

Qualification: CIPD Diploma in Applied Human
Resources

Module Name: Developing Professional Practice
in Human Resources

Student Name: Darren Bonnell

Student Number: 1810223

CIPD Membership Number: 53274287

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Module Name: Developing Professional Practice in Human Resources

Activity 1

Word Count: N/A

Student Name: Darren Bonnell

Student Number: 1810223

CIPD Membership Number: 53274287

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: *Darren Bonnell*

Date: 15/12/2018

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1.1) Interpret the key components of the HR development programme.

This programme is run in order to give professionals the knowledge in order to become CIPD qualified. The CIPD Level 5 Diploma in Applied HR offers the opportunity for students to develop their skill in HR management whilst working, and develop the skills and knowledge required to be a success in the HR field. As the CIPD is a pioneer in HR it is essential that I become a member in order to reach my goals and further my career in HR. The CIPD Level 5 Diploma in Applied Human Resources – Information Leaflet 2018/19 (Appendix 1) gives all the details for the course which includes;

- **Programme of Study** - This shows that the course has 16 units and is a 90 credit qualification split up into 2 years.
- **Assessment** – This shows that the course will have different methods to assess the units which will include assignments, case studies, group and individual presentations, blogs, work related activities and reports.
- **Terms** - This gives the dates of the terms.
- **Location** – The course will be delivered at Coleg Sir Gar, Pibwrlwyd Campus, Carmarthen.

Other information on the course such as fees and what information on joining the CIPD as a student can also be found on the document.

As stated previously the course is 90 credit qualification. The Managing your Learning (Appendix 2) sheet gives a detailed breakdown of how many credits and guided hours each module will consist of. It gives details of the different ways in which the course is taught and how I need to learn in order to successfully pass the course. These include;

1. Guided Learning Hours
2. Off-the-job learning
3. On-the-job learning
4. Self study

The Timetable - CIPD Diploma in Applied Human Resources 2018-2019 (Appendix 3) gives the breakdown of when each workshop session will be and what module will be taught at that workshop. It also gives the dates and details of when assignments need to be submitted.

1.2) Explain organisational arrangements and codes of practice which underpin the programme.

The programme is run in partnership between University of Wales Trinity St David (UWTSD) and Coleg Sir Gar. As well as these two organisations, I am a student member of the CIPD (Figure 1). I therefore need to abide by the codes of practice for UWTSD (Appendix 4), Coleg Sir Gar (Appendix 5) and the CIPD (Appendix 6). Details of what is expected from Coleg Sir Gar on the Apprenticeship Programme side of the course can be found in the Coleg Sir Gar Employer Information Booklet (Appendix 7) as well as the College Induction (Appendix 5) which also includes further information on areas such as;

- Work Based Learning
- Health & Safety
- Wellbeing

As a student associated with the three organisations mentioned I need to ensure I respect and follow all rules and regulations set out in the documents mentioned in order to remain part of the course.



Figure 1

1.3 Identify key sources of programme - related information and advice for learners.

During the first session we completed an induction questionnaire (Appendix 8) which gave all information about the course such as location, key contacts, as well as the different facilities available in order to assist me in completing the course. These include;

My Day (Figure 2) – This is the home page of the web-site for UWTSD students which gives all the details and links in order to use the various features available to students. It will give access to other areas of the college web-site such as mail and student bulletins.

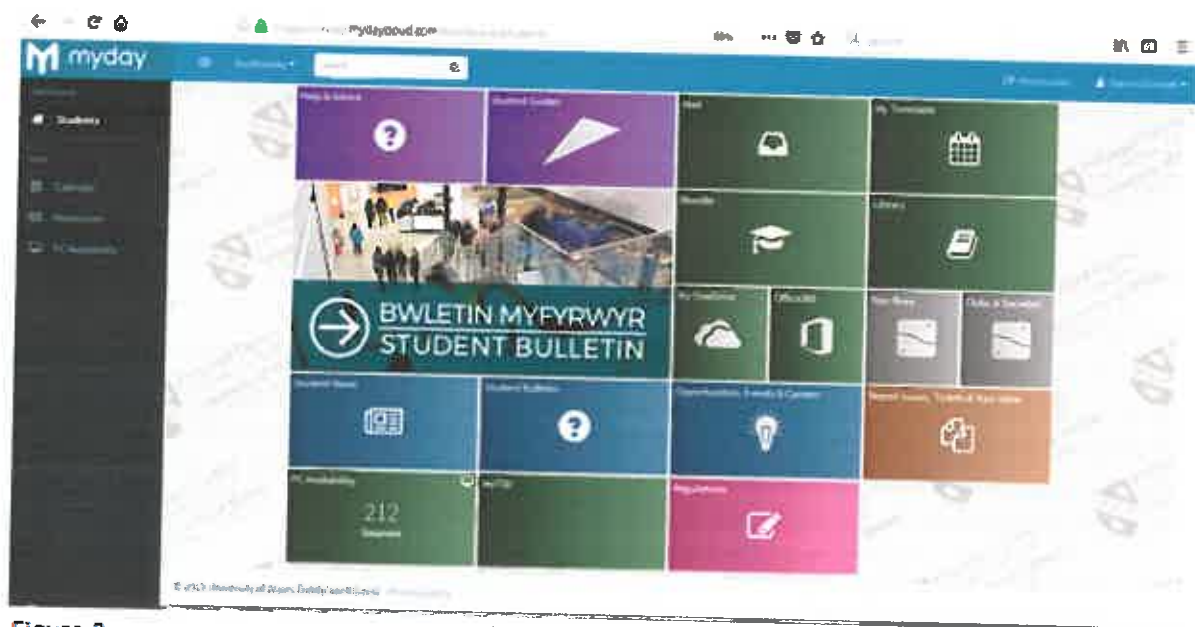


Figure 2

Moodle (Figure 2) - This is an online resource which has all the course contents including slides from the lectures, additional reading material as well as a link to other resources to assist learning. This tool supplies all details I need to know about each module in order to successfully pass the course.

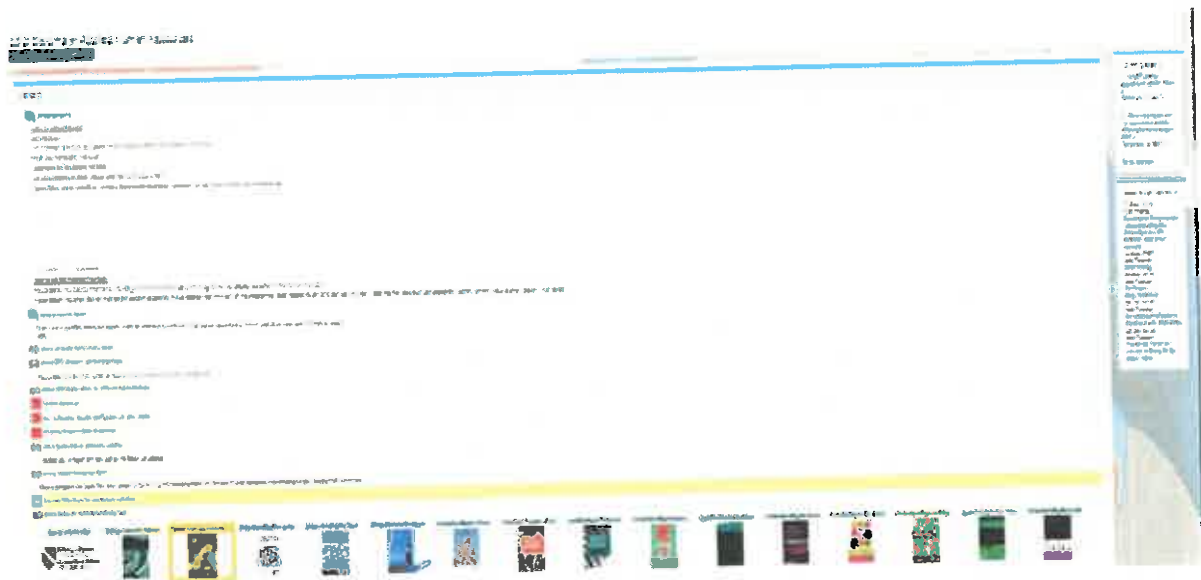


Figure 3

Library Information – As a student with both UWTSD and Coleg Sir Gar I am able to use the library services from both organisations. Both UWTSD (Figure 4) and Coleg Sir Gar (Figure 5) provide an online library resource. This enable me to search for all related works for a chosen subject. As well as being able to reserve books online I can use the various documents that have been saved to the site and is readily available. I can use the libraries for all the Coleg Sir Gar campuses and request books to be sent to different locations. The Coleg Sir Gar Library Information Leaflet (Appendix 9) gives all details of times and days each site is open and location of each.

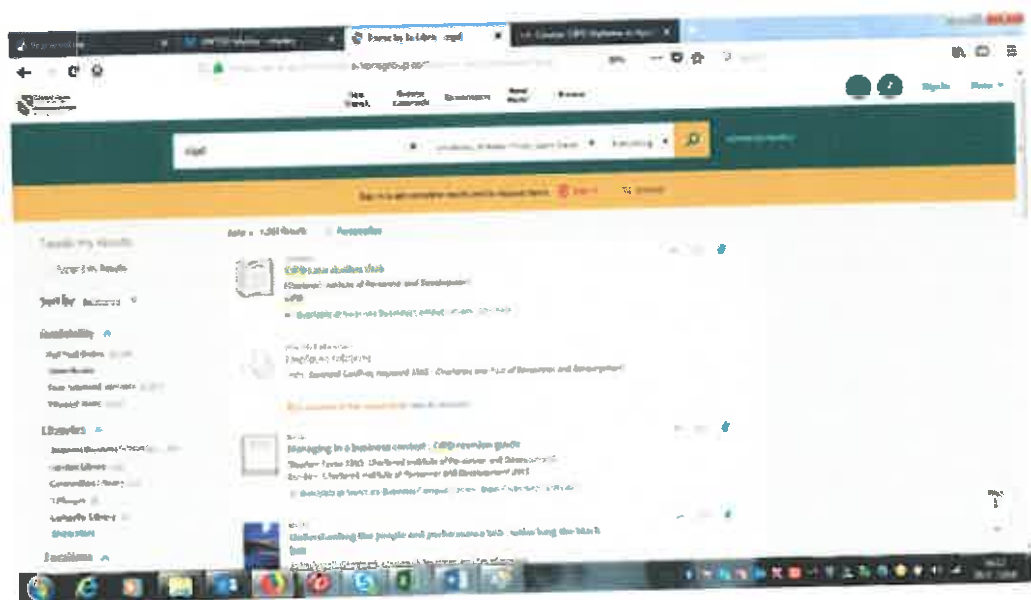


Figure 4

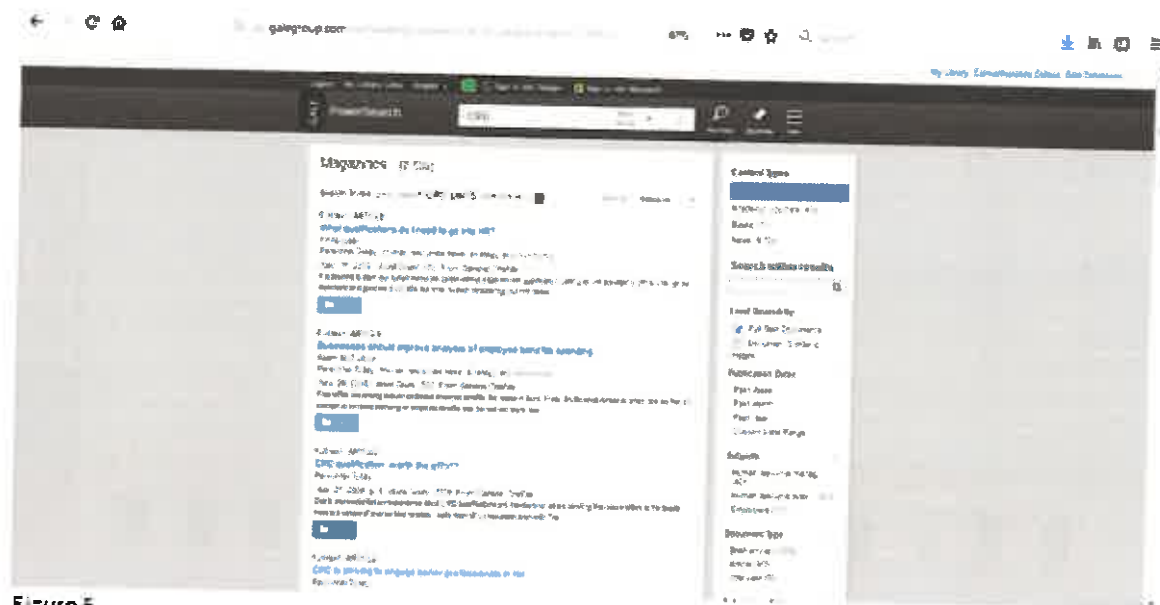


Figure 5

Turnitin – Once I’ve completed my assignments I need to use the Turnitin to submit them for marking. Student Turnitin Guidelines (Appendix 10) show me exactly how I submit my work as well as going through it to ensure I have produce my own work and not plagiarised.

Between the UWTSD, Coleg Sir Gar and CIPD I have all the tools required in order to successfully complete the CIPD course. As well as using outside sources the such as Harvard Business Review, Mind Tools, Business Balls, You Tube etc I have all the required.

Appendix 1

CIPD Level 5 Diploma in Applied Human Resources – Information Leaflet 2018/19

The **CIPD Level 5 Diploma in Applied HR**, is a Higher Apprenticeship qualification in HR Management. It is equivalent to the second year of a university degree in the UK.

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary. Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

The apprenticeship takes two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (e.g. being trained by a manager)
- being taught off-the-job (e.g. attending UWTSD).

On successful completion of the CIPD's Level 5 Diploma in Applied Human Resources candidates will become Associate members of the CIPD. Associate membership is recognised as a professional level of membership and successful candidates are entitled to use the designation AssocCIPD after their name.

Programme of Study

The Level 5 Diploma in Applied Human Resources is a 90 credit qualification and includes 16 units – 5 Core units, 6 additional knowledge based units (Group A units) and 5 competence based units (Group B units). Group A and B units have been pre-selected by the University from a range of units offered for this qualification by the CIPD.

The units will be taught in the following order:

Year 1:

1. Using a Research Approach in Human Resources
2. Developing Professional Practice in Human Resources
3. Understanding the Contemporary Human Resources Function
4. Understanding the Business Context of Human Resources
5. Understanding Employment Law
6. Understanding the Management of Employment Relations
7. Understanding the Link between Individual and Organisational Performance
8. Contributing to improving Organisational Performance
9. Understanding Employee Engagement

Year 2:

10. Contributing to Employee Engagement in the Organisation
11. Understanding the Management of Change
12. Contributing to the Management of Change
13. Understanding Coaching and Mentoring in the Organisation
14. Contributing to Coaching and Mentoring in the Organisation
15. Understanding Resourcing and Talent Planning
16. Contributing to Resourcing and Talent Planning in the Organisation

Assessment:

Formative assessment is embedded throughout the course to encourage self- development, with summative assessment at the end of each unit as recommended by the CIPD. Details of the

assessment will be released by the unit tutor at the beginning of the unit delivery. The range of assessment methods utilised ensures that all the learning outcomes and assessment criteria are met in a way that enhances the student's learning experience. They should allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. These include assignments, case studies, group and individual presentations, blogs, work-related activities and reports. Assessment of the group B units will be via portfolios of evidence gathered in the workplace.

Terms

The terms during the first year will be divided up as follows:

Induction	19 th September 2018
Term 1:	19/09/2018 – 21/12/2018
Term 2:	January to April 2019
Term 3:	April to June 2019

Weekly attendance on a Wednesday is required in the first year, with reduced requirements to attend in the second year whilst working on portfolios of evidence for the competency based units.

Location

This programme is delivered at the Coleg Sir Gar Pibwrlwyd Campus, Carmarthen. Future cohorts may be delivered in Swansea.

Entry Requirements

The Diploma is open to individuals employed in Human Resources, aged 18+. An interview will be held to determine the applicants' ability to study at level 5. Due to the academic elements of the course the preferred minimum entry qualification is 'A' levels (or equivalent) or an HNC/HND. However, those who hold the CIPD Certificate in Human Resource Practice (Foundation level)/ Certificate in Personnel Practice (CPP) or who have HR experience will also be considered.

Fees/Enrolment

This is a fully funded apprenticeship. Students will be enrolled with Coleg Sir Gar for the apprenticeship and separately with UWTSD for the Diploma. As a result students will have access to the facilities of both institutions.

CIPD membership and registration fee (paid directly to CIPD)

It is mandatory for students to become a member of the CIPD if studying for a CIPD qualification, but the membership arrangements are between the student and the CIPD. Your course tutor will provide assistance with this process once you have attended your course induction. The CIPD registration/joining fee is £40 for students. You must also pay a membership rate of £92 (annual) which can be administered directly on-line on the CIPD's website. *CIPD generally update their fees annually in June/July each year so please be aware that this pricing may change. Please refer to the following website for methods of payment.*

<https://www.cipd.co.uk/membership/become-member/fees>

Course Expenses

Course materials are made available from the course Moodle page accessed when you start the course. There are also a number of books signposted for reading at different times during the different modules studied, in the UWTSD library, but there is one core text recommended which can be used

all year. It is a new edition – Stephen Taylor & Carol Woodhams, *Studying Human Resource Management*, 2nd edition **ISBN13: 9781843984153** (published May 2016).

More books are available at: <https://www.koganpage.com/listing/cipd-books#sthash.q2SufTJl.dpuf>

Application

Please complete the application form and return this by email to julie.thomas@uwtsd.ac.uk or by post:

Julie Thomas
Programme Director, CIPD
University of Wales Trinity Saint David
Powell Street
Swansea
SA1 1NE

Once your application has been approved, a letter will be sent to you explaining how to enrol.

Appendix 2

CIPD Diploma in Applied Human Resources

Managing your Learning

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

Guided learning hours includes off and on the job learning.

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

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

(Welsh Government, 2017)

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

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

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

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

How to manage your learning:

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

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

The Business School

12th September 2018

Appendix 3

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19 th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26 th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two – 11/2/19	Part One - Written response. Part Two - Research Report.
17 th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14 th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12 th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16 th January 2019	AM: Understanding the Business Context of HR PM: Understanding Employment Law	5CELW			
13 th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6 th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3 rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1 st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5 th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3 rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18 th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

16 th October 2019	Contributing to the Management of Change	5AMOC	BMPD5015	25/11/19	Portfolio of Evidence
13 th November 2019	Skills Workshop				
11 th December 2019	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	20/1/20	Briefing paper
15 th January 2020	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	9/3/20	Portfolio of Evidence
12 th February 2020	Skills Workshop				
11 th March 2020	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	20/4/20	Written answers to questions
8 th April 2020	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	27/5/2020	Portfolio of Evidence
13 th May 2020	Developing Professional Practice	5CDPP	BMPD5000	18/5/20	Personal Development Plan Update



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



SE1: Student Code of Conduct

Introduction

The University is keen to foster a culture where all are expected to behave appropriately and to provide an inclusive, supportive, and safe learning environment in which all students and staff can flourish and are able to fulfil their personal potential.

The Code of Conduct complements the Student Charter which states that students are expected to:

- recognise the importance of equality and diversity in the University by treating all members of the university community with respect both in person and on other channels such as social media.
- act as a responsible ambassador for the University through good conduct and engagement with the local community and environment.
- use the facilities and resources of the University with respect and consideration

General Principles

This Code of Conduct outlines examples of the different types of unacceptable behaviour that will amount to a breach of discipline. Lists of unacceptable behaviour given below are not exhaustive. The University can start disciplinary procedures in relation to other unacceptable behaviour.

Disciplinary offences are classified as either major or minor in the Student Disciplinary Policy (non-academic misconduct). It is not specified below which examples of unacceptable behaviour are major or minor and indeed the same unacceptable behaviour could be either major or minor depending on the seriousness of the disciplinary offence.

The indication of sanctions which may be applied to a particular disciplinary offence is illustrative only. A full list of sanctions that may be applied can be found in the Student Disciplinary Policy (non-academic misconduct).

Multiple or repeated incidents of misconduct may be more serious than a single act of misconduct and previous findings may be taken into account when determining what sanction should be imposed.

Definitions

Consent	a person consents if they agree by choice and has the freedom and capacity to make that choice
Protected characteristic	a group protected by the Equality Act 2010: individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age
Harassment	unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
Bullying	offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Physical Misconduct	- Punching - Kicking - Slapping - Pulling hair - Biting - Assault	- Expulsion - Suspension/Exclusion - Restrictions/Conditions - Behavioural contract - Fine
	- Pushing - Shoving	- Formal Warning - Compulsory attendance at a workshop/coaching session - Written Apology - Behavioural contract - Restorative justice - Fine
Sexual Misconduct	- Sexual intercourse or engaging in a sexual act without consent - Attempting to engage in sexual intercourse or engaging in a sexual act without consent - Sharing private sexual materials of another person without consent - Physical sexual harassment: inappropriate invasion of personal space and/or inappropriate physical behaviour - Repeatedly following another person without good reason - Making unwanted remarks or advances of a sexual nature - Display of offensive materials - Inappropriate texting, emailing, posting of sexual materials on-line including but not limited to using derogatory sexual terms to describe someone - Asking for sexual favours and making decisions based on sexual advances being accepted or rejected	- Expulsion - Suspension/Exclusion - Restrictions/Conditions - Formal Warning - Compulsory attendance at a workshop/coaching session - Written Apology - Behavioural contract

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Abusive Behaviour	Shouting, threatening, abusing, intimidating or demeaning someone Abusive / insulting comments relating to an individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age Acting in an intimidating and hostile manner physically or by any means of communication Ridiculing or destructively criticising Ostracising or marginalising Humiliating and undermining a person Spreading malicious rumours or allegations via any means of communication including social media Misuse of power	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Formal warning Restorative justice
	Use of inappropriate language Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Restorative justice

Property

Disciplinary offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Damage To Property	Causing damage to University property or the property of students or employees of the University or visitors to the University	Expulsion Suspension/Exclusion Restrictions/Conditions Requirement to make good the damage caused at his/her expense Fine
	Causing minor damage to University property or the property of students or employees of the University or visitors to the University	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine
Unauthorised Taking or Use Of Property	Unauthorised entry onto or unauthorised use of University premises Misappropriate any University property, funds, or assets Fraud Taking property belonging to another without permission	Expulsion Suspension/Exclusion Restrictions/Conditions
	Misuse of University property (for example computers and laboratory equipment)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine Behavioural Contract
Causing A Health or Safety Concern	Act/omission that did cause or could have caused serious harm on University premises or during University activities (for example, disabling fire extinguishers or possessing/supplying controlled drugs)	Expulsion Suspension/Exclusion Restrictions/Conditions Restitution of damage
	Act/omission that did cause or could have caused a health and safety concern on University premises (for example, smoking cigarettes in non-designated areas, disabling smoke detectors)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine

University

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Operational Obstruction	Acts/omissions/statements intended to deceive the University.	Expulsion
	Disruption of the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere	Suspension/Exclusion
Operational Obstruction	Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University.	Restrictions/Conditions
	Improper interference with the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere	Behavioural Contract
Operational Obstruction	Improper interference with the functions, duties or activities of any student or employee of the University or any authorised visitor to the University	Formal Warning
		Compulsory attendance at a workshop/coaching session
Reputational Damage		Written Apology
		Behavioural Contract
Reputational Damage	Behaviour which has caused serious damage or could have caused serious damage to the reputation of the University or the University's relationship with the local community	Expulsion
		Suspension/Exclusion
Reputational Damage		Restrictions/Conditions
	Behaviour which has damaged or could have damaged the reputation of the University or the University's relationship with the local community	Formal Warning
Reputational Damage		Compulsory attendance at a workshop/coaching session
		Written Apology

APPRENTICESHIP

College Induction 2018-2019



Learner Name: DARREN BONNELL

Tutor Name: ALISON WILLIAMS

Course: CIPD LEVEL 5 APPLIED HUMAN RESOURCES

Date Induction booklet received: SEPTEMBER 2018

Learner signature: D. Bonnell

Training adviser/assessor signature:



Mae'r Rhaglenni Prentisiaeth, Hyfforddelaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh

Government, are supported by the European Social Fund.

This booklet to be given to the learner to complete and keep

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Introduction

Croeso I Coleg Sir Gâr / Welcome to Coleg Sir Gâr
Croeso I Coleg Ceredigion/Welcome to Coleg Ceredigion
Coleg Sir Gâr's/Coleg Ceredigion's Mission Statement
Bod yn rhagorol – y Coleg dewisol
To be excellent – The College of choice

Apprenticeship and Traineeship programmes are contracted to Training Providers by the Welsh Government. **Coleg Sir Gâr/Coleg Ceredigion delivers its work based learning provision within a consortium of training providers (B-wbl) led by Pembrokeshire College. Members include:**

PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Bridgend College, The People Business Wales, The College Merthyr Tydfil and Tydfil Training.

Useful Contacts:

Main Switch board number 01554 748000
Pibwrlwyd Campus office 01554 748264
Ammanford Campus office 01554 748318
Graig Campus office 01554 748051
Jobs Well Campus office 01554 748201
Gelli Aur Campus office 01554 748578
Cardigan Campus office 01239 612032
Aberystwyth Campus office 01970 639700

Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Ceredigion Aberystwyth Campus Llanbadarn Fawr Aberystwyth Ceredigion SY23 3BP	Coleg Ceredigion Cardigan Campus Park Place Cardigan SA43 1AB	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandeilo SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gâr Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY
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Benefits of being a member of B-wbl

Who is B-wbl?

We are providers who work together to deliver work based learning in Wales. We are made up of further education colleges and private training providers and are led by Pembrokeshire College. Our organisations retain their independence while collaborating to deliver work based learning and improve standards across Wales. We deliver apprenticeships, traineeships and work ready programmes. Our Welsh Government contract value is currently £10.1 million.

What is the purpose of B-wbl?

We provide a unified work-based learning network committed to provide access to high quality learning opportunities. We provide training which ensures our learners achieve their potential and that employers' needs are met.

What are the benefits of B-wbl?

We ensure that each learner gets the best support and opportunities available to them by sharing resources.

Our employers are able to access a better choice of high quality provision through our members.

We share and adopt best practice which ensures our learners' experiences are similar across all our providers and allows our members to share high quality practices.

We offer a joined-up approach to training and development across South Wales. This facilitates more opportunities and planned progression routes, from engagement and level one employability programmes, through to level five higher apprenticeships.

We offer regional planning with local delivery that meets employer and employee needs.

Outstanding Partnerships Committed to Success

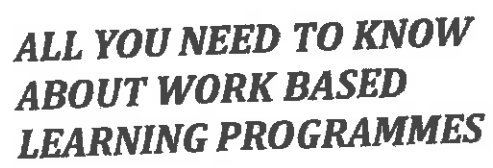
Why do you have to complete an induction booklet?

All new learners to Coleg Sir Gâr and Coleg Ceredigion have to complete this induction booklet. It will help make sure that:

- You know you are on the right course
- You know everything you need to know about the college
- You know everything about your programme of learning

When should you complete your induction booklet?

You should aim to complete all the tasks in this booklet by the end of the first half term. You do not have to work your way through everything in order – you can ask your tutor or training adviser/assessor on the best way to complete this booklet.



Work Based Learning Programmes

Role of your Training adviser/assessor

If you are a learner on an apprenticeship or traineeship programme you will be assigned a training adviser/assessor who will also be your mentor. He/she will have already carried out an Initial Assessment which would have included Numeracy, Literacy and Digital literacy abilities, this will then have highlighted if any extra support is needed.

Your training adviser/assessor is there to help you with all matters relating to study and offer support with any personal problems that may affect your study. Your training adviser/assessor will also:

- Assess you in the workplace using the standards for your qualification
- Conduct reviews with you on a regular basis and set SMART (specific, measurable, achievable, realistic and timely) targets to help you progress and complete your programme within the specified timescale.
- Help you to develop your study skills
- Help with career planning
- Identify your support needs

How do I know what progress I am making?

At set intervals (28 days for traineeship and 56 days for apprenticeship programmes) your Training adviser/assessor will discuss your progress with you and your employer/careers adviser if applicable.

Your training adviser/assessor will then discuss with you further ways you can improve your performance.

Activity

What is the name of your Training adviser/assessor? What is their contact number?

How does your training adviser/assessor help you with your progress on the programme?

How often will you be reviewed on your programme of learning?

My Learning style

We all learn things in different ways. You may learn things quickly by reading about them or you may prefer to be more 'hands on' and learn by doing.

As a learner at Coleg Sir Gâr and Coleg Ceredigion you will be expected to develop an understanding of how you learn best. By getting to know yourself as a learner you will be able to plan and complete your work more successfully.

As part of your induction into the college you will find out how you best learn by doing a VARK assessment. Your training adviser/assessor will explain the VARK assessment to you – and when you have completed it, look at your results with your training adviser/assessor and write down what learning styles seem to best reflect the way you learn.

You may have one preferred learning style or you may be a mix – everyone learns differently so there is no right or wrong learning style!

My preferred learning style is

Literacy, Numeracy and Digital Literacy

To make sense of the world around you, you need an understanding of written and spoken language and you need the ability to interpret what has been written or said and to draw conclusions from the evidence that surrounds them. It is also about being able to communicate - accurately, fluently and persuasively.

Numeracy describes the set of skills needed to tackle real-world problems in a variety of situations by applying numerical reasoning, and then carrying out the mathematical procedures to find the solution.

The college will assess and record your literacy, numeracy and digital literacy levels using the WEST software and provide feedback to you on your levels. The software will produce a 'spikey profile' which highlights your strengths but also your weaknesses. Targets from the results will be set on regular basis to help you improve your level of understanding of the weaker areas. You are expected to undertake the tasks that have been set by your training adviser/assessor. Your tutors/training adviser/assessors will mark all of the work that you write or type and provide you with constructive feedback and guidance throughout your programme.

We will expect you as the learner to check your work, read over it carefully prior to submission and this will, with the guidance from Coleg Sir Gâr and Coleg Ceredigion help you develop your skills.

Literacy and Numeracy are both areas that Coleg Sir Gâr and Coleg Ceredigion take very seriously and we are here to help you with your studies. Therefore your tutor/training adviser/assessor will be using symbols to highlight areas for development within your work and help you progress with your programme successfully.

LITERACY MARKING GUIDE	
• Your tutor will use the following symbols to help you improve the accuracy of your written work. • It is <u>your</u> responsibility to correct your work.	
Symbol	Means
Sp	Spelling mistake
C	Capital letter
P	Punctuation
SS	Sentence structure
WW	Wrong word used
R	Repetition (of a word, phrase or idea)
T	Tense
//	Start new paragraph
^	Word missing
✓	Well written section
✓✓	Very well written section

My Literacy level is:

My Numeracy level is:

My Digital Literacy level is:

Individual learning plan

As a student at the college on a traineeship or apprenticeship programme you will be asked to complete and sign an **Individual Learning Plan**.

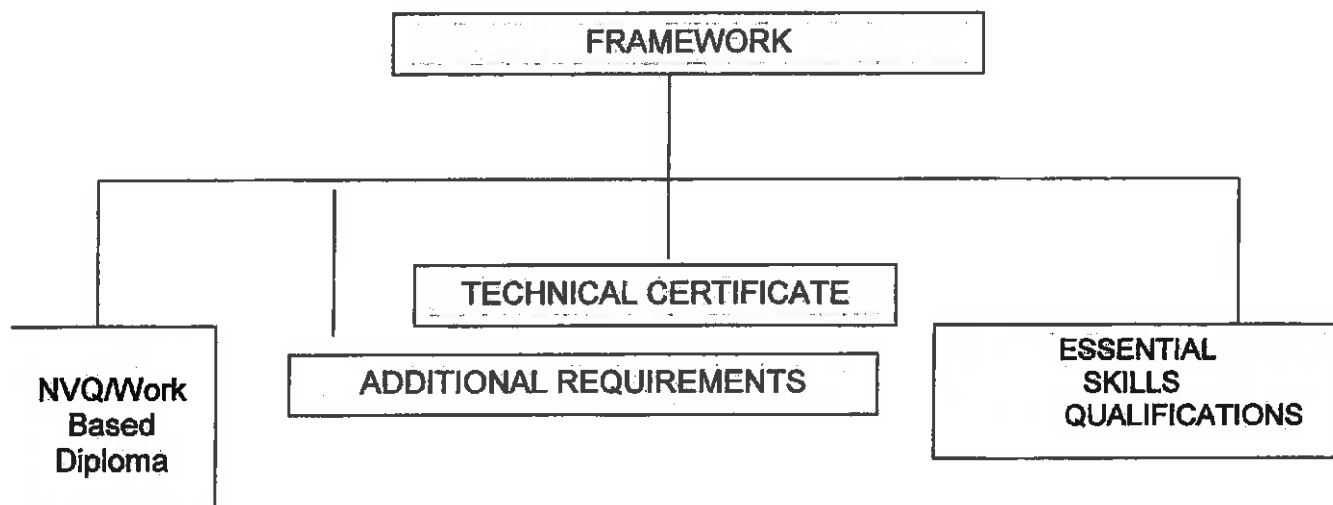
By signing your **Individual Learning Plan** you are agreeing that -

- you have received information about the programme, qualification and framework you are aiming for and understand that your progress will be regularly monitored during the regular reviews and that you will be assessed according to the approved arrangements laid down for the course.
- you understand and agree to follow the college's enrolment conditions. These include that the college can let your parents know about your attendance and your progress if you are under 18, and to your employers if you are an apprentice.
- you are aware of the college's rules and the standards that the college aims to achieve.
- you have made your training adviser/assessor and tutor aware of any learning difficulties or disabilities you may have and that you understand the range of services and entitlements that the College offers and how to gain access to them.
- That your individual learning plan records a relevant programme for you and that it is the result of appropriate advice and assessment.
- Your individual learning plan is just that, individual to you, it shows what qualifications make up your programme of learning or framework together with the length of time you are expected to achieve, this will be undertaken with your employer if applicable.
- That you understand and agree to the literacy/numeracy and Welsh Language and Culture targets as stipulated by the Welsh Government.

What is a framework?

- A set of qualifications to achieve your full award for:
Foundation Apprenticeship
Apprenticeship
Higher Apprenticeship

Framework requirements



Completion time

Times will vary depending on your framework.
This applies to Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship schemes.

Your Training Advisor will discuss this with you.

My expected completion date for my programme is:

NVQ / DIPLOMA / WORKBASED DIPLOMAS, WHAT IS THE QUALIFICATION?

- It is an occupational, competence based qualification.
- It is workplace assessed.
- Achievement will often require training

ASSESSING

- Measures your ability to perform skills required practically. i.e. Observation.
- Checked your underpinning knowledge and understanding by questioning.
- This may be through tests or verbal questioning.

STANDARDS AND EVIDENCE

Each element is split into:

Performance Criteria

- To show what has to be performed competently. What you can do.

Underpinning Knowledge

- Questions to show your understanding of the job you do.

Range

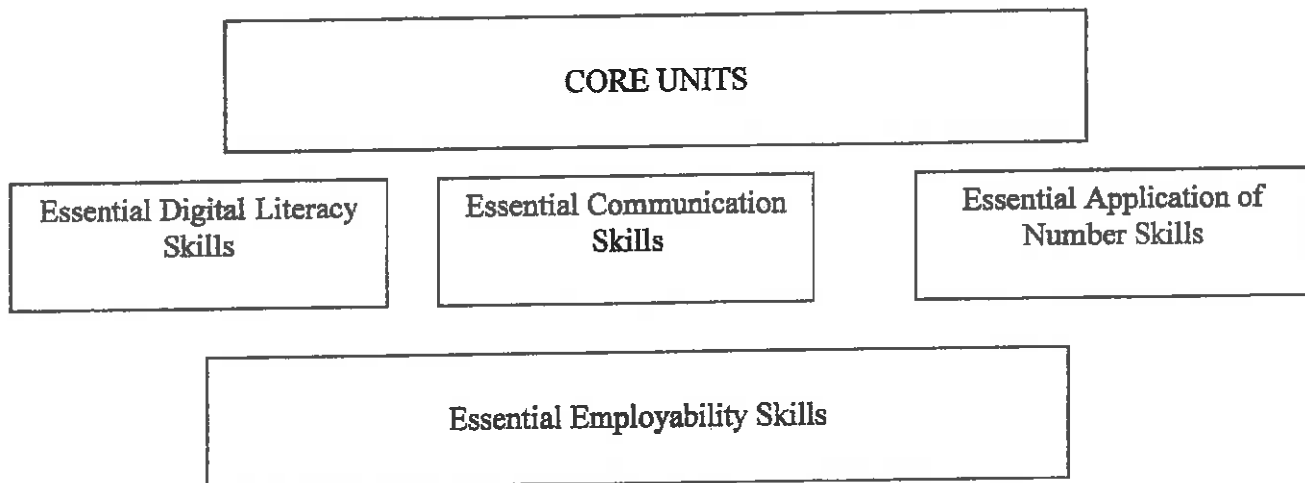
- The tasks required to show your ability to do the job.

TYPES OF EVIDENCE

- Observation in the workplace
- Testimony of others.
- Candidate explanation of process / log book.
- Assessment of prior learning. (APL)
- Oral &/or written questioning
- Video/photographic/voice recordings

What are essential skill qualifications?

They are skills that are transferable between many everyday tasks that you perform.



- You will produce a portfolio (file) and sit controlled tasks for your Essential Skills qualifications work. It can contain work from your main programme, although specific assignments may need to be completed.

Employment responsibilities and rights

- Statutory Responsibilities and Rights.
- Procedures and Documentation.
- Career Pathways.
- Representative Bodies.

Guide to your rights

On an apprenticeship, from day 1 you are entitled to:

- An itemised pay slip or statement
- Equal pay
- No discrimination on the basis of sex, racism sexual orientation, religious beliefs and age
- A limit of 48 hours on the maximum average working week
- 20 days of paid leave every year

After 1 months service you are entitled to:

- One week's notice of dismissal

After 2 months service you are entitled to:

- A written statement of your terms and conditions (NB a contract of employment legally exists as soon as you have received payment for work, most employees are given a written contract before or upon starting work).

After 1 years' service you are entitled to:

- Redundancy pay
- Protection against unfair dismissal

National Minimum Wage

There are different levels of NMW, depending on your age and whether you are an apprentice, up to date information can be found on HMRC website.



ENSURING ALL GOES WELL WHILST AT COLEG SIR GAR
&
COLEG CEREDIGION

College Conduct and Appeals

Assessment appeals procedure

Policy statement

Coleg Sir Gâr and Coleg Ceredigion are committed to informing and providing all learners with a fair and transparent assessment process. Learners will be informed of both the academic appeals and assessment process at the outset of their programme of study and an assessment plan will be shared with the learner at the commencement of and throughout the course when appropriate.

In the event of a learner being dissatisfied with an assessment outcome or grade for internally assessed work, the regulations and the procedures below apply.

All stages of the procedure must be clearly documented showing realistic timescales and outcomes.

Regulations relating to academic appeals

1. A learner who has received an assessment outcome/grade for work and wishes to challenge that assessment outcome/grade can do so if he/she believes that:
 - It has not been marked according to the pre-agreed criteria;
 - There has been some discrimination in arriving at the assessment outcome/grade on personal grounds;
 - Work has not been set, marked and returned within the agreed timescale for the course;
 - The conduct of the assessment has not been fair;
 - The adequacy of the opportunities offered in order to demonstrate competency or achievement have been limited to the extent that an unfair outcome was arrived at;
 - The first step should be a discussion between the learner and lecturer/ tutor concerned, which should take place within 5 working days of the assessment decision being returned. The purpose of this discussion will be to achieve an early resolution to the issue/s raised by the learner if possible.
 - In the case of an NVQ programme, if the issue has not been resolved with the assessor, the learner should discuss the issue with the named Internal Quality Assurer within a further period of 5 working days.
 - If the learner remains dissatisfied with the outcome of this discussion then s(he) should discuss the matter further with a member of the Curriculum Area/Faculty

Management Team as soon as is practicably possible but within a 10 working day period of the meeting with the tutor/lecturer.

2. If there is still no satisfactory or acceptable resolution to the issue/s raised then the member of the Curriculum Area/Faculty Management Team concerned should inform the learner of the procedure for applying in writing to the Director of Learner Support outlining his/her complaint. The Director of Learner Support will arrange to meet with the learner and the member of the Curriculum Area/Faculty Management Team concerned within a mutually agreed timescale but not in excess of 10 working days of the written request. The learner may bring with them a friend, a parent or guardian, employer or representative of the Students' Union to that meeting.
3. If the issue/s remains unresolved after the stages in points 1 and 2 above, and the learner wishes to pursue an appeal further, then they shall inform the Assistant Principal for Teaching, Learning Quality within 5 working days of their meeting. The Assistant Principal for Teaching, Learning and Quality will notify the Principal who will within 10 working days set up a meeting of the Appeals Panel.

Procedures of the appeals panel

1. Following the procedures outlined in Paragraphs 1-3 above, the Principal will convene a meeting of the Appeals Panel and circulate to the members' details of the piece of assessed work under dispute. The learner will be notified not less than 5 working days in advance of the date, time and location of the meeting and must indicate to the Principal's office his/her intention to attend.
2. The composition of the panel will be as follows:-
 - The Principal or another Senior Manager not previously involved (Chair);
 - A member of the Curriculum Area/Faculty Management Team but not the one involved in paragraph (2);
 - A student representative; and
 - An Internal Quality Assurer, if appropriate.

Panel procedures:-

- The panel shall first hear from the learner or his/her representative as to the nature of the appeal.
- The panel may then hear from any other person it deems appropriate.
- Only the chair may call any additional relevant contributors.
- The decision of the Chair on any matter of procedure will be final.
- The Chair may adjourn the meeting to enable steps to be taken towards clarifying a disputed point of fact material to the appeal or the original issue/s raised and form part of the appeal.

The Chair may decide to elicit the views of the external verifier/quality assessor, assessor or moderator, if these have been previously involved in earlier stages of the process.

A decision will be reached by the panel with no other person/s present. In reaching a decision the panel shall attempt to act in the best interests of the learner concerned

as well as ensuring that the academic standards of the College's programmes of study are maintained. Decisions of the panel shall be communicated to the learner, the tutor, the Curriculum Area Head, Faculty Director and the Director of Learner Support in writing within 24 hours of the meeting.

All Students also have the right to appeal to Awarding Organisations

If a head of centre or private candidate is dissatisfied with examination results and has reasons to suspect they may not be accurate, the first step to take is to make an enquiry about results. Full details of enquiries about results services are given in the JCQ publication Post-Results Services – Information and guidance to centres <http://www.jcq.org.uk/exams-office/post-results-services>

Your rights and responsibilities as a student

Your "rights and responsibilities" set out what you can expect from the college and what the college expects of you. The rules and policies are intended to help you make the most of your time in college and to make sure everyone has the chance to achieve and do their best.

Student entitlement

Being a student of the College will entitle you to:

1. Physical access to the Campus, appropriate buildings, teaching and social areas;
2. Accurate information and competent guidance to enable you to choose a course which is appropriate to your needs;
3. A wide choice of courses which are relevant to local, national and international needs;
4. An assessment and accreditation of prior learning, where appropriate;
5. Suitably qualified and experienced teaching and support staff;
6. A pleasant and productive learning environment;
7. Access to a full range of teaching, learning and student support services;
8. Regular assessment and feedback on progress;
9. An opportunity to tell the College what you think of your experience at the college and to suggest improvements to your course either personally or through a student representative;
10. Further Careers Guidance as required, following completion of your course/programme

While the College will strive to perform in accordance with the Student Entitlement the commitments contained in it are expressions of intent but not legally binding obligations

Activity

Look at the list of entitlements (1 to 10) above and choose 3 that you think are most important.

Write down why the entitlement is important to you.

Entitlement No	Reason why you think it is important

Here are some practical suggestions that might help you to successfully complete your programme of study.

- Always carry a diary or enter information onto an e-diary so you know what course work dates are and when assignment hand in dates are etc. This will help you to keep track of deadlines.
- Try to plan ahead. If you know a busy time is coming up on your course or at your place of work, plan ahead as much as possible and try to move things around to create a balance.
- Employers will be more sympathetic if you advise them as soon as you can that you can't work, and if you are able to suggest practical solutions and take responsibility for the change in rota they will think this is good.
- If you are struggling, seek advice and support as early as you can from your course tutor and training adviser/assessor. Sometimes coursework deadlines can be extended in exceptional circumstances.
- Don't forget to give yourself time to unwind and relax after work or study. Don't, for example, cut something out because you don't feel you have the time to fit it in. You will resent the fact that you can't do this activity and either your work or your job will suffer.
- Try to stick to structured work patterns so that you know when you will be working.
- Be realistic about what you can fit in. Remember there are only 24 hours in a day. Don't over promise then under deliver.
- Try to cut back on part time work before and during exam times. Work might provide you with a welcome relief from your study but try to organise some time off before exams and try not to agree to extra shifts or overtime at this time.
- Don't skip lectures to work - missing classes and submitting work late or of poor quality will seriously affect your results.
- Remember to talk about how you managed your time while working and studying at job interviews. Employers will be impressed to hear how you achieved this and it can demonstrate your organisational and time management skills.

Your career and Job Choices

You may already have made a career choice or have an idea of the kind of job you would like to do when you leave college. If this is the case then you need to be sure that you have thought things through.

If you are not sure what you want to do in the future, thinking about the factors that are likely to influence your choice of job or career may help you make up your mind about the type of work you might like.

What the College expects from you

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

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

The main Code of Conduct is set out below.

Student code of conduct

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

Learning and Working

You are expected to:

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

Behaviour

You are expected to:

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

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

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

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

The disciplinary process consists of the following levels:

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

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

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

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

Signature: _____

Date: _____

How to contact the Learner Support Team

Campus	Name	Title	Tel.	E mail
All campuses	Steve Kelshaw	Director of Learner Support		steve.kelshaw@colegsirgar.ac.uk
	Matthew Morgan	Learner mentor		Matthew.morgan@colegsirgar.ac.uk

Absence and attendance in College

If you can't come to college it is important that you contact the college and your training adviser/assessor to let us know you won't be in. If you have an appointment at the hospital or dentist you should let your training adviser/assessor know as soon as possible.

The college has an **Attendance Policy**

1. Attendance

All learners are required to attend all of their timetabled classes unless their absence is authorised or unforeseen.

Non-notified absence is unacceptable and may lead to disciplinary action being taken by the College.

(i) Authorised Absence:

The following is a list of absences that the College defines as 'authorised'. The learner must inform their Training adviser/assessor and subject tutor(s) in advance of the 'authorised' absence:

- A medical or similar appointment that cannot normally be arranged outside College hours (this does not include routine dentist or optician's appointments or regular appointments with a counsellor or social worker);
- A religious holiday (up to 1 day) provided that this has been agreed in advance with the personal tutor;
- A visit to a university to attend an open day or interview or a career related interview;
- A need to look after a family member or other person for whom the learner acts as a personal carer, but not on a regular basis (where this is regularly affecting studies, staff should discuss with the learner ways to address the issue and, if appropriate, make changes to the learning plan);

- A non-college special activity such as participating in drama, music or sport or volunteering. The College will only agree absences for events that reflect a significant level of achievement, for example a national or regional event;
- Attendance at a probation or court meeting;
- Attendance at the funeral of a close family member;
- A driving test;
- Attendance at Governors / course representative meetings;
- Family holidays (only in exceptional circumstances and must be agreed in advance by a member of the Curriculum Area Management team);
- Study based work experience or work placement

(ii) Non - authorised Absence:

The following is a list of absences that the College defines as 'non -authorised'.

- work, either part or full – time;
- leisure activities;
- birthdays or similar celebrations;
- babysitting or looking after brothers and sisters;
- shopping;
- driving lessons.

(iii) Unforeseen Absence

If a learner is absent and it is unforeseen, they should: -

- telephone their College campus office and their training adviser/assessor before 10.00 am on the day of absence and give a reason for the absence (this phone number will be provided at Induction);
- provide evidence, if authorised or unforeseen, for their absence on their return to College.

2. Monitoring attendance and investigating issues

All learners are required to attend all of their timetabled classes unless their absence is authorised or unforeseen. If the attendance of a learner falls **below 92%** on a course then an investigation may be undertaken by the course leader and your training adviser/assessor or member of the Curriculum Area Management Team.

Depending on the outcome of the investigation, the College disciplinary procedure may be applied by a member of the Curriculum Area Management Team. In exceptional cases, an interim target of below 92% may be set for individual learners by a course team member depending on their personal circumstances.

3. Learner lateness

All learners are required to be punctual for all of their timetabled classes unless their lateness is unavoidable. Avoidable lateness is unacceptable and may lead to disciplinary action being taken.

Lateness is defined as arriving at a timetabled session more than 5 minutes after the scheduled start of that session.

Any learner arriving more than 5 minutes after the start of a timetabled session will be marked as late in the register.

Lecturers should not refuse entry to learners who are late.

Learners will be expected to account for their lateness and where such account is not forthcoming, the lecturer will seek an appropriate moment to discuss reasons for lateness with the learner. This must be carried out with appropriate sensitivity and must respect a learner's right to confidentiality and privacy.

Where a learner is persistently late, the College disciplinary procedures will be instigated. Where the reason for their lateness is beyond a learner's control, lecturers must identify what, if any, adjustments can be made to either timetables or lesson plans to ensure the learner is not disadvantaged.

Activity

1. Write down why it is important to let your tutor/training adviser/assessor know if you are going to be absent from college:

2. Why do you think regular attendance and punctuality are important?

Keeping you safe and well

The 1974 Health and Safety at Work Act.

This Act places responsibilities on both the employer and employee and as an employee you have legal duties to;

- Take reasonable care of yourself and others by what you do or not do
- Co-operate with your employer on health and safety matters
- Correctly use work items provided by your employer. (PPE)
- Not interfere or misuse anything provided for you H&S
- Failure to adhere to the above may result in **Prosecution**
- As a learner on Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship. You are classed as Employed.

Personal protective equipment

You must wear appropriate PPE as supplied by your Employer as he/she is required by law to provide this

Fire procedures

Each company will have its own Fire Procedure, which must be displayed on notice boards.

Action on discovering a fire

- Raise the alarm by breaking the glass at call point
- Contact Tutor if in College/Supervisor to call Fire Brigade

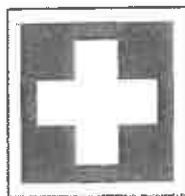
Action on hearing the alarm

- Evacuate the building to the assembly point (Nearest Exit)
- Leave belongings in the building
- Report to the fire marshal at assembly point
- Do not re-enter until told to do so by a fire marshal

Safety Signs



Prohibition
(You must not, do not, Stop)



Safe Condition
(Where to go in an emergency)



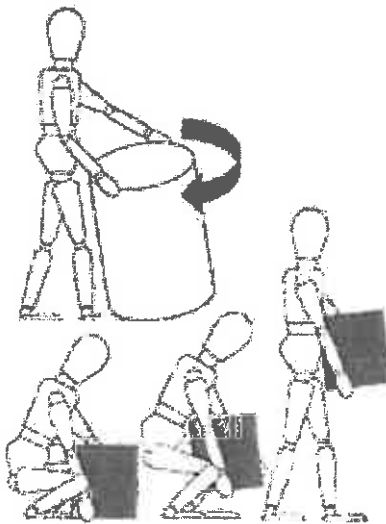
You must do
(Carry out the instruction on the sign)



Warning
(Caution, Risk of Danger/ Hazard)

Manual handling

- Assess (How would you assess?)
- Plan (Where you'll grip, where it's going)
- Feet position close to the load
- Squat, back straight, knees bent
- Grab firmly where planned
- Stand up slowly using leg power with load close to body
- Do not twist body while carrying
- Put load down smoothly again using leg power.



First aid

First Aid/ First Aiders

- Location of the first aid room or first aid box is normally posted on Notice Boards and employees are usually shown at the workplace induction. Sometimes these First Aid Boxes will be kept in Vehicles
- Names and photos of qualified first aiders are usually displayed on notice boards.
- If not sure of above you must ask

Accident reporting

- All accidents must be reported to your supervisor or a first aider. Serious accidents need to be reported to your Training Advisor
- The accident no matter how small should be recorded on a company document
- Near misses **must** also be reported
- Note! Information entered on an accident book is covered by the DATA PROTECTION ACT.
- You must ask your Employer on the RIDDOR Reporting Requirements.

Keeping yourself safe at College

The college takes the health and safety of its learners, staff, visitors and environment very seriously. When you are in college you will be expected to play your part in keeping the college welcoming and safe for everyone.

The college will do its best to ensure that you can study in a healthy and safe environment. However you also have a responsibility to take reasonable care, not only for yourself but also for others whilst you are in college. This is not just a college rule; it is a legal requirement as stated in the *Health and Safety at Work Act 1974*. This means that you should not behave in a way that might put you or others at risk and that you should report anything you consider might be hazardous to others. Many courses will have a subject specific Health and Safety talk during tutorial and you will also hear more about how important this part of college life is during your Student Services Induction talk.

Health & safety in the college

Answer the following questions so that you can start to become aware of who can help you and where you can go to find help in the case of accidents and emergencies.

1. Where can you go to get the help of a First Aider in college?
 2. Why Health and Safety in a college is important. Write down FOUR things relating to Health and Safety and the course that you are on:
 - a)
 - b)
 - c)
 - d)
 3. The college has lots of courses that require learners to use protective clothing and equipment. Can you think of 2 courses that might mean you have to wear specialist clothing or use specialist equipment (you can look through the college prospectus on the internet to help you). Could you identify what protective clothing they need and explain why it is essential?
-
-

4. Can you think of a place you go on your course within College where you have to observe Health and Safety rules?

5. Write down what you think you should do if....

- a) Someone has spilled a cup of hot coffee on the stairs.

- b) You come across someone behaving violently towards another student.

- c) You are aware that someone in your group is being bullied.

- d) During the first few weeks of term you will probably take part in a fire evacuation exercise. Explain what you should do when the fire alarm sounds, starting from the room where you are at this moment.



Learner Voice activities

Your view through learner voice

One of your rights at college is the right to be heard and to make suggestions as to how we can improve.

We want to give you as many opportunities as possible to "have your say" about your time in college.

The consortium will send out e mails to all learners during their time on programme via e mail to get your valued views about your training and programme

The sections below explain how you can let us know of any concerns you may have about the college.

Your views

IMPROVING COLLEGE SERVICES

- Your compliments, complaints and comments provide useful feedback and help us to improve what we do. We will log your communication to help us monitor our service.
- Compliments let us know when you are happy with a college service and tell us when something is working well. We can then share this good practice with other services. Comments provide ideas on how we can improve a service or save money.
- Complaints tell us when you are not happy with a service and this gives us the opportunity to put things right.

How to make a compliment, comment or complaint

- If the issue is of a minor nature, you may wish to address the member of staff or student concerned. Remember to be polite. Your training adviser/assessor can advise you how best to proceed.
- Alternatively, you can fill in the on-line form. This can be found on the internet site www.colegsirgar.ac.uk or the college intranet.
- You can also make a complaint, comment or compliment in person, in writing, over the telephone or by e-mail.
- If you can't do this yourself ask someone to do it for you, such as a relative or friend.

Who to contact

- If you want to make a compliment, comment or complaint, please contact Learner Support. You can reach them at:
Learner Support, Graig Campus, Sandy Road, Llanelli, SA15 4DN.
Tel: 01554 748112 Fax: 01554 748170
E-mail: feedback@colegsirgar.ac.uk

About complaints

- If you complain in person or over the telephone we will try to resolve the problem immediately.

Learner reps and learner panels

You will also have a chance to "have your say" through the election of a "learner rep" for each course who will attend Learner Panel meetings on each campus. The Learner Panels are meetings held between representatives of each course and college management and they are your chance to raise any issues. Reports from the meetings are taken to the Principal and Senior Management as well as to the Corporate Board.

Learners are also represented on the Corporate Board through the Learners Union – so you are able to "have your say" at the highest level.

Our target response times

- We will contact you within 5 working days of receiving your complaint. Our response will usually deal with the matter.
- If we need more time to investigate, we will explain why and aim to respond within 10 working days of receiving your complaint.
- If we need more information from you, we will then reply within 10 working days of receiving this.
- If we cannot respond within the time scales above, we will tell you the reason for the delay and when you can expect our response.

If you are not satisfied with our reply

- You can write to the Principal and ask for the matter to be investigated. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
- If you are still not satisfied you can write to the Chair of Directors. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
- If you feel that any concern raised has not been dealt with, once Coleg Sir Gâr processes have been followed, you have the right to contact B-wbl Consortium for further assistance. Please contact the Consortium Manager on 01437 753177.

- In the unlikely event that the problem has still not been resolved to your satisfaction you can discuss the problem with DfES or contact the Welsh Government.

Activity

After reading the information on "Your Views" answer the following questions:

Who would you contact to make a complaint, comment or compliment?

What is the email address?

What is the usual timescale for responding to complaints?

Your Well Being at Coleg Sir Gâr and Coleg Ceredigion

Coleg Sir Gâr and Coleg Ceredigion are committed to supporting the well being of its learners. People face problems throughout their life and coming to college and starting on a new programme of learning is no exception.

Everyone has problems to deal with at some time or another. Often a problem can be made easier or solved if you know where to go and who to ask for help.

During your time in Coleg Sir Gâr or Coleg Ceredigion you may need help with your learning or you may need help with personal problems that affect you in college.

The Learner Support team at the college are here to help and support you.

During the first few weeks of college you will have an opportunity to attend a Learner Support talk on your campus which will inform you about the help and support that is available at Coleg Sir Gâr and Coleg Ceredigion and on your campus.

This section of the induction booklet will help you find out about the different kinds of help available to you and how to use them.

It will also help you understand how important it is that you ask for help and that you use the help available, rather than struggle with any problems on your own.

Who can help with your learning and college work?

It is the job of some members of the Learner Support Team to help learners with their learning and college work. Some staff work with learners on a 1: 1 basis and others work in class with learners on a specific course. The support offered by the team is meant to help each student achieve the best that they are capable of.

Learning Support Lecturers

Learning Support Lecturers have the training, qualifications and experience to assess and support learners who have a Specific Learning Difficulty (SpLD) such as Dyslexia, Dyspraxia, or Aspergers Syndrome.

If you know that you have a Specific Learning Difficulty it is important that you tell your training adviser/assessor and arrange to see someone from the Learner Support team so that you can find out about the support available to you.

If you or your tutors think you may have a Specific Learning Difficulty, but are not sure, arrangements can be made for you see a Learning Support Lecturer who will help you find out what support you need so that you will be able to cope with your college work more easily.

Learning Support Lecturers help learners who have Specific Learning Difficulties by teaching them ways to cope with the things they may find difficult such as remembering things, being organised or spelling.

Learning Support Lecturers may also work with learners who do not have a Specific Learning Difficulty. They can help learners who need support with general study skills such as research methods, report writing and examination techniques.

If during your time at Coleg Sir Gâr or Coleg Ceredigion you feel that you are struggling with any aspect of your learning you should let your training adviser/assessor or Learning Support Lecturers on your campus know, and will be able to offer some support.

Learning Support Assistants (LSAs)

The job of a Learning Support Assistant (LSA) is to work in class with learners who have additional learning needs either because they have a learning difficulty or because they have a disability.

Some LSAs work in class to offer general support to a group of learners while other LSAs will work with a student on a 1:1 basis because that student needs additional support due to a particular need i.e. the student has a disability or specific learning difficulty.

What can an LSA do to help with your learning or college work?

An LSA can help learners

- **Feel more confident about learning**
- **Be more organised**
- **Develop good research techniques**
- **Understand instructions**
- **Improve their spelling and grammar by proofreading work**
- **Become more independent in their learning**

Your support needs

It is important that your training adviser/assessor, tutors and the Learner Support team know about your support needs.

In order to help us please answer the questions below.

Do not worry if you answer 'yes' to any of the questions. It means that your training adviser/assessor, tutor or a member of the Learner Support team will talk to you about your needs and the college will offer you the support you need so that you can get on with your studies without worrying.

	Yes	No
Did you have a statement of special education need at school?		
Have you ever had an assessment for dyslexia?		
Were you given any special arrangements (e.g. extra time) to complete exams?		
Did you have any kind of help due to a disability or learning difficulty at school?		
Did you have any extra equipment e.g. laptop / computer software because of an additional need at school?		
Do you have difficulty in moving around the college due to a disability?		
Do you have a physical disability or condition that you would like us to be aware of?		
Do you have any mental health difficulties you would like us to be aware of?		

College counsellor

The college provides a counselling service so that one-to-one support is available for learners who experience personal difficulties during their time here. In counselling, learners can talk in confidence to someone who is trained to listen and help them make sense of their particular situation.

If you make an appointment to see the college counsellor you can expect the following things:

Confidentiality and support

To be listened to and not judged

Help to sort out your problems and find your own solutions

To go at your own pace

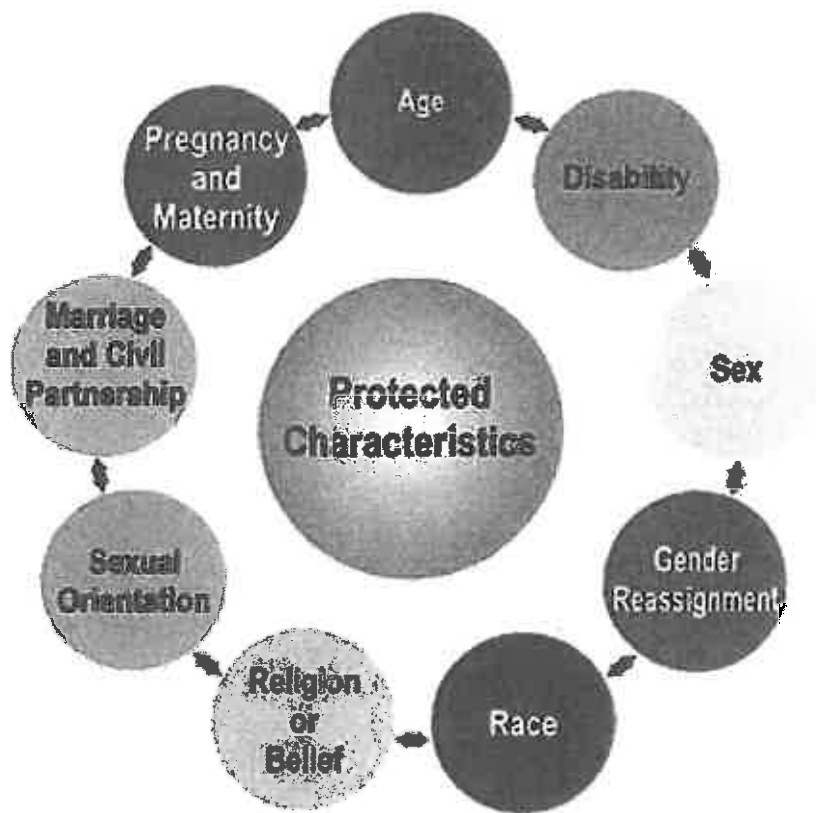
The chance to seek other help if you need it

1. What is the name of the college counsellor?

2. List two ways that you can you make an appointment to see the college counsellor.



Respect, equality and diversity



Our Respect campaign is aimed at making the college a better place for everyone.

One of the aims of the campaign is to highlight our commitment to promoting greater **equality and diversity**.

Equality – is about making sure everyone is treated fairly and equally and that people are not treated less favourably because of their race, gender, disability, religion, sexual orientation, age, etc.

Diversity – is about accepting, respecting and valuing people's differences.

We promote greater equality and diversity because we believe that everyone has a part to play in college and the wider community and that we all have something to contribute.

We also all have a legal duty to make sure we do not discriminate. All documents within Coleg Sir Gâr and Coleg Ceredigion are produced Bi-Lingually.

Challenging perceptions

The demographics in Britain are rapidly changing. It has become a more racially and ethnically diverse society, with an increasing number of citizens over the age of 50, more women and racial minorities entering the labour market and changes to the traditional family structure.

Problems that should be tackled

- Homophobic, Racist and sexist language in the workplace
- Unprofessional behaviour in the workplace
- Harassment, discrimination and oppressive work environments
- Set ideas about what women and other disadvantaged groups can contribute in the workplace.

Key messages of equality

- Everyone has the right to be respected and listened to
- There are some groups of people, or individuals who tend not to be treated fairly
- How we express ourselves and carry out our business can sometimes offend others
- We all make assumptions which need to be looked at
- Discrimination can take many forms, and have many targets
- Unfair discrimination is illegal.

If you want to tell us about any ideas or concerns you have relating to respect, equality and diversity you can email us at:

Respect@colegsirgar.ac.uk

You can also contact us using the Learner Voice systems that are described above.

We want a college that is free from all forms of bullying and discrimination:

Respect is...saying no to sexist and racist comments and actions

Respect is...saying no to all forms of homophobic bullying

Respect is...saying no to bullying and teasing of people with disabilities

Anti bullying policy

The college takes a very strong stand against any form of bullying and we have an Anti-Bullying Policy which is available on the intranet, college libraries or from Learner Support.

One of the most important messages in the Anti-Bullying policy is that if you feel you are being bullied **TELL SOMEONE**. This might be a tutor, your training advisor, your employer, friend or member of the Learner Support team

We also urge everyone to take responsibility for making sure that bullying is challenged. If you see bullying take place **TELL SOMEONE** – again you can tell a tutor, your training adviser/assessor, your employer or a member of the Learner Support team.

We all have the right to enjoy our time in college and to be safe. Bullying can destroy the lives of those affected and we all have a responsibility to tackle it.

Our bullying policy covers all sorts of bullying type behaviour – including name calling and teasing – and including “cyber bullying” where the bullying is carried out using texting, Facebook or any other technology.

ACTIVITY

Write down 3 reasons why you think bullying should be tackled in college:

- 1.
- 2.
- 3.

Equal opportunities

Equal Opportunities is about the elimination of unlawful and unfair discrimination against particular groups (eg people from ethnic minorities, people with disabilities, people with different religions, gay people and women).

Although it can be difficult it is important to stick up for your equal opportunities. Any kind of discrimination should not be tolerated and the more you speak out, the more the message will be heard.

The first step is to identify that you are being discriminated against and not try to make excuses for the behaviour.

Then you need to keep a record of what has been happening and take the appropriate action, either within your company or externally. Follow our checklist to help.

Are you Facing Discrimination?

Direct

Direct discrimination is the easiest form to detect. It is when a colleague or manager states, either to your face or in a job advert or written communication, you cannot do the job because of you gender, age, race, religion or disability.

Indirect

Indirect discrimination is a bit more subtle but just as damaging. If you are prevented from doing your job because the circumstances are made too difficult due to your gender, race, region, age or disability then you are facing indirect discrimination. Some people think they can get away with this and make excuses but it is just as serious.

If you feel that you are being discriminated against, tell your training adviser/assessor.

Safeguarding

Coleg Sir Gâr /Coleg Ceredigion wishes to ensure that all our learners have a safe and stimulating environment in which they can fulfil their potential and we wish to safeguard the welfare of our vulnerable adult learners.

If you have any concerns whether in college or work placement, please speak with your training adviser/assessor.

Cultural diversity

In recent years, much has been made of 'cultural diversity' in Britain. At both local and national levels of government, 'cultural diversity' has become a defining element of social inclusion and the means by which Britain declares itself to be tolerant multicultural society.

Cultural diversity can help to define groups of similar backgrounds or interests. An awareness of cultural diversity when dealing with human resource of a business enables the interaction to be positive for both parties and assists with recruitment, development and retention of staff as the population profile changes.

Sustainability and global citizenship at Coleg Sir Gâr and Coleg Ceredigion

What is sustainability?

Sustainability means living in a way that can be continued – a way that does not mess up the future.

At Coleg Sir Gâr and Coleg Ceredigion you will be asked to help keep your college sustainable by thinking about how you use things like paper and electricity and helping with recycling.

Some things that you can do when you are in college to help...

Switch off things that aren't being used

Computers are switched off automatically after a period of inactivity but it is even better to switch them off as soon as you have stopped using them. Printers go into *sleep mode* when not used but it is much better to switch them off at the end of the working session, especially on a Friday!

Think before you print

Do you really need to print at all? Have you spell-checked and used print-preview to avoid mistakes and the need to print your work out again? Make sure you check the amount of pages you are printing from the Internet as sometimes you think you are printing one page but it ends up being several pages long.

Recycle whenever possible

Computer rooms have plastic bags for paper recycling. You can ask for extra supplies of recycling bags from Reception desks at each site. The canteen areas will also provide recycle bins for empty plastic bottles – make sure that you are putting the right waste into the right bin! If you put non-recyclable waste going into recycling bins this means the whole lot will be dumped in landfill so none of the waste will get recycled at all.

Global Citizenship

Everyone should be recognised as being a citizen, in a variety of senses from birth. Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes. Being a citizen is, therefore, closely bound up with multiple roles that individuals have in society – as producers or consumers of goods and services, as contributors to economic and cultural development.

Global citizenship means that we;

- Are aware of the wider world and have a sense of our role as a citizen of that world
- Respect and value diversity
- Understand how the world works economically, politically, socially, culturally, technologically and environmentally.
- Are aware of and will act against unfairness
- Participate in and contribute to the community at a range of levels from local to global
- Are willing to act to make the world a fairer and more sustainable place
- Take responsibility for our own actions.

What is Terrorism, Extremism and Radicalisation?

Terrorism has been defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Extremism is the vocal or active opposition to fundamental British Values, including democracy, the rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

What you should do if you suspect someone is being radicalised or is involved in Extremism?

Report it to someone, a manager at work, a tutor, training adviser/assessor, assessor, a parent or relative or even speak to your local police about your concerns.

Anti-Terrorist hotline – 0800 789 321

Forms of Abuse

Abuse can mean a lot of different things such as neglect, physical, emotional or sexual abuse. It is not always easy to know if you or someone you know is being abused, but the important thing to remember is that no-one has the right to hurt you or make you do anything that feels wrong.

- Neglect means not being looked after properly
- Physical abuse is when someone deliberately hurts or injures you
- Bullying
- Emotional abuse
- Sexual abuse

Cyber Bullying and being safe on line

Facebook, Twitter, Instagram and the internet are great ways to connect with your friends, family and learn new things. It is also important to stay safe and make sure you do not share things that could put you in danger. If you are worried about how much of your life is online you can take steps to be safer. Here are some top tips to keep you safe online, free from cyber bullying, online grooming and sexting:

- Be careful what you share online
- Think before you post
- Be careful who you chat to
- Never share or reveal your passwords

It is about tackling the threat of extremism by raising awareness. Prevent is part of the Government's counter terrorism strategy to safeguard people and communities from any threats.

Why now?

18% INCREASE
IN TERROR
RELATED
ARRESTS
SINCE 2016

500 ongoing
investigations involving

3000 suspects

Why me?

Safeguarding is about keeping everyone safe. We have a responsibility and it is the law under the **Security and Counter Terrorism Act 2015**.

Prevent is about engaging in discussion and questioning about extremism and how we can help. **Safe spaces** enable everyone to take part and respect each other's views around race, religion, gender and sexual orientation.



to know...

Radicalisation is the way in which extremists get others to join them. Extremism vocal or active opposition to our British Values.

Terrorism the unlawful use of violence and intimidation against civilians, in the pursuit of political aims.

Staying Cyber safe

Knowing how to stay safe online is vital. Radicalisation often takes place online



Social Media Print / e-mag Gaming

what you need to know...



Who are you talking to

Not to give personal information

Protect your online reputation

How and where to find help

Not everything online is true

What are our British Values?

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

People vulnerable to radicalisation?

What can make

Anyone can be vulnerable at difficult times in their lives
People at risk can:

- have lack of knowledge
- have no one to listen
- have no sense of belonging
- age/ethnicity
- peer pressure
- grooming
- suffered trauma
- feel isolated



Questions to ask?

- Who wrote it?
- Where did it come from?
- Are there other views?
- Always asking WHY?

What is the difference between Islam and Islamism?

British Citizens have travelled to Syria and Iraq to join ISIS and other groups. 400 Returned.

850+

66% rise in the number of suspects arrested from Far Right groups.

a terror incident occurred?



TERROR IN THE UK NOW

Extreme Islamist groups
ISIS, Al Qaeda and others

Extreme Far Right
linked to Nazi and neo-Nazi
beliefs eg National Action,
Britain First and includes
racism, fascism, Islamophobia,
anti-Semitism

What if I am worried?

If you hear something that could be terror related call the police hotline on 0800 789321. If it is someone in your community call your local force on 101.

Help at my training provider

Safeguarding/Prevent lead

Prevent is about.....

Safeguarding people and communities from the threat of **extremism**.

Why is it important to know about Prevent?

It doesn't happen here!!

Are you aware of any threats in Wales?

Respecting other's views and beliefs and faiths.

All our training providers are safe spaces to engage in discussion.



What does respecting other people mean to you?

How do you show tolerance of other people at work and home?

What do you understand by stereotypes?

Engaging in discussion about British Values.

Can you identify the British Values?

- 1.
- 2.
- 3.

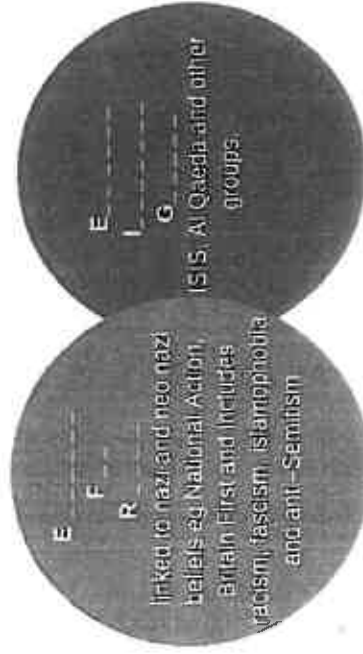
Anyone can be vulnerable to

What factors might push someone towards radicalisation?

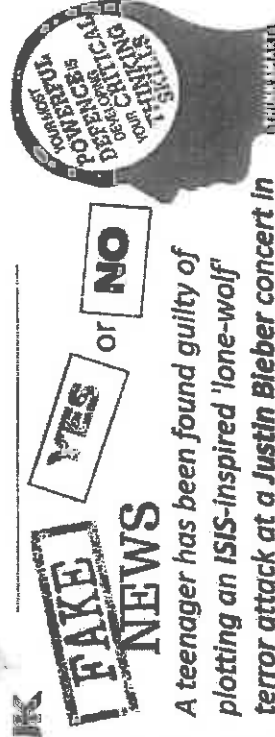
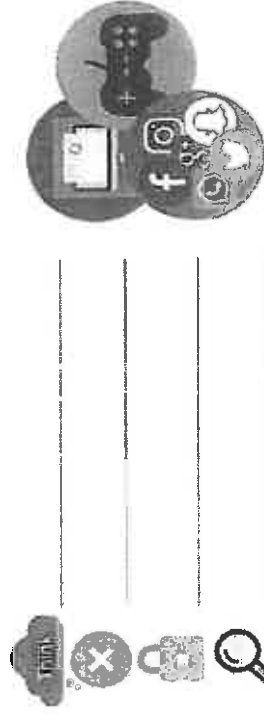
Understanding Extremists in the UK

An extremist group is one which.....

Can you identify the groups below?



What do you need to know about



We should always question what we read or see online. Always think...

W _ _ , W _ _ _ _ and always W _ _ ?

How should you respond to acts of terrorism?



How can you raise concerns and ask for help?

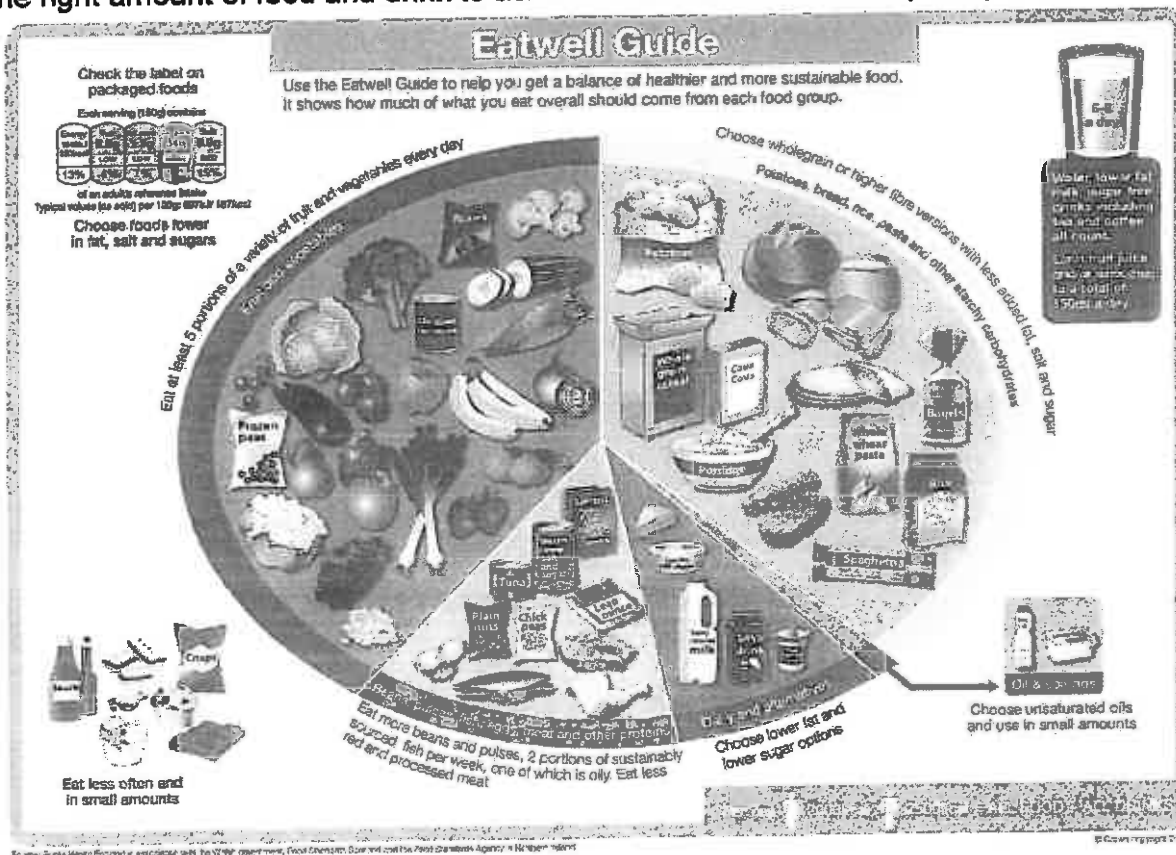
Healthy Eating

It is important to stay healthy and know the right way to treat your body. Staying healthy physically can help you stay healthy emotionally too. If you are eating the right food and keeping fit, your body will be strong and help you to cope with stress and also fight illness.

Eating well and taking regular exercise will also help you stay in good health later in life. Sleeping is also a really important way to stay healthy. Having late nights can leave you feeling tired the next day. It can be difficult, but try to have at least 6-8 hours sleep each night.

Smoking, drinking alcohol and taking drugs can harm your health and cancel out the effects of a good diet and exercise. Doing these things can lower the immune system and cause mental health problems too.

Eating a healthy, balanced diet is an important part of maintaining good health and can help you feel your best. When it comes to a healthy diet balance is the key to getting it right. This means eating a wide variety of foods in the right proportion and consuming the right amount of food and drink to achieve and maintain a healthy body weight.



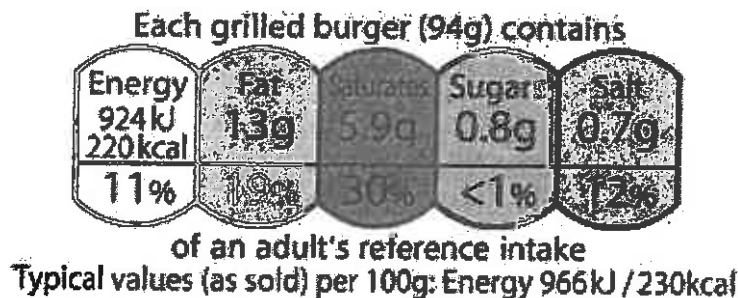
The Eatwell guide shows how much of what we eat overall should come from each group to achieve a healthy balance. The guide divides the food that we eat and drink into 5 main food groups and shows the proportions to have a healthy diet.

It is also important when shopping that we understand what the labels are telling us

Food labelling

Understanding food labels

If you're not sure how much of a food to eat, have a look at the food label. Food labels appear on all packaged foods and drinks.



Look out for the red, amber and green on food labels

Some food labels use red, amber and green colour coding which makes it easier to choose food that is lower in total fat, saturated fat, and sugar and salt. Choose more 'greens' and 'ambers' and fewer 'reds'.

Total fat, saturated fat, and sugar and salt - high or low?

Total fat

High: more than 17.5g of fat per 100g

Low: 3g of fat or less per 100g

Saturated fat

High: more than 5g of saturated fat per 100g

Low: 1.5g of saturated fat or less per 100g

Sugars

High: more than 22.5g of total sugars per 100g

Low: 5g of total sugars or less per 100g

Salt and sodium

Salt is also called sodium chloride. Sometimes, food labels only give the figure for sodium. But there's a simple way to work out how much salt you're eating from the sodium figure: salt = sodium x 2.5.

High: more than 1.5g salt per 100g (or 0.6g sodium)

Low: 0.3g salt or less per 100g (or 0.1g sodium)

Reference intakes

Remember to look at the Reference intake information on the label as well, which will appear as a percentage (%). This will tell you what a food or drink contributes to your daily diet. Reference intakes are guidelines about the approximate amount of particular nutrients and energy required for a healthy diet. Because everyone is different, RIs aren't targets, but they do give a useful indication of how a particular nutrient or amount of energy fits into your daily diet.

Top tips

Weekly shop

When food shopping compare the information on the labels and choose the products with fewer calories per portion. You can also do this if you shop online.

Look at the ingredients

Another way to judge how much fat or sugar is in packaged food is to look at the 'ingredients' list. The further down the list it is, the less it contains.

On the go?

If you buy food on the go, or eat out, some restaurants and food outlets are also labelling their food and non-alcoholic drinks, so it's easier to make a choice.

Get the Sugar Smart app today!

Regularly consuming foods and drinks that are high in sugar increase the risk of obesity. Many packaged foods and drinks contain a high amount of sugar.

This App will inform you of how much sugar that there is in particular foods



Get the app	Start scanning	Reveal the sugar
Download the Sugar Smart app	Scan the barcodes on food packaging at home and at the shops	See the number of sugar cubes in everyday food and drink. You'd be surprised just how many there are!



8 tips for eating well

1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish – including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Eat less salt – no more than 6g a day for adults
6. Get active and be a healthy weight
7. Don't get thirsty
8. Don't skip breakfast

Remember fruit juice and/or smoothies should be limited to no more than 150ml per day in total.

Substance Misuse and Addiction

The difference between substance abuse and addiction is very slight. Substance abuse means using an illegal substance or using a legal substance in the wrong way.

You can abuse a drug (or alcohol) without having an addiction. People can get addicted to all sorts of substances. When we think of addiction, we usually think of alcohol or illegal drugs. But people become addicted to medications, cigarettes, even glue! And some substances are more addictive than others.

Drugs like crack or heroin are so addictive that they may only be used once or twice before the user loses control.

Addiction means a person has no control over whether he or she uses a drug or drinks. Someone who is addicted to cocaine has grown so used to the drug that he or she has to have it. Addiction can be physical, psychological, or both.

Many people think they can kick the problem on their own, but that rarely works. Find someone you trust to talk to. If you can't talk to your parents, you may want to approach a relative, doctor, tutor, training assessor or councillor.



BILINGUALISM AT COLLEGE AND THE WORK PLACE

Bilingualism

The Welsh language is used by about 1 in every 5 people in Wales in their everyday lives – whether it be in education, in work or just socialising.

The ability to speak Welsh is becoming more and more important when looking for jobs, so it is increasingly important that learners are able to follow part or all of their course bilingually or through the medium of Welsh.

Being able to speak Welsh will also help you to be able to communicate with prospective colleagues and customers in their own language.

Two Languages – What's The Point?

The majority of people across the world use at least two languages in their everyday lives. What are the advantages of bilingualism?

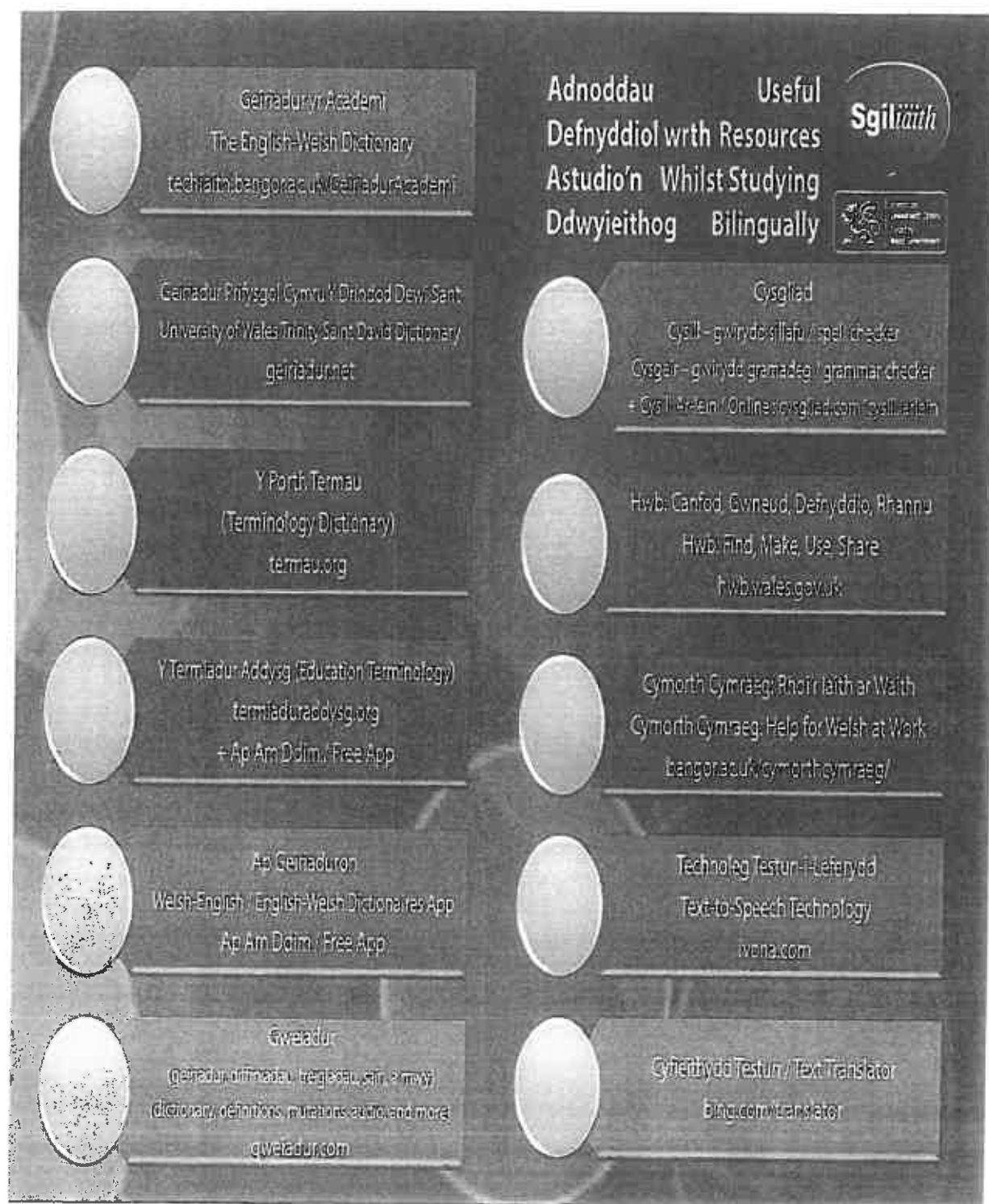
- **Employability:** bilingualism increases your employability and opens doors to new opportunities in employment.
- **Financial:** bilinguals earn more on average. There is a growing need for bilinguals in media, sales, marketing, tourism, banking, law, education, health, IT, business and many other fields.
- **Curriculum:** bilinguals tend to achieve more in school and college, and are more likely to be able to learn an additional language.
- **Communication:** bilingualism offers the ability to communicate with a wider range of people in a variety of circumstances.
- **Customer Services:** you can make customers' experiences more pleasurable – customers have a greater appreciation of companies that offer language choice.
- **Cultural:** bilingualism opens doors to two different cultures, and bilinguals tend to be more respectful of cultural difference.
- **Cognitive Skills:** bilingualism strengthens the cognitive muscles – bilinguals tend to be more creative, flexible and sensitive, and seem to think more freely and more elaborately, whilst also finding it easier to focus on a range of tasks at the same time.
- **Character Development:** bilingualism seems to raise self-esteem and self-respect, and bilinguals tend to have close links with their heritage.
- **Health:** research shows that bilingualism delays the onset of dementia and other symptoms of Alzheimer's disease.

Yn cefnogi addysg ddwyieithog a chyflwyno Cymraeg yn y sector di-ll.

Supporting Welsh-medium and bilingual education in the post-14 sector

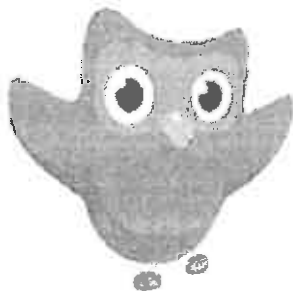
Sgiliaith

If you are a Welsh speaker how much of the programme are you intending to complete through the medium of Welsh?

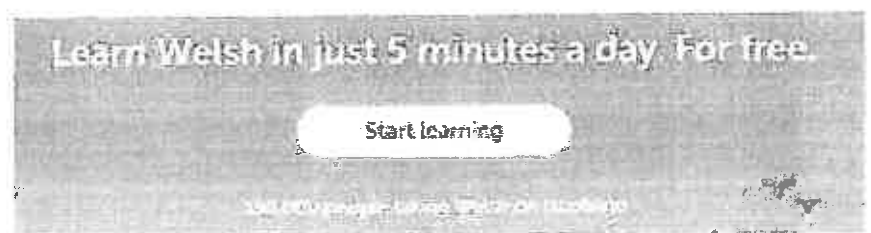


Some useful Welsh words

Please - Os gwelwch yn dda	
Thank you - Diolch	Good/ bad - Da/ drwg
1 - un	Big/ small - Mawr/ bychan
2 - dau	Cup of Tea - Paned o De
3 - tri	Cup of Coffee - Paned o Goffi
4 - pedwar	Orange juice - Sudd oren
5 - pump	Farm - Ffarm
6 - chwech	Beach - Traeth or, Lan y mor
7 - saith	Left - Chwith (To the left - I'r Chwith)
8 - wyth	Right - Dde (To the right - I'r Dde)
9 - naw	Sleeping/ awake - Cysgu/ deffro
10- deg	Shop - Siop
Sunday - Dydd Sul	When do you open? - Pryd da chl'n agor?
Monday - Dydd Llun	When do you close? - Pryd da chl'n cau?
Tuesday - Dydd Mawrth	Newspaper - Papur newydd
Wednesday - Dydd Mercher	Mobile phone - Ffon symudol
Thursday - Dydd Iau	It's sunny/raining/misty - Mae'n heulog/glawio/nlwglog
Friday - Dydd Gwener	Police - Heddlu
Saturday - Dydd Sadwrn	Ambulance - Ambiwllans
Yesterday/ today/ tomorrow - Ddoe/ heddiw/ yfory	Fire - Tan
Day/ week/ month/ year - Diwrnod/ wythnos/ mis/ blwyddyn	Hospital - Ysbyty
Where/ when/ how? - Ble/ pryd / sut?	Garage - Garej
Good Morning - Bore Da	Danger - Perygl
Good Afternoon - Prynhawn Da	No Smoking - Dim Ysmygu
Goodnight - Nos Da	Old/ new - Hen/ newydd
Hot/ cold - Poeth/ oer	Cheap/ expensive - Rhad/ drud



duolingo



ACTIVITY 1 WELSH SKILLS AT THE WORKPLACE



colegsirgâr



colegceredigion

Sgiliau Cymraeg yn y gweithle

Welsh skills at the workplace



Enw / Name: _____

Cwrs / Course: _____

Tiwtor / Tutor: _____

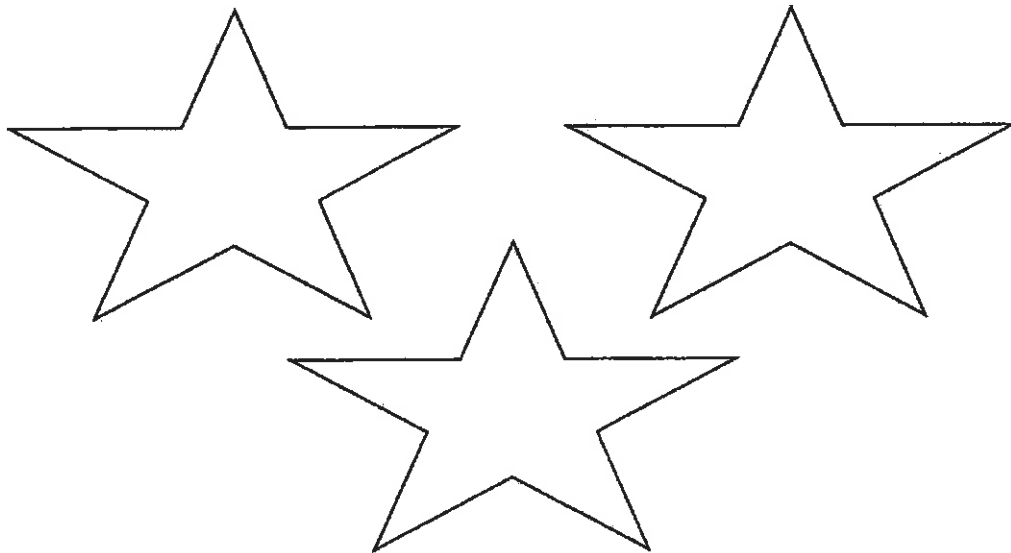
Yr iaith Gymraeg a'r byd gwaith

Yr iaith Gymraeg = the Welsh language

a'r = and the

byd gwaith = world of

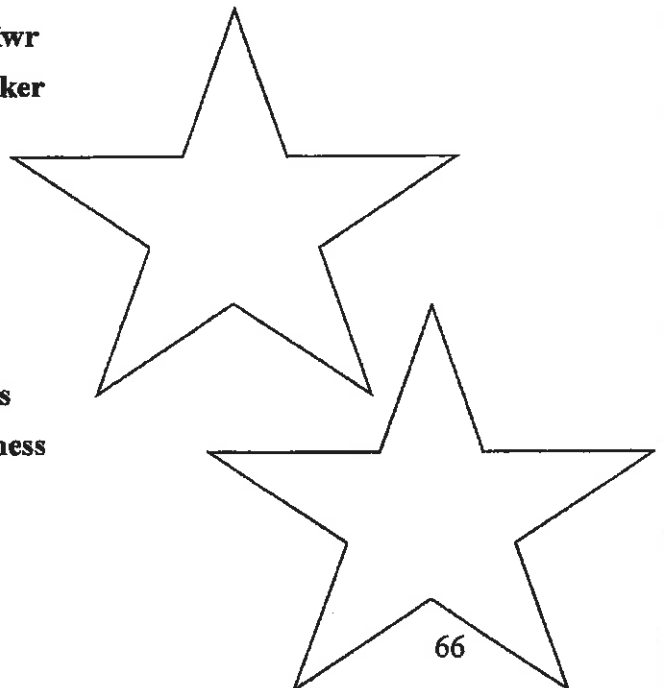
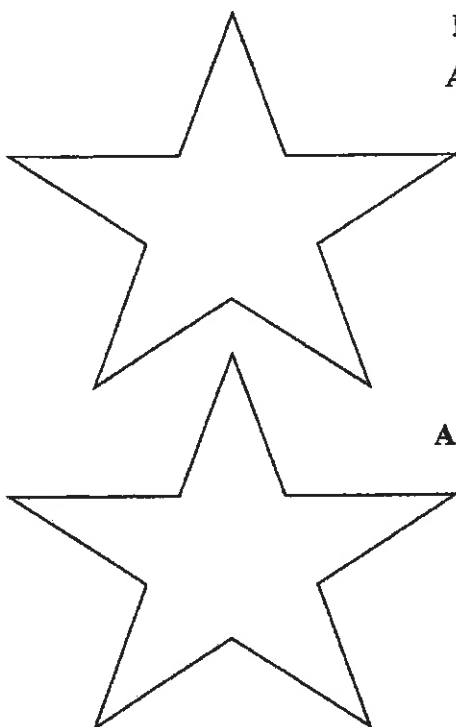
Pa fath o swyddi yn eich maes chi sy'n aml yn gofyn am sgiliau dwyieithog?
Which kind of jobs in your subject area often ask for bilingual skills?



Beth yw'r manteision ariannol o gynnal busnes yn ddwyieithog?
What are the financial advantages of conducting business bilingually?

Manteision i'r gweithiwr
Advantages to the worker

Manteision i'r busnes
Advantages to the business



Chi a'r iaith Gymraeg

chi = you

a'r = and the

iaith Gymraeg = Welsh language

Sut mae'r pethau canlynol wedi dylanwadu ar sut ydych chi'n meddwl am yr iaith Gymraeg?

Rhowch ✓ yn y bocsys sy'n berthnasol i chi.

How do the following influence how you think about the Welsh language?

Put a ✓ in the relevant boxes.

	Positif 😊	Negyddol ☹️
<u>Cymraeg yn yr ysgol</u> <u>/ Welsh at school</u>		
<u>Gwneud cais am swydd</u> / <u>Applying for a job</u>		
<u>Yr ardal leol</u> <u>/ The local area</u>		
<u>Arall / Other:</u> _____ _____		

Sut fydddech chi'n disgrifio lefel eich sgiliau iaith chi?
 Rhowch ✓ yn y bocsys sy'n berthnasol i chi (1 = cwbl rugl, 5 = dim Cymraeg)

How would you describe the level of your Welsh skills?

Put a ✓ in the relevant boxes (1=completely fluent, 5=no Welsh).

<u>SGIL</u> <u>SKILL</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Siarad</u> 					
<u>Gwranddo</u> 					
<u>Darllen</u> 					
<u>Ysgrifennu</u> 					

Trafodwch hyn gyda'ch tiwtor - ydy e / hi'n cytuno â'r ffordd rydych chi wedi hunan-asesu eich sgiliau Cymraeg?

Discuss this with your tutor.

Pa agweddau ar eich cwrs/hyfforddiant chi sydd ar gael yn Gymraeg neu'n ddwyieithog?
 Which aspects of your course/training are available in Welsh or bilingually?







Yng Ngholeg Sir Gâr a Choleg Ceredigion, rydyn ni
eisiau i chi gael cyfleoedd i adeiladu ar y sgiliau
Cymraeg sydd gyda chi'n barod.
Trafodwch y cyfleoedd gyda'eh darlithydd.

At Coleg Sir Gâr and Coleg Ceredigion, we want you
to have opportunities to build on the Welsh skills you
already have.

Discuss the opportunities with your lecturer and
training adviser/assessor.

ACTIVITY 2 INDUCTION QUIZ

1. What is the name of the Principal of the college (pictured right)?

2. Do you know the name of the Assistant Principal for your campus?



3. What is the telephone number of the main switchboard if you need to contact the college?

4. Can you name any 4 of the 6 other campuses of Coleg Sir Gâr and Coleg Ceredigion, apart from your own, and where are they?

a,

b,

c,

d,

5. Where can you buy food and drink on your campus?



6. Where are the free drinking water filters situated on your campus?

7. Where can you go to get your work photocopied, and how much does it cost?



8. How much printing credit do you get per term?

9. Where will you find a copy of the college's 'Code of Conduct'?

10. Who is your Training adviser/assessor and what is their contact phone number?

Name:

Number:

11. In the event of an accident, whom should you contact?

12. What is the '5 x 30' scheme?



13. Who do you need to speak to on your campus for more information on what the Student Union are able to offer? Apprenticeship NUS cards are now available



14. Where can you book a careers interview on your campus?



15. What is the college Mission Statement?

16. Any questions you can't answer? If yes, please ask for more information!!

ACTIVITY 3 LIBRARY

Go to your nearest Library. They are located at Ammanford, Gelli Aur, Graig and Pibwrlwyd. Job's Well learners can access the library at Trinity Saint David and Pibwrlwyd. Have a look around so you can get an idea of what kind of resources and facilities are available to help you with your course. Ask about E books.

Please answer the following questions – library staff are there to help you.

1. Why do you think it is important to use the Library during your time in college?



2. What do you need to borrow items from the Library?
3. Borrowing from the Library is free. Name two things you can borrow to take home?
4. How long can you borrow books for?
5. The library charges fines for late books. How much per book per day will you be charged?
6. Why is it important to return library loans on time?

7. There are thousands of books in the library. How do you find the ones you want?

8. Why do you think it is important to work quietly in the Library?

9. The latest information about the library can be found on the library web page which you can get to from the college web site.



10. Write down the college web site address.

11. You can contact your campus library by telephone or e-mail.

Write down the telephone number

& the e-mail address

12. To use the computers you will need a username and password. Who do you get these from?

13. How much free printing credits are you allocated per term? If you run out you can top-up at the library counter.

14. How much does it cost to print an A4 sheet in:

Black and white?

Colour?

15. If you want to use the photocopier where do you buy a card?

ACTIVITY 4 GETTING YOUR NUS CARD & APPRENTICESHIP CARDS

As a student at Coleg Sir Gâr and Coleg Ceredigion you are entitled to purchase an NUS Extra Card which will cost you £11 and will give you savings on travel, clothes, entertainment and much more.

Have a look for the notices around college and on the student intranet or you can ask at the Learner Support Office.

What's the website address to purchase the card?

What do you need to be able to purchase the card?

Can you make a cash payment and how?

Where in college can you go to purchase the card and who can help you?

Name three stores where you can get discounts?

1.

2.

3.



ACTIVITY 5 COLEG SIR GÂR & COLEG CEREDIGION - STUDENT UNION

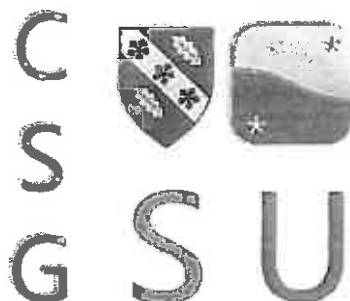
The Student Union at Coleg Sir Gâr and Coleg Ceredigion is affiliated to the National Union of Learners (NUS). The Student Union is made up of officers who are nominated and elected by learners during the autumn term. The officers work as a team to improve and enhance your college experience.

Have a look for the Student Union posters around college and on the student intranet or you can ask at the Learner Support Office.

Where can you find further information regarding the Student Union?

Name three Student Union positions that you can be nominated for?

- 1.
- 2.
- 3.



Coleg Sir Gâr Student Union
Coleg Sir Gâr Undeb Y Myfyrwyr

ACTIVITY 6 LEARNER SUPPORT

To find the answers to the questions below attend the Learner Support talk at your campus, talk to your Personal Tutor, training adviser/assessor or ask staff in the library, campus office or Learner Support Office.

- What is the room number of the Study Zone on your campus?

- How many Learning Support Lecturers work on your campus?

- What is / are the name(s) of the Learning Support Lecturer(s) who work on your campus

- List two things that a Learning Support Lecturer might help you with.

- What does the abbreviation LSA stand for?

- List three things that a LSA might help a student with?

ACTIVITY 7 OVERCOMING BARRIERS

The table below tells you about some famous people and what they have achieved – often by overcoming barriers and disabilities.

Fill in the blank columns

Name of person		Famous as...	1 thing you share in common	1 way in which you may be different	Did you know this person also has....
Ludwig van Beethoven		Composer			Dyslexia, deafness / hearing loss
Halle Berry		Actress			Diabetes
Thomas Edison		Inventor of electric light, record player and cinematic camera			Learning disability, diabetes and deafness
Albert Einstein		German theoretical physicist philosopher and author			Dyslexia, Aspergers Syndrome (a type of autism)
Stephen Fry		Writer and broadcaster			Mental health issues (bipolar)
Steve Jobs		Founder and CEO of Apple Inc			Dyslexia

Cath Kidston		Designer and businesswoman			Dyslexia
Frida Kahlo		Mexican artist			Childhood polio and disabled after an accident
Keira Knightley		Actress			Dyslexia
Jamie Oliver		Chef and television host			Dyslexia
Scott Quinnell		Rugby player			Dyslexia
Benjamin Zephaniah		Poet			Dyslexia
Catherine Zeta Jones		Actress			Mental health issues (Bipolar)

ACTIVITY 8 RESPECT

One of the most important words in the college is **RESPECT**.

We believe that the college is a community where everyone deserves to be treated with respect. This applies to **all staff and all learners** in **all parts** of the college.

Respect is for our self – how we behave, how we look after our self, how we work hard and achieve.

Respect is for others – how we treat people, how we look after others, how we accept others.

Respect is for rules – accepting our part in following the rules to make the college a better community for all.

Respect is for our environment - taking care of the college, its buildings, the grounds and the wider environment.

As you walk around the college you will see a number of posters showing photos of staff and learners with quotes explaining their views of respect.



What does respect mean to you? Write your own respect quote in the box below

respect is...

If you think your quote is good enough for one of our posters and you are willing to have your photo taken let us know at:

Respect@colegsirgar.ac.uk

ACTIVITY 9 YOU AND YOUR COURSE

Answer these questions and talk to your training adviser/assessor if you are not sure of what the answers are:

1. Why did you choose this course?

2. What level is your course?

3. How many hours a week do you have to come to college?

4. How many hours a week do you think you may have to spend working in the Learning Centre or at home to be able to keep up to date with your college work? If you are not sure, ask your tutor and training adviser/assessor for advice.

5. How is your work assessed on your course? Is it by exams or course work/assignments, portfolio or a mixture of these? What is the pass grade? Please explain fully how the course is assessed and what extra things like Essential Skills Qualifications also form part of your course or framework.

6. Could you explain what plagiarism is and why it could ruin your College course? (have a look on the essential information for learners on Moodle or ask the Study Centre staff to explain)

7. Are you worried about anything to do with the course?

8. How will you know how you are doing on the course? Ask your tutor and training adviser/assessor to explain this one to you!

9. What do you think you would like to do once you have finished this course or framework?

10. Are there other courses you could do after finishing this one?

ACTIVITY 10 DEVELOPING YOUR SKILLS – IN AND OUT OF COLLEGE

Examples of how skills needed in employment can be developed through interests, work experience and education include

- Duke of Edinburgh Award
- Enterprise Activities
- Being involved in music and the performing arts
- Participating in competitive sport
- Part time employment
- Public speaking/debating
- Volunteering
- Welsh Bacc activities
- Gaining qualifications
- Work placements

List five activities that you are involved in and the skills for employment that the activity might help to develop.

	Activity	Skill(s) developed
1		
2		
3		
4		
5		

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Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 145,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

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

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the profession

Members of the CIPD shall:

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

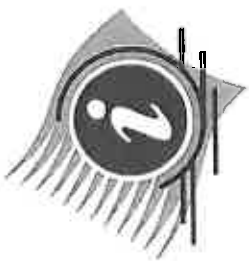
4 Stewardship

Members of the CIPD shall:

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



Llyfryn Gwybodaeth y Cyflogwr



Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Sir Gâr Ammantford Campus Dyffryn Road Ammantford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandello SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gâr Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY
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'These programmes are part funded by the European Social Fund through the Welsh Government'

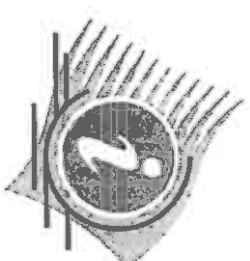


Coleg Sir Gâr Campws y Graig Heol Sandy Pwll Llanelli SA15 4DN	Coleg Sir Gâr Campws Rhydaman Heol Y Dyffryn Rhydaman SA18 3TA	Coleg Sir Gâr Campws y Gelli Aur Gelli Aur Llandello SA32 8NJ	Coleg Sir Gâr Campws Pibwrlwyd Pibwrlwyd Caerfyrddin SA31 2NH	Coleg Sir Gâr Campws Ffynnon Job Heol Ffynnon Job Caerfyrddin SA31 3HY
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'Mae'r rhaglenni hyn wedi cael eu hariannu'n rhannol gan Gronfa Gymdeithasol Ewrop drwy Lywodraeth Cymru'



Employer Information Booklet



Croeso i Coleg Sir Gâr

Apprenticeship and Traineeship programmes are contracted to Training Providers by the Welsh Government. **Coleg Sir Gâr delivers its work based learning provision within a consortium of training providers (B-wbl) led by Pembrokeshire College.** Members include:

PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Bridgend College, The People Business Wales and Track Training, Coleg Ceredigion, The College Merthyr Tydfil and Tydfil Training.

This guide will help employers understand what is expected of all parties involved in the delivery of work based learning, particularly Coleg Sir Gâr's associated policies and procedures to support employers in ensuring that learners have an enjoyable learning experience and achieve their desired outcomes..

To be eligible for the funding for the Apprenticeship programmes, commitment is required from the employer, College and learner to achieve all aspects of the framework that underpins the Apprenticeship. Employers are required to:

- Provide a work-based induction for the learner to include aspects of health and safety as a minimum;
- Release the learner to attend off the job training at the College;
- Allow the training advisers to undertake reviews of progress within the stipulated 31/61 days(dependant on the programme) to ensure that the learner is progressing in a timely manner; and
- Promote Literacy, Numeracy, Welsh Language and Culture and ESDGC (Education for Sustainable Development and Global Citizenship) within the workplace.

Califf rhaglenni Prentisiaeth a Hyfforddeiaeth eu contractio i Ddarparwyr Hyfforddiant gan Lywodraeth Cymru. Mae Coleg Sir Gâr yn gweithredu el ddarpariaeth dysgu drwy'r gwaith o fewn consortiwm o ddarparwyr hyfforddiant (B-wbl) wedi'i arwain gan Goleg Sir Benfro. Mae'r aelodau yn cynnwys:

PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Coleg Pen-y-bont ar Ogwr, The People Business Wales a Track Training, Y Coleg Merthyr Tydfil, Coleg Ceredigion a Tydfil Training.

Bydd y canllaw hwn yn helpu cyflogwyr i ddeall beth sydd i'w ddisgwyl gan bob parti sy'n rhan o gyflwyno dysgu yn y gwaith, yn enwedig polisïau a gweithdrefnau cysylltiol Coleg Sir Gâr i gefnogi cyflogwyr i sicrhau bod dysgwyr yn cael profiad dysgu pleserus a'u bod yn cyflawni'r deiliannau roeddent eisiau cyrraedd.

Rhaid cael ymrwymiad gan y cyflogwr, y Coleg a'r dysgwr i gyflawni pob agwedd ar y fframwaith sy'n tanategu'r Prentisiaeth i fod yn gymwys am gyllid ar gyfer y rhaglenni Prentisiaeth. Bydd rhaid i gyflogwyr:

- Ddarparu hyfforddiant sefydlu yn y gwaith ar gyfer y dysgwr a fydd yn cynnwys agweddau ar iechyd a gofal fel y lleiafswm;
- Rhyddhau'r dysgwr i fynychu hyfforddiant ymaith o'r gwaith yn y Coleg;
- Caniatáu i'r ymgynghorwyr hyfforddi i gwblhau adolygiadau cynnydd o fewn y 31/61 dydd (yn ddibynnol ar y rhaglen) sydd wedi eu hamodi i sicrhau bod y dysgwr yn symud ymlaen mewn modd amserol ; a
- Hynwyddo Llythrennedd, Rhifedd, yr Iaith Gymraeg a Diwylliant Cymreig ac ADCDF (Addysg ar gyfer Datblygu Cynaliadwy a Dinasyddiaeth Fyd-eang) o fewn y gweithle.

CONTACT DETAILS FOR COLEG SIR GÂR :
Useful Contacts:

- ☞ Main Switch board number 01554 748000
- ☞ Pibwrthwyd Campus office 01554 748264
- ☞ Ammanford Campus Office 01554 748318
- ☞ Graig Campus office 01554 748051
- ☞ Jobs well Campus Office 01554 748201
- ☞ Gelli Aur Campus Office 01554 748578

Contents:

- ☞ About Coleg Sir Gâr
- ☞ Why Apprenticeships?
- ☞ What training is involved
- ☞ Stages of apprenticeship training
- ☞ Attendance policy
- ☞ Bilingualism
- ☞ Disciplinary procedures
- ☞ Student code of conduct
- ☞ Safeguarding
- ☞ Equality and diversity

Training Adviser name:.....

Training Adviser contact number:

Training Adviser e-mail address:

Curriculum Area Head name:

Curriculum Area Head contact number:

Curriculum Area Head e-mail address:

Cynnwys:

- ☞ Gwybodaeth am Goleg Sir Gâr
- ☞ Pam Prentisiaethau?
- ☞ Pa hyfforddiant fydd hyn
- ☞ Camau hyfforddiant prentisiaeth
- ☞ Polisi presenoldeb
- ☞ Dwyleithrwydd
- ☞ Gweithdrefnau disgyblu
- ☞ Côt ymddygiad myfyrwyr
- ☞ Diogelu
- ☞ Cydraddoldeb ac amrywiaeth

Cysylltiadau Defnyddiol:

- ☞ Rhif y prif switshwrdd 01554 748000
- ☞ Swyddfa Campws Pibwrthwyd 01554 748264
- ☞ Swyddfa Campws Rhydaman 01554 748318
- ☞ Swyddfa Campws y Graig 01554 748051
- ☞ Swyddfa Campws Ffynnon Job 01554 748201
- ☞ Swyddfa Campws y Gelli Aur 01554 748578

MANYLION CYSWLLT AR GYFER COLEG SIR GÂR :

Enw'r Ymgynghorydd Hyfforddi:

Rhif cyswllt yr Ymgynghorydd Hyfforddi:

Cyfeiriad e-bost yr Ymgynghorydd Hyfforddi:

Enw'r Pennaeth Maes Cwricwlwm:

Rhif cyswllt y Pennaeth Maes Cwricwlwm:

Cyfeiriad e-bost y Pennaeth Maes Cwricwlwm:

Ffocws Addysg ar gyfer Datblygu Cynaliadwy a Dinasyddiaeth Fyd-eang yw:

- Y cysylltiadau rhwng cymdeithas, economi a'r amgylchedd a rhwng ein bywydau ni a bywydau pobl drwy'r byd i gyd
- Anghenion a hawliau cenedlaethau'r presennol a'r dyfodol
- Y berthynas rhwng pŵer, adnoddau a hawliau dynol

Mae'n ymwneud â gwerthoedd a sgiliau. Mae'n ethos y gellir ei fewnosod, yn agwedd i'w mabwysiadu, yn system o werthoedd ac yn ffordd o fyw. Mae'n cysylltu'r amgylchedd gyda'r bobl sy'n byw ynddo, ac oddi arno.

Fel Cyflogwr sy'n cymryd rhan mewn rhaglenni dysgu yn y gwaith a weithredir gan Lywodraeth Cymru (gan gynnwys y rheiny sy'n cael eu cefnogi gan Gronfa Gymdeithasol Ewrop) e.e. fel cyflogwr Prentisiaid yng Nghymru, rydym eisiau i chi fod yn ymwylbodol o'r wybodaeth amgylcheddol ac effeithlonrwydd a fydd yn ddefnyddiol i chi.

Education for Sustainable Development and Global Citizenship is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world
- The needs and rights of both present and future generations
- The relationship between power, resources and human rights

It is about values and skills. It is an ethos that can be embedded, an attitude to be adopted, a value system and a way of life. It links the environment and the people who live in, and from it.

As an Employer participating in work based learning programmes operated by the Welsh Government (including those supported by the European Social Fund) e.g. an employer of Apprentices in Wales, we want you to be aware of the environmental and efficiency information will be useful to you.

PAM PRENTISIAETHAU?

Yn yr hinsawdd economaidd bresennol ble mae cyllideb hyfforddi wedi'i lleihau ac mae recriwtio yn anodd, nid oes erioed amser gwell wedi bod i fuddsoddi yn y rhaglen Prentisiaethau yng Nghymru.

Mae prentisiaethau yn dod ag adenillion real i'ch llinell isaf. Mae buddsoddi mewn prentisiaethau, p'un ai'r staff presennol neu drwy recriwtio gweithwyr newydd, yn golygu staff gyda chymheliad a brwdfrydedd sy'n deyrngar i'ch cwmni.

Mae gweithwyr hyfforddedig ac effeithiol mor bwysig ag erloed ar gyfer llwyddiant busnesau. Mae cael tîm da gyda'r sgiliau cywir yn gallu'ch helpu chi i gwrdd â heriau busnes megis cystadleuaeth, twf ac arloesedd. P'un a ydych yn penderfynu datblygu'ch staff presennol neu recriwtio gweithwyr newydd fel prentisiaid, bydd eich busnes yn elwa o raglenni prentisiaeth.

PA HYFFORDDIANT FYDD HYN?

Bydd pob rhaglen brentisiaeth yn cynnwys fframwaith wedi'i gymeradwyo gan y diwydiant a fydd yn benodol i anghenion diwydiant neu faes galwedigaethol neilltuoel.

Bydd prentisiaid yn cael profiad ymarferol, hyfforddiant yn y gwaith ac ymaith o'r gwaith wrth ennill cymwysterau sy'n gydnabyddedig gan y diwydiant gan arwain i fframwaith o gymwysterau sy'n gydnabyddedig yn genedlaethol.

 Cymhwyster sail gwaith - hyfforddiant yn y gwaith — darparu'r sgiliau ymarferol sy'n benodol i'r gwaith hwnnw.

 Tystysgrif dechnegol - hyfforddiant ymaith o'r gwaith - dyma'r wybodaeth greiddiol sy'n ofynnol ar gyfer y fframwaith ac fel arfer caiff ei chyflwyno yn y dydd.

 Sgiliau hanfodol yw'r sgiliau trosglwyddadwy sy'n gysylltiedig â'r gwaith. Mae'r rhain yn cynnwys Cyfathrebu, Cymhwyso Rhif a TGCh.

 Hawliau a Chyfrifolebau Cyflogaeth sicrhau bod gan brentisiaid ddealltwriaeth lawn o'u cyfrifolebau a'u hawliau fel gweithwyr yn ogystal â gweithdrefnau a'r strwythurau o fewn eu gweithle.

Mae themâu trawstorri allweddol yn cynnwys Llythrennedd, Rhifedd, yr Iaith Gymraeg a Diwylliant Cymreig ac ADCDF (Addysg ar gyfer Datblygu Cynaliadwy a Dinasyddiaeth Fydeang) hefyd wedi eu mewnosod i bob agwedd ar y rhaglen.

WHY APPRENTICESHIPS?

In the current economic climate when training budgets are reduced and recruitment is difficult, there has never been a better time to invest in the Apprenticeships programme in Wales.

Apprenticeships deliver real returns to your bottom line. Investment in apprentices, whether existing staff or by recruiting new employees, is rewarded by motivated and enthusiastic staff that are loyal to your company.

Well trained and effective employees are more important than ever for the success of businesses. Having a good team with the right skills can help you meet business challenges such as competition, growth and innovation. Whether you decide to develop your existing staff or recruit new employees as apprentices, your business will benefit from apprenticeship programmes.

WHAT TRAINING IS INVOLVED?

Each apprenticeship programme includes an industry approved framework specific to the needs of a particular industry or occupational area.

Apprentices will get hands on experience, off the job and on the job training whilst gaining industry recognised qualifications leading to a nationally recognised framework of qualifications.

 Work based qualification - on the job training - providing the practical skills that are specific in that occupation.

 Technical Certificate - off the job training - this is the underpinning knowledge required for the framework and is usually delivered in College on a day release basis.

 Essential skills are work related skills that are transferable. These include Communication, Application of Number and ICT.

 Employment Rights and Responsibilities ensure that apprentices have a full understanding of their responsibilities and rights as workers and the procedures and structures within their workplace.

Key cross cutting themes include Literacy, Numeracy, Welsh Language and Culture and ESDG (Education for Sustainable Development and Global Citizenship) are embedded into all aspects of the programme.

Work based learning requires a high degree of involvement and support from employers, managers and supervisors. Much of the learning takes place in the workplace and is focussed around the development of the apprentice within their current job role. Apprenticeships can only work effectively if the employers are fully involved.

This guide is intended to help workplace managers and supervisors manage the on the job training of apprentices more effectively. It also highlights good practice in enabling involvement and understanding of workplace managers and supervisors in the delivery of work based learning.

STAGES OF APPRENTICESHIP TRAINING

The following sections provide guidance for the different stages of the apprentices training.

INDUCTION

Having recruited the right person you will want to ensure that they stay with you for a reasonable length of time. One way of ensuring this is by providing a well-planned induction programme. Induction training will help learners settle in quickly into your work force by helping them to understand and appreciate the environment in which they are based and the job they are expected to do. We will compliment this by providing an induction to tell them about their learning programme.

Coleg Sir Gâr will:

-  provide induction training for learners on their training programme;
-  explain about work-based learning and the role of everyone in the process;
-  advise you on workplace induction and initial training;
-  explain how the framework is achieved;
-  explain to learners their rights and responsibilities;
-  check that learners have understood the information which they have been given at induction; and
-  provide learners with written information to support what they have been given during Induction, which they can refer to in the future.

Bydd Coleg Sir Gâr yn:

 darparu hyfforddiant sefydlu ar gyfer dysgwyr ar eu rhaglen hyfforddi;

 esbonio am ddysgu yn y gwaith; a

 eich cynghori chi am raglen sefydlu gweithle a hyfforddiant cychwynnol;

 esbonio sut mae cyflawni'r fframwaith;

 esbonio hawliau a chyfrifoldebau'r dysgwyr iddynt;

 gwneud siŵr bod dysgwyr wedi deall deall y lloerdd a'r holl ddiwyd y ystod yr hyfforddiant sefydlu; a

 darparu hyfforddiant sefydlu ar gyfer dysgwyr ar eu rhaglen hyfforddi;

 esbonio am ddysgu yn y gwaith a rôl pawb yn y broses;

SEFYDLU

Ar ôl recriwtio'r person iawn byddwch am sicrhau ei fod yn aros gyda chi am gyfnod rhesymol o amser. Un ffordd o sicrhau hyn yw drwy ddarparu rhaglen sefydlu wedi'i rhesymol o amser. Un ffordd o sicrhau hyn yw drwy ddarparu rhaglen sefydlu wedi'i rhesymol o amser. Un ffordd o sicrhau hyn yw drwy ddarparu rhaglen sefydlu wedi'i rhesymol o amser. Un ffordd o sicrhau hyn yw drwy ddarparu rhaglen sefydlu wedi'i rhesymol o amser.

CAMAU HYFFORDDIANT PRENTISIAETH

Mae'r adrannau canlynol yn darparu arweiniad ar gyfer gwahanol gamau hyfforddi'r prentisiaid.

Mae'r canllaw yma i fod i helpu rheolwyr a goruchwylywyr y gweithle i reoli hyfforddiant yn y gwaith y prentisiaid yn fwy effeithiol. Mae hefyd yn amlgu arfer da mewn galluogi ymgyliad a dealltwriaeth rheolwyr a goruchwylywyr gweithle wrth gyflwyno dysgu yn y gwaith.

Mae'r canllaw yma i fod i helpu rheolwyr a goruchwylywyr y gweithle i reoli hyfforddiant yn y gwaith y prentisiaid yn fwy effeithiol. Mae hefyd yn amlgu arfer da mewn galluogi ymgyliad a dealltwriaeth rheolwyr a goruchwylywyr gweithle wrth gyflwyno dysgu yn y gwaith.

Mae'r canllaw yma i fod i helpu rheolwyr a goruchwylywyr y gweithle i reoli hyfforddiant yn y gwaith y prentisiaid yn fwy effeithiol. Mae hefyd yn amlgu arfer da mewn galluogi ymgyliad a dealltwriaeth rheolwyr a goruchwylywyr gweithle wrth gyflwyno dysgu yn y gwaith.

Employers will:

-  show learners where everything in the workplace is;
-  introduce them to the people they will work with and their supervisor;
-  train learners in the health and safety of your workplace;
-  explain your company's policies and procedures;
-  inform learners of their conditions of employment;
-  provide learners with basic information about the job which they will be doing;
-  provide the learner with a mentor; and
-  where appropriate issue Personal Protective Equipment (PPE)

LEARNING IN THE WORKPLACE

To help you to get the best from your apprentice and to develop their skills and knowledge, we will jointly plan a learning programme that meets both their needs and your needs as an employer. An **individual learning plan** will be developed for each learner, which shows what training they will receive, both on and off-the-job, to ensure that they achieve their qualification. The plan will also identify any additional support that they may require, and we will take into account their current knowledge, skills and experience when doing this. We will ensure that your staff are provided with all the information they require to understand the learner's programme. For example:

-  Understand what is involved with the framework that the apprentice is undertaking;
-  Help the apprentice to develop their skills by providing the opportunity to learn a range of skills through job rotation across different areas;
-  Place apprentices with occupationally competent managers or supervisors; and
-  Allow the apprentice to progress with skills during the period of the programme by providing the opportunities to gather relevant evidence.

PROGRESS REVIEWS FOR THE APPRENTICE

To ensure that learners are achieving the most out of their learning programme it is important to monitor their progress at regular intervals - 31 day maximum for Traineeship programme and 61 days maximum for Apprenticeship programme. This will ensure that any additional learning or support needs that are identified are properly addressed. We will fully involve the learners' supervisors and agree with them what is the

-  hyfforddi dysgwyr am iechyd a diogelwch eich gweithle;
-  esbonio polisiau a gweithdrefnau eich cwmni;
-  hysbysu'r dysgwyr am amodau eu cyflogaeth;
-  darparu gwybodaeth syfaenol i'r dysgwyr am y swydd y byddant yn ei gwneud;
-  darparu mentor i'r dysgwr; a
-  darparu Cyfarpar Diogelu Personol (PPE) pan fo'n briodol

DYSGU YN Y GWEITHLE

Byddwn yn cyd-gynllunio rhaglen ddysgu sy'n diwallu anghenion eich prentis a'ch anghenion chi fel cyflogwr, er mwyn i'ch helpu chi i gael y mwyaf allan o'ch prentis ac i ddatblygu eu sgiliau a'u gwybodaeth. Bydd **cynllun dysgu unigol** yn cael ei ddatblygu ar gyfer pob dysgwr, a fydd yn dangos pa fath o hyfforddiant y byddant yn ei dderbyn, yn y gwaith ac ymaith o'r gwaith, i sicrhau eu bod yn cwblhau eu cymhwyster. Bydd y cynllun hefyd yn adnabod unrhyw getnogaeth ychwanegol gallant fod ei angen, a byddwn yn ystyried eu gwybodaeth, eu sgiliau a'u profiad cyfredol wrth wneud hyn. Byddwn yn sicrhau bod eich staff i gyd yn derbyn yr holl wybodaeth y bydd ei hangen arnynt ei ddeall rhaglen y dysgwr. Er enghraifft:

-  Deall beth sydd ynghlwm wrth y fframwaith mae'r prentis yn ymgymryd â hi;
-  Helpu'r prentis i ddatblygu ei sgiliau drwy ddarparu'r cyfle i ddysgu ystod o sgiliau drwy gylchdroi swyddi dros feysydd gwahanol ;
-  Rhoi dysgwyr gyda rheolwyr neu oruchwylywyr sy'n alwedigaethol gymwys; a
-  Chaniatáu i'r prentis i wneud cynydd gyda sgiliau yn ystod cyfnod y rhaglen drwy ddarparu'r cyfleoedd i gasglu tystiolaeth berthnasol.

ADOLYGIADAU CYNNYDD AR GYFER Y PRENTIS

I sicrhau bod y dysgwyr yn gwneud y mwyaf o'u rhaglen ddysgu mae'n bwysig i fonitro eu cynnydd yn rheolaidd - mwyafrif o 31 dydd ar gyfer rhaglen Hyfforddeiaeth a mwyafrif o 61 dydd ar gyfer rhaglen Brentisiaeth. Bydd hyn yn sicrhau y byddwn yn mynd i'r afael ag unrhyw anghenion ychwanegol yn ymwneud â dysgu neu gefnogaeth. Byddwn yn cynnwys goruchwylywyr y dysgwyr yn llawn ac yn dod i gytundeb â nhw ynglŷn â phryd fydd yr amser gorau ar gyfer y sesiynau monitro hyn, fel ein bod yn medru osgoi amharu ar weithgareddau arferol y gweithle.

Bydd Coleg Sir Gâr yn

-  Trefnu amserlen o gyfarfodydd adolygu rheolaidd;
-  Cynnwys y dysgwr a'r gweithle yn yr adolygiad;

Stage four – Exclusion for dealing with matters judged to be gross misconduct.

CANMOLIAETH A CHWYNYION

- ## SAFEGUARDING

Students and parents should be assured that they will be supported and listened to when bullying is reported.

If you feel that any concern raised has not been dealt with, once Coleg Sir Gâr' processes have been followed, you have the right to contact the B-wbl Consortium for further assistance. Please contact the Consortium Manager on 01437 753177.

Cam pedwar - Gwaharddiad am ymdrin â materion a ddyfynir i fod yn gamymddygiad difrifol.

CŌD YMDDYGIAD MYFYRWYR

- Trafod unrhyw fwrriad i newid neu adael y cwrs gyda'u tiwtor a'u hymgyngorydd hyfforddi.

DIODE

Does neb yn haeddu cael eu bwlio. Mae gan bawb yr hawl i gael eu trin â pharch. Mae'r coleg yn cydnabod ei gyfrifoldeb i ymateb i'r materion hyn i sicrhau amgylchedd dysgu positif i bawb.

Dylai myfyrwyr a rhieni deimlo'n sicr y byddant yn derbyn cefnogaeth a chlust fydd yn gwgrando'n astud pan fyddant yn dweud wrthym ni am fwlio.

Os ydych yn teimlo ein bod heb ateb unrhyw bryder sydd wedi'i chodi, unwaith y mae gweithdrefnau Coleg Sir Gâr wedi cael eu dilyn, mae gennych yr hawl i gysylltu â Chonsortïwm B-wbl ar gyfer cymorth pellach. Galiwch gysylltu â Rheolwr y Consortïwm drwy ffonio 01437 753177.

EQUALITY AND DIVERSITY

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it.

The new general duty covers the following protected characteristics:

Age; Gender reassignment; Sex; Disability; Pregnancy and maternity; Sexual orientation; Race – including ethnic or national origin, Colour or nationality; Religion or belief – including lack of belief.

We have addressed equality and diversity issues in many aspects of the learner's experience at college. This includes induction, tutorial programmes, aspects of teaching and learning and the college Code of Conduct. Our "Respect @colegsirgâr" Campaign is a key element of our work to actively promote equality and diversity within the college community.

BILINGUALISM

Colleg Sir Gâr has adopted the principle that in providing education and training, it will treat the English and Welsh languages on the basis of equality. The college has operated a Welsh Language scheme since May 2000, one of the first two further education colleges in Wales to do so.

The college's strategic aim is to promote a bilingual culture, the Welsh language and ethos within our college.

Students will be advised on the benefits of bilingualism – the economic advantages, the cultural and social context and the need for Welsh speakers in certain specialised vocational fields.

71% of employers in Wales say that bilingual skills are desirable for job roles in their businesses. With organisations in all sectors offering more and more bilingual services, they obviously need people with bilingual skills to deliver them. And, in the workplace, the ability to speak or write in Welsh and in English is a valuable skill, just like IT skills.

CYDRADDOLDEB AC AMRYWIAETH

Mae Deddf Cydraddoldeb 2010 (y Ddeddf) yn dod ynghyd â'r holl ddeddfau gwrth-wahaniaethu blaenorol ac yn eu disodli gydag un Ddeddf. Mae'n symleiddio ac yn cryfhau'r ddeddf, yn cael gwared ag anghysondebau ac yn ei gwneud yn haws i bobl ei deall a chydymffurfio â hi.

Mae'r ddyletswydd gyffredinol newydd yn cwmpasu'r nodweddion a warchodir canlynol: Oedran; Ailbennu rhywedd; Rhyw; Anabledd; Beichiogrwydd a mamolaeth; Cyfeiriadedd rhywiol; Hil - gan gynnwys tarddiad ethnig neu genedlaethol, Lliw neu genedligrwydd; Crefydd neu gred - gan gynnwys diffyg cred.

Rydym wedi mynd i'r afael â chydaddoldeb ac amrywiaeth mewn sawl agwedd ar brofiad y dysgwyr yn y coleg. Mae hyn yn cynnwys y cyfnod sefydlu, rhaglenni tiwtorial, agweddau ar ddysgu ac addysgu a Chod Ymdegydd y Coleg. Mae ein Ymgynghrair "Parch @colegsirgâr" yn elfen allweddol o'n gwaith o fynd ati i hyrwyddo cydraddoldeb ac amrywiaeth o fewn cymuned y coleg.

DWYIEITHRWYDD

Mae Coleg Sir Gâr wedi mabwysiadu'r egwyddor y bydd yn trin yr iaith Gymraeg a'r iaith Saesneg yn gyfartal wrth ddarparu addysg a hyfforddiant. Mae'r coleg wedi gweithredu cynllun iaith Gymraeg ers Mai 2000, un o'r ddau goleg addysg bellach cyntaf yng Nghymru i wneud hynny.

Nod strategaethol y coleg yw hyrwyddo diwylliant ac ethos dwyieithog a'r iaith Gymraeg o fewn ein coleg.

Bydd myfyrwyr yn cael eu cynghori am fuddiannau dwyieithrwydd – y manteision economaidd, y cyd-destun diwylliannol a chymdeithasol a'r angen am siaradwyr Gymraeg mewn meysydd galwedigaethol arbenigol penodol.

Mae 71% o gyflogwyr yng Nghymru yn dweud bod sgiliau dwyieithrwydd yn ddymunol ar gyfer rolau swydddi yn eu busnesau. Wrth i sefydliadau ym mhob sector gynnig mwy a mwy o wasanaethau dwyieithog, maent yn amlwg angen pobl â sgiliau dwyieithog i'w cyflwyno. Ac yn y gweithle, mae'r gallu i siarad neu ysgrifennu yn y Gymraeg yn sgil werthfawr, yn union fel sgiliau TG.

Appendix 8

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	CARMARTHEN, PIERWILLIARD COLLEGE, 1 WEDNESDAY PER MONTH. TERM-TIME
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	SEPTEMBER 2018 - DEC 2018 ~~SEPT 2018 - DECEMBER 2018~~ JAN 18 - JULY 18 APRIL - JULY
4.	What is Moodle?	ONLINE RESOURCE WITH COURSE MODULE DETAILS
5.	What is Eduroam?	WIFI
6.	What is Turnitin?	PACKAGE TO UPLOAD WORK TO BE SUBMITTED
7.	Do you know when you are required to hand in work?	YES
8.	What is the core text for this programme?	STUDYING HR MANAGEMENT HR MANAGEMENT: PEOPLE + ORGANISATION
9.	Do you know how to access the library catalogue?	YES
10.	Do you know who to go to if you have a question/concern about the course?	YES
11.	What is the name of the Training Adviser?	ALISON WILLIAMS
12.	What is the name of the Course Lecturer?	JULIE THOMAS
13.	Will you be expected to complete work outside lessons?	YES
14.	Do you need to be a member of the CIPD?	YES
15.	What support is available for study skills?	COLLEGE SERVICES
16.	Do you know where the fire-exits and first aid points are for the building?	YES
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 YEARS
19.	Have you been given access to the student handbook and time-table?	YES
20.	What academic level is this qualification?	LEVEL 5

Name: **DARREN BONNELL**

Signed: *D. Bonnell*

CIPD Membership Number (to be added when available):

Signature of Lecturer: *A*

Date: **17/10/18**

Borrowing, returning, renewing and reserving items

You will need your Coleg Sir Gâr ID card.

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

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

FE learners: 4 items for 2 weeks

HE learners: 6 items for 2 weeks

Fines are charged at:

FE learners: 10p per item per day

HE learners: 20p per item per day

Library information and services are easily available via our App:



Appendix 9

Opening Hours

Ammanford	Monday Tuesday, Wednesday and Thursday Friday	08.45 - 17.00 08.45 - 19.00 08.45 - 16.30
	Monday to Friday (Closed daily 11.30 - 12.15)	09.00 - 16.30
Gelli Aur	Monday and Wednesday Tuesday Thursday Friday	08.45 - 17.00 08.45 - 19.00 08.45 - 18.15 08.45 - 16.30
	Monday and Thursday Tuesday and Wednesday Friday	09.45 - 18.00 08.45 - 17.00 08.45 - 16.30
Pibwllwyd		

Our opening hours may change at short notice - please contact your library before setting out on your journey, particularly during holidays.

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

Libraries

"The learning place"

Campus	Phone	Email	Postcode
Ammanford	01554 748314	ammanlibr@colegsirgar.ac.uk	SA18 3TA
Gelli Aur	01554 748390	gelliblibr@colegsirgar.ac.uk	SA33 8NJ
Graig	01554 748082	grailibr@colegsirgar.ac.uk	SA33 4DN
Pibwllwyd	01554 748247	piblibr@colegsirgar.ac.uk	SA33 2NH

http://apps.apple.com/gb/app/zap-our-app/id1000000000

Follow @CSGLibrary on Twitter

Coleg Sir Gâr Library

Welcome to the Library

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

Study skills/ Digital literacy

The library can support you to find, evaluate and use quality information. **Need any help?** Ask a librarian or pick up one of our Helpsheets.

What's available

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

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

WiFi

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

When prompted insert your college username and password.

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

For emails go to:

webmail.colegsirgar.ac.uk

Your college email address looks like: youusername@colegsirgar.ac.uk

For college files go to:

netstorage.colegsirgar.ac.uk

Direct link to web pages: www.colegsirgar.ac.uk/library

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

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



Library

Library catalogue: <https://heriopac.colegsirgar.ac.uk/heritage>

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

Username and Password

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

Library Code of Conduct

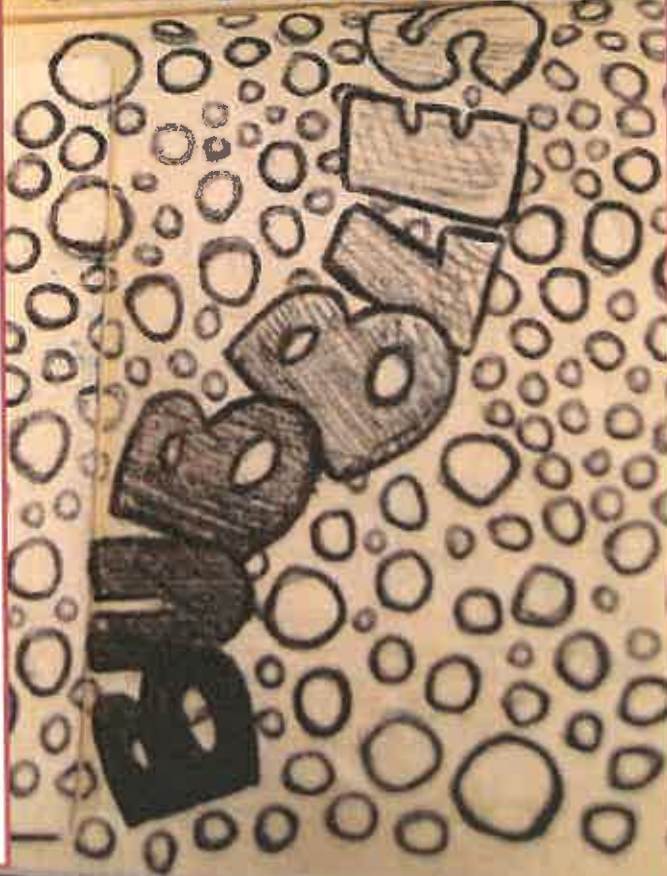
What you can expect from us:

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

What we expect from you:

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

Appendix 10



Simon Gibbon

Technology Enhanced Learning Development Officer



turnitin[®]

http://www.flickr.com/photos/roberto_ferrasi/

"Turnitin Originality Checking & Plagiarism Prevention is the #1 web-based solution that lets educators and their students check written work for improper citation or misappropriated content."

What is Turnitin?

An originality checking and plagiarism prevention service used by lecturing staff and students across thousands of institutions worldwide.

Turnitin encourages best practices for using and citing other people's written material.

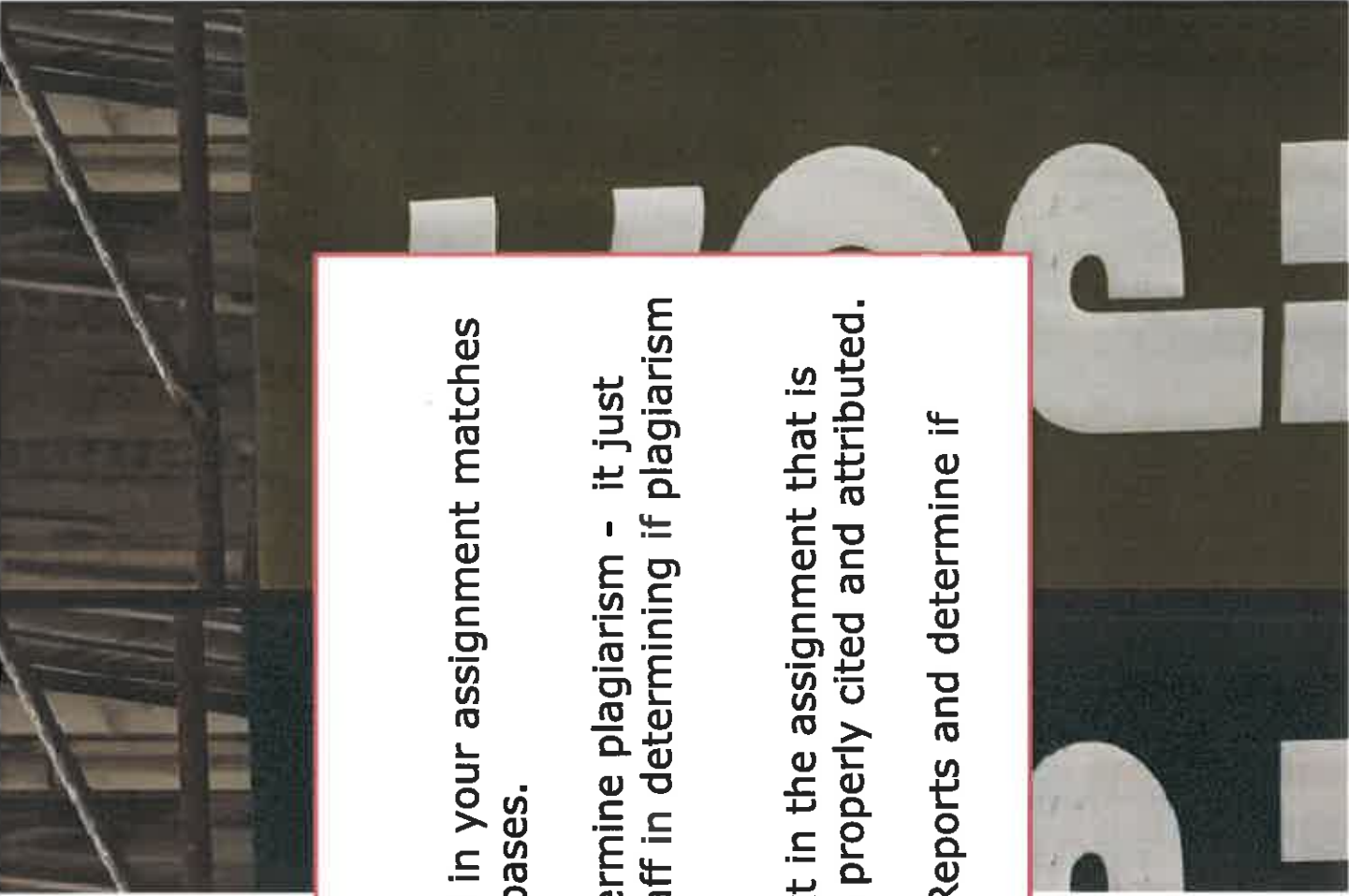
How does it work?

Your lecturer will set up a Turnitin assignment within your Moodle course/module.

You submit an electronic copy of your assignment to Turnitin via the module or course.

Turnitin's software compares the text within your assignment to a huge database of digital content including:

- **current and archived internet content**
- **student papers held in the student archive**
- **professional, academic and commercial journals and publications**



What happens next?

Turnitin then determines if text in your assignment matches text in any of the Turnitin databases.

Turnitin does not detect or determine plagiarism - it just locates matching text to aid staff in determining if plagiarism has occurred.

It may be the case that the text in the assignment that is found matches a source that is properly cited and attributed.

Only staff view the Originality Reports and determine if further action is required.

5 Steps to Turnitin Submission

5. Click Add Submission

4. Upload your assignment

3. Click on the Turnitin Assignment then
click 'Submit Paper'

2. Navigate to the correct
module/course to submit your work

1. Log into Moodle

Step 1

Login to Moodle

Use your Student ID (including the p)
and Network Password

A screenshot of the Moodle login page. It features a white rectangular box with a dark blue 'Log in' header. Below the header are two input fields: the first is labeled 'Username' and the second is labeled 'Password'. To the right of the 'Password' field is a dark blue 'Log in' button.

Step 2

Navigate to the course / module site
where you need to submit your work



Step 3

Click on the assignment title



Click here to submit Example Assignment

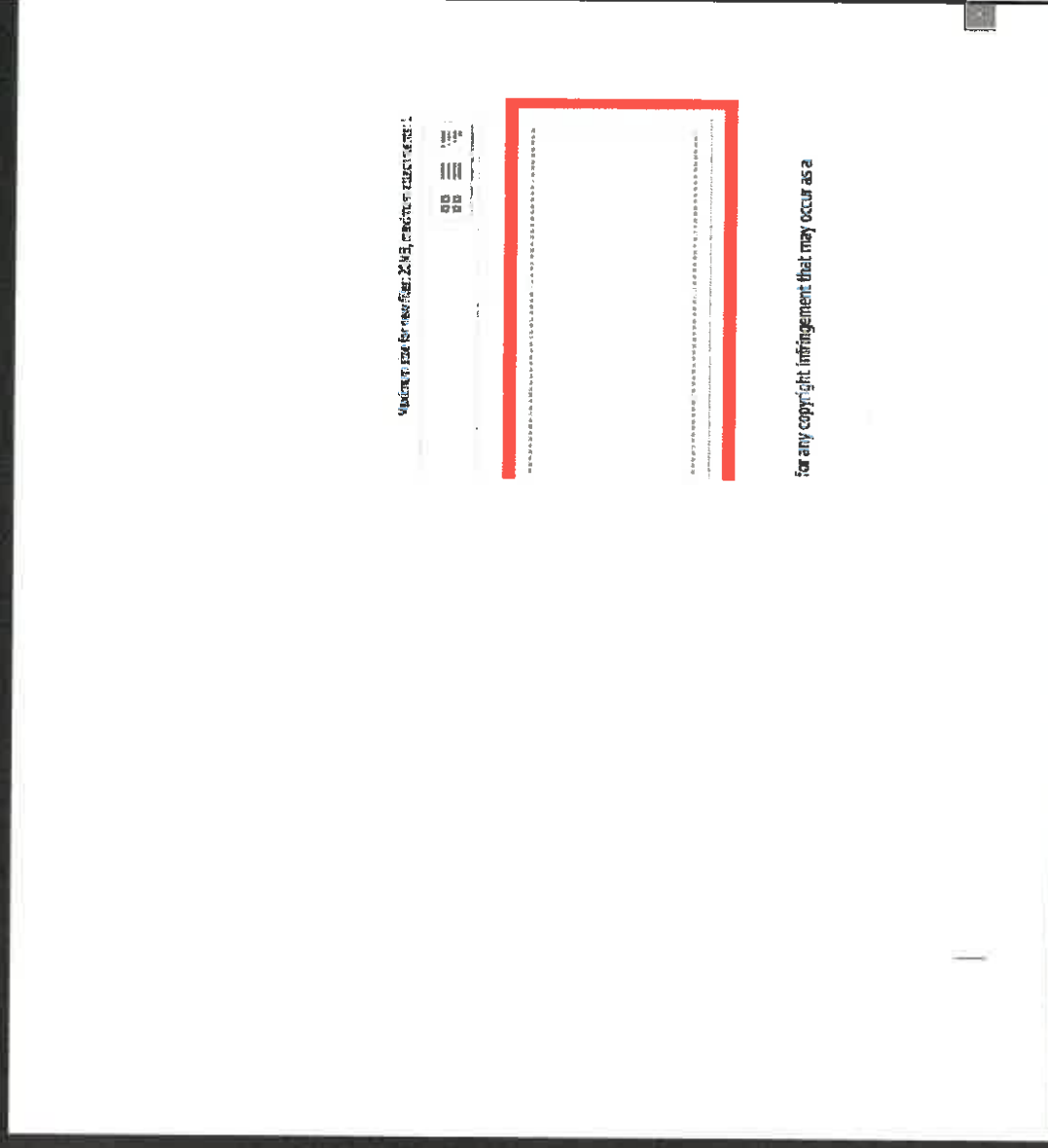
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Part 1

Title	Start Date	Due Date	Post Date	Marks Available
 Click here to submit Example Assignment (Part 1)	3 Sep 2014 - 11:20	10 Sep 2014 - 11:20	10 Sep 2014 - 11:20	100
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Student	Submission Title	Paper ID	Submitted	Grade
student, student	--	--	Submit Paper	--

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3. Check the confirmation box
4. Click Add Submission



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Part 1

Title		Start Date		Due Date	Post Date	Marks Available
 Click here to submit Example Assignment (Part 1)		3 Sep 2014 - 11:20		10 Sep 2014 - 11:20	10 Sep 2014 - 11:20	100
Summary: Click here to submit Example Assignment submission						
Student	Submission Title	Paper ID	Submitted	Grade		
student, student	Test Upload	35216780	3/09/14, 11:40	--		

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2

Word Count: 1067

Student Name: Darren Bonnell

Student Number: 1810223

CIPD Membership Number: 53274287

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: *Darren Bonnell*

Date: 19/11/2018

Introduction

The Human Resources (HR) profession has developed dramatically throughout the years. It has evolved from *personnel* where it was predominantly viewed as simply a function to pay employees, to the HR of today which has become an indispensable part of an organisation. Megginson and Whitaker (2003) state the need for an individual to take control of their career by planning their *Continued Professional Development (CPD)*. This will benefit the employee themselves as well as the business as a whole. The Chartered Institute of Personnel and Development (CIPD) have been a huge driver in the CPD process. The CIPD (2015) developed the HR Profession Map, which is a framework for HR professionals to follow, in order to develop their career, and in turn add value to the business.



Source: <https://www.cipd.co.uk/learn/career/profession-map>

2.1) Evaluate how the professional areas and bands of the CIPD HR Profession Map define the HR profession.

The CIPD Professional Map is made up of ten professional areas, two of which are at the core of the map which are *Leading HR* and *Insights, strategy & solutions*. These areas are relevant regardless of what stage an individual is within their career or the role they have in an organisation, and are a driving force in the development of the HR professional as a forward thinking strategic individual rather than simply operational staff. The further eight functional professional areas within the HR Profession Map are *Organisation Design*, *Organisation Development*, *Resourcing & Talent Planning*, *Learning & Development*, *Performance & Reward*, *Employee Engagement*, *Employee Relations* and *Service Delivery & Information*. These are the main areas of the HR function and will help enforce the goals of an organisation. Often in larger companies they will be separated into different sections i.e *Organisation Development* would be responsible for the training needs of staff to ensure they are

continually developing, and the *employee relations* would be the area that looked more closely at policies and advised managers of best practice. However, in smaller companies the HR department is usually made up of fewer staff meaning that employees within the department would need to be skilled and have knowledge of all the professional areas.

In conjunction with the *professional areas* and *behaviours* there is the *Four bands of professional competence*. The CIPD (2015) state the bands map the contribution an individual makes at the different phases of their career within HR. The key areas in which these bands contribute are;

1. The relationship that the HR professional has with clients
2. The focus of the activities performed by the HR professional
3. Where HR professionals spend their time
4. What services they provide to clients
5. How their contribution and success is measured.

Regardless of what area of HR an individual works in they will be able to map out their journey using the bands. Knowing what band an individual is at whether it's in band 1 and coming in at entry level or band 4 being in a leadership role will give the individual the tools to see what is required to take the next step in their career. By knowing what is required at each stage of their career it highlights what is required to be a successful professional in HR.

2.2) Explain why the behaviours identified in the CIPD HR Profession Map are essential to being an effective HR professional.

There are eight behaviours within the CIPD HR Profession Map which give an indication of what is expected of an individual in order to succeed and progress within a career in HR. The CIPD (2015) "*describes eight fundamental behaviours that underpin good practice regardless of specialism.*" These behaviours are;

1. Curious – This behaviour is beneficial as an individual looks at ways to improve and develop their career by actively seeking out new ways of developing ideas that best suit themselves as well as the company.
2. Decisive thinker – This behaviour will see an individual looking at facts and figures before making an informed decision that will help the needs of the business.
3. Skilled influencer – This behaviour is beneficial to a company as an employee can use their bargaining power in order to influence key stakeholders when making important decisions.
4. Personally credible – This behaviour is a vital part of a HR Professional as by having the knowledge it builds crucial working relationships with different groups connected to an organisation. Stakeholders will be confident when dealing with a HR Professional.
5. Collaborative – This is again an important behaviour as it is imperative that a HR professional is able to work effectively with multiple people both within the business and wider world.

6. **Driven to deliver** – This behaviour is essential for any HR Professional as it's the back bone for all staff to be able to deliver on set business objectives and add value to an organisation to ensure the function is viewed as a business partner rather than simply operational staff.
7. **Courage to challenge** – This behaviour is vital to a HR professional as staff within HR will have built up skills and knowledge relevant to situations that managers outside the department may not possess. An example of this would be to challenge a process if it did not meet current legislation.
8. **Role model** – This behaviour again is compulsory as a HR Professional as it is vital staff within the department set an example on what behaviours are expected within the business world.

These behaviours are essential for an individual working within HR to become an effective HR Professional as when used in a positive way it will allow an individual to progress through the four bands and ensure continuing professional development. Although the CIPD (2015) are flexible with the behaviour an individual pays most attention to depending on what role they play within an organisation, they insist on the behaviours being followed in order to meet their requirements for professional membership. By being a member of the CIPD it will allow further development opportunities for an individual as it is recognised as the professional body for the HR Profession.

Conclusion

The CIPD HR Profession Map is an ideal tool for an individual working within the profession to use in order to map out their career progression. It gives clarity to an individual and guidance at the different stages of their career on what is required to get to the next *band* and take the next step in their career development.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 3

Word Count: N/A

Student Name: Darren Bonnell

Student Number: 1810223

CIPD Membership Number: 53274287

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Signed: *Darren Bonnell*

Date: 15/12/2018

Contents

- Report
- Bibliography
- Appendix 1 – Recruitment Review Report
- Appendix 2 – Sickness Trigger E-mail to Head of Service
- Appendix 3 – Influence E-mail & Amended Letter

3.1) Apply basic project management techniques to work activities.

As part of a review into the recruitment process at Carmarthenshire County Council, I was part of a large project team that was put together to get an understanding of how things currently work, and what was important to our clients. An initial four day event was organised in which staff from different teams within the HR function, whom all have different roles within the recruitment process were put together in order to improve the service currently provided. Although I was not project leader within the original part of the event I would have concurred with the way we approached the exercise by splitting up the large team into smaller groups to include staff from different areas of HR and then giving each team their own area of the recruitment process to focus on. By doing this it not only allowed each team to have a detailed analysis of their given area but it also gave the smaller groups different skills and knowledge in order to learn off each other. During the early stages of being in my smaller group it was identified that each member had their own unique role to play with everyone having different strengths and weaknesses. I identified that as I was the only member who had worked at every stage of the recruitment process I would take the lead within the group. With me in the group we had the following staff;

- **Payroll Officer** who had expertise in the end game of paying the employee once set up on the system.
- **Employee Services Advisor** who is responsible for conducting pre-employment checks.
- **Employee Services Assistant** who processes application forms and sends out interview letters.
- **HR Support Officer** who sets the new employees up on the payroll system.
- **HR Advisor** who doesn't usually have a day to day dealing with the recruitment process but is highly knowledgeable of current policies and legislation.

Our role within the event was to go out to our customers who consisted of Heads of Service, recruiting managers, business support teams and recent applicants in order to gather their thoughts on how they feel the current recruitment process works, and more importantly ask the question of when it comes to recruitment what's important to them? In order to get to the maximum amount of customers I once again narrowed the group down into pairs, once again mixing up the team to suit their strengths and weaknesses. For example, I paired the HR Advisor with the Employee Services Assistant as not only did their knowledge mesh well together but their personalities did as one was quite shy and found talking to strangers difficult, whereas the other was confident and happy to lead the interviews. By identifying the strengths and weaknesses of my group and mixing them up accordingly it allowed each group to get the maximum information from our customers. This allowed us to feedback significant data to the larger group with recommendations of what we as an Authority are currently doing right, and also what we need to improve on in order to satisfy our various customer's needs. Following the training project the information was passed back to the Chief Executive (Appendix 1), and has since resulted in changes to the process. When considering what people to put together I considered Belbin (2016), as I by using her theory of having individuals with different characteristics mixed together in a team it allowed for the team to maximise skills and experiences in order to reach the set goals.

3.2 Apply basic techniques for analysing and resolving problems.

One of my main responsibilities in my current role as an Assistant HR Advisor is to analyse the sickness absence records for the department of communities. I get monthly reports of the sickness for each section within the department which I need to go through to ensure that managers are following the policy correctly and managing each employee's sickness. The reports are sent to me on the 21st of each month. Once received I go through the data and make notes on each employee to advise what stage of the process they are. Once I have analysed all the data I then send an e-mail to the heads of service (Appendix 2) of each section with an action plan of what the manager needs to do in order to confirm

they are following policy. By doing this it has been statistically proven that it reduces the sickness rates of staff. As a public funded organisation with regular cuts to budgets to work with it is essential that arrears such as sickness are vigorously kept up to date. As stated this results in a reduced sickness rates for the department which in turn reduces other costs which come such as paying out agency fees for getting staff in to cover essential services. As well as monitoring the sickness absence records as a departments we have recently brainstormed other ways in which to improve sickness levels. It was concluded that by giving regular sickness training to managers in how to correctly follow the sickness absence policy it would again result in staff having their sickness managed correctly which again has resulted in reduced sickness rates. All this information is fed back to the Chief Executive Board who will then look into areas which have continued high absence rates and then put in further actions in order to reduce these. When analysing the area of sickness within my department it mirrored the theory of Johns & Perkins (2016) as by looking at the data and actions of the manager in relation to sickness levels and then critically analysing it I was able to give sound advice in order to get the managers up to speed with policy and in turn reduce the sickness levels.

3.3) Apply different methods for influencing, persuading and negotiating with others.

Within my current role as an Assistant HR Advisor in Carmarthenshire County Council, I am continuously in situations where I need to use my influencing, persuading and negotiating skills. I use these skills in the main to ensure that the managers I am supporting in various meeting such as sickness absence, grievance, disciplinary etc are following best practice and abiding by policy. This is imperative managers often want to take certain decisions based on their first instinct which often means not following policy or In worse cases breaking the law. This can result having an impact on the working relationship, and in some cases be followed by the member of staff putting in a formal grievance. An example of when I have had to use my negotiating skills recently was when I supported a manager when conducting a sickness absence meeting for an employee who has been off long term. As the employee had not been keeping in contact regularly as per policy, as well as being seen out at a local bowling alley one of the managers wanted to put a quite strongly worded letter with the threat of disciplinary. I had to use my skills in order to look at the bigger picture and suggested the letter be re-wrote in a way that confirmed policy and what is expected of staff but in a way that did not come across as harshly (Appendix 3). This allowed there to be no ill feeling before the sickness absence meeting had even commenced. Prior to the meeting I again had to use my persuading skills as the line manager was quite adamant that she was going to take a stern route and question the member in an interrogating manner. As the sickness policy is wrote in a way of being supportive I had to completely change the mind-set of the manager and ensure they came across in a more friendly supportive way. During the meeting the manager did as I had advised and that enabled it to run smoothly and kept the relationship with the employee intact but at the same time got the point across to the employee of his responsibilities when off sick. When influencing the manager I took into consideration Johns & Perkins (2016) as I needed to come across as assertive and knowledgeable. This ensured that the manager had trust in the advice I was giving which in turn changed the way they were going to conduct the interview which kept the business relationship intact.

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CARMARTHENSHIRE COUNTY COUNCIL

REVIEW OF RECRUITMENT

NOVEMBER 2016

INTRODUCTION

It has been some time since the recruitment process within the Council has been reviewed. A number of developments have been made over the last few years such as:

- Web Recruitment for applicants
- Improved pre employment checking
- Safer Recruitment (schools in particular have been held accountable for any failure in their processes and this has resulted in a much improved position across the County)

██████████ TO ADD TO THIS LIST

It is timely to review the process and there are a number of drivers to support this:

- To fully develop and utilise the Web Recruitment facility on Resourcelink to include Managers Recruitment and Internal applicants recruitment
- To ensure that processes which have developed over a number of years are fit for purpose going forward
- To provide the best possible and most cost effective service to the users of the recruitment service
- To meet the demands of the service users who have been consulted via the October 2016 Managers Conference and via a TIC consultation
- To support the requirements of the Council's Welsh Language Standards

REVIEW METHOD

HR/Payroll Team have undertaken a thorough review of the process and engaged with service users via face to face meetings. A Vanguard type methodology was used as part of the review.

Appendix 2

Sickness Trigger Reports - October 2018 - Message (HTML)

FILE MESSAGE

Ignore X Delete Junk Packages Sent Egress Switch Delete
 Reply Forward All Reply Reply Forward All
 Meeting QIM More
 Lady Bird Team Email Reply & Delete Create New
 Rules OneNote Assign Mark Categorize Follow Up Translate Editting
 Move Actions Policy Unread Tags Move
 Quick Steps Done
 Zoom Zoom

Tue 30/10/2018 09:07
 Darren E Bonnell
 Sickness Trigger Reports - October 2018

To CC

Express Sickness Unrestricted

Please find attached a copy of the trigger reports and current actions confirmed. Any current / outstanding actions are highlighted in red.
 If any HR advice / support is required I will be happy to assist.

Long Term Sickness										Notes	
Employee Number	Full Name	Long Term Sickness Start Date	Long Term Sickness End Date	Long Term Sickness Status	Long Term Sickness Category	Long Term Sickness Type	Long Term Sickness Date	Long Term Sickness Date	Long Term Sickness Date		
Department: Community Division: Mental Health & Learning Disability Section: Community Inclusion Team: Community Inclusion Unit: Community Inclusion Manager: 000004											
015056		02/08/2018	31/10/2018		Horizontal		17	17	17	Recommended O/H - report pending. Stage 1 AMM triggered. Request copies of formal documents to confirm current monitoring period.	
Department: Community Division: Mental Health & Learning Disability Section: Community Inclusion Team: Community Inclusion Unit: Learning Disability Service Carriers Manager: 000049											
000059		23/04/2018	08/10/2018		Horizontal		17	17	17	Recommended O/H referral. Stage 1 AMM held 09/04/2018 monitor 3 months. Stage 2 AMM held 20/07/2018 - monitor 3 months. RTW 09/10/2018. Stage 3 AMM scheduled for 08/11/2018.	

Appendix 3

Darren E Bonnell

From: Darren E Bonnell
Sent: 10 October 2018 14:03
To: [REDACTED]
Cc: [REDACTED]
Subject: FW: 2nd stage invite for [REDACTED]
Attachments: 2nd-stage-amm-invite-letter-[REDACTED].docx
Categories: Egress Switch: Unprotected

Hi [REDACTED],

I have made a slight amendment to the paragraph to take out disciplinary action at this point, and to confirm that if procedures are not followed correctly then we can stop sick pay. I would also advise that the letter is sent out from [REDACTED] rather than yourself as she will be conducting the meeting.

Please give me a ring if you wish to discuss this further.

Thanks,

Darren

Darren E Bonnell

Cynghorydd Adnoddau Dynol Cynorthwyol/Assistant HR Advisor

Ffon/Tel: 01267 246095

Mewnol/Internal: 6095

E-bost/E-mail: DEBonnell@Carmarthenshire.gov.uk

Mae croeso i chi gysylltu gyda'r Cyngor trwy gyfrwng y Gymraeg neu'r saesneg./You are welcome to contact the Council through the medium of Welsh or English.

DATA PERSONOL

Deddf Rheoliad Diogelu Data Cyffredinol 2018: Mae'n debyg y bydd yr e-bost hwn yn cynnwys data personol, a allai hefyd fod yn gategori arbennig, neu ddata personol sensitif. Felly, dylai'r e-bost hwn dim ond cael ei gadw neu gopïo lle mae angen busnes i wneud hyn

Dylai'r wybodaeth hwn dim ond cael ei gadw'r cyn belled ag y bo angen ac yn unol â Chanllawiau Cadw'r Cyngor

PERSONAL DATA

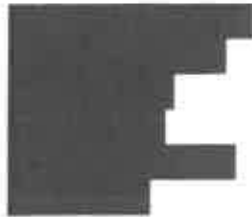
The General Data Protection Regulation Act 2018: It is likely that this e-mail will contain personal data, which may also be special category or sensitive personal data. As such, this e-mail should only be retained or copied where there is a business need to do so.

Please only retain this information for as long as it is necessary to do so and in accordance with the Council's Retention Guidelines

Employee No [REDACTED]

Date 10.10.18

Tel: [REDACTED]



Dear [REDACTED],

2nd Stage Attendance Management Meeting

Further to your recent discussion with [REDACTED], I am writing to confirm that a 2nd Stage Attendance Management Meeting has been arranged for Monday 29th October 2018 at 10am to be held in meeting room 2 Ground Floor at Ty Elwyn, in accordance with the Authority's Sickness Absence Policy. You will already have been given a copy of the Sickness Absence Policy when invited to the 1st Stage Attendance Management meeting but if you need an additional copy please do not hesitate to contact me

At the meeting you have the right to be accompanied by a representative of a recognised trade union or a work colleague.

The purpose of this meeting is to discuss your absence record and to enable further discussions to take place regarding your reasons for absence and any other relevant issues. This should be seen as an opportunity for you to raise any concerns which you think are relevant to your overall attendance levels.

You will note that in accordance with the sickness policy you are required to keep in regular contact with your line manager/supervisor, attend your appointments with the Occupational Health Unit and submit the appropriate documentation for all periods of absence. Employees who fail to follow the Sickness Notification and Reporting Procedure may lose the right to Occupational Sick Pay and Statutory Sick Pay.

Please contact me if you need any further information in advance of the meeting.

Yours sincerely

[REDACTED]

Mae croeso i chi gysylltu gyda'r Cyngor trwy gyfrwng y Gymraeg neu'r Saesneg.

You are welcome to contact the Council through the medium of Welsh or English.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 4

Word Count: 1107

Student Name: Darren Bonnell

Student Number: 1810223

CIPD Membership Number: 53274287

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Signed: *Darren Bonnell*

Date: 15/12/2018

Introduction

In order for an organisation to be successful and to meet their business objectives it is imperative that they understand the importance of developing strong teams, as well as, identifying political behaviour within an organisation, and using it in a positive way. Watson (2014) suggests that teamwork is regularly found within organisations, and it is therefore essential for the managers of the business to understand the importance of having a good team dynamic. By doing this it will have a positive impact on the organisation which will not only help meet targets but will ensure staff are happy within their role. Oppositely Johns and Perkins (2016) state if there is not a good team dynamic then this could affect an organisation in a negative way and result in low productivity and poor performance.

4.1) Explain the concept of group dynamics.

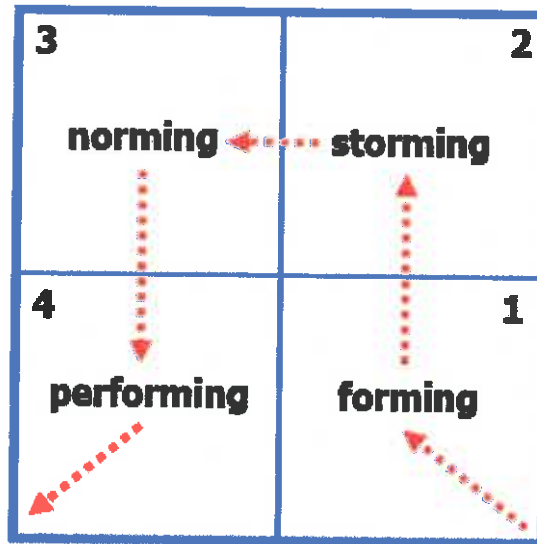
Lewin (2013) states the term *Group Dynamics* was first used by a social psychologist and change management expert named Kurt Lewin in 1939. Lewin (2013) suggested that when a group of people come together their skills as an individual may not be the same when they are in a group. This is because within a group the dynamics change which will affect the way an individual works and performs.

In an article Business Balls (2018) states Dr Bruce Tuckman developed his Team Development Model in 1965, where he suggested there were four stages of a team cycle which will lead to an end goal of having a successful team. These stages are;

1. Forming – this early stage places a heavy reliant on the leader to make most of the decisions and answer queries from the rest of the group who may be quiet and in a reserved manner.
2. Storming – at this stage the group are starting to gain more confidence and to look to get positions within the team. Often at this stage smaller cliques develop which could result in power struggles. It is therefore important the leader coaches the team and reminds them of the overall goals.
3. Norming – at this stage the group has developed an agreement of each individual's role within the team. They have developed a mutual respect for each other's strengths and the part they have to play in the group. The leader will organise and delegate responsibilities.
4. Performing – at this stage the whole team is strategically aware of the goals and reasoning behind why they are doing things. They all share the same vision and are able to carry on with little instruction from the leader.

Although the end goal of reaching the performing stage would see a team in a place where they have successfully completed the cycle and are in an ideal position to reach the business goals, it may take quite a long time to get through the stages. Often in companies staff are not happy with the role they have been delegated which can strain relationships within a team resulting in them not progressing through the cycle.

Bruce Tuckman's 'Forming Storming' Team Development Stages Model - 1965



Source: <https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>

Alternatively Belbin (1996) suggests that there are nine different team roles and the most successful teams will have each of these characteristics in the group. These are;

- **Plant** – will think outside the box and will present new ideas.
- **Monitor Evaluator** – will look at things logically and will closely analyse the chance of an idea being successful.
- **Coordinator** – will act as a chairperson and are good at delegating the roles to others in the team.
- **Implementer** – will put the ideas into action and get the ball rolling.
- **Completer- Finisher** – will ensure that a job gets completed correctly and on time.
- **Resource Investigator** – will look to explore outside opportunities with their inquisitive ways.
- **Shaper** – will look to challenge and get things done in a no-nonsense manner.
- **Team Worker** – will have a good relationship with everyone in the team and ensure that the morale is kept high when any conflict occurs.
- **Specialist** – will have excellent knowledge and a very tunnel vision approach in order to know all there is on a particular subject.

Belbin (1996) claims that the best teams will have all nine team characteristics in, although she does state that this is not necessarily possible in all occasions. She claims that if a team had too many of one particular role then it could result in having a negative impact. For example, if you had too many plants with all their ideas and no completer-finish or shaper then you could have a good idea but no structure and plan to get it implemented.

4.2) Explain political behaviour in organisations and how it can impact on the achievement of organisation objectives.

Durbin (2009) states that political behaviour which is often referred to as '*office politics*' is found in most organisations. He claims it is the process of individuals using their contacts in order to reach a goal and progress. This can have a positive effect on a business as when used in a good way it can result in an individual being able to use their influence to get things done which will in turn help reach the organisations objectives. However, Durbin (2009) also states that political behaviour in a company can have a negative effect as it can be perceived that an individual only acts politically in order to gain personally, and does not have the business goals as their main priority. In an article by the Mindtools Content Team (2018) they further enhance this view and explain that everybody in a company has their own personal agenda, which if not managed correctly can cause conflict within teams. In a separate article the Mindtools Content Team (2018) advise that there are, '*7 Ways to Use Office Politics Positively.*' These are;

1. Analyse the Organisational Chart
2. Understanding the Informal Network
3. Build Connections
4. Develop Your "People Skills"
5. Make the Most of Your Network
6. Be Brave – but Not Naïve
7. Neutralize Negative Politics

By following these steps it can result in managers taking control of the political behaviour within their organisation and ensuring that all staff act professionally, while ensuring that the overall objectives of the company are at the forefront to everybody's agenda.

Conclusion

In order for a company to reach their goals they need to be aware of the importance of the individuals within their teams. It is essential that teams are made to ensure they get the maximum out of each individual, as well as dealing with any office politics in a way that it is used in a positive impact on the organisation. If individuals are not managed correctly then this will have a negative impact on the company as a whole.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 5

Word Count: N/A

Student Name: Darren Bonnell

Student Number: 1810223

CIPD Membership Number: 53274287

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Signed: *Darren Bonnell*

Date: 20/12/2018

Contents

- Report
- Appendix 1 – Honey & Mumford Learning Styles Questionnaire
- Appendix 2 – The VARK Questionnaire
- Appendix 3 – Personal Development Plan
- Appendix 4 – Development Record

5.1 Undertake a self - assessment of HR capabilities to identify development needs.

As part of my role within HR I need to identify areas where I need to improve in order to aid with my development. In order to do this I have taken the CIPD Self-Assessment (Figure 1) to see where I am at currently before planning on what skills and experiences I need to develop in order further my career and reach my target goals.

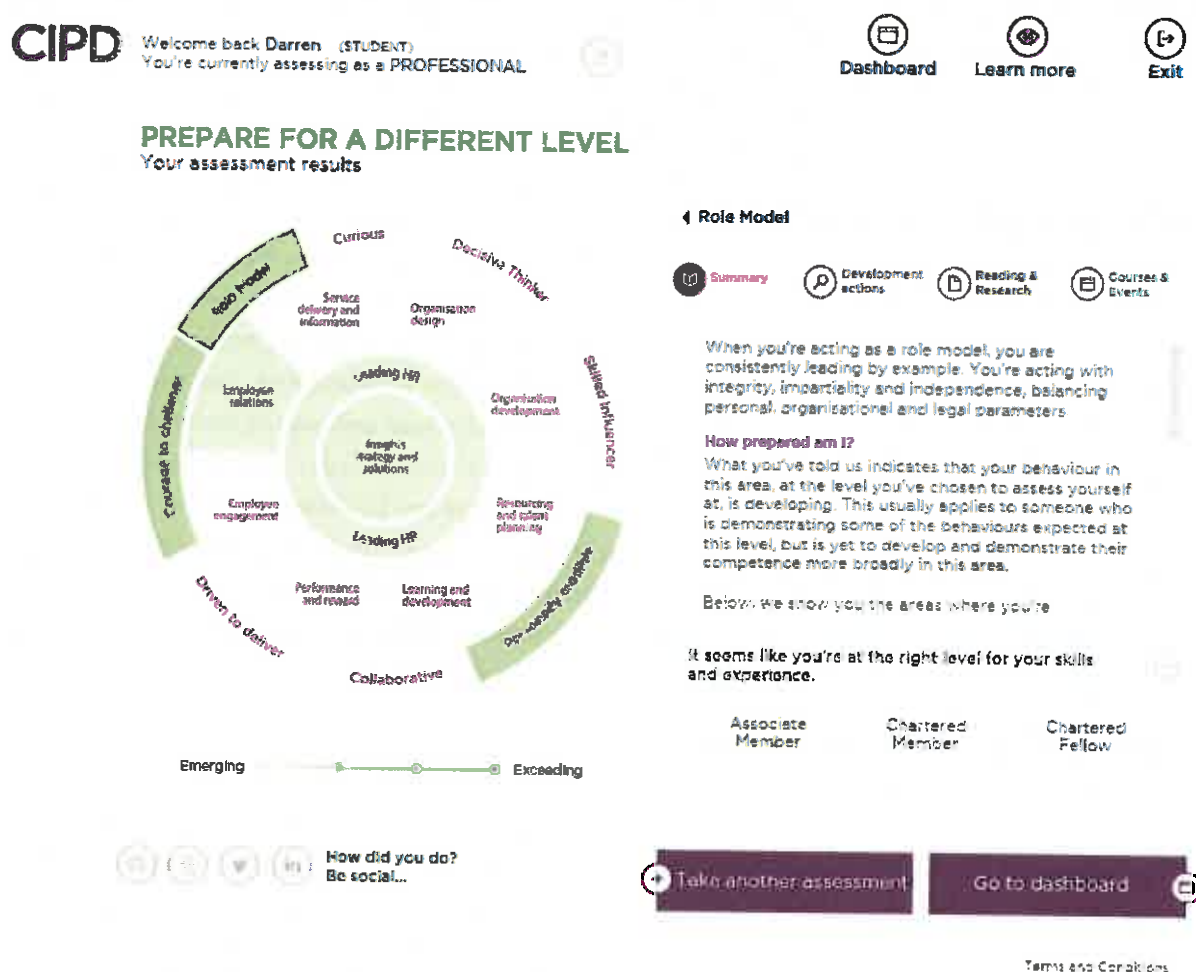


Figure 1 - Darren Bonnell Self Assessment

5.2 Select and justify different options for professional development.

As part of the CIPD self-assessment I looked at the following areas;

Leading HR – My self-assessment came out that I was in the emerging stage of my career when it comes to Leading HR. This is to be expected as I have only been in my role as an Assistant HR Advisor for a year. It confirmed that my current strengths are the ability to give sound advice to managers about policy and best practice. It confirmed large gaps in my skills which would prevent me from moving up the bands and on to the next stage of my career. These included areas such as co-ordinating my own activity with managers outside of HR, drawing up service level agreements and coming up with best practice proposals for the wider HR Team. In order to do this I will need to shadow more experienced staff and try to further build my working relationships with the managers I support.

Employees Relations – Employee Relations is a huge part of my current role as an Assistant Hr Advisor. In order to fulfil this role I need to have sound knowledge of all policies, best practice and employment law. Again with this area the self-assessment has classed me as emerging within the professional area. Although, I do have vast knowledge in certain topics such as sickness absence, I know that I need to further enhance my knowledge of other policies. The self-assessment has confirmed gaps in my employment law knowledge. As well as looking to develop my knowledge in this area by utilising the reading material available, I will also be completing a unit on the subject as part of my CIPD qualification. This will give me the required skill set to be able to support managers with all their employment law queries and in turn allow me to move to the next band within this area.

The professional behaviours I looked at were;

Role Model & Personal Credible – In my role I need to be a *role model* and *personally credible* as managers look at me for the answers to all HR queries. I need to be constantly leading by example and shown an unbiased attitude to all situations. Managers need to know that when they come to me for advice on a query that I not only have the knowledge to give them the correct answer, but that I will also always act in a professional way that puts the needs of the business first. The self-assessment showed that I was in the developing stage of my career with these behaviours which I again feel is about right for the length of time I have been in my current role. In order to transition to the next band in these behaviours I will need to look to further enhance my knowledge in areas that I am not familiar with. I will also need to get feedback from my manager on how I have handled certain situations in order to constantly improve. By being involved more in different areas of the HR function it will give me more confidence when answering queries which will in turn build working relationships with managers and enhance my reputation as an HR professional.

Courage to Challenge – In my role I need to be able to have the *courage to challenge* when I do not agree with certain situations. It is especially important when dealing with managers who do not like to follow the policies and procedures. As a HR professional I need to reinforce the correct way in doing things to ensure best practice is being followed. It is imperative then that I have the confidence and ability to challenge managers when they are not acting appropriately. The self-assessment has confirmed that I am again at the developing stage in my career within this behaviour. In order for to progress to the next band I will need to ensure I learn off more experienced members of the team, continually keep up to date with the latest policies and laws, and ensure that when I'm advising a manager I stick by my opinions. This is especially important as the managers need to know that I am confident in the advice I am giving.

The self-assessment has shown that although I am on the cusp of becoming a HR Advisor, I still have a lot of areas to develop in order to progress to the next band in my career. The behaviours identified are very much linked to one another and by using the advice given to me it will allow me to develop the knowledge and skills in order for me to progress to the next stage in all areas. By increasing my knowledge of all areas and employment law it will enable me to be able to act as *role model* which in turn will help managers respect me when I have the *courage to challenge* them as with my developed knowledge I will have become *personally credible*.

5.3 Produce a plan to meet development objectives.

As part of my development I have completed two different learning style questionnaires (Appendix 1 & Appendix 2) in order to find my best learning style. This will aid in my development as I can use the results to identify the best way I take in information and work on the areas that have been identified that I'm not so good at.

As part of my PDP I met up with my manager to go through areas I need to look to develop (Appendix 3). I identified areas to develop and to be monitored over different time scales. One of my main aims long term is to get the required qualification in order to become an HR Advisor. This will require me completing my CIPD to level 5. In order to do this I will need to pass the CIPD course over two years. I will need to time to attend the workshops as well as support when needed in order to complete my assignments. I agreed to feed back to my manager on my progress every 6 months with the end goal of obtaining the qualification coming in June 2020.

A shorter term goal is to familiarise myself with the schools side of HR. As I currently work in corporate side I have limited knowledge on the schools policy and best practice. In order to obtain these skills and knowledge I will attend training courses on the schools HR process as well as work closely with my 'buddy' who is an HR Advisor for schools. By doing this it will enhance my knowledge on the area with an end goal of being able to fully support head teachers and the governing body with all HR queries. I will keep my progress updated in my regular 'buddy' meetings which have recently commenced.

Another area I identified is to improve my confidence when dealing with areas such as redundancy, redeployment and disciplinary. In order to do this I will shadow my HR Advisor 'buddies' with complex cases and look to take ownership of more straight forward situations. Once my confidence has built I would like to be able to fully support with a complex cases in these area from start to finish.

I also identified that I would like to improve my skills and take part in more aspects of sickness absence. In order to do this I will look to conduct as manager absence reviews as possible, especially at the dismissal stage in my own allocated sections. By doing this I will add to my experience which will allow me to develop my skills in order to be able to be able to conduct training seminars in sickness by myself. I will then be able to look at sickness stats for my areas to see if by enhancing my skills and filtering it down it results in attendance improving. I will look to evaluate these around every six months.

I will look to continually update my PDP in order to evolve in my HR career. Ensuring that I keep track of important milestones along the way. I will keep a Development Record (Appendix 4) which will have all the information of the different stages of my development.

Learning Styles

Peter Honey and Alan Mumford have identified that we have different ways of learning, or learning styles.

The following exercise is designed to find out your preferred learning style/s. This questionnaire will help to pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

The accuracy of the results will depend on how honest you are. There are no right or wrong answers. The questionnaire will probably take approximately 10-15 minutes. If you agree more than you disagree with a statement put a tick by it; if you disagree more than you agree put a cross by it.

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

X	17	I'm attracted more to novel, unusual ideas than to practical ones.
✓	18	I don't like disorganised things and prefer to fit things into a coherent pattern.
✓	19	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
✓	20	I like to relate my actions to a general principle.
X	21	In discussions I like to get straight to the point.
X	22	I tend to have distant, rather than formal relationships with people at work.
✓	23	I thrive on the challenge of tackling something new and different.
✓	24	I enjoy fun-loving, spontaneous people.
✓	25	I pay meticulous attention to detail before coming to a conclusion.
✓	26	I find it difficult to produce ideas on impulse.
X	27	I believe in coming to the point immediately.
✓	28	I am careful not to jump to conclusions too quickly.
✓	29	I prefer to have as many sources of information as possible – the more data to think over, the better.
✓	30	Flippant people who don't take things seriously enough usually irritate me.
✓	31	I listen to other people's point of view before putting my own forward.
✓	32	I tend to be open about how I'm feeling.
✓	33	In discussions I enjoy watching the manoeuvrings of the other participants.
X	34	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
X	35	I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning etc.
X	36	It worries me if I have to rush out a piece of work to meet a tight deadline.
✓	37	I tend to judge people's ideas on their practical merits.
X	38	Quiet, thoughtful people tend to make me uneasy.
X	39	I often get irritated by people who want to rush things.
X	40	It is more important to enjoy the present moment than to think about the past or future.
✓	41	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.

✓	42	I tend to be a perfectionist.
X	43	In discussions I usually produce lots of spontaneous ideas.
✓	44	In meetings I put forward practical realistic ideas.
X	45	More often than not, rules are there to be broken.
✓	46	I prefer to stand back from a situation and consider all the perspectives.
✓	47	I can often see inconsistencies and weaknesses in other people's arguments.
X	48	On balance, I talk more than I listen.
✓	49	I can often see better, more practical ways to get things done.
✓	50	I think written reports should be short and to the point.
✓	51	I believe that rational, logical thinking should win the day.
X	52	I tend to discuss specific things with people rather than engaging in social discussions.
✓	53	I like people who approach things realistically rather than theoretically.
✓	54	In discussions I get impatient with irrelevancies and digressions.
✓	55	If I have a report to write, I tend to produce lots of drafts before settling on the final version.
✓	56	I am keen to try things out to see if they work in practice.
✓	57	I am keen to reach answers via a logical approach.
X	58	I enjoy being the one that talks a lot.
✓	59	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
X	60	I like to ponder many alternatives before making up my mind.
X	61	In discussions with people I often find I am the most dispassionate and objective.
✓	62	In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
✓	63	I like to be able to relate current actions to a longer-term picture.
X	64	When things go wrong I am happy to shrug it off and "put it down to experience".
✓	65	I tend to reject wild, spontaneous ideas as being impractical.
✓	66	It's best to think carefully before taking any action.
✓	67	On balance I do the listening rather than the talking.
X	68	I tend to be tough on people who find it difficult to adopt a logical approach.
✓	69	Most times I believe the end justifies the means.

X	70	I don't mind hurting people's feelings so long as the job gets done.
X	71	I find the formality of having specific objectives and plans stifling.
✓	72	I'm usually one of the people who puts life into a party.
✓	73	I do whatever is expedient to get the job done.
X	74	I quickly get bored with methodical, detailed work.
✓	75	I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
✓	76	I'm always interested to find out what people think.
✓	77	I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
✓	78	I steer clear of subjective or ambiguous topics.
X	79	I enjoy the drama and excitement of a crisis situation.
X	80	People often find me insensitive to their feelings.

Scoring

For each question, you score one point that you ticked. There are no points for items that you marked with a cross. Indicate on the lists below which items were ticked.

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

Totals	5	16	13	15
	Activist	Reflector	Theorist	Pragmatist

Results

	Very Strong Preference	Strong Preference	Moderate Preference	Low Preference	Very Low Preference
Activist	13 - 20	11 - 12	7 - 10	4 - 6	0 - 3
Reflector	18 - 20	15 - 17	12 - 14	9 - 11	0 - 8
Theorist	16 - 20	14 - 15	11 - 13	8 - 10	0 - 7
Pragmatist	17 - 20	15 - 16	12 - 14	9 - 11	0 - 8

You may find that your scores have traits of each of the learning styles, however usually one or two of the traits outweigh the others.

Now read what Honey and Mumford describe each style.

Activists

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

Reflectors

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

Theorists

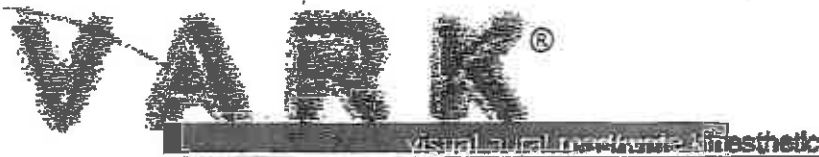
Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic

assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. 'If it's logical, it's good'. Questions they frequently ask are, 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with that. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

Pragmatists

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

In summary, by knowing your preferred learning style, you can identify the best method of learning for you. It is not uncommon to favour one predominant style of delivery which complements your preferred learning style, so remember we all have traits from all four styles, so it is essential to know about not only our own preferred style, but all four.



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
 - a. go with her.
 - ☒ b. tell her the directions.
 - c. write down the directions.
 - d. draw, or give her a map.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
 - a. see the words in your mind and choose by the way they look.
 - b. think about how each word sounds and choose one.
 - ☒ c. find it online or in a dictionary.
 - d. write both words on paper and choose one.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
 - a. describe some of the highlights.
 - b. use a map or website to show them the places.
 - c. give them a copy of the printed itinerary.
 - ☒ d. phone, text or email them.
4. You are going to cook something as a special treat for your family. You would:
 - ☒ a. cook something you know without the need for instructions.
 - b. ask friends for suggestions.
 - c. look through the cookbook for ideas from the pictures.
 - d. use a cookbook where you know there is a good recipe.
5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
 - a. talk about, or arrange a talk for them about parks or wildlife reserves.
 - ☒ b. show them internet pictures, photographs or picture books.
 - c. take them to a park or wildlife reserve and walk with them.
 - d. give them a book or pamphlets about the parks or wildlife reserves.
6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
 - ☒ a. Trying or testing it.
 - b. Reading the details about its features.
 - c. It is a modern design and looks good.
 - d. The salesperson telling me about its features.
7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
 - ☒ a. watching a demonstration.
 - b. listening to somebody explaining it and asking questions.
 - c. diagrams and charts - visual clues.
 - d. written instructions - e.g. a manual or textbook.

8. You have a problem with your heart. You would prefer that the doctor:

- a. gave you a something to read to explain what was wrong.
- b. used a plastic model to show what was wrong.
- ☒ c. described what was wrong.
- d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:

- ☒ a. read the written instructions that came with the program.
- b. talk with people who know about the program.
- c. use the controls or keyboard.
- d. follow the diagrams in the book that came with it.

10. I like websites that have:

- ☒ a. things I can click on, shift or try.
- b. interesting design and visual features.
- c. interesting written descriptions, lists and explanations.
- d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?

- a. The way it looks is appealing.
- b. Quickly reading parts of it.
- c. A friend talks about it and recommends it.
- ☒ d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

- a. a chance to ask questions and talk about the camera and its features.
- ☒ b. clear written instructions with lists and bullet points about what to do.
- c. diagrams showing the camera and what each part does.
- d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:

- ☒ a. demonstrations, models or practical sessions.
- ☒ b. question and answer, talk, group discussion, or guest speakers.
- c. handouts, books, or readings.
- d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:

- a. using examples from what you have done.
- b. using a written description of your results.
- ☒ c. from somebody who talks it through with you.
- d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:

- ☒ a. choose something that you have had there before.
- b. listen to the waiter or ask friends to recommend choices.
- c. choose from the descriptions in the menu.
- d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:

- a. make diagrams or get graphs to help explain things.
- b. write a few key words and practice saying your speech over and over.
- ☒ c. write out your speech and learn from reading it over several times.
- d. gather many examples and stories to make the talk real and practical.



visual aural read/write kinesthetic

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

2

Total number of As circled =

5

Total number of Rs circled =

4

Total number of Ks circled =

7

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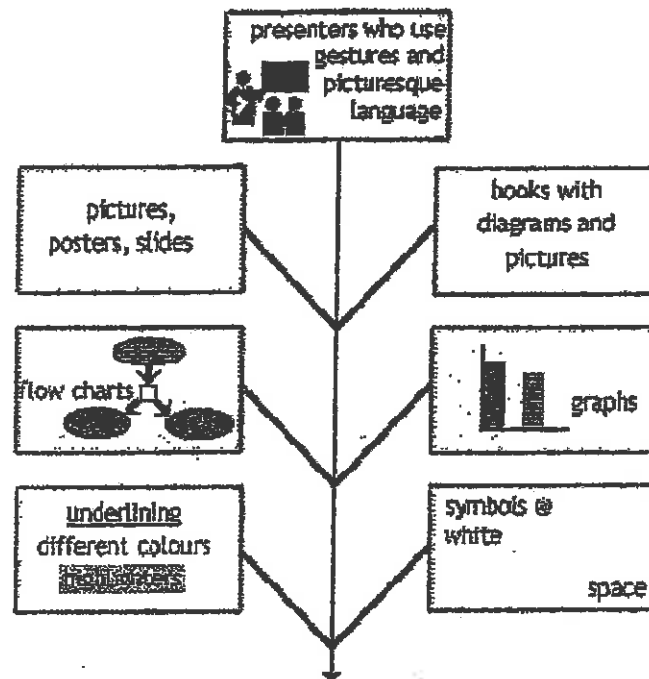
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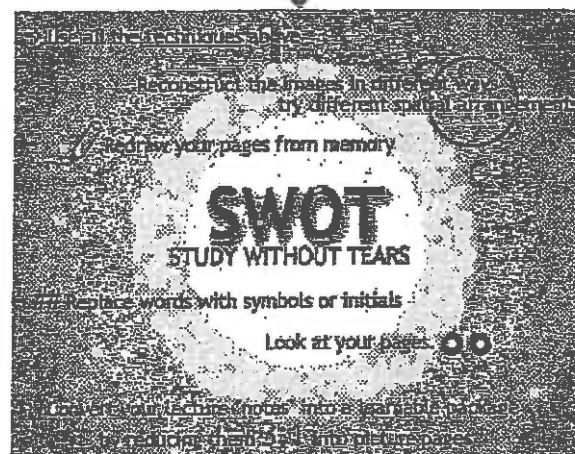
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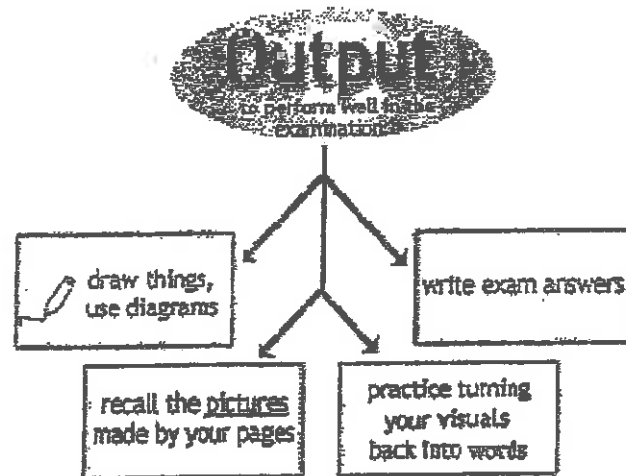
Visual Study Strategies



1001010

Take in the information





You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.

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Aural Study Strategies

If you have a strong preference for learning by Aural methods (A = hearing) you should use some or all of the following:

INTAKE

To take in the information:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder
- remember the interesting examples, stories, jokes...
- describe the overheads, pictures and other visuals to somebody who was not there
- leave spaces in your notes for later recall and 'filling'

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
- Put your summarised notes onto tapes and listen to them.
- Ask others to 'hear' your understanding of a topic.
- Read your summarised notes aloud.
- Explain your notes to another 'aural' person.

OUTPUT

To perform well in any test, assignment or examination:

- Imagine talking with the examiner.
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.

*You prefer to have this page explained to you.
The written words are not as valuable as those you hear.
You will probably go and tell somebody about this.*



English



a guide to learning styles

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Read/Write Study Strategies

If you have a strong preference for learning by Reading and Writing (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

*You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.*



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Kinesthetic Study Strategies

If you have a strong Kinesthetic preference for learning you should use some or all of the following:

INTAKE

To take in the information:

- all your senses - sight, touch, taste, smell, hearing ...
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)
- trial and error
- collections of rock types, plants, shells, grasses...
- exhibits, samples, photographs...
- recipes - solutions to problems, previous exam papers

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the "real" things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another "K" person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip...

OUTPUT

To perform well in any test, assignment or examination:

- Write practice answers, paragraphs...
- Role play the exam situation in your own room.

*You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real, and relevant to you.
You need to do things to understand.*

VARK®

a guide to learning styles

English

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If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no *Multimodal* helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often "get it" by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: [Multimodality](#)

Development plan

NAME:	DARREN BONNELL	MEMBERSHIP NUMBER:	53274287
COVERING THE PERIOD FROM:	SEPTEMBER 2018	TO:	JUNE 2020

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

Planned outcome

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

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
SKILLS + QUALIFICATIONS TO BECOME A HR ADVISOR	COMPLETE MY COURSE AND BECOME A MEMBER OF THE CIPD.	TIME TO ATTEND WORKSHOPS	PASSING THE COURSE	6 MONTHLY REVIEWS ON PROGRESS + COMPLETION IN SUMMER 2020
DEVELOP MY KNOWLEDGE OF SCHOOLS POLICY	ATTEND TRAINING COURSE SIT CLOSE TO MY SCHOOL BUDYNS + TAKE THEIR CALLS WHEN THEY ARE IN	HAVE A SCHOOL HE ADVISOR AS MY BUDDY TO SHADOW + HELP WITH ANY QUERIES	ABILITY TO ANSWERS SCHOOLS QUERIES BY MYSELF	REGULAR 'BUDDY' MEETINGS
IMPROVE MY CONFIDENCE WHEN DEALING WITH REDUNDANCY/REDEPLOYMENT.	ENSURE FULL KNOWLEDGE OF THE POLICIES. SHADOW/TAKE ON MY OWN CASES IN ORDER TO DEVELOP.	SUPPORT WHEN DEALING WITH REDUNDANCY/REDEPLOYMENT. ABLE TO SHADOW MORE COMPLEX SITUATIONS.	SUCCESSFULLY ASSESS ON STAFF ABILITY TO CONFIDENTLY SUPPORT WITH COMPLEX REDUNDANCY SITUATIONS WHEN THEY ARISE	6 MONTHLY REVIEW
BE CONFIDENT IN ALL ASPECTS OF ATTENDANCE MANAGEMENT.	TAKE MORE RESPONSIBILITY WITH SICKNESS.	ALLOCATED OWN AREAS OF RESPONSIBILITY	REDUCTION IN SICKNESS RATES IN MY DEPARTMENT	6 MONTHLY REVIEW

DARREN BONNELL D. Bonnell 18/12/18
COLLEEN EVANS  18.12.18

Development record

NAME:	DARREN BONNELL		MEMBERSHIP NUMBER:	53274287
COVERING THE PERIOD FROM:	SEPTEMBER 2018		TO:	JUNE 2020

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

Key dates	What did you do?	Why?	What did you learn from this?	How have/will you use this? Any further action?
19/09/2018	START C.I.P.D COURSE	IN ORDER TO GAIN CIPD QUALIFICATION	OUTLINE OF COURSE + FIRST ASSIGNMENT	CONTINUE COURSE
27/11/2018	ATTENDED LETS TALK SCHOOLS TRAINING	IN ORDER TO DEVELOP MY KNOWLEDGE OF SCHOOLS HR.	DIFFERENT POLICIES OF SCHOOLS + OTHER INFO	SUPPORT HEADTEACHERS + GOVERNING BODY. TRY + ENHANCE KNOWLEDGE WITH MORE TRAINING
04/12/2018	COMMENCED 'BUDDY' MEETINGS WITH MY SENIOR + HR ADVISOR COLLEAGUES	GAIN FURTHER KNOWLEDGE BY WORKING WITH MY BUDDIES	SET A MAP OF HOW THINGS WILL WORK FORWARD	CONTINUE TO LEARN + SUPPORT FROM MY BUDDIES

