We will achieve excellence in teaching and learning practice and have the highest standards in learner outcomes, leading to successful progression for all learners. An ambitious workforce development programme will drive improvement at all levels.
• Our curriculum will be innovative and will evolve to meet the ever-changing demands of global industry, and our curriculum pathways will facilitate progression through an integrated Dual Sector University.
• We will be a safe and caring College that that improves the wellbeing of learners and staff.
• We will sustain and improve partnerships that bring real benefit to the learner. We will remain at the heart of the community, discharging our civic duty and we will be recognised as a bilingual College in Wales, championing the Welsh language and culture.
• Financial resilience, based on diversified income streams, will be of paramount importance to us and we will drive operational efficiency and effectiveness to maximise our business performance.
• A sustainable, contemporary, estate and cutting-edge resources will provide an outstanding environment for learners to be successful in their future careers.
VALUES & BEHAVIOURS
PURPOSE
learners, care, respect, integrity, customer focused
PASSION
positivity, recognition, praise, aspiration
PROFESSIONALISM
teamwork, transparency, flexibility, responsibility, accountability, communication
4 | Coleg Sir Gâr & Coleg Ceredigion
Strategic Plan 2019 - 2024 | 5
1 2-3 4-5 6-7 8-9 10-11 12
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Evidence 1:10

	A	B	C	D
1	**Internal and External Recruitment Data Sept 2019- August 2020**			
2				
3	**External Candidate Appointed**		**Replacing**	
4	Lecturer in Health and Social Care 0.4 Mat Cover		Sarah Govier	
5	Admissions administrator		(mat cover - megan wilson)	
6	Library/Repro Apprentice			
7	Lecturer in WBQ			
8	Welsh Language Officer		New	
9	Inspiring Skills Excellence in wales - admin		Juliette Mackenzie	
10	Lecturer in Business		Richard Jackson	
11	Lecturer in Creative Media Productions		Richard Lewis	
12	ESA			
13	Innovation and Technology Technician Landbased		New	
14	Groom		Ellie Gravell	
15	Essential Skills Lecturer		New	
16	Caretaker		John Davies	
17	Library Assistant		Julie??	
18	ISEIW - Have a go champion		New	
19	ISEIW - future skills champion		new	
20	Social Media and Marketing Officer		Danielle Harrison	
21	Technician in Landbased		New	
22	**Internal Candidate Appointed**		**Role before appointment**	**Replacing**
23	Director of Bilingualism	(Internally advertised)	Assistant Director of Learner Progression	Steve Jelshaw
24	Lecturer in Health and Social 0.6	(Internally advertised)	Lecturer in Health and Social	
25	Assistant Campus Manager Gelli Aur and Ammanford	(Internally advertised)	Campus Manager (dinefwr)	New
26	Assistant Campus Manager Carmarthen	(Internally advertised)	Inspiring Skills Admin Officer	New
27	Assistant Campus Manager Graig	(Internally advertised)	Administrator Officer	New
28	Campus manager Gelli Aur and Ammanford	(Internally advertised)	Administrator Officer	New
29	Campus Manager Carmarthen	(Internally advertised)	Administrator Officer	New
30	Lecturer in Health and Social Care 0.2	(Internally advertised)	Additional Post	New
31	Learner Support Mentor 0.2	(Internally advertised)	Additional Post	New
32	Lectuer in computing 0.5	(Internally advertised)	additional post	
33	Employment Engagement Officer (JW)	(Internally advertised)	Student	New
34	Employment Engagement Officer (Graig)	(Internally advertised)	Student	New
35	Acting up duties - animal science	(Internally advertised)	lecturer in Animal Science	New
36	Lecturer Learners with additional Learning needs	(Externally advertised)	Lecturer in Entry	Helen Edwards
37	Lecturer in Public Services maternity cover	(Externally advertised)		Karen Thomas
38	Maternity cover for Faculty Manager (Maternity cover)	(Internally advertisied)	Head of Section	Claire mackerras
39				
40				
41				

Evidence 1:11

Labour Turnover 01092018 - 31082019 [Compatibility Mode] - Excel

	A	B	C	D	E	F	G	H	I	J
1	Count of Emp No.	Short Desc3								
2	Leave Rsn Long	AGR_W	APT&C_1-6	APT&C_SO1+	CAS_SUP	LEC	CAS_LEC	MS	MS_TEACH	Grand Total
3	Death in Service		1							1
4	Dismissed		1		1					2
5	End of fixed term				15	1	31			47
6	Mutual Agreement							1		1
7	Resigned	2	12	1	12	9	3	1	1	41
8	Retirement			1		2	1	1	1	6
9	Retirement ill health		2			2				4
10	Voluntary Redundancy		6			9		3	3	21
11	Grand Total	2	22	2	28	23	35	6	5	123
16	Total Staff as at 01/09/2018	751								
18	Turnover	16.4%								

Evidence 1:12

Labour Turnover 01092017 - 31082018 [Compatibility Mode] - Excel

	A	B	C	D	E	F	G	H	I	J
1	Count of Emp No.	Short Desc3								
2	Leave Rsn Long	MS	AGR_W	APT&C_1-6	APT&C_SO1+	CAS_SUP	INS_DEM	LEC	CAS_LEC	Grand Total
3	Compulsory Redundancy				1					1
4	End of fixed term			1		8			19	28
5	Mutual Agreement			2						2
6	Resigned	1	1	8	2	7		5	4	28
7	Retirement	4		7			1	3		15
8	Retirement ill health			1						1
9	Grand Total	5	1	19	3	15	1	8	23	75
14	Total Staff as at 01/09/2017	830								
16	Turnover	9.0%								

Evidence 1:13

All Staff All Contracted HoursPosts NEW Additional fields_CSG [Compatibility Mode] - Excel

Weeks Per Annu	Post Status	Main Fla	CSG Service Cond	Service Cor	Tit	Known A	Surname	Address L1	Address L2	Address L3
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mrs	Julia	Ault	8 Ffynnon Waun	Carmarthen	Carmarthenshire
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Ms	Gail	George	5 Bro Celynin	Bronwydd	Carmarthen
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mr	Del	Harries	16 Nicholas Court	Gorseinon	Swansea
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mrs	Mary	Penn	Gwynfryn House	186 Heol Y Meinciau	Pontyates
52.0000	Permanent Staff	Y	Academic Staff	MS_TEACH	Mr	Louis	Dare	4 Llys Anron	Black Lion Road	Cross Hands
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mrs	Nicky	Abraham	Cefncoed	Llanegwad	Carmarthen
52.0000	Permanent Staff	Y	Academic Staff	LEC	Mr	Pasha	Alpturer	Old School House	Bancffosfelen	
52.0000	Permanent Staff	Y	Academic Staff	MS_TEACH	Mrs	Christy	Anson-Harries	65 Bryn Uchaf	Llanelli	Carmarthenshire
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mr	Neil	Barry	Knelston Cottage	Knelston	Gower
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Mrs	Marion	Bawden	38 Tudor Gardens	Waunceirch	
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mr	Malcolm	Berry	Garth Cottage	Llanarth	Ceredigion
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mr	Steve	Bird	54 Ynyswen	Felinfoel	Llanelli
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Mrs	Hayley	Bishop	75 Roger Street	Treboeth	Swansea
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Mrs	Jo	Bishop	69 Richmond Terrace	Carmarthen	Carmarthenshire
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Miss	Amanda	Blake	14 Courtyard Flats	Stackpole	PEMBS
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mrs	Carole	Bodinger	10 The Avenue	Carmarthen	Carmarthenshire
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Ms	Nicola	Bowden	53 Midland Place	Llansamlet	Swansea
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Mrs	Liz	Bowes	Cwmllefrith	Llanddewi Felfrey	Narberth
52.0000	Permanent Staff	Y	Academic Staff	LEC	Mr	Allan	Brotherston	16 Rhodfar Ceffyll	Ffos Las	Carmarthenshire
52.0000	Permanent Staff	Y	Academic Staff	LEC	Mrs	Carys	Bryant	59 Ffordd Y Meillion	Llanelli	Carmarthenshire
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Miss	Lowri	Bugg	2 Y Fron	Felinfoel	Llanelli
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Ms	Rachel	Busby	2 Ivy Bridge Cottages	Goodwick	Pembrokeshire
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Mr	Craig	Chesby	14 Tycroes Road	Ammanford	Carmarthenshire
52.0000	Permanent Staff	Y	Academic Staff	MS_TEACH	Mr	Kevin	Chilton	61, Ashburnham Road	Pembrey	Carms
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Miss	Lucy	Cleaver	6 Carnhwyel	Pemberton	Llanelli
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Miss	Olivia	Clemence	44 Trem Elai		Penarth
52.0000	Permanent Staff	Y	Academic Staff	MS_TEACH	Miss	Julia	Clement	75A Pwll Road	Pwll	Llanelli
52.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Miss	Kimberley	Conahan	24 Alban Road	Llanelli	Carmarthenshire
37.0000	Part Time Casual	Y	Academic Staff	CAS_LEC	Miss	Amy	Cooper	33 Heol Yr Ysgol	Cefneithin	Llanelli
52.0000	Permanent Staff (Hours <37)	Y	Academic Staff	LEC	Mrs	Dee	Craig	47 The Mariners	Seaside	Llanelli

Evidence 1:14

Age Profile 2018-2019 - Excel

(Multiple Items)		
Column Labels		
M	F	Grand Total
16	16	32
20	19	39
6	19	25
18	23	41
9	25	34
20	31	51
21	51	72
28	41	69
21	16	37
5	3	8
2		2
166	244	410

AGE PROFILE - MALE

	Executive	Senior Leadership Team	Academic Staff	Academic Support Staff	Support Staff	Total
18-24			3	11	5	19
25-30			3	17	3	23
31-35			11	3	2	16
36-40			14	11	7	32
41-45			19	5	4	28
46-50	1		30	9	10	50
51-55	2		27	8	11	48
56-60	2	1	25	16	8	52
61-65			10	11	9	30
65-70	1		4	2	2	9
>70			2	1	1	4
Total	6	1	148	94	62	311

AGE PROFILE - FEMALE

	Executive	Senior Leadership Team	Academic Staff	Academic Support Staff	Support Staff	Total
18-24			5	13	3	21
25-30			19	9	10	38
31-35			17	13	5	35
36-40			38	14	9	61
41-45			20	15	10	45
46-50	1	2	30	16	12	61
51-55		3	35	21	25	84
56-60	1	1	18	21	18	59
61-65			12	9	7	28
65-70			3	3		6
>70			2			2
Total	2	6	199	134	99	440

Evidence 1:15

Count of Staff No	Column Labels					
Row Labels	Executive	Senior Leadership Team	Academic Staff	Academic Support Staff	Support Staff	Grand Total
0-5	2		153	118	57	330
6-10	1	3	56	40	23	123
11-15	1	2	54	45	22	124
16-20			51	13	29	93
21-25	4	1	23	7	15	50
26-30		1	7	5	10	23
31-35			3		4	7
35-40					1	1
Grand Total	**8**	**7**	**347**	**228**	**161**	**751**

Evidence 1:16

	Hours / Weeks	Temporary / Permanent	Campus	Welsh Language	Department	Manager	Closing Date	Interview Date	Replacing	Internal / External Advert	Appointed
Lecturer in Health and Social Care 0.6	37	Permanent	Graig		Health and Social	Kim Goodwin	26/09/2019		New	External	Amy Williams
Assistant campus manager Gelli Aur and Ammanford	37	Permanent	TBC		Estates	Ceris Harries	23/09/2019	01-Oct-19	New	Internal	Carol Thomas
Assistant Campus Manager Carmarthen	37	Permanent	TBC		Estates	Ceris Harries	23/09/2019	01-Oct-19	New	Internal	Juliette Mackenzie
Assistant Campus Manager Graig	37	Permanent	Graig		Estates	Ceris Harries	23/09/2019	01-Oct-19	New	Internal	Vicky Rees
Campus Manager Amm and GA	37	Permanent	TBC		Estates	Ceris Harries	23/09/2019	01-Oct-19	New	Internal	Sarah Roberts
Campus Manager Carmarthen	37	Permanent	TBC		Estates	Ceris Harries	23/09/2019	01-Oct-19	New	Internal	Eiddwen Harries
Library/ repro apprentice	37	Temporary	Pib		Library	Janet Morgan	30/09/2019	21/10/2019	Rosy Wilds	External	
Lectuer in WBQ (care)	22.2	Permanent	Graig		Health and Social	Kim Goodwin	26/09/2019	06/11/2019	Mat cover - Sarah Govier	External	Jordanna Evett
Lecturer in Health and Social Care 0.2	7	Permanent	Graig		Health and Social	Kim Goodwin	24/09/2019	04/10/2019	New	Internal	Emma Andreassen
Lecturer in Health and Social Care 0.4 Maternity Cover	14.8	Temporary	Graig		Health and Social	Kim Goodwin	24/09/2019	03/10/2019	Angharad Wolsey/ Sarah Govier	External	Melanie Williams
3G Hub Assistant Casual	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
Admissions Administrator	22	Temporary Mat Cover	Graig		Admissions	Karen Rees	14/10/2019	30/10/2019	Megan Wilson Mat cover	External	Jackie Kelshaw
learner support mentor 0.2	7.4	Permanent	JW/Pib		Learner Support	Matt Morden/Nikki Neale	09/10/2019	22/10/2019	Mark Evans (reduced from 37 to 29.6)	Internal	Martin Flear
Welsh language Officer (South)	37	Permanent	Graig		Bilingualism	Matt Morden	01/11/2019		New	External	Mennna Jones
Inspiring wales excellence	37	Permanent Fixed Term	Graig		Inspiring Skills	Emma Banfield/Paul Evans	14/11/2019	26/11/2019	Juliette Mackenzie	External	Carolyn Bailey
Lecturer in Computing 0.5	18.5	Temporary until July 2(	Graig		Computing	Adam Twells	04/11/2019		New	External	Jason Lovell
Lecturer in Business 0.6	22.2	Permanent	Pib		Business	Elaine	08/11/2019	22/11/2019	Richard Jackson	External	Rhian Jones
ESA	18	Permanent	Ammanford		Entry	Kim Goodwin	15/11/2019		Alison Davies	External	Nia Dowley
Lecturer in Creative Media Productions	37	Permanent	Graig		Creative Industries	Claire Mackerras			Richard Lewis	External	
ND Assessor	22.5	Permanent	Ammanford		Health and Social Care	Kim Goodwin			Kathryn Hector	External	
Inovation and Technology Technician Landbased (Leader Project)	22	Temporary for 17 mon	Gelli Aur		Landbased	Daryl Thomas	03/12/2019		New	External	William Rhys Jones
Training Advisor/Training advisor Assessor Childcare 0.6	22.2	Temporary 17 months	Gelli Aur		Entry	Kim Goodwin	03/12/2019		New	External	Appointed Lowri Tommason Jones but application has now withdrawn

Evidence 3:1

Laura Lucas
Job Analysis
to: Nia Williams

17/04/2020 10:25

Hiya,

Just to follow up what was discussed earlier. First thing we need to do is do some research on competency frameworks so we have an understanding of it. We then need to gather some of the job descriptions and person specs of the managers and put them into one folder. From this, we'll conduct a job analysis questionnaire and interview questions for us to be able to do the competency framework. Thank you for helping me with this.

Laura Lucas
PG Dip CIPD, Assoc.CIPD
Ymgynghorydd AD / HR Advisor
Campws Graig Campus
Llanelli
SA15 4DN

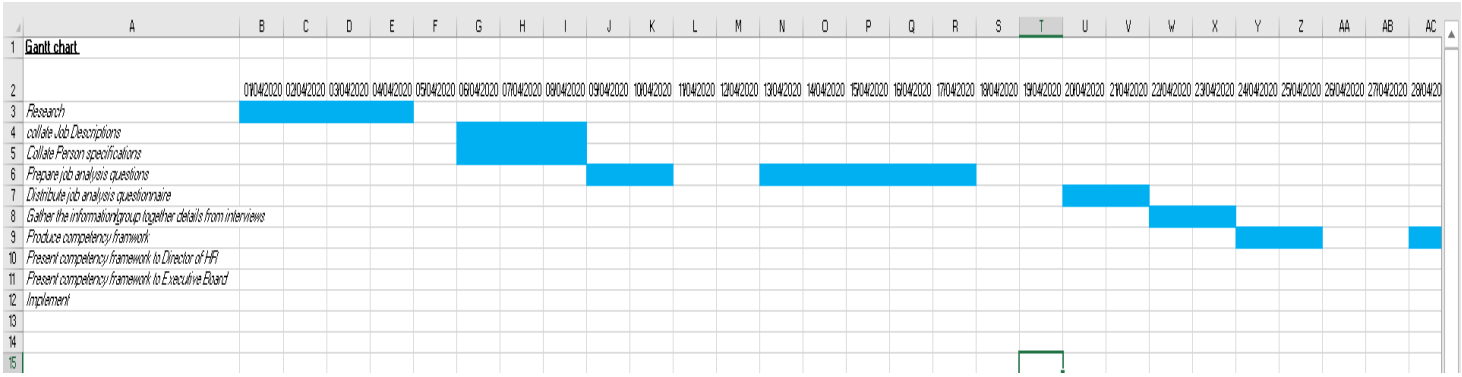
Ffon/Telephone: 01554 748145
Ffacs/Fax: 01554 748097

Work Pattern/ Patrwm Gwaith:

Monday - Tuesday 8.45 - 5.00
Thursday 8.45 -5.00
Friday 8.45 - 4.30

Dydd LLun - Dydd Mawrth 8.45 - 5.00
Dydd Iau 8.45 -5.00
Dydd Gwener 8.45 -4.30

Evidence 3:2



Evidence 3:3

Competency Frameworks

to: Nia Williams

Hiya,

Managed to get the spreadsheet into my folder, its in "Competency Frameworks" and is called all staff all posts.

Attached are some examples of competency frameworks. I haven't looked at the admin officer one in detail yet so going to do that this morning.

I'll send you a different email RE the Job Analysis stuff.

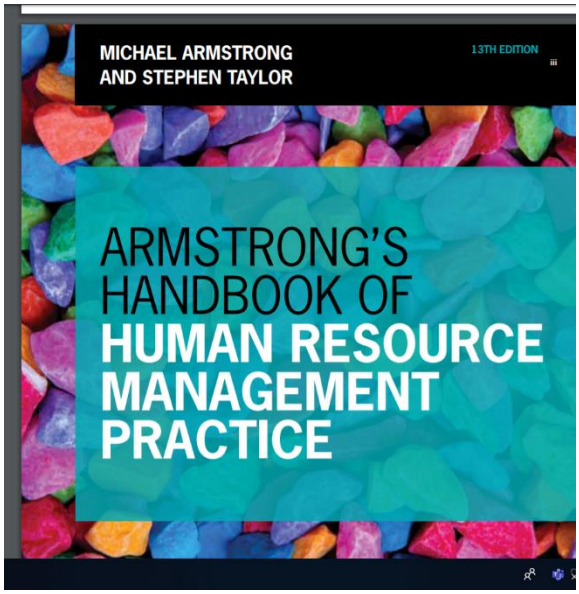
Laura Lucas
PG Dip CIPD, Assoc.CIPD
Ymgynghorydd AD / HR Advisor
Campws Graig Campus
Llanelli
SA15 4DN

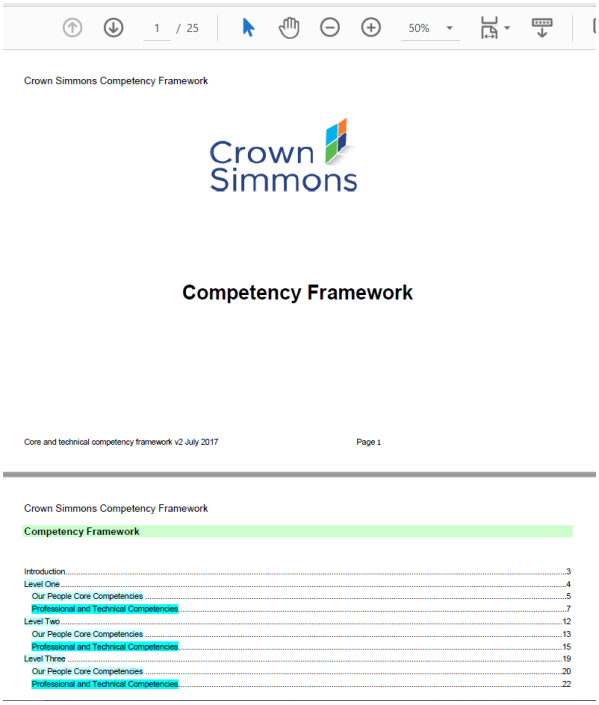
Ffon/Telephone: 01554 748145
Ffacs/Fax: 01554 748097

Work Pattern/ Patrwm Gwaith:

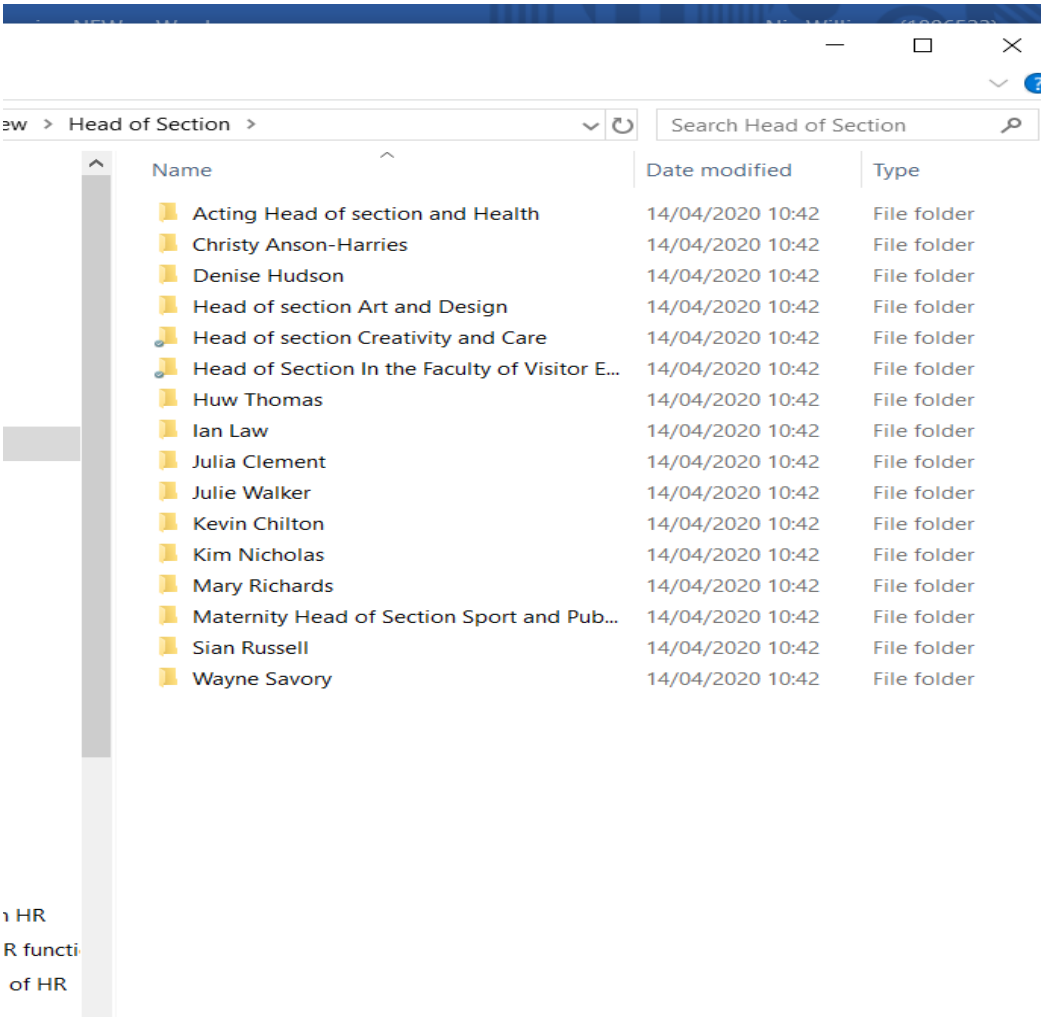
Monday - Tuesday 8.45 - 5.00
Thursday 8.45 -5.00

Message | competenc... | Behavioural... Example SP... | Crown-Sim... | learning-an...





Evidence 3:4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Acting Head of section and Health 14/04/2020 10:42 File folder
Christy Anson-Harries 14/04/2020 10:42 File folder
Denise Hudson 14/04/2020 10:42 File folder
Head of section Art and Design 14/04/2020 10:42 File folder
Head of section Creativity and Care 14/04/2020 10:42 File folder
Head of Section In the Faculty of Visitor E... 14/04/2020 10:42 File folder
Huw Thomas 14/04/2020 10:42 File folder
Ian Law 14/04/2020 10:42 File folder
Julia Clement 14/04/2020 10:42 File folder
Julie Walker 14/04/2020 10:42 File folder
Kevin Chilton 14/04/2020 10:42 File folder
Kim Nicholas 14/04/2020 10:42 File folder
Mary Richards 14/04/2020 10:42 File folder
Maternity Head of Section Sport and Pub... 14/04/2020 10:42 File folder
Sian Russell 14/04/2020 10:42 File folder
Wayne Savory 14/04/2020 10:42 File folder
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of HR

Evidence 3:5

Job Analysis Questionnaire

Job title:

To whom are you responsible?:

Who reports to you?:

What is the main purpose of your job?:

To achieve that purpose, what are your main areas of responsibility?

Principal accountabilities:

Key result areas:

Main tasks (what you do, not how you do it), (why you have to do it – results expected to achieve)

What are the dimensions of your job?

Output or targets?

Number of (items) processed?

Number of people managed?

Number of student / customers and who are they?

How does job fit in with others in the department or organisations?

Flexibility / range of different tasks?

How is work allocated / reviewed and approved?

Decision making authority?

Internal, external contracts:

Equipment used:

Travelling, unsocial hours, effort, stamina, hazards?

Any problems in carrying in work?

Knowledge, skills, attitude needed?

Evidence 3:6

Talk me through a typical day/week

What's hard/tough in this role?

What's easy in this role?

Success factors

How would they ensure Inspirational teaching and learning in their leadership role?

If they are developing excellent learning experiences, what are they specifically doing in their leadership?

What would they being doing if they are ensuring their teams have good levels of resilience?

How would they go about developing excellent partnerships and quality stakeholder working?

Evidence 3:7

Talk me through a typical day/week

- Manic busy, lots of interruptions. I get in at 7.45am so I can have a quiet hour to ensure I keep up with everything….
- I take one evening a week to stay late, that means I can keep on top of things
- Meetings, a lot of them….
- Planning sessions with the team
- Sharing best practice
- People interrupting and coming in with problem not solutions
- Staff concerns, dealing with disciplinary
- Lots of reactive energy, not able to best plan
- Demanding, very long week (at front end of term, running 200 different timetables)
- Start of the year is chaos, resource allocation,
- After first 2 months, its then down to driving standards, then reflecting on performance, then improving and sharing
- It's a juggling act
- Information is cascaded from senior teams, we then have to act to it and communicate to our teams
- Half a day is teaching for me
- Spending time doing observations, inducting and then the review process
- We then spend time doing appraisals and developing the team based on the standards and results of pupils and their teaching styles/methods.
- Hectic - things get passed to you and have to respond and deal with quickly, then pass to the teams.

What's hard/tough in this role?

- People – dealing with their responses, moans, problems
- The management of people
- Being firm, fair and constant whilst being adapting and respectful of people's different needs
- Getting the best out of people, getting the style and response correct
- Dealing with attendance and behavioural issues (both staff and students)
- Dealing with mental health issues
- Making people feel more accountable
- Helping people realise what it is that stops them from taking more responsibility
- Constant tasks that come down from above, we have to deal with them also
- Relationships with staff – when conflict breaks out, how to deal with it. Being skilled enough to have the initial conversations.

- People want me to deal with their problems and take it on, they need to be more responsible/accountable
- Getting people to take responsibility
- Being clear on what you want then giving consequences
- Prioritising in the mix of a hectic schedule (time management, event control)
- Making sure you get through everything by the ned of the day (IR comment- coping with the reality of that you won't!)
- Managing upwards – explaining to the senior team that you haven't done something in the team allotted due to other challenges
- Having difficult conversations – saying no and explaining the reason in a supporting, fair and clear way
- Ensuring you have a positive impact on your teams
- Performance management - having the early conversation and being brave to do this, it gets worse in you don't.
- hr early conversation
- The sheer amount of work that we have to get through
- Coping with setbacks, dealing with the stuff that we hadn't factored for
- Adapting to constant changes
- Mental capacity – challenging to the limit, so much going on (cognitive overload)
- Teachers and students complaining
- The unknown and having to deal with it
- Lots of change and have to predict and adapt to it
- Ambiguity, what's next, security and having to maintain good levels of staff morale
- Staff not always feeling 'safe' (job security)
- Retention of good staff is a constant challenge – can we really compete with the big universities?
- Using the analytical and planning mind, when all around is chaos and reactive
- Ensuring you have lots of conversations and are not confrontational in the face of confrontation and challenge
- Ensuring you tell people what's needed and are clear on expectations and consequences (positive and negative), without upsetting them
- Coping with change, driving through change with others
- Systems not fit for purpose, , data management, this can get you down
- Unable to create space for creativity, due to pace and number of things to deliver

Success factors?

- Responding to the pressure
- Having honest and difficult conversations
- Having patience -seeing people, for the potential, working though the challenging behaviour and helping to support them with their development
- Risk management – keeping an eye on the potential risks that affect quality and wellbeing
- Maintaining a level of attention to detail
- Foreseeing issues with learners and staff, then countering this with the right interventions
- Putting the right support in place for all performers

- High tolerance
- Being able to remain balanced
- Keeping it in perspective – (staying centred)
- Not taking on too much negative emotion and being affected in your thinking/feeling
- Giving a levelled response back
- Networking with industry
- Resilient – it's tough. You can be getting whipped from top down and bottom up!
- Vision – to be able to drive things forward. Can't be sentimental and be stuck in the past.
- Be adaptable and ensure people become more adaptable.
- Looking at trends and keeping an eye on what's coming next, then applying this to ensure you innovate and drive new initiatives and teaching standards/results
- Knowing people's needs
- Build relationships with kid's fast
- Be upbeat about what students want and get involved, inspire
- Inspire others, inject energy and focus
- Being present
- Positive with staff (model this by your positive energy)
- Polite and courteous
- Accessible
- Communicating a sense of purpose
- Communicating the bigger picture for each area – helping other to know where they it in to this
- Communicating well both ways – message passed on correctly
- Style – hope you say it, the impact of the message getting this right
- Understanding leaners and their needs
- KPI's knowing them and staying focussed on them
- Stating prioritising and explaining the 'why'

How would they ensure Inspirational teaching and learning in their leadership role?

- Communicating, listening to the team
- Putting learners first and understanding what they need
- Empathising and truly understanding what learners want and need, but also foreseeing the trends and adjusting teaching methods accordingly
- Empowering the team – being clear on expectations and requirements, but getting them to come up with solutions that benefit the learners and the college
- Clear on KPI's – know the data look further than this, interpret thoroughly
- Observing others, supporting others
- Sharing best practice
- Clear on KPI's – sound analysis "what is excellent why is this so, building the criteria from this
- Get a clear and comprehensive view of great practice
- Involve others
- Welcome others into the process – help them work out the direction and plan to deliver
- When data is finalised, ensuring its well communicated and shared

- Ensuring others see the benefit of this (sharing best practice)
- Encouraging discussion about learning and teaching
- Facilitating CPD and helping people see strengths and development gaps
- Peer observations and signposting as to why it's needed
- Bringing in people from other teams to chare best practice
- Encouraging participation across teams/functions – good collaboration and learning
- Building the relationships across colleges and the understanding of different approaches
- Welcoming, give context, bring in people ideas, empower the teams
- Learn with others, inspire others
- Work out the direction, ensure you plan and deliver to this
- Observations and outcomes
- Recruiting the right staff
- Constantly feeding them (not just telling)
- Showing good practice, staff then feel empowered
- Giving them in a say in what they are sharing to develop better practices
- Peer observation – setting up the trust and relationships to do this (not big brother approach)
- Appreciating the strengths of others and sharing and celebrating it)
- Support – involving CPD for all staff
- Continually monitoring (classroom observation)
- Facilitating sessions where best practice happens, but not controlling this
- Developing bespoke learning based on results from sharing and observation
- Responding to technology (staying abreast)
- Engaging fully to understand learner's perspectives
- Bringing others along
- Modelling the best/appropriate behaviour
- Not feeling threatened by others, letting them lead and fly
- Openness, sharing experiences
- Developing a growth mindset
- Develop and nurture
- Support – involvement CPD for all staff
- Ongoing monitoring (classroom observation)
- CAT meetings, sharing practices, learning from others
- From the above 3 points, then develop bespoke support based on observations/discussions
- Responding to technology – staying abreast
- Ensuring they fully understand very early on as to the learner's needs
- Succession planning and coaching

If they are developing excellent learning experiences, what are they specifically doing in their leadership?

- Sharing best practice
- Looking for opportunities to learn from other departments - collaborating

- Speaking to parents
- Conferences – learning about new technologies and practices, bringing them back into the college
- Knowing the learner, the issues and how to get across to them
- Good quality induction
- Focussing and harnessing quality relationships
- Ensuring students feel at home
- Mutual support, it feeds through
- Safe environment, develop the learner's confidence
- Communication – talking
- Aspirational – breaking habit, challenging ourselves, energy, reinventing, creating new ideas
- Practice good learner engagement
- Ensuring staff ensure their learners are inspirational
- Using targets – linking competition data
- From above, then working with recommendations, sharing this and driving new standards
- Try and ensure they get an excellent learning experience
- Equality of offering
- Create a social place
- Develop employability skills
- Small steps, reinforcing and supporting each time
- Understanding what young people really want
- Identifying early on abut early learners needs

What would they being doing if they are ensuring their teams have good levels of resilience?

- Making them feel they are involved and valued
- Flexible a certain times of the year (so they can have balance)
- Goodwill – ensuring they have opportunities to learn and have credibility and currency
- Time to be creative, to create new work and participate in conferences
- Respect others' needs
- Balance – allowing this with their own practice
- Being structured and reasonable with requests (the time expected)
- Explaining the task well, help them to see the purpose
- Encourage and model wellbeing practices (no emails after 6pm)
- Aware of people's workload, ensure delegation relates to this
- As above – filter tasks based on their workload
- Talk and listen – sit and understand the whole person, take interest
- Explain why they need to be resilience (without scaring them) a future proofing approach
- Strength of character – nurture it
- Adapting and responding to challenge

- Open communication
- Open door policy, look after each other
- Break things down so you can see what's needed
- Talk about everything and trust each other
- Listen, understand where people are coming from
- Laugh, use humour
- Encourage men to talk about their feelings
- Create openness and an environment where its ok to demonstrate vulnerability
- Checking in on others, genuine care
- Have a degree of competitiveness in the team, create a bit of drive and pride

How would they go about developing excellent partnerships and quality stakeholder working?

- Personality – engaging, deal with all types, pitch the message accordingly
- Adapt and respond to the style that's in front of you
- Managing expectations – being clear as to what is doable/feasible
- Know the client's needs
- Have commercial awareness
- Looking for opportunities (feeling and being confident to have the discussion)
- Boundaries – know what you can and can't deliver, don't promise everything
- Collaborate openly (work closely with people)
- Use your instinct – keep some things close to your chest (don't give it all away initially)
- Good negotiation skills
- Maintain loyalty
- Be professional – build up the relationships
- Know the politics
- Understand what people want, what's their part in this, what's yours, then what steps do we therefore take?

Factors not as explicit but likely to be needed

- Responding to change in a healthy way
- Commercial thinking (seeking opportunities for promotion and potential income)
- Financial awareness – understanding cost, cost v impact
- Emotional management and control
- Having candid and balanced conversations (clarifying, asking open questions, checking, listening and suggesting next steps)
- Resilience – sustaining heathy thinking styles and self-care routines
- Creating a resilience and healthy workforce (no real evidence as to how they do this…)
- Supporting others through change and transitions
- Coping with ambiguity

- Getting to stakeholder, to parents, keeping them informed
- Ensure good ties with industry, keep up to date with this
- Network with employers
- Share experiences
- React to the information you have and make commercial decisions from this
- Be business minded, commercially minded, look for opportunities
- Get involved, establish the need
- Leading others through ambiguity
- Decisiveness and assertiveness
- Dealing with complexity whilst under pressure
- Ensure that decisions are financially viable and the college a sustainability of income

Evidence 3:8

Coleg Sir Gâr Management Competency Framework

Values and Behaviours

1. Integrity – "Being honest and firm in your moral principles".
2. Care – "The provision of what is necessary for the health, welfare, maintenance and protection of someone or something".
3. Customer focused – "the orientation of an organisation towards serving its customer needs. Having a customer focus is usually a strong contributor to the overall success of a business and involves ensuring that all aspects of the company puts its customers satisfaction first. Having a customer focus usually involves maintaining an effective customer relations and service program".
4. Respect – "Admiration felt or shown for someone or something that you believe has good ideas or qualities".
5. Responsibility – "Something that is your job or duty to deal with".
6. Communication – "clearly conveying and receiving message to meet the needs of all. This involves listening, interpreting and delivering verbal, non verbal, written and electronic messages"
7. Accountability – "The obligation of an individual or organisation to account for its activities, accept responsibility for them and to discuss the results in a transparent manger"
8. Flexibility – "Being able to change easily and adapt to different conditions and circumstances as they occur".
9. Transparency – "Lack of hidden agendas and conditions, accompanied by the availability of full information required for collaboration, cooperation and collective decision making".
10. Teamwork – "A group of people with a full set of complementary skills required to complete a task, job or project. They are accountable for the collective performance and work towards a common goal".
11. Positivity – "The practice of being or tendency to be positive or optimistic in attitude".
12. Praise –"Expressing approval for their achievement or qualities".
13. Aspiration – "A hope or ambition of achieving something".

After careful discussion with a range of leaders and managers across the College, a set of broad competencies were identified. This is the framework of eight competencies:

1. Providing Leadership
2. Collaborating Productively
3. Interacting and Communicating
4. Enhancing Performance
5. Organising and Structuring
6. Innovating and External Focus
7. Embracing Change
8. Developing Resilience

1. Providing Leadership:
Focuses on leading their team forward to achieve the overall aims and objectives of the College. Engages and empowers their team members to deliver an inspirational teaching and learning environment.
Positive Indicators
Has bought into and shares the vision of the College with others.
Helps people understand the part that they and others play in reaching the organisation's goals.
Empowers people; offers opportunities and support so they can find their own solutions.
Is positive and purposeful, even when delivering a difficult or contentious message.
Leads from the front and challenges upwards to support the team in providing an inspirational teaching and learning environment.
Motivates others to maximise their performance.
Implements well thought-through decisions and plans assertively and with focus.

2. Collaborating Productively:
Recognises the benefits of teamwork and cross-college working. Builds valuable relationships with a wide range of people to deliver excellent learning experience to students.
Positive Indicators
Uses team and cross-college working to share best practice and learn from other departments.
Readily shares knowledge and experience across the College.
Creates an environment of trust and openness that fosters cross-college and team collaboration.
Understands own strengths and draws upon those of others.
Shows empathy and understanding to others that encourages collaborative working.
Inspires others to get involved by creating drive and pride in their achievement.
Actively seeks cooperation with others to find common ground.
Creates opportunities for more reserved individuals to make contributions.

3. Interacting and Communicating:
Interacts with purpose and genuine care to build and maintain productive relationships. Communicates with relevance, structure and clarity to a broad range of people.
Positive Indicators
Actively listens to others and checks own understanding.
Adapts and flexes communication style to best meet the needs of the individual.
Proactively builds and maintains productive relationships that are mutually beneficial.
Asks pertinent questions and is receptive to constructive challenge.
Explains the complex in a coherent and understandable way for others.
Presents and communicates information clearly, concisely and with impact.
Demonstrates self-awareness, awareness of others and self-control when in pressured situations.
Persuades and influences others with respect, to achieve a positive and productive outcome.

4. Organising and Structuring:
Manages workload with an organised and structured approach. Focuses on the tasks that have the greatest value in achieving the College's aims.
Positive Indicators
Defines roles, outputs and timescales for others according to skills, expertise and workload.
Understands the limits of own capacity and delegates accordingly.
Manages the team's workload and says 'No', respectfully, when the request is unreasonable.
Delegates tasks in a structured and realistic way to increase capacity and develop the team.
Works out a direction, creates a plan and stays focussed until it is implemented.
Sustains a level of attention to detail that maintains accuracy.
Is proactive and prioritises effectively even when under pressure.

Recognises what can be achieved within the time available and prioritises accordingly.
Works in an organised manner, demonstrating a structured thought process.
Actively reviews and amends plans as necessary, keeping others informed.

5. Enhancing Performance:.
Works effectively with individuals, and the team as a whole, to deliver high standards and meet targets.
Positive Indicators
Establishes clear expectations and sets challenging goals.
Monitors and observes performance to continually drive up standards.
Makes people aware of the consequence of their actions and holds them to account.
Provides regular feedback on performance, makes people aware of their strengths and development gaps.
Deals objectively with discipline issues in a timely manner.
Conducts honest and constructive conversations with individuals when they are needed.
Enables others to take responsibility for their own performance.
Tackles underperformance early and puts remedial plans in place.
Creates an environment of openness where it is safe for people to show vulnerability.

6. Innovating and External Focus:
Identifies and develops creative ideas. Proactively recognises opportunities to create an inspirational teaching and learning environment, an excellent learning experience for students and raise the profile of the College.
Positive Indicators
Shows an awareness of the commercial, financial and strategic direction of the College.
Proactively networks across the industry and with local employers to keep up-to-date with industry trends.

Recognises the needs of the client, both learner and employer, and delivers accordingly.
Actively looks for commercial opportunities to increase the College funds.
Seeks opportunities to promote the college and increase potential income.
Inspires others to break habits and challenges them to come up with new ways of working.
Is energised to reinvent and adapt process and behaviours to develop and improve the offering of the college.
Promotes and encourages proactive innovation within the College and the wider community.

7. Embracing Change:
Is positive about change, demonstrates flexibility and an appetite to try new approaches. Enables others to adapt to change in their working environment.
Positive Indicators
Is positive about the value of change in maintaining and developing the College.
Adapts quickly and positively to changing internal or external requirements.
Focuses on new trends and is ready to innovate and drive new initiatives forward.
Takes accountability for preparing and supporting people through significant changes.
Supports others in maintaining their ability to adapt and change.
Proactively works to maintain good levels of staff morale during times of change.
Responds and embraces changes provoked by new technologies.
Is proactive in promoting and developing a culture of continuous improvement.

8. Developing Resilience:
Is able to learn from experiences and builds up personal resources to help self and others continue to thrive in the modern further and higher education environment.
Positive Indicators
Copes constructively with setbacks and unplanned events.
Deals with the complex even when under pressure.
Recognises own capacity for cognitive overload.
Shows tenacity when working with ambiguity.
Responds positively when placed under workplace pressure.
Encourages and demonstrates good wellbeing practices.
Supports others to build and maintain their ability to be resilient.

Evidence 3:9

Laura Lucas
Re: HR Competencies
to: Nia Williams
07/05/2020 16:13

Hia Nia,

Thank you for all your help with the competency framework process. We have had positive feedback from exec and they are happy to implement for managers after stages 6-10 as identified by Armstrong are carried out when we go back. We have also had confirmation that they want us to start creating competency frameworks for the rest of the organisation. I will be in touch regarding the next stage..

Thank you again for your continuous support.

Kind Regards,

Laura Lucas
PG Dip CIPD, Assoc.CIPD
Ymgynghorydd AD / HR Advisor
Campws Graig Campus
Llanelli
SA15 4DN

Ffon/Telephone: 01554 748145
Ffacs/Fax: 01554 748097

Work Pattern/ Patrwm Gwaith:

Monday - Tuesday 8.45 - 5.00
Thursday 8.45 -5.00
Friday 8.45 - 4.30

Dydd LLun - Dydd Mawrth 8.45 - 5.00
Dydd Iau 8.45 -5.00
Dydd Gwener 8.45 -4.30

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