Qualification: CIPD Level 5 Diploma in Applied HR
Module: Using Research in Human Resources
Assignment: Activity 1

Name: Shelley Dony
Student Number: 1810449
CIPD Number: 53274174

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: 

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Candidate name: Shelley Dony				**CIPD Membership/registration No.:** 53274174		
Qualification title: Level 5 CIPD Diploma in Applied HR				**Unique Learner No. (ULN):** 1810449		
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Overview to all activities

It is commonly known that continual professional development has become high on the agenda for organisations in the modern age (Taylor & Woodhams, 2016). That is not untrue for the Human Resources (HR) team member either – not matter what role/level. The Level 5 CIPD Diploma in Applied Human Resources is a course that offers just that. To enrol, work towards and complete this course it is necessary to understand what is involved. This enables the student to manage various resources, including time, effectively.

This module and its activities will examine how a student gains an understanding to this qualification, to HR roles and behaviours, to project management in practice, team/group working and how CPD techniques can be used in personal/professional development plans.

Activity 1

For any employee, ensuring competence and an up-to-date knowledge through continual professional development (CPD) is a must. Though, CPD should also be relevant to that employee's role, profession and organisation to be truly effective (Woodhams, Perkins, & Wilkinson, 2016). As a Human Resources (HR) Professional it is just as important to obtain CPD.

The Level 5 CIPD Diploma in Applied Human Resources is a qualification relevant and practical for HR professionals, held in high esteem by employers, offering a professional level of membership giving credibility to an individual's professional status (CIPD, 2018). In this case, the qualification currently being offered by way of an apprenticeship route, meaning that the student gains evidence of essentials skills in the way of literacy and numeracy along with the professional qualification (Welsh Government, 2016).

The qualification itself is being delivered through the University of Wales Trinity St. David's (UWTSD), however, the overall apprenticeship is being delivered by Coleg Sîr Gar. Therefore, to fully understand the programme in its entirety it is important to work with and gain guidance and support from facilitators from both institutions.

When preparing to undertake a qualification of this level and duration – part time over two years – it is important to gain the support of the employer and to manage time it takes to complete all requirements (Taylor & Woodhams, 2016)

Without the support from UWTSD, Coleg Sîr Gar and the employer it is impossible to complete the qualification. All mentioned provide various resources and services to help, including:









(University of Wales Trinity St. David's, 2018)

MyDay – has an overview to all the links a student may need, including links to Moodle, Office 365, mail, their timetable and resources.

Staff & Student Office 365 Email – any student within the UWTSD

Moodle – where students can access all the relevant information on each of the modules they are studying.

MyTSD – links the student to the student union, where issues can be taken if/when necessary.

IT Service Desk – for any student experiencing IT issues and need assistance.

Library and Learning Resources – containing online articles/journals/books and information on library books all available for research purposes.

English and Welsh Dictionary – assisting with correct spelling and grammar.

This activity includes various evidence of how information was gained to (University of Wales Trinity St. David's, 2018) plan and carry out the overall programme, including:

- qualification programme handbook – ref 3
- details on the Apprenticeship – ref 4
- college apprenticeship induction – ref 5
- a timetable for the course – ref 6
- four way learning agreement – by the learner, employer, qualification provider and apprenticeship provider – ref 7
- How to Manage Learning – ref 8
- Induction Questionnaire – ref 9
- Learning Styles Questionnaire – ref 10
- Communication Effectiveness Questionnaire – ref 11
- Active Listening Questionnaire – ref 12
- Conflict Style Questionnaire – ref 13
- Team Type Questionnaire – ref 14
- Student Code of Practice – ref 15
- CIPD Code of Practice (Taylor & Woodhams, 2016) – ref 16

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

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2018-2019

Ref
3

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INTRODUCTION

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 are entitled to use the designation AssocCIPD after their name.

CIPD professional membership is recognised globally by employers and could help increase earning potential. The apprenticeship will ensure the student receives on the job training whilst studying so they will acquire the relevant experience and knowledge at the same time; something not all students are fortunate enough to gain.

ABOUT THIS HANDBOOK

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 5 in the academic year 2018-2019.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

CURRENT MEMBERS OF STAFF

Names and Contact Details

Programme Director: Julie Thomas julie.thomas@uwtsd.ac.uk 01792 481000 ext 3233

The following lecturing staff may also be teaching on the programme from time to time:

Felicity Healey-Benson felicity.healey-benson@uwtsd.ac.uk 01792 481000 ext 3257
Julie Potter julie.potter@uwtsd.ac.uk 01792 481000 ext 3233
Jayne Woodman jayne.woodman@uwtsd.ac.uk 01792 481000 ext 3233

Contact details for the Head of School are:
Dr Maggie Inman margaret.inman@uwtsd.ac.uk 01792 481103

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

PERSONAL DETAILS

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Programme of Study (Course)
A Programme of Study or course is the collection of modules, or in this case, using CIPD preferred terminology, units, leading to a particular award.

Module/Unit
A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module/Unit Credit Rating
Every module/unit has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level. The credits identified here are administered by CIPD, but equate to QCF Level 5.

Level of Study

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives, approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsib-ility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

Students should note that the expectations and demands of work at Level 5 is higher than those at the CIPD Foundation Certificate in Human Resource Practice Level 3, and that this will be reflected in the assessment and marking of the module assessments.

PROGRAMME OF STUDY

The Level 5 Diploma in Applied Human Resources is comprised of 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.

Level 5 Diploma in Applied Human Resources = 90 credits (QCF).

26 credits from all core units
24 credits from Group A
40 credits from Group B

Modules (Units) Studied:

Core Modules (Unit)	Credits	Module Unit Code
Developing Professional Practice in Human Resources	8	BMPD5000
Understanding the Business Context of HR	4	BMPD5001
Using a Research Approach in HR	4	BMPD5002
Understanding the Contemporary HR Function	4	BMPD5003
Understanding Employment Law	6	BMPD5004

Group A Units	Credits	Module Unit Code
Understanding Resourcing and Talent Planning	4	BMPD5005
Understanding the Link between Individual and Organisational Performance	4	BMPD5006
Understanding Employee Engagement	4	BMPD5007
Understanding the Management of Employment Relations	4	BMPD5008
Understanding Coaching and Mentoring in the Organisation	4	BMPD5009
Understanding the Management of Change	4	BMPD5010

Group B Units	Credits	Module Unit Code
Contributing to Resourcing and Talent Planning in the Organisation	8	BMPD5011
Contributing to Improving Organisational Performance	8	BMPD5012
Contributing to Employee Engagement in the Organisation	8	BMPD5013
Contributing to Coaching and Mentoring in the Organisation	8	BMPD5014
Contributing to the Management of Change	8	BMPD5015

Module (Unit) details are correct as of 1 August 2018, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. You will be able to find the module (unit) descriptor on the Moodle page for the programme.

Total Qualification Time (TQT)

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

The CIPD guided learning hours for this programme of study is 450 hours:

250 hours to cover the core units and Group A optional units.
200 hours to cover the Group B optional units.

This programme will be delivered via monthly workshops with additional skills workshops throughout the year to meet these requirements.

Students will be expected to supplement the classroom contact hours with 2-3 hours of specified activities per week plus 5-6 hours of self-directed learning to cover reading and the preparation of assessment evidence.

COURSE DURATION

The programme will take two years. The terms during the first year will be divided up as follows:

Induction	19/9/2018
Term 1:	24/9/2018 – 14/12/2018
Term 2:	7/1/2019 – 5/4/2019
Term 3:	29/4/2019 – 12/7/2019

The course will be delivered through 16 units over two years. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

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
10. Contributing to Employee Engagement in the Organisation

Year 2:

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.

The submission dates for the year are provided below.

Core Modules (Unit)	Credits	Assessment Submission Dates	Method of Assessment
Developing Professional Practice in Human Resources*	8	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
Understanding the Business Context of HR	4	28/1/19	Written report, analysis notes
Using a Research Approach in HR	4	Part One 22/10/18 Part Two – 11/2/19	Written response, research report
Understanding the Contemporary HR Function	4	21/12/18	Slides and notes pages
Understanding Employment Law	6	11/3/19	Written answers to questions

Group A Units	Credits	Assessment Submission Dates	Method of Assessment
Understanding Resourcing and Talent Planning	4	20/4/20	Written answers to questions
Understanding the Link between Individual and Organisational Performance	4	10/6/19	Slides and notes pages
Understanding Employee Engagement	4	29/7/19	Briefing paper
Understanding the Management of Employment Relations	4	29/4/19	Written answers to questions
Understanding Coaching and Mentoring in the Organisation	4	20/1/20	Briefing paper
Understanding the Management of Change	4	4/11/19	Slides or screen shots with notes pages

Group B Units	Credits	Assessment Submission Dates	Method of Assessment
Contributing to Resourcing and Talent Planning in the Organisation	8	27/5/20	Portfolio of Evidence
Contributing to Improving Organisational Performance	8	1/7/19	Portfolio of Evidence
Contributing to Employee Engagement in the Organisation	8	18/9/19	Portfolio of Evidence
Contributing to Coaching and Mentoring in the Organisation	8	9/3/20	Portfolio of Evidence
Contributing to the Management of Change	8	25/11/19	Portfolio of Evidence

At the start of each module/unit, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances
If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Special needs in terms of assessment
If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with special needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
http://www.uwtsd.ac.uk/academic-office/

Responsibilities of students in relation to the assessment process
As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
ii) They attempt every assessment component of a module.
iii) They attend assessment events, including re-assessment events, as required; and that they are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to them in advance.
iv) They submit work for assessment as required and in accordance with the required format and deadline.
v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
viii) They keep a copy of work presented for assessment wherever feasible.
ix) They make their work available for sampling for external examining purposes and for archiving.

Internal verification of CIPD study centre standards

A critical element of centre internal quality assurance is internal verification. The internal verification framework assures the quality of the assessment standards and evaluates the achievement of learning outcomes for CIPD qualifications administered through our study centre. As a CIPD study centre we ensure a range of internal verifiers (IVs) supported by a lead IV engage in the full range of IV duties. In this case the Intermediate Certificate Programme Director takes the lead IV responsibility for conducting internal standardisation of assessment practice on the Intermediate Diploma in Applied HRM. The sampling strategy provides for IV activity in all of the 16 modules delivered, ensuring all lecturer assessment is checked, and is inclusive of work from all students who are active on the year programme. This ensures a representative sample of assessment decisions made by all individuals with assessment responsibilities is achieved, with all students having work checked.

Internal verification focuses on assessment processes, to ensure that assessment processes and systems used by assessors meet CIPD requirements. The IV checks that assessment methods applied by all lecturers assessing work are:

- valid – relevant to the learning outcomes and assessment criteria which are being assessed
- reliable – consistently achieving the same results with same/similar group of candidates
- fair – ensuring everyone has an equal chance of receiving accurate assessment
- safe – including physical and psychological safety approved by CIPD.

CIPD MODERATOR

All taught Programmes of Study which lead to a CIPD qualification are examined by a CIPD appointed moderator. The principal purposes of the external moderator system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's Moderators Report for their programme of study by contacting the Programme Director.

The current CIPD Moderator for this Programme of Study is:

Keith Reynolds

Please note that students are not permitted to make direct contact with the CIPD Moderator.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

Navigate to moodle.uwtsd.ac.uk
Click Quick Links (top left side of screen)
Select Moodle from the Swansea links
Log in using your Network username and password which are the same used to access campus PC's

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24 hours for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the **lecturer** that delivers the course/module. For any technical issues or error messages contact the **helpdesk**:
tel: 01792 481134
email: helpdesk@uwtsd.ac.uk
In any correspondence please include your name and student username
(e.g. 123456)

UNIT DETAILS (with Learning Outcomes)

Developing Professional Practice in Human Resources:

Purpose and aim of unit
The aim of this unit is to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role. The unit clarifies the context of the learner's specific HR development programme and the opportunities it affords to prepare for a career in HR. It explores a range of roles and career paths available in HR and considers the wider performance requirements, including work management, creative problem-solving and teamwork, required of HR professionals. Having explored HR as a profession, learners are supported to assess their strengths and development areas against HR practice capabilities, identify development objectives, and devise and implement a plan for continuing professional development (CPD). The unit also addresses many of the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes.

Learning outcomes
On completion of this unit, learners will:
1 Understand the components of a specific HR career development programme.
2 Understand the range of HR roles and behavioural requirements of HR professionals.
3 Be able to manage self and workload to meet performance requirements.
4 Be able to work collaboratively with others, as a member of a team or working group.
5 Be able to apply CPD techniques to devise, implement and review a personal development plan.

Understanding the Business Context of Human Resources

Purpose and aim of unit

Human resources (HR) professionals need to understand key developments in the business and external contexts within which organisations and, therefore, HR operate. This unit is designed to encourage learners to critically explore these contexts in order to be able to provide workable HR solutions to address them. The unit enables learners to understand different types of organisation and to analyse the factors which impact on their business and operating environment. These factors are then considered in the light of how they impact on the HR function – its policy and activities. The unit also examines HR's role in organisational strategy and how organisational strategy is converted into HR policy, practice and behaviour.

Learning outcomes

On completion of this unit, learners will:

1 Understand organisational factors which impact on the HR function.
2 Understand external factors which impact on the organisation's business and their HR function.
3 Understand how organisational and HR strategies and practices are shaped and developed.

Using a Research Approach in Human Resources

Purpose and aim of unit

Human resources (HR) professionals need to understand the research process and the use of research to both inform and develop their practice. This core unit develops the learners' knowledge about the research process and how research can improve understanding, aid decision-making and provide the basis for a change in practice. They will develop their skills in identifying and reviewing data sources and presenting a business report for different purposes. The unit also provides opportunities for learners to further develop their personal learning and thinking skills, especially independent enquiry.

Learning outcomes

On completion of this unit, learners will:

1 Understand the meaning of research and the research process.
2 Be able to conduct a data review and analyse the findings.
3 Be able to draw meaningful conclusions and make recommendations.
4 Be able to prepare clear, business-focused reports on an HR issue.

Understanding the Contemporary Human Resources Function

Purpose and aim of unit

The purpose of this unit is to introduce learners to main human resources (HR) activity and to the role of the HR function in contemporary organisations. It focuses on the aims and objectives of HR and how HR objectives are evolving as

organisations themselves evolve. In doing so, the unit considers both the transactional and transformational aspects of HR. The unit goes on to explore different ways of delivering HR objectives in organisations and the case for an ethical approach. Finally, the unit considers how the contribution of HR to the organisation can be evaluated and reviews some published research linking HR activity with positive organisational outcomes.

Learning outcomes

On completion of this unit, learners will:

1 Understand the purpose and key objectives of the HR function in contemporary organisations.
2 Understand different models of delivering HR services.
3 Understand the role of ethics in HR management and development.
4 Understand how HR's contribution to the organisation can be evaluated.

Understanding Employment Law

Purpose and aim of unit

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Ireland and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on how day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview of employment legislation, rather than a detailed focus on specific employment laws, for those who need to understand emerging developments in the management of the employment relationship in local and international jurisdictions. The unit also addresses the majority of the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes.

Learning outcomes

On completion of this unit, learners will:

1 Understand the purpose of employment regulation and the way it is enforced.
2 Know how to manage recruitment and selection activities lawfully.
3 Know how to manage change and reorganisation lawfully.
4 Know how to manage issues relating to pay and working time lawfully.
5 Know how to ensure staff are treated lawfully at work.
6 Know how to manage performance and disciplinary matters lawfully.

Understanding Resourcing and Talent Planning

Purpose and aim of unit
A fundamental part of the human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and in the places that it needs them, to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. This unit introduces learners to the labour market and to the strategic approaches organisations take to ensure they are able to meet their current and anticipated talent and skill needs. The unit also explores the key practices that organisations use to resource their organisations and good practice in each of these areas. These encompass workforce planning, succession planning, attracting and retaining talent, recruitment, selection, dismissal, redundancy and retirement processes.

Learning outcomes
On completion of this unit, learners will:

- Know how to undertake core talent planning activities.
- Know how to attract and retain talent.
- Understand good practice in relation to organisational resourcing activities.

Understanding the Link Between Individual and Organisational Performance

Purpose and aim of unit
This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit explores the conceptual framework of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. Further, the unit examines performance management processes and how the involvement and commitment of line managers can encourage and support HPW.

Learning outcomes
On completion of this unit, learners will:

1 Understand the concept of high-performance working and how it can benefit individuals and the organisation.
2 Understand the contribution of the performance management process to high levels of performance.
3 Understand the role of line managers in the performance management process.

Understanding Employee Engagement

Purpose and aim of unit

This unit provides learners with a broad understanding of what is meant by employee engagement, and how it can be linked to, and yet distinguished from, other related concepts. It explores the key components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, and the importance of alignment between these different processes. The unit goes on to consider the rationale for high employee engagement and the potential benefits to be gained. Finally, the unit considers trends in employee engagement and, based on these, the possible future for employee engagement in organisations.

Learning outcomes

On completion of this unit, learners will:

1 Understand the concept of employee engagement.
2 Understand the key components of employee engagement.
3 Understand the potential contribution of employee engagement to positive organisational outcomes.
4 Know how to access and interpret employee engagement data.

Understanding the Management of Employment Relations

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to develop the knowledge required to make effective judgements about employment relations policy, processes and practice in both local and European jurisdictions. The unit is designed to encourage learners to research and gain an understanding of the broader developments that are influencing the effective management of the employment relationship in indigenous and multinational organisations.

Learning outcomes

On completion of this unit, learners will:

1 Understand theoretical approaches to employment relations.
2 Understand the roles of key parties involved in employment relations.
3 Understand different models of employee representation.
4 Understand different forms of conflict behaviour and dispute resolution.

Understanding Coaching and Mentoring in the Organisation

Purpose and aim of unit

The purpose of this unit is to develop learners' understanding of both coaching and mentoring and of the potential value of both practices within organisations. The unit begins by exploring the concepts of coaching and mentoring, the similarities in, and differences between them and the validity of grouping coaching and mentoring together, as they so often are. The unit goes on to look at different models of implementing coaching and mentoring in organisations, the role of line managers in both the practices and the factors that all organisations should consider before implementation. Finally the unit considers the potential benefits of coaching and mentoring for both coach/mentor and coachee/mentee, as well as, importantly, for the organisation. Although the unit does not expect the learner to be a skilled coach or mentor, it does prepare them for making a contribution to coaching and mentoring activities within an organisational context.

Learning outcomes

On completion of this unit, learners will:

1 Understand the concepts of coaching and mentoring.
2 Understand different ways coaching and mentoring can be implemented in organisations.
3 Understand the potential benefits of coaching and mentoring in organisations.

Understanding the Management of Change

Purpose and aim of unit

This unit develops an understanding of change and change management in organisations. It begins with consideration of what drives change, what enables change and what hinders change, and how key theories and models can support our effective management of change. The unit goes on to explore the importance of positive relationships to change processes and how these can be built and developed, including an analysis of the different types of communications and support likely to be needed by all those involved. Finally the unit focuses on the practical aspects of managing change – how to plan for change, best practice in implementing change – how to monitor activities to keep things on track and how to assess the impact of change.

Learning outcomes:

On completion of this unit learners will:

Understand key principles, theories and models relating to change in organisations.
Understand the importance of communication and relationship management within change processes.
Know how to plan, implement and monitor change processes.

Contributing to the Resourcing and Talent Planning in the Organisation

Purpose and aim of unit

The human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and places that it needs them, in order to drive sustained organisation performance. This involves attracting, recruiting, retaining and, from time to time, managing the departure of staff from the organisation. This unit requires learners to review the organisation's strategic approach to talent planning and make recommendations for how this can be developed. It also requires learners to contribute directly to activities which underpin the effective resourcing of an organisation, such as: developing job descriptions, person specifications or competency frameworks; undertaking recruitment and selection activities; or participating in redeployment, redundancy or retirement activities.

Learning outcomes

On completion of this unit, learners will:

1 Be able to review and evaluate an organisation's approach to talent planning.

2 Be able to recommend ways to improve an organisation's approach to talent planning.

3 Be able to contribute to people resourcing activities.

Contributing to Improving Organisational Performance

Purpose and aim of unit

Human resources (HR) professionals have a key role to play in improving organisational performance, through implementing individual performance management policies and activities. This unit enables learners to further develop their knowledge in this area and to apply it in activities in the workplace. Learners are required to support line managers in activities such as monitoring performance, addressing poor performance, encouraging high performance, and carrying out performance and development reviews. The unit goes on to review an organisation's overall approach to performance management and the extent to which this contributes to organisational performance. Finally, the learner is supported to generate ideas for how the organisation's approach could be developed and make meaningful recommendations for improvement.

Learning outcomes

On completion of this unit, learners will:

1 Be able to provide information on performance management activity within an organisation.

2 Be able to support line managers to deliver performance management activities within an organisation.
3 Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.

Contributing to Employee Engagement in the Organisation

Purpose and aim of unit
This unit develops learners' knowledge and skills in relation to employee engagement, with a focus on the practical realities of gauging and enhancing employee engagement in the workplace. It requires the learner to investigate and assess current levels of employee engagement in order to evaluate the incidence and effectiveness of current engagement processes. Learners will consider the key drivers for, and hindrances to, engagement within an organisation and also research best practice in other relevant organisations. Based on this analysis and research, learners will go on to identify ways in which the organisation could enhance employee engagement and to draw up a realistic plan for how at least one of these strategies could be implemented.

Learning outcomes
On completion of this unit, learners will:
1 Be able to assess levels of employee engagement within an organisation.
2 Be able to evaluate current organisational approaches to employee engagement.
3 Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.

Contributing to Coaching and Mentoring in the Organisation

Purpose and aim of unit

The purpose of this unit is to extend learners' knowledge of coaching and mentoring and to support them in applying this to the development of effective coaching and/or mentoring programmes within an organisation. Learners are first required to assess the current level of coaching and mentoring activity in the organisation and the value this has in supporting the achievement of individual, team and organisational objectives. Using this knowledge, learners are then required to make appropriate recommendations for developing coaching and mentoring activity, taking into account how this fits with the organisation's wider human resource development/learning and development (HRD/L&D) strategy, and other factors/potential barriers which could have an impact on further development. Learners are also required to actively contribute to the implementation of either coaching or mentoring initiatives (or both, if appropriate) in the organisation, through promoting benefits, assisting the development of systems, helping build the capability of potential coaches or mentors, providing information/guidance to potential coaches/mentees and supporting the evaluation and continuous improvement of programmes.

Learning outcomes

On completion of this unit, learners will:

1 Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.

2 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Contributing to the Management of Change

Purpose and aim of unit

This unit enables learners to extend their knowledge of change management and apply it to the management of real change processes within the organisation. Learners are required to establish the need, objectives and potential benefits of change and to devise a plan for implementing appropriate change processes, including relevant communication and support strategies for those affected by the changes. Once the plan is agreed with decision makers the learner is required to play a key role in implementing the plan, maintaining positive relationships and providing information and support to others involved, and maintaining appropriate records of activities. The learner is also required to monitor change processes and make justified adjustments to their implementation where needed. Finally the learner is required to assess the impact of the change and to communicate this to stakeholders identifying any further corrective or development actions required to ensure the success of the change project.

Learning outcomes

On completion of this unit, learners will:

1 Be able to plan for the implementation of change processes within an organisation.

2 Be able to implement a change plan

3 Be able to assess the impact of change processes within an organisation.

CIPD MEMBERSHIP

Once you have registered with UWTSD, you will join the CIPD as Student member. As well as increasing your professional credibility with employers, CIPD membership will also give you exclusive member-only access to the latest HR and L&D resources, development tools, networking opportunities and discounts. Plus continuing your membership beyond your studies will ensure your progression to achieving professional membership of the CIPD.

On successful completion of the qualification, candidates will automatically gain Associate professional membership and be able to use the designation AssocCIPD.

POLICIES

University Attendance Policy

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors in advance of any absence, completing the appropriate Registry Forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on the student record in the Registry.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and final Attendance Warning Letters and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student within two months of the last recorded date of attendance.

In addition, each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% (including authorised leave periods) will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme.

UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage…'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another ***without acknowledgement***, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties
Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/

Avoiding Plagiarism
Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*

- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; ***`if in doubt, provide references'***. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice
There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

All students have access to information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at http://www.uwtsd.ac.uk/library/.

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Subject Librarians

Subject Librarians act as a contact point between students and the Library and Learning Resources service. Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at http://www.uwtsd.ac.uk/library/. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new resources.

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business Campus Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service and support for students from a care background. For further details see http://www.uwtsd.ac.uk/student-services/.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at http://www.uwtsd.ac.uk/study-skills/.

Topics covered include:

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: http://www.uwtsd.ac.uk/study-skills/.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

coleg sirgâr

coleg ceredigion

B-wbl

Cronfa Gymdeithasol Ewrop
European Social Fund

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

This Contract is made between the Approved Trainer (B-WBL) and the placement employer:

Hywel Dda University Health Board - Tracy Walmsley (Employer's Name)

in respect of work-based training for:

Shelley Dony. (Learner's Name)

under *~~Higher Apprenticeship / Apprenticeship / Foundation Apprenticeship / Traineeship /~~ * **(delete as applicable).** The term 'Learner' refers to any individual in training with the employer under this contract.

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.

   ~~Coleg Sir Gar will pay the Trainee a maximum training allowance of £ 30 / £ 50 per week~~ (Delete as appropriate) AW.

4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify **Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.**
7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
8. It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)
9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE). (non employed status learners only)
10. The placement employer will permit access to the Coleg Sir Gâr -Coleg CeredigionTraining Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis.
11. The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

Signed and a copy received by:

PLACEMENT EMPLOYER — Date: 10.9.18

A. Williams. — Date: 10.9.18.

TRAINING ADVISER

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth 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.

colegsirgâr

colegceredigion



APPRENTICESHIP

College Induction 2018-2019

Learner Name: ...Shelley Davy.....

Tutor Name: .....Julie Thomas.....

Course:.....CIPD L5 Applied HR Diploma.....

Date Induction booklet received: ...19/9/18.....

Learner signature: .....

Training adviser/assessor signature: A. Williams.....

UNDEB EWROPEAIDD EUROPEAN UNION

Llywodraeth Cymru Welsh Government

Cronfa Gymdeithasol Ewrop European Social Fund

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth 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

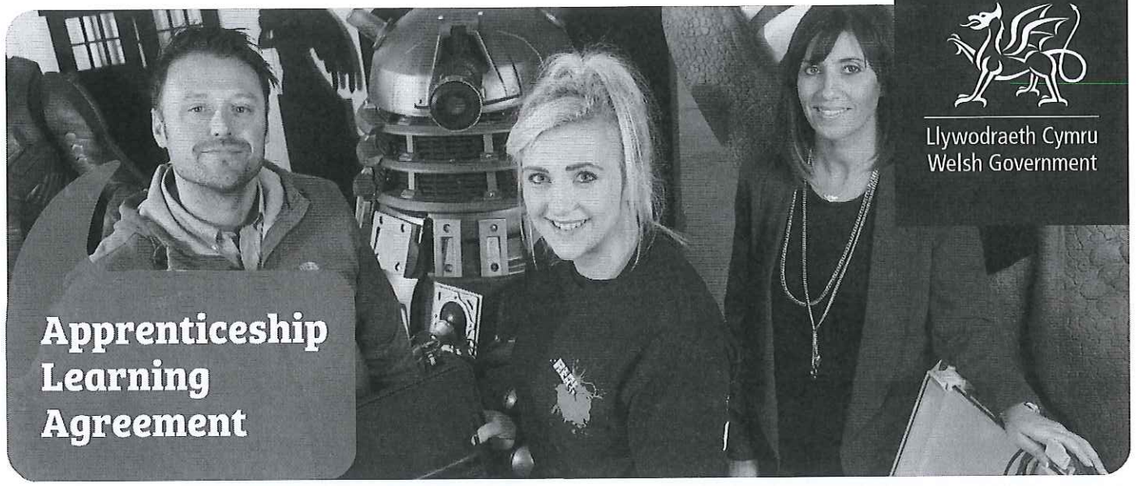
Ref 5

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
19th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26th 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.
17th 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
14th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16th January 2019	AM: Understanding the Business Context of HR PM:Understanding Employment Law	5CELW			
13th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

Ref 6

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



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 10.9.18 (*date Apprenticeship commences*)
between Tracy Walmsley. (*the employer representative*)
of Hywel Dda University Health Board. (*the name of the company*)
at Hafan Derwen, St. David's Park, Carmarthen SA31 3BB (*the address of the company*)
and Shelley Dony JN095040A (*the apprentice and N.I number*) and
Coleg Sir Gar (*the delivering provider*) and
B-WBL (*the contracted provider*) to study
Applied Human Resources (*specify skill, trade or occupation of the Apprenticeship*) following the
CIPD Apprenticeship Framework* at current level 5, expected to progress
to level ____. Expected final completion date is 25.9.2020. Hourly rate of pay at start of
Apprenticeship is Being paid above minimum wage.

**If the aim is to eventually achieve a framework at a higher level, please state the level the learner started at i.e. level 2 and then the final level they expect to progress to i.e. Level 3, 4 or above (This ALA will cover the learner for all levels of learning and there is no need to complete another ALA once they progress)*

All parties agree that

If this agreement is terminated on the grounds of redundancy, or if for any reason the employer is unable to meet the terms of this agreement, all parties will use their best endeavours using local networks and contracts, to ensure that the apprentice is given the opportunity to transfer to another employer who will be able to provide continuity for the apprentice, to complete his/her Individual Learning Plan.

Signed by/or on behalf of the employer, the apprentice and the provider, at the commencement of learning.

The employer: _____ Date 10.9.18

The apprentice: _____ Date 10.9.18

The provider: A. Williams. Date 10.9.18

The provider: _____ Date _____
(if different from the provider delivering the apprenticeship)

The Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills, Children and Learning Act 2009 (Section 32). It is a contract of service, not a contract of employment.

Ref 7

The Provider/s agree/s to:

- Ensure all aspects of the programme are delivered in compliance with the framework requirements, the quality standards laid down by Estyn and all contractual, quality and financial requirements of the Welsh Government. This includes the qualifications and experience of those delivering the learning;
- Ensure that attention is paid to the integration of all aspects of the programme (NVQ/QCF Competence and Knowledge based qualifications, Essential Skills Wales and additional requirements) to ensure a development and coherent experience for an apprentice;
- Offer support, guidance and advice to the employer/apprentice and to keep both parties informed and involved in the progress review;
- Ensure that each apprentice has an individual learning plan, and that no change(s) to the individual learning plan, nor transfer of the apprentice to another provider, will take place without the prior consent of the apprentice.

The Welsh Government agrees to:

- Monitor the quality of the directly contracted provider's performance;
- Contribute such funding (including from the European Social Fund) to the directly contracted provider as the Welsh Government deems appropriate towards the cost and delivery of the framework;
- Promote all learning opportunities and programmes as non-discriminatory in respect of gender, race, religion, sexual orientation, age or disability (where disability is not a barrier to the training activity);
- Promote apprenticeships throughout Wales.

The Apprentice agrees to:

- Apply himself/herself to his/her learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme;
- Take responsibility for his/her own learning and development;
- Behave in a considerate and responsible manner, with due regard to his/her own and other's equality of opportunity and to the Health and Safety of others and self in his/her working and learning environment;
- Work for the employer to the best of his/her ability and in accordance with the employer's policies and procedures;
- Authorise his/her provider to apply for his/her apprentice completion certificate on his/her behalf;
- Any concerns the apprentice has about his/her learning should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

The Employer agrees to:

- Actively promote the value of the apprenticeship within the organisation, and to ensure that oth staff are fully aware of the needs of the apprentice;
- Employ and, as a minimum, pay the apprentice in accordance with National Minimum Wage requirements. Tips, gratuities, service charges and cover charges do not count towards minimum wage pay;
- Ensure the apprentice has a contract of employment;
- Undertake legal and contractual responsibilities for the Health and Safety of the apprentice;
- Ensure conformity with equal opportunities legislation and good practice;
- Ensure that sufficient time and resources are made available for the apprentice to fulfil their learning and assessment needs including to ensure that the apprentice attends work and training for at least sixteen hours per week, unless authorised absence has been granted;
- Actively contribute to the regular review of the apprentice's progress;
- Any concerns the employer has about the learning, should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

Prentisiaethau Apprenticeships

Cronfa Gymdeithasol Ewrop
European Social Fund

Apprenticeship Programmes in Wales are part-funded by the European Social Fund through the Welsh Government. 'Europe and Wales: Investing in your Future'.

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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	8	40	40

Ref 8

Improving Organisational Performance			
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

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Pibwrwyd campus Wednesdays Once a month 9:30 – 4:30
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	As per timetable
4.	What is Moodle?	learning resource portal online
5.	What is Eduroam?	wifi
6.	What is Turnitin?	Electronic software to submit assignments that checks for plagarism
7.	Do you know when you are required to hand in work?	Yes
8.	What is the core text for this programme?	CIPD Rej Books (Zebra + Lizard)
9.	Do you know how to access the library catalogue?	UWTSD → Quicklinks
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?	Student support services Complaints Procedure Student Rep Tutors/lecturer
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 yrs
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	5

Name: ShelleyDony

Signed:

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date: 17/10/18

Ref 9

LEARNING STYLES QUESTIONNAIRE
(Honey & Mumford - *revised 1986)*

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

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

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

Ref
10

15. I take care over the interpretation of data available to me and avoid jumping to conclusions.

16. I like to reach a decision carefully after weighing up many alternatives.

17. I'm attracted more to novel, unusual ideas than to practical ones.

18. I don't like disorganised things and prefer to fit things into a coherent pattern.

19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.

20. I like to relate my actions to a general principal.

21. In discussions I like to get straight to the point.

22. I tend to have distant, rather formal relationships with people at work.

23. I thrive on the challenge of tackling something new and different.

24. I enjoy fun-loving, spontaneous people.

25. I pay meticulous attention to detail before coming to a conclusion.

26. I find it difficult to produce ideas on impulse.

27. I believe in coming to the point immediately.

28. I am careful not to jump to conclusions too quickly.

29. I prefer to have as many sources of information as possible - the more data to think over the better.

30. Flippant people who don't take things seriously enough usually irritate me.

31. I listen to other people's points of view before putting my own forward.

32. I tend to be open about how I'm feeling.

33. In discussions I enjoy watching the manoeuvrings of the other participants.

34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.

35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.

36. It worries me if I have to rush out a piece of work to meet a tight deadline.

37. I tend to judge people's ideas on their practical merits.

38. Quiet, thoughtful people tend to make me feel uneasy.

39. I often get irritated by people who want to rush things.

40. It is more important to enjoy the present moment than to think about the past or future.

41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.

42. I tend to be a perfectionist.

43. In discussions I usually produce lots of spontaneous ideas.

44. In meetings I put forward practical, realistic ideas.

45. More often than not, rules are there to be broken.

46. I prefer to stand back from a situation and consider all the perspectives.

47. I can often see inconsistencies and weaknesses in other people's arguments.

48. On balance I talk more than I listen.

49. I can often see better, more practical ways to get things done.

50. I think written reports should be short and to the point.

51. I believe that rational, logical thinking should win the day.

52. I tend to discuss specific things with people rather than engaging in social discussion.

53. I like people who approach things realistically rather than theoretically.

54. In discussions I get impatient with irrelevancies and digressions.

55. If I have a report to write I tend to produce lots of drafts before settling on the final version.

56. I am keen to try things out to see if they work in practice.

57. I am keen to reach answers via logical approach.

58. I enjoy being the one that talks a lot.

59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.

60. I like to ponder many alternatives before making up my mind.

61. In discussions with people I often find I am the most dispassionate and objective.

62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking.

63. I like to be able to relate current actions to a longer term bigger picture.

64. When things go wrong I am happy to shrug it off and 'put it down to experience'.

65. I tend to reject wild, spontaneous ideas as being impractical.

66. It's best to think carefully before taking action.

67. On balance I do the listening rather than the talking.

68. I tend to be tough on people who find it difficult to adopt a logical approach.

69. Most times I believe the end justifies the means.

70. I do not mind hurting people's feelings so long as the job gets done.

71. I find the formality of having specific objectives and plans stifling.

72. I am usually one of the people who puts life into a party.

73. I do whatever is expedient to get the job done.

74. I quickly get bored with methodical, detailed work.

75. **I am keen on exploring the basic assumptions, principles and theories underpinning things and events.**

76. **I am always interested to find out what people think.**

77. **I like meetings to be run on methodical lines, sticking to laid down agenda, etc.**

78. **I steer clear of subjective or ambiguous topics.**

79. **I enjoy the drama and excitement of a crisis situation.**

80. **People often find me insensitive to their feelings.**

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING
(Honey & Mumford 1986)

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

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

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

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

Reflectors

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

Theorists

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

?

NOT SURE ABOUT THAT!

Ring your scores on this chart and join up.

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

Pragmatists

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

° *Honey and Mumford 1986*

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

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

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

7. **My body language is conducive to attentive listening**

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

8. **I listen enthusiastically and positively**

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

Ref
11

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

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

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

Please provide any further details on what I do well:

Sometimes I talk when others are still speaking, in my head I'm doing it shows that I understand, but I am aware others may not realise this and just think that I'm talking over them.

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

I never make people think their issues / problems, or ideas, are small; I respect what is important to them

Thank you for your time

Communication Style Questionnaire

This questionnaire is designed to help you assess your ***preferred communication style***.

Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where

4 = agree strongly, 3 = agree somewhat, 2 = disagree somewhat, and 1 = disagree strongly.

As with all questionnaires, the level of your honesty and self-awareness will impact on the accuracy of the outcome…so, be truthful to yourself!

---

3 1. I express my opinions in an honest and appropriate manner.

2 2. I can get angry and let this show.

2 3. I find it difficult to say 'no'.

3 4. If I do not agree with a task that my boss has given me, I find a way of dragging my feet on it.

4 5. I feel comfortable in asking for help from someone if they know more than me.

2 6. I feel guilty if I leave on time for a valid reason and other people are still working.

2 7. I can be sarcastic.

2 8. I think my way of doing things is better than other people's.

2 9. If someone takes advantage of me, I find a way of evening the score.

4 10. I feel I have a right to say no to other people's requests and to negotiate a compromise.

2 11. If I am in a large meeting, I find I do not speak up.

2 12. I like to be in control of a situation.

1 13. I stare people down.

4 14. I make good eye contact with other people.

2 15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help.

2 16. I talk about other people behind their backs.

1 17. When I have to deal with someone in authority, I find it difficult to look them directly in the eye.

3 18. I am a good listener and equally other people listen to what I have to say.

1 19. Rather than confronting someone about an issue, I would rather give them the cold shoulder or drop hints to other people that I am not happy.

3 20. I am not afraid to be direct with someone, even if they think I am being rude.

Self-Assessment: Results

To assess your preferred communication style, transfer the scores you have given to each statement to the boxes below.

Then total each column downwards.

Look at the column where your score is the ***highest.***

This is the communication style you use *most* of the time.

Q1 3	**Q3** 2	**Q4** 3	**Q2** 2
Q5 4	**Q6** 2	**Q7** 2	**Q8** 2
Q10 4	**Q11** 2	**Q9** 2	**Q12** 2
Q14 4	**Q15** 2	**Q16** 2	**Q13** 1
Q18 3	**Q17** 1	**Q19** 1	**Q20** 3
Total 18	**Total** 9	**Total** 10	**Total** 8
Assertive	**Passive**	**Passive Aggressive**	**Aggressive**

Active Listening

How well do you listen?

Think about your 1-2-1 interactions in University and in your personal life. For each item, indicate how frequently you practice a particular behaviour. Place a tick in the appropriate column.

	Almost Always	Sometimes	Rarely
1. I maintain eye contact with the person talking to me.	✓		
2. I allow others to finish expressing their thoughts without interrupting.		✓	
3. I refrain from engaging in other activities while someone is talking to me.	✓		
4. I paraphrase what the other person has said to ensure my understanding of his/her message.		✓	
5. I concentrate and focus on the other person's message even if I'm not interested.		✓	
6. I refrain from forming a disagreement in my head while the other person is speaking.		✓	
7. I ask open-ended questions to clarify my understanding of the other person's message.		✓	
8. I refrain from thinking of other things or day-dreaming while the other person is talking.		✓	
9. I use nonverbal cues such as head nodding to encourage the speaker to continue.	✓		
10. I "tune out" sounds and other external distractions when listening to someone speak.		✓	
11. I take notes, when necessary, to help me remember key points from the conversation.		✓	
12. I do not overreact to emotionally charged words.	✓		
13. I listen to the other person's main message.	✓		
14. I pay attention to the other person's nonverbal cues that may contradict his/her message.		✓	
15. I concentrate on the other person's message, not on his or her appearance or mannerisms.	✓		

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.

Ref
12

- We listen to learn.

Given all this listening we do, you would think we'd be good at it!

In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

About Active Listening

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

Picture yourself in a situation where your wishes differ from that of another person.

For each of the following 30 statements, choose either A or B (with a circle) as the one which best describes how you would respond. Sometimes neither the A or B statement is typical of your response but try to choose the one that would seem most likely to be your instinctive response in that situation. Only you will see the finished exercise.

1. (A) There are times when I let others take responsibility for solving the problem.
   (B) Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. (A) I try to find a compromise solution.
   B I attempt to deal with all of his and my concerns.

3. (A) I am usually firm in pursuing my goals.
   B I might try to soothe the other's feelings and preserve our relationship.

4. (A) I try to find a compromise solution.
   B I sometimes sacrifice my own wishes for the wishes of the other person.

5. A I consistently seek the other's help in working out a solution.
   (B) I try to do what is necessary to avoid useless tensions.

6. (A) I try to avoid creating unpleasantness for myself.
   B I try to win my position.

7 (A) I try to postpone the issue until I have had some time to think it over.
   B I give up some points in exchange for others.

8. (A) I am usually firm in pursuing my goals.
   B I attempt to get all concerns and issues immediately out in the open.

9. A I feel that the differences are not always worth worrying about.
   (B) I make some effort to get my way.

10. A I am firm in pursuing my goals.
    (B) I try to find a compromise solution.

11. (A) I attempt to get all concerns and issues immediately out in the open.
    B I might try to soothe the other's feelings and preserve our relationship.

12. A I sometimes avoid taking positions which could create controversy.
    (B) I will let him have some of his positions if he lets me have some of mine.

13. (A) I propose a middle ground.
    B I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

Ref
13

Thomas/Kilman Conflict Mode Instrument

14. (A) I tell him my ideas and ask him for his.
B I try to show him the logic and benefits of my position.

15. (A) I might try and soothe the other's feelings and preserve our relationship.
(B) I try to do what is necessary to avoid tensions.

16. A I try not to hurt the other's feelings.
(B) I try to convince the other person of the merits of my position.

17. A I am usually firm in pursuing my goals.
(B) I try to do what is necessary to avoid useless tensions.

18. A If it makes the other person happy, I might let him maintain his views.
(B) I will let him have some of his positions if he lets me have some of mine.

19 A I attempt to get all concerns and issues immediately out in the open.
(B) I try to postpone the issue until I have had time to think it over.

20. (A) I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.

21. (A) In approaching negotiations, I try to be considerate of the other person's wishes.
B I always lean toward a direct discussion of the problem.

22. (A) I try to find a position that is intermediate between his and mine.
B I assert my wishes.

23. A I am very often concerned with satisfying all our wishes.
(B) There are times when I let others take responsibility for solving the problem.

24. (A) If the other's position seems very important to him, I would try to meet his wishes.
B I try to get him to settle for a compromise solution.

25. (A) I try to show him the logic and benefits of my position.
B In approaching negotiations, I try to be considerate of the other person's wishes.

26. A I propose a middle ground.
(B) I am nearly always concerned with satisfying all our wishes.

27. A I sometimes avoid taking positions which could create controversy.
(B) If it makes the other person happy, I might let him maintain his views.

28. A I am usually firm in pursuing my goals.
(B) I usually seek the other's help in working out a solution.

29. A I propose a middle ground.
(B) I feel that the differences are not always worth worrying about.

30. A I try not to hurt the other's feelings.
(B) I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

No set of scores will ever describe you perfectly. They provide a way to talk about your *most preferred and least preferred* style for handling conflict -about your conflict comfort zone. You do not always approach things in exactly the same way; but neither do you try something different each time. You starting point for managing conflict tends to be your comfort zone.

Transfer your score from the 30 questions to this sheet by circling the A or the B letters below that you circled on each question. Then add up each column to get a score for each style.

	Competing (forcing	Cooperating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
Total	Competing 5	Cooperating 5	Compromising 7	Avoiding 7	Accommodating 5

Source: Kenneth Thomas & Ralph Kilman (1976).

The maximum score for any style is 12 and the total aggregate score is 30. A score of more than 6 on any style would indicate a preference for that mode, while a score of less than 6 would indicate relative neglect.

This is only a one-point-in-time measure of your reaction to conflict situations and should not be taken as having great validity. The best way to use it is to see it as a corroborative device for your own perception of your preferred style.

FOLLOW-UP

You need practice and application if you are to develop your skills in resolving conflicts.

We may be better managers if we accept that conflict and 'politics' are part of organisational life, rather than symptoms of organisational ill health – though there may be a difference between constructive and destructive conflict and politics.

A. Competing

Uses:

- When quick, decisive action is vital, e.g. emergencies
- On important issues where unpopular courses of action need implementing, e.g. cost cutting, enforcing unpopular rules, discipline
- On issues vital to company welfare when you know you're right
- To protect yourself against people who take advantage of non-competitive behaviour

If you scored High:

- Perhaps people have learned that it's unwise to disagree with you, or have given up trying to influence you. This closes you off from information.
- Are subordinates afraid to admit ignorance and uncertainties? In competitive climates we fight for influence and respect. This means acting more certain and confident than one feels. People are less able to ask for information and opinion – they are less able to learn.

If you scored Low:

- Do you often feel powerless in situations? Are you unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it? This may hinder your effectiveness by restricting your influence.
- Do you have trouble taking a firm stand, even when you see the need? Sometimes concerns for others' feelings or anxieties about using power cause us to vacillate. Postponing may mean delay and adding to suffering and/or resentment of others.

B. Cooperating

Uses:

- For an integrative solution where both concerns are important and not to be compromised
- When the objective is to learn, e.g. testing assumptions, understanding others' views
- To merge insights from different perspectives
- To gain commitment by incorporating other's views into a consensual decision
- To work through hard feelings that interfere with an interpersonal relationship.

If you scored High:

- Do you spend time discussing issues in depth that do not seem to deserve it?
- (Collaboration takes time and energy-perhaps the scarcest organisational resources. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision making sometimes represents a desire to minimise risk-by diffusing responsibility for a decision or by postponing action.)
- Does your collaborative behaviour fail to elicit collaborative responses from others?
- (The exploratory and tentative nature of some collaborative behaviour may make it easy for others to disregard collaborative overtures; or the trust and openness may be taken advantage of. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests.)

If you scored Low:

- Is it hard for you to see differences as opportunities for joint gain as opportunities to learn or solve problems?
- (Although there are often threatening or unproductive aspects of conflict, indiscriminate pessimism can prevent you from seeing collaborative possibilities and thus deprive you of the mutual gains and satisfactions which accompany successful collaboration.)
- Are subordinates uncommitted to your decisions or policies? (Perhaps their own concerns are not being incorporated into those decisions or policies.)

C. Compromising

Uses:

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals - are in labour-management bargaining
- To achieve temporary settlements to complex issues
- To arrive at expedient solutions under time pressure
- As a backup mode when collaboration or competition fails to be successful

If you scored High:

- Do you concentrate so heavily upon the practicalities and tactics of compromise that you sometimes lose sight of larger issues-principles, values, long-term objectives, company welfare?
- Does an emphasis on bargaining and trading create a cynical climate of gamesmanship? (Such a climate might undermine interpersonal trust and deflect attention away from the merits of the issues discussed.)

If you scored Low:

- Do you find yourself too sensitive or embarrassed to be effective in bargaining situations?
- Do you find it hard to make concessions? (Without this safety valve, you may have trouble getting gracefully out of mutually destructive arguments, power struggles, etc.)

D. Avoiding

Uses:

- When an issue is trivial, of only passing importance, or when other more important issues are pressing
- When you perceive no chance of satisfying your concerns, e.g. when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality, etc.)
- When the potential damage of confronting a conflict outweighs the benefits of its resolution
- To let people cool down – to reduce tensions to a productive level and to regain perspective and composure
- When gathering more information outweighs the advantages of an immediate decision
- When others can resolve the conflict more effectively
- When the issue seems tangential or symptomatic of another more basic issue.

If you scored High:

- Does your coordination suffer because people have trouble getting inputs on issues?
- Does it often appear that people are "walking on eggshells?" (Sometimes a dysfunctional amount of energy can be devoted to caution and the avoiding of issues, indicating that issues need to be faced and resolved.)
- Are decisions on important issues made by default?

If you scored Low:

- Do you find yourself hurting peoples' feelings or stirring up hostilities? (You may need to exercise more discretion in confronting issues or more tact in framing issues in non-threatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.)
- Do you often feel harried or overwhelmed by a number of issues? (You may need to devote more time to setting priorities – deciding which issues are relatively unimportant and perhaps delegating them to others.)

E. Accommodating

Uses:

- When you realise that you are wrong – to allow a better position to be heard, to learn from others, and to show that you are reasonable.
- When the issue is much more important to the other person than to yourself – to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
- To build up social credits for later issues which are important to you?
- When continued competition would only damage your cause when you are outmatched and losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid in the managerial development of subordinates by allowing them to experiment and learn form their own mistakes.

If you scored High:

- Do you feel that your own ideas and concerns are not getting the attention they deserve?
- (Deferring too much to the concerns of others can deprive you of influence, respect, and recognition. It also deprives the organisation of your potential contributions.)
- Is discipline lax?
- (Although discipline for its own sake may be of little value, there are often rules, procedures, and assignments whose implementation is crucial for you or the organisation.)

If you scored Low:

- Do you have trouble building goodwill with others? (Accommodating on minor issues which are important to others are gestures of goodwill.)
- Do others often seem to regard you as unreasonable?
- Do you have trouble admitting it when you are wrong?
- Do you recognise legitimate exceptions to rules?
- Do you know when to give up?

Belbin team type questionnaire

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

How to complete the questionnaire

On the following pages are a series of statements divided into seven sections.
For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

When involved in a project with other people:

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

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.
At the end, there are further instructions on how to tally your score.

Ref 14

Section 1

What I believe I can contribute to a team

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

Section 2

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

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	3
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	3
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	3
H	I am reluctant to contribute unless that subject deals with an area I know well	
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	1

Section 3

When involved in a project with other people:

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

Section 4

My characteristic approach to the group is that:

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

Section 5

I gain satisfaction in a job because:

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

Section 6

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

A	I would feel like devising a solution of my own and then trying to sell it to the group	3
B	I would be ready to work with the person who showed the most positive approach	
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	2
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	2
E	I like to read up as much as I conveniently can on the subject	2
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	
G	I would take the lead if I felt the group was making no progress	1
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	

Section 7

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

A	I am apt to show my impatience with those who are obstructing progress	2
B	Some people criticise me for being too analytical	
C	My desire to check that we get the important details right are not always welcome	
D	I am inclined to feel I am wasting my time and would do better on my own	1
E	I find it difficult to get started unless the goals are clear	
F	I am sometimes poor at putting across complex points that occur to me	3
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	1
I	I tend to show boredom unless I am actively engaged with stimulating people	3

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

Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

  Specialist

- Your secondary team role

  Resource / Investigator
  Completer
  Team worker

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E 3	I 1	B	F 2	G 2	D 2	C	10
Implementer	G	A 3	H 2	D 3	I	F	E	8
Monitor Evaluator	H	D	G 2	C	A 2	I	B	4
Specialist	C 3	H	E 2	A 2	B 2	E 2	D 1	12
Co-ordinator	D	B	A	H	F	C 2	G	2
Team worker	B 2	F 3	I 2	I	C 2	B	H 1	10
Resource Investigator	A 2	C	F 2	G 2	E 2	H	I 3	11
Shaper	F	E	C	B 1	D	G 1	A 2	4
Plant	I	G 3	D	E	H	A 3	F 3	9

Using the team type information

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

Playing to your strengths

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

Seek out tasks or projects requiring your skills.

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

Become more flexible

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

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

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

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

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

Using the information with others

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

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

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

A word of warning

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

Ref
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Prifysgol Cymru
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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 important 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 agrees 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. Disruption of the activities of the University(including academic, administrative, sporting and social) on University premises or elsewhere Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University.	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural Contract
	Improper interference with the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere 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 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 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 Compulsory attendance at a workshop/coaching session Written Apology

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University Regulations

Distance Learning Student Guide

September 2018

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1 About You and the University

1.1 What is the purpose of this handbook?

This handbook provides distance learning students with additional information, specific to distance learners about the various procedures, regulations and support systems within the University. It is intended for distance learning students on programmes at undergraduate, postgraduate taught and research levels. Distance learning students need to use the student handbook specific to their level of study (*Undergraduate Student Guide*, *Postgraduate Taught Student Guide*, or the *Code of Practice for Research Degrees*) in conjunction with this guide. Information specific to distance learning students can also be found in your Programme of Study Handbook (except for MPhil and PhD by Research students).

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes are made from time to time. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might helpfully be introduced into future handbooks.

The handbook makes frequent reference to a number of other important sources of information relating to the University and to the way in which Programmes of Study (that's the name we give to your degree course) operate. These include Programme of Study Handbooks, Module Handbooks and the University's **Academic Quality Handbook (AQH)**.The AQH contains a wide range of information about the way in which the University operates and you are advised to familiarise yourself in particular with the following chapters:

- Chapter 5 – 'Student Representation, Engagement and Support' - which describes how the University assures the quality of the student experience, and provides details of our arrangements for providing you with academic and personal support during your studies;
- Chapter 6 - 'Taught Award Regulations' – which explains how taught Programmes of Study are structured and how we make decisions about the final awards;
- Chapter 7 - 'Assessment: Taught Programmes' – which contains information about the University's approach to assessment;
- Chapter 8 – 'Research Degree Regulations' – which sets out the rules governing the delivery and assessment of research degree programmes and includes the Academic Appeal Procedures and the Procedure for Student Complaints for research degree students;
- Chapter 13 – 'Student Cases' – which includes the *Academic Appeal Procedure* and the *Procedure for Student Complaints* for taught degrees.

The AQH is available in both Welsh and English on the University webpages and in the Faculty Offices: http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

Please bear in mind that, occasionally, information contained in this booklet might not apply to *certain* aspects of your particular Programme of Study. For example, information about formal examinations does not apply to Programmes of Study that do not assess your work through a formal examination.

This handbook is intended to be helpful to you and we would welcome your feedback on how it might be improved. Please send any comments to the Academic Office via quality@uwtsd.ac.uk.

There is a dedicated distance learning page (see link below) on the website with additional information on it as well as relevant information on web pages relating to your level and type of study (undergraduate, postgraduate taught).
http://www.uwtsd.ac.uk/online/

1.2 The University's Framework for distance learning

Appendix DL1 in the *Academic Quality Handbook* contains the University's framework for flexible and distributed learning provision. As is noted at the beginning of this appendix, it is expected that all new programmes that are offered using this mode of study adhere to this framework at the point of proposal. With the exception of a small number of programmes of study that are being discontinued, all current programmes now adhere to this framework. Your Programme of Study Handbook will give full details with regard to the exact teaching format of your Programme of Study.

1.3 How can I make my views known to the University?

The University values feedback from all its students irrespective of their mode of study and every effort will therefore be made to ensure that distance learning students are able to provide feedback to the University (e.g. through module and programme questionnaires or national surveys, such as the UKES, NSS, PTES or PRES) and are able to participate in the University's student representative system. Please note that 'attendance' at events such as annual reviews, validation events, or staff-student committee may take the form of video-conferencing or participation through Skype or via video-conferencing.

1.4 Study periods and submission deadlines

For most distance learning Programmes of Study, the University year is divided into two semesters. The first semester starts in September and lasts until late January when there is an examination period. The second semester starts in February as soon as the assessment process is complete and ends in June. Some distance learning courses may also offer the opportunity to take a module over the summer, by which the University means between April and September. Your Programme of Study Handbook will give you information about this.

Please note that taught distance learners will be given deadlines for the submission of coursework throughout the academic year. These deadlines are either communicated to you in your Programme of Study Handbook or in the module information given to you at the start of the module.

1.5 How will the University contact me?

All distance learning students will be supplied with a University e-mail address by Information Technology & Systems prior to the start of your Programme of Study. This e-mail will be used to contact you with important information, so it is most important that you check it regularly. We ask you to use this e-mail address when contacting the university.

1.6 What is MyTSD?

MyTSD is a student portal, accessible from the web site, which gives students access to a range of Registry services, including student enrolment and the viewing of module results and Examining Board decisions. Students can log into MyTSD using their student number and password. MyTSD can be used to check personal data held in Registry, and to update information such as a change in address or telephone number.

2 About You and Your Academic Progress

2.1 How do I know what is expected of me and what I can expect from my tutors?

When you enrol on a taught Programme of Study, an MRes, or a Professional Doctorate, you will be provided with a Programme of Study Handbook. This will explain what is required of you in terms of matters such as, for example, teaching and assessment. It is your responsibility to become familiar with this information. If a programme is offered by distance learning, then it will make clear what is expected from you as a student studying through this mode. The Programme of Study Handbook will also make clear what you can expect from your module and personal tutors in terms of contact and responses to your queries. You will be given more specific information about your module (usually via the VLE) (e.g. topics of study, bibliographies and resources, teaching sessions, assessments, assessment criteria etc.). It will also detail how you will be able to make contact with other students enrolled on that module (e.g. through an on-line forum and discussion boards). Such information is normally provided to students via the University's VLE.

Coursework in the form of essays, seminar papers, or whatever else is prescribed by your lecturers or module tutors must be presented by the deadline dates assigned. If you have not received any instructions about the coursework requirements of a module, you should contact your module tutor or Programme Director as soon as possible. For information in relation to extenuating circumstances procedures, please consult the taught degrees student guide.

Distance learning students who have responsibilities and commitments in addition to their studies need to ensure that they do not enrol for more modules per semester than they are able to cope with.

2.2 Graduate Summer School and residential events

An annual graduate summer school is held for all postgraduate taught and research degrees students on the Lampeter campus, usually during the first week of July. The summer school is an excellent way to meet your tutors and fellow-students and to attend

sessions that look to enhance research methods and skills. Some Faculties may also offer a one day induction event for all distance learning students, details of which will be emailed to all students before the start of their studies. Many distance learning students find attendance at such events invaluable. Further information about the annual graduate summer school and details about the cost, dates, and programme, can be obtained from the University's Research, Innovation and Enterprise Services (RIES).

If your programme of study contains residential events, then arrangements for these will be given in your Programme of Study Handbook.

2.3 'Attendance' for Distance Learning Students

For distance learning students, 'attendance' is, of course, defined differently. Attendance for distance learning students may take the form of the submission of formative assessment during the module, the participation in online seminars, accessing video-cast or podcast sessions, on-line forums and discussion groups, attendance at scheduled meetings with the module tutor or module group through Skype or by telephone. All module tutors will define clearly what is expected from students as part of the module information given to students at the beginning of the module. Generally, it is expected that all such contact points are compulsory elements of the course as they ensure the engagement of the student with the entire module, thus ensuring that all aims of the module and learning outcomes are met.

For distance learning students writing their dissertations or research degree theses, the same regulations will apply as for residential students.

For distance learning students attending residential visits or summer schools that are credit bearing all scheduled classes are considered to be compulsory.

2.4 What might happen if my progress is unsatisfactory?

In addition to the information given in the Academic Quality Handbook with regard to unsatisfactory progress, please note that the interviews for any distance learning student whose progress is regarded as unsatisfactory may, where appropriate, take place by electronic means (e.g. Skype).

3 About You and Assessment/Examinations

3.1 What are the examination requirements for Distance Learning Students?

Depending on your Programme of Study, you may be required to sit formal examinations at times laid down by the University. For general information about examinations for distance learning students, see Appendix DL1 of the Academic Quality Handbook. Your Programme of Study Handbook will give you further details and your Programme Director or module tutor will be happy to answer any questions you may have in relation to examinations.

4 Support for Distance Learning Students

4.1 Pastoral Care

All distance learning students studying with the University will have a personal or year tutor. If you have not been told the name of your personal or year tutor by your School / Cluster at the start of your studies, your Programme Director will be able to tell you who your personal or year tutor is. Full information about the personal or year tutor system can be found in the Academic Quality Handbook and the Student Guide relevant to your level of study.

4.2 Student Services

The Student Services department provides high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. In the case of distance learners, such assistance will normally need to be provided by telephone, e-mail or video conferencing – but the University will seek to ensure that the service provided is comparable with that provided to campus-based students.

Student Services offers a range of services to distance-learning students including:

- Careers Service;
- Counselling Service;
- Mental Health Advisory Service;
- Study Skills Support – advice on studying, preparing and presenting assignments etc. Details of the study skills support available to distance learners are provided on the Student Services webpages at: http://www.uwtsd.ac.uk/study-skills/
- Support for students on issues related to pregnancy, maternity, paternity and adoption leave;
- Support for disabled students;
- Financial support (for eligible students) from the University's Hardship Fund (UK-domiciled students), and the University's Scholarships and Bursaries package including a limited number of awards for international students;
- General student finance advice including advice on managing student debt;
- Support for international students.

Details of how you can access these services, including e-mail and phone contact details are available on the Student Services pages of the University website: http://www.uwtsd.ac.uk/student-services/.

Most of the services are delivered throughout the year, whilst some services are limited to University term-time only.

The University is firmly committed to enhancing the support services available to distance learning students and will work to improve the range and quality of services provided.

4.3 Visiting the University

As a distance learning student you may from time to time want to visit the University for a short intensive study period, for example in order to access the library or meet with your dissertation tutor for a number of supervisory sessions. The University's Accommodation

Officers will be able to help you to book a room on campus for a short period. Please note that it may not always be possible to offer visiting students a room on campus; at some times of the year the campuses get extremely busy.

4.4 Students' Union

All students are automatically members of the Students' Union who primarily exist to help and support your academic learning and work to advocate on your behalf to help improve your student experience. The Students' Union operates a range of mechanisms to capture your voice, ideas and experience, all of which can be accessed from their website (www.tsdsu.co.uk) and via their social media (search for 'TSDSU' on Facebook and Twitter).

One of the main projects run by the SU is the Course Representative system, ensuring that every student has access to a student rep on their course, providing accessible and relevant feedback opportunities to both the Union and the University.

Contact your Students' Union for any information on your rights as students, any help with academic issues, or if you have any ideas on how your student experience could be improved.

The Students' Union also runs and supports a variety of student-led social and co-curricular activity, and is always on the look-out for new ideas for activities and development opportunities to ensure that every student makes the most from their time at UWTSD.

5 Resources for Distance Learning Students

This section outlines the general resources available to distance learning students in terms of Information Technology & Systems and Library and Learning Resources. Details of the availability of resources of a more specialist nature are provided in Programme of Study Handbooks.

A series of guides to support you in utilising all resources available at the University, How do I, can be accessed via MyDay http://myday.uwtsd.ac.uk.

5.1 Information Technology & Systems (IT&S) for Distance Learning Students

The University recognises that Information Technology is an indispensable tool in the delivery and management of learning and is essential to support both the academic and administrative activities of the University.

As a distance learner when you have completed the enrolment process you will receive a confirmation of enrolment email to your personal email account, which will trigger your IT account to be created within 24 hours for you. Once your IT account has been created you will receive your login details via email to your personal email account. This account will enable you to access to the following:

- **VLE (Moodle)** - An online area where you will find information about your programme, modules and administrative information via http://moodle.uwtsd.ac.uk
- **Microsoft Office 365 email account** – A Microsoft system that provides students with a UWTSD email account in the format of studentnumber@student.uwtsd.ac.uk (e.g. 12345678@student.uwtsd.ac.uk). Once your account is created you can access your email via MyDay or directly via http://www.outlook.com/uwtsd.ac.uk.

IT Service Desk

Technical support is available to distance learners 24/7/365 and all requests are dealt with taking account of priority.

The main IT support for students is via the IT Service Desk. All IT problems and requests should be logged via the IT Service Desk where possible. There are three main methods to contact the Service Desk:

- Phone the Service Desk on **0300 500 5055** (ext **5055** internally). **Telephone support is available 24/7 365 days a year.**

- Email ITServiceDesk@uwtsd.ac.uk
- Log on to https://webhelp.uwtsd.ac.uk with your account details to log the request/issue

IT Service Desk hours:

Term Time
Monday to Thursday 8.30am - 8pm. Fridays 8.30am – 4.30pm (except Bank Holidays and University closure days)

Non-term Time
Monday to Thursday 8.30am - 5pm. Fridays 8.30am – 4.30pm (except Bank Holidays and University closure days)

For more information on IT&S at the University please visit our dedicated website www.uwtsd.ac.uk/its which contains all the information you need including:

1. Full video and PDF guides on various subjects
2. Getting connected pages with information on Student IT accounts, Email and Wireless access

5.2 Technology Enhanced Learning

5.2.1 MyDay

MyDay is a flexible student portal that will work in most browsers on desktop PCs, laptops, tablets and smartphones and is available as an app for Apple, Android and Windows devices.

MyDay allows you to manage your student experience by providing a gateway to:

- Moodle
- Library services
- PC Availability
- Help & Advice
- Career Guidance
- University Email
- News and Events
- Important Announcements
- Student forms

How to access MyDay

1. Using any web browser type in: http://myday.uwtsd.ac.uk
   (Internet Explorer on campus PCs will automatically sign you in to MyDay)

2. If/When prompted - Enter your University email address and password. If you have problems logging in, check that the caps lock key on your computer keyboard is off and that you use the correct combination of lower case and capital letters in both your username and your password.

Problems?

Contact the IT Service Desk or email: myday@uwtsd.ac.uk

5.2.2 Using the VLE

Access to the University's VLE is important for all students, but even more so for students studying through distance learning.

The University VLE system is Moodle. Your username and password for Moodle will be the account details confirmed by the online account creation process detailed above.

More detailed information about the relevant VLE for your studies and how to get help is available here:
Moodle: http://moodle.uwtsd.ac.uk

If you have enrolled and are having issues logging on to the VLE, please contact ITServiceDesk@uwtsd.ac.uk. If you have login details and find that any of your modules or content is missing please contact your module tutor or Programme Director as soon as possible.

Please note that you should not try to access any courses before the start of the teaching study period as a module may not yet have been set up or teaching material may not yet have been uploaded.

5.2.3 Getting started with Moodle

All distance learning programmes of study have a Moodle space. This short section will take you through finding and logging into Moodle.

1. The web address is: http://moodle.uwtsd.ac.uk (There is no need to remember the address, go to the **University home page** then click **Quick Links** at the top of the screen or you can access Moodle via MyDay).

2. Log into the Moodle page with your usual university username and password. This will take you to *your* homepage; you will see the Schools and *your* modules in the centre of the screen.

3. Click on the module name (on the right side of the screen) to access *your* learning materials and links related to the module.

4. There is additional support within Moodle from the front page in the link called Moodle Resources. Here you will find information on how to use some of the features. There is additional useful information on the front page including links to the Learning Resources Centre and Student Support. Additionally there is a link to a group of Discussion Forums within this space you will find a specific discussion link for distance learning students. At the top of the screen there are links to other services.

5.3 Library and Learning Resources for Distance Learning Students

Information about services for distance learners can be found via the Library's website: http://www.uwtsd.ac.uk/library/services/services-for-distance-learners/

5.3.1 Online Library

In order to provide an equitable service to all students, the library aims to provide as many resources as possible electronically. The library subscribes to a wide variety of e-resources, including e-books and e-journals, all of which are available via the library website and are searchable via the library catalogue. E-resources can be accessed from anywhere using your university login: http://www.uwtsd.ac.uk/library/online-library/. For support in accessing and locating material and finding out which e-resources are most appropriate for your course, please contact your Academic Liaison Librarian who will be happy to assist you: library@uwtsd.ac.uk.

5.3.2 Borrowing resources

Should you wish to come to the library in person to borrow resources you will need your University ID card which is also your library card. Your library account can be managed online via the library catalogue where you can check due dates and renew your books. Please be aware that you may not be able to renew your books if they've been requested by someone else, in which case it is advisable to return them as soon as possible to avoid incurring a fine.

Distance Learning students in the UK and Ireland are entitled to join the SCONUL Access scheme which is a reciprocal service supported by most of the higher education and national libraries of the UK and Ireland, and provides borrowing privileges for most distance learning students. This means that with a SCONUL Access card you may be able to borrow material for your course from a local University library. Further information on how to join the Scheme is available on the SCONUL Access website: http://www.sconul.ac.uk/sconul-access or contact sconul@uwtsd.ac.uk for more details.

If you are unable to get access to the material you require, you can request it using the online form: http://www.uwtsd.ac.uk/library/services/services-for-distance-learners/. Please note that some services are only available to Postgraduate Distance Learners.

5.3.3 Advice and Support

The Library can also help you to develop expertise in finding, evaluating and using information effectively and ethically and advise on research data management. We can also help you with your bibliographies and citations, including the use of RefWorks; an online research management, writing and collaboration tool which you have access to. Please see Digital and Information Literacy for further details. Advice can be provided via e-mail, phone or Skype.

Students able to attend the annual Postgraduate Research Festival can also ask for a personal one-to-one session in order to familiarise themselves with the online library resources.

For further information about any of our services, please contact: library@uwtsd.ac.uk. It would be helpful if you were able to include your student number when contacting us so as to avoid any delays in responding.

5.4 General Information

5.4.1 Useful Web addresses

General distance learning	http://www.uwtsd.ac.uk/online/distance-learning-courses/
Moodle	http:/moodle.uwtsd.ac.uk/
Information Technology & Systems	http://www.uwtsd.ac.uk/its
Library and Learning Resources	http://www.uwtsd.ac.uk/library/services/services-for-distance-learners/
Student Services	http://www.uwtsd.ac.uk/student-services/
Students' Union	http://www.tsdsu.co.uk
Registry	http://www.uwtsd.ac.uk/registry/
Finance	http://www.uwtsd.ac.uk/finance/
Academic Office	http://www.uwtsd.ac.uk/academic-office/

5.5 Financial requirements

Programme fees are payable in full upon enrolment. If fees are to be paid by an employer or sponsor, then you should produce documentary evidence of grant aid/sponsorship when enrolling.

Programme fees are normally charged on an annual basis, but in the event of a student discontinuing the programme, fees will be charged pro-rata up to the date at which the University is informed in writing on the appropriate form that they have withdrawn. Fee-

paying by instalments requires the approval of the Finance Office and the production of an agreed payment plan.

Payment for tuition fees can be made in one of the two following ways:

1. Immediate payment

Tuition fees can be paid immediately, in full, by credit/debit card. The payment will be processed straight away and the full fees will be collected immediately.

2. Recurring card payment

Tuition fees can be scheduled for payment on agreed dates (see payment dates below) using a credit/debit card. All major credit cards are accepted except American Express and Diners Club. Please note: setting up a recurring card payment will ensure all payments due for the current academic year will be made automatically. You need do nothing further (for this year) unless we contact you to say otherwise.

Tuition fees can be scheduled for future payment in one, two or three instalments, depending on value. Payment dates are as follows:

One instalment: 1 October

Two instalments: 1 October and 7 January

If you choose to pay in two instalments the total cost will be split as detailed below:

1st Instalment - 50%
2nd Instalment - 50%

Three instalments: 1 October, 7 January and mid-April (date to be advised)

If you choose to pay in three instalments the total cost will be split as detailed below:

1st Instalment - 34%
2nd Instalment - 33%
3rd Instalment - 33%

Notes for international students: if you have paid a deposit towards your programme of study, please reduce the total tuition fee to be paid by the amount already paid as a deposit.

5.6 Finance and debt

Details of the various mechanisms that are in place to help you manage your finances are available from Student Services. However, where a current or former student is in debt to the University and has not made acceptable arrangements to manage and repay the debt, the University reserves the right to commence legal proceedings to recover the outstanding debts, and recover or replace any University property.

The University's policy is also that students with outstanding tuition fee debt will not be entitled to graduate or to progress to the next year of their studies.

If you are in debt, you are strongly advised to get in touch with Student Services or with the Finance Department so that they can help you identify a mechanism for dealing with your debt.

CIPD
Championing better work and working lives

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.

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Activity 2

Write a report in which you briefly explain:

- How the CIPD HRPM professional areas and bands define the HR profession
- Why the HRPM behaviours are essential to being an effective HR professional

It is commonly known that continual professional development has become high on the agenda with organisations in the modern age, no matter the profession (Taylor & Woodhams, 2016). With people at the heart of the work of the Human Resource (HR) function, it is important that any development and/or practices carried out only enhances the profession, and thus the working lives of the workforce (Taylor & Woodhams, 2016). This assignment will look at HR as a profession and evaluate the role the CIPD Profession Map plays in its definition, define what a 'professional' is and explain why the behaviours set out in the Profession Map are said to be essential to be an effective professional, before concluding.

A 'profession' is defined as having a body of knowledge at its core, having workers that apply that knowledge in their functions, and adhere to a code of conduct/ethics (Taylor & Woodhams, 2016). The HR function has a vast differential body of knowledge at its core, across the wide range of areas that it covers. Its workers must apply their knowledge and expertise daily, and there is a HR code of conduct developed by the Chartered Institute of Personnel and Development (CIPD).

The CIPD is an internationally recognised professional body that set the HR standards for professionals of all levels working within all aspects of HR (Cheese, Mapping the Future, 2018). One of the ways they help shape and develop HR professionals is through the HR Profession Map.

This Profession Map is a competency framework (Taylor & Woodhams, 2016) that outlines the skills and behaviours that HR professionals are expected to adopt, whilst looking to set practices to guide professionals to contribute to an effective HR function (Cheese, Mapping the Future, 2018). The map can also guide a professional in how to progress in various ways – up the ladder or into other specialist areas (CIPD, 2018). The map was introduced in 2013 but has been revised in 2018 to provide principles in decision making, rather than "prescribing practice" (Cheese, Mapping the Future, 2018). The 2013 map holds ten professional areas, eight behaviours and four bands of professional competence (CIPD, 2018).

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These professional areas define the knowledge and actions that are required within each area at each of the professional bands (CIPD, 2018). Within the ten professional areas are two core areas – Insights, strategy and solutions, and Leading HR – that are fundamental to all HR professionals' practice, not matter in which area(s) they specialise or at what band they operate (CIPD, 2015). The other professional areas of operation are 'Organisation Design', 'Organisation Development', 'Resourcing and Talent Planning', 'Learning and Development', 'Performance and Reward', 'Employee Engagement', 'Employee Relations', and 'Service Delivery and Information' (CIPD, 2018).

The four bands of professional competence describe the degree of complexity in all the behaviours within each of the professional areas (CIPD, 2015). They help provide a pathway for any professional to progress, transitioning from one band to the next. The bands provide a guide to the level of competence in five key areas – the relationship with the client, focus on activities performed, where time is spent on activities, services provided to the client, and the measures of their success (CIPD, 2018).

Through the areas held in the Profession Map is encourages strong infrastructure, that looks after elements that are necessary for a staff member to be employed, with resourceful differentiators, that look at ways of getting the very best from staff members, to ensure, not only that an organisations outcomes meet or even exceed objectives, but that the working lives of the workforce are as enriched and valued (Taylor & Woodhams, 2016). By assisting in the transition between bands, continuous improvement is made by the individual and therefore the HR function, adding value to the organisation (Taylor & Woodhams, 2016).

However, there is a limited number of areas. The HR profession is changing with new specialisms being continually developed (Cheese, Our Profession Map, 2018). These new specialisms may not fall under any of the 2013 ten professional areas. It may not reflect the current HR function, nor is it future proof for further new developments.

Lester (cited in Taylor & Woodhams, 2016) attested that a professional is an individual who utilises their "expert or specialist knowledge, exercises autonomous thought and judgement" and commits to a set of principles and behaviours. This is applicable to those within the HR profession.

The behaviours within the Profession Map describe how the HR professional should carry out their activities, the degree of complexity of which is dependent on their band (CIPD, 2015). These behaviours are 'curious', 'decisive thinker', 'skilled influencer', 'personally credible', 'collaborative', 'driven to deliver', 'courage to challenge', 'role model'.

Since 2002, the CIPD have promoted that to be an effective HR professional one needs to be 'thinking performer', someone who consciously performs operationally (Francis & Keegan, 2006). A thinking performer realises that best practice is not enough, therefore proactively analyses strategic purposes, challenges current practice to discern solutions, networking with key 'customers' to gain a greater understanding, all to deliver "next practice" (Taylor & Woodhams, 2016). All of which encompass behaviours in the profession map.

The behaviours also make for a 'Business Savvy' professional (Taylor & Woodhams, 2016). One who curiously asks purposeful questions gaining insight and understanding, collaboratively making connections across the business and at all levels, is driven to deliver value and high performance due to the depth of understanding gained, has the courage to Challenge even when others' behaviour/plans do not enhance the function's effectiveness. All of which make an effective and valuable HR professional (Taylor & Woodhams, 2016).

When professionals display these behaviours, they adhere to the CIPDs code of conduct. The code's stipulations include asking its members to maintain and provide up-to-date knowledge, be a role model, challenge unprofessional conduct, influence development of practice (Taylor & Woodhams, 2016). All of which align with the behaviours.

This assignment has looked at how the CIPD 2013 Profession Map categorised the HR profession into ten professional areas, each with a set of behaviours that all HR professionals should display according to each band. These behaviours are vital for the HR professional to be display professionalism, be thinking performers, be 'business savvy', and in turn ensuring the HR directorate to function as it should – to protect, develop and enhance the workforce – adding value to the organisation.

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Activity 3

The Celebration of Education Event

The All Wales Career and Skills Framework for Health Care Support Workers (HCSWs) was brought into effect by the Welsh Government in 2015 (WEDS, 2015). It stipulates the necessary levels of skills required by HCSWs at each band. Hywel Dda University Health Board has been working hard to adhere to this framework since its establishment, with some services further ahead than others. Even though it is the Health Board that must adhere to this, it is only through the hard work and achievements of the HCSWs themselves that this can be done. It was my idea that the Health Board recognise this and thank the HCSWs for their efforts, there lay the birth of the annual 'Celebration of Education Event'.

The idea was taken to the Assistant Director of Workforce & OD, who asked for more details on the event and for an SBAR (Situation, Background, Assessment, Recommendation) to be written up for authorisation from the Board.

To gather more details, a brainstorming session was held to get an idea of how the event should look and what it should include, data was collected on HCSW achievements over the two years prior and their service areas, along with research carried out on potential venues (including costs). This could then be included in the requested SBAR. It was also important to be able to articulate the aims and objectives of this event for the Board to see the real benefit.

Once the event was authorised it was important to start planning how to arrange this event (Taylor & Woodhams, 2016). A Gantt chart was drawn up to prioritise activities, but it was only a guide for when these should be carried out and reasonable flexibility was given (dependent on when other pieces of work came in unexpectedly). Plans had to be amended continually on working documents. One of the major changes that took place was the directorate restructure which meant that I was part of a different team who could participate in the planning alongside me. This meant the plan could be changed and activities could be delegated.

One of the key activities to carry out initially was to identify the stakeholders of the event (Taylor & Woodhams, 2016). These were the HCSWs, the Board, the partner educational

Ref 18

providers, the service leads and the workforce development team. It was important that all were considered during all the activities carried out up to the event.

During the ongoing preparation to the event, regular meetings were had with various relevant people – including the communications team, the service leads, the planning team, and the venue representative. This ensure that activities were monitored, problems were highlighted and resolved, activities were undertaken at the right times, plans were changed when circumstances changed.

As with all project issues arise that need addressing. One appeared to be an advertising issue, as it wasn't attracting new learners from our workforce, only those that had already started/finished a qualification. After a team discussion, asking all the relevant questions – 5 Why's (Team, n.d.) – it was decided to reword the name of the event and the wording within the advertising to show the advantages of attending (Team, n.d.). Another was with regards the filming, most of the HCSWs need to be positively influenced (Taylor & Woodhams, 2016) to participate as they felt embarrassed, shy and bashful. Through building rapport, trust and encouragement, they were able to feel confident and comfortable enough to participate. While another issue needed more negotiating, as one of the local educational institutions was hesitant in sponsoring an award. During communication it was highlighted that they would be known to the Health Board and to the other educational institutes to be the only one not to participate, and they would be passing up the opportunity to advertise their name, interests in health care professionals and their desire to maintain their partnership with the Health Board (Taylor & Woodhams, 2016). They agreed to sponsor an award, and competitively suggested producing a 'better' award than their competitors.

During the event itself, only a small number of things transpired that hadn't been considered or was out of the team's control. Despite these things, as this was the first event of its kind for the Health Board and the team, the entire event was deemed a total success. Evaluations were made, along with notes, by the team while the event took place as to what could be improved upon and evaluation forms were gathered from all attendees. These were analysed and discussed with actions taken soon after.

The following documents evidence some of the activities carried:
Brainstorm – ref 19

Gantt chart – ref 20

Research on venues – ref 22

Ongoing notes/working documents – ref 23

Examples of diaries planning activities – ref 24

Various to-do lists – ref 25

Examples of email communications with various key stakeholders – ref 26

Advertising – ref 27

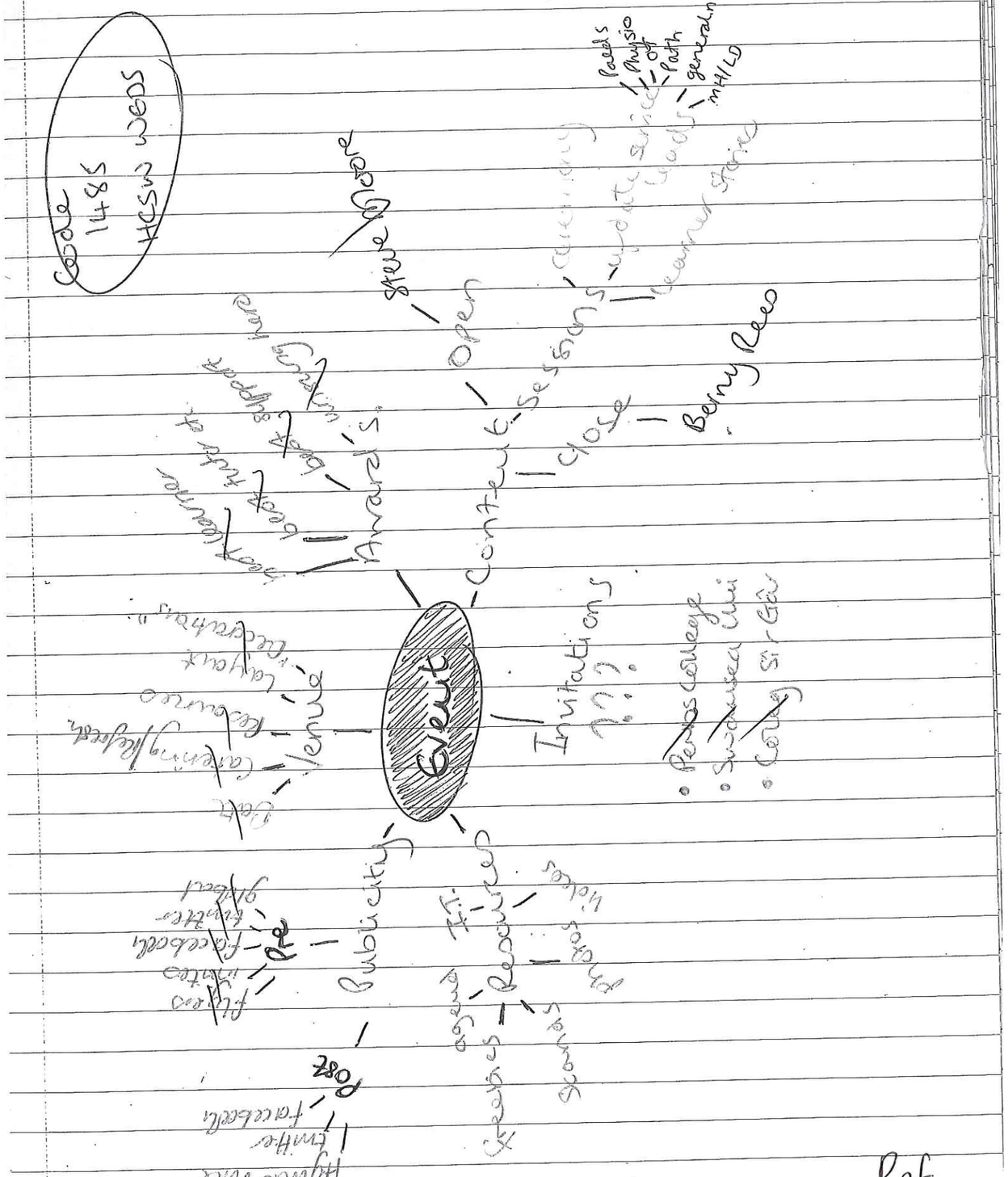
Notes from the day – ref 28

Evaluations spreadsheet – ref 29

Testimonies – ref 30

Celebration Event

3rd September 2018



	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept
Take idea to AO													
Brainstorm ideas - look at what is needed, by whom													
Collect data on eligible attendees													
Research venues													
Book venue													
Research budget & costs													
Write SBAR for Execs													
Invite Execs - plenty of notice!!													
Draft potential agenda													
Initial walk around venue													
Invite internal key stakeholders													
Invite speakers													
Invite external key stakeholders													
Chase voting forms													
Contact stakeholder re awards													
Contact comms team re advertising help													
Brainstorming meeting													
Eventbrite event													
Start advertising													
Arrange for laptops													
Ask trade unions re stand													
Organise filming													
Walk through at venue													
Carry out filming													
Buy decorations													
Final meeting with team to discuss roles on the day													
Editing filming													
Gather all presentations													
Final walk through at venue													
Event													
Evaluate evaluation forms													

Ref 20

Conferences

Beggar's Reach, Burton, Pembrokeshire has a range of conference facilities for meetings from 2 - 200 delegates.

Our day delegate rate is from £21.50 per person and is inclusive of:

125 delegat
= £2687.5

- Tea/Coffee and Biscuits on Arrival
- Mid Morning Tea/Coffee and Biscuits
- 2 Course Hot Buffet Lunch (based on min of 12 Delegates)
- Afternoon Tea/Coffee and Biscuits
- Main meeting Room Hire
- Cordials and Boiled Sweets

24 Hour Rate is £110.00 per person and is Inclusive of:

- All of the above plus Single Occupancy of a Double en suite Bedroom.
- Full Welsh Breakfast.
- 3 Course Dinner

Our Banqueting Facilities can cater for up to 200 guests for a sit down event and up to 300 for informal buffets. Prices per head are from £12.50 per person. We can also arrange Bands and Discos on your behalf.

Ref
22

Invites

Background Staff

Steve Moore Open
~~Barry Rees~~
Lisa Grosking Close
Angie Oliver Chair
Mandy Rayani Awards
Chris Hayes
Alison Shakeshaft
Will Oliver
~~Sue Griffith~~
~~V.C Gittis~~
Claire Simms
Trish Mathias-Lloyd
Tracey Walmsley
Shelley Dony
Amanda Granville
Liz ~~Carroll~~ Nadine Morgan
Pip Ford
Lee Oldale
~~Mandy Nicholls-Davies~~
Angela Festa
Sarah Daniel
Elaine Price
Bethan Lewis
Anitha Premarakan
Paula George
Andrew Postle
Anna Gray
Sandra Kinsan

Framework Staff

Sarah Collins
Katie Derby

External Stakeholders

Wendy Weber X
3x IVs
Andrew Gerrard
Amanda Jones (SU)
Waldo Diana (CSG)
Caroline Newman (CSG)
Jemma Parsons (CSG)
Sue Reynolds (CSG)

Majella Kawanagh (Cou)

29

Ref 23

Amanda Evans

Runners

M/G Amanda Glanville (address redacted)
Lee Oldale (Reg)
M/G Tiron Mathias-Lloyd
[redacted]
Helen Omiss (T/C)
[redacted]
Emily Wood (Reg)

For:
Tea / Coffee x 2
Registration x 2

Jill Michaels (Reg)
Claire Price (T/C)
Rachel [redacted] (T/C)

Parking

Tickets being provided.

Music

Playlist - on ~~spotify~~ Sent to Amanda too.

Awards

In by 17th August

Amanda organising

College Sir Gar } Sponsor
Pembs College
Swansea Uni

Advertising

~~Eventbrite~~

Twitter

~~Facebook~~

SWMT

Global Emails

Heads/GMs

Posters

LinkedIn

~~Bulletin~~ Board

Stands

~~Amanda~~ organising

DE 1485

[Budget: £200]

nce

£230 p/day = Arts Hall

£95 +VAT = PA System inc. 1 x microphone

lunch x150 x £4.95 = 742.50

on arrival T/C 150 x £1.45 = 217.50

mid-lunch T/C 150 x £1.45 = 217.50

afternoon break with welsh cake 150 x £2.15 = 322.50

£1500

ning

Registration upon arrival - 9:30-10am.

23

OU

RCN + UNISON

Videos

3 Rachel Boulton ✓
~~Emma Greenwood~~
(Chris Cummings)
3/10/22
CTLS Emma Shenwood ✓
Tanya Stewart ✓
~~Melanie Hanley~~
Graduate Lindsey Ellis ✓

Zoe Knight ✓
Andrea Halpin
Jenny Evans Smith
Ruby Whithouse
Main Macdougall
3 x 10min videos

Photo's

Vic Ellis + Ceredigion Launch
8.30 - 9.30 Pinoy Day Centre Physio Assessors + Learners

Graduation Event
Health + Social Care App. Group + Individuals

Zoe, Lindsey, Tanya
Rachel + Emma
~~Graduate Week~~

Playlist

This is me - G. Sturmans
Aint No Mountain High Enough -
Walking on Sunshine - Katrina + the Waves
Don't Stop Me Now - Queen
Go Your Own Way - Fleetwood Mac
Don't Stop Believing - Journey
Mr Blue Sky - ELO
Your Love keeps lifting Me higher + higher - Jackie Wilson
Build me up buttercup - The Foundations
Under Pressure - David Bowie
You Can Call me Al - Paul Simon
Hey Ya - Outkast
Jump in the line - Harry Belafonte
I'm a Believer - Monkees
Shake it Off - Taylor Swift
Titanium - David Guetta
On Top of the World - Imagine Dragons
Best of You - Ft
We are the Champions - Queen
You Ain't Seen Nothing Yet - BTO
Celebration - Kool + the gang
Happy - Pharrell
Cheerleader - OMI
Raise it up - Robbie Shaw
I'm so excited - Pointer Sisters
Can't Stop the Feeling - JT
Simply the best - Tina Turner
Beautiful day - U2
Best day of my life - American authors
Aint No Stopping Us Now -
Hall of Fame - Script
It's my life - Bon Jovi
Sweet Home Alabama - Lynyrd Skynyrd

(23)

Videos

CB Rachel Boulton ✓

~~Stacey Graves~~

GMcW (Chris Cummings) ✓

CT LS Emma Sherwood ✓

Tanya Stewart ✓

~~Melanie Hardley~~

Student Lindsey Ellis ✓

Zoe Knight ✓

Andrea Halpin

Jenny ~~Graves~~ Smith

Ruby Whitehouse

Main Macdougall.

3 x 10min videos

Photo's

Vic Ellis + Ceredigion Launch

8.30 - 9:30 Priory Day Centre Physio Assessors + Learners

Graduation Event

Health + Social Care App. Group + Individuals

Zoe, Lindsey, Tanya

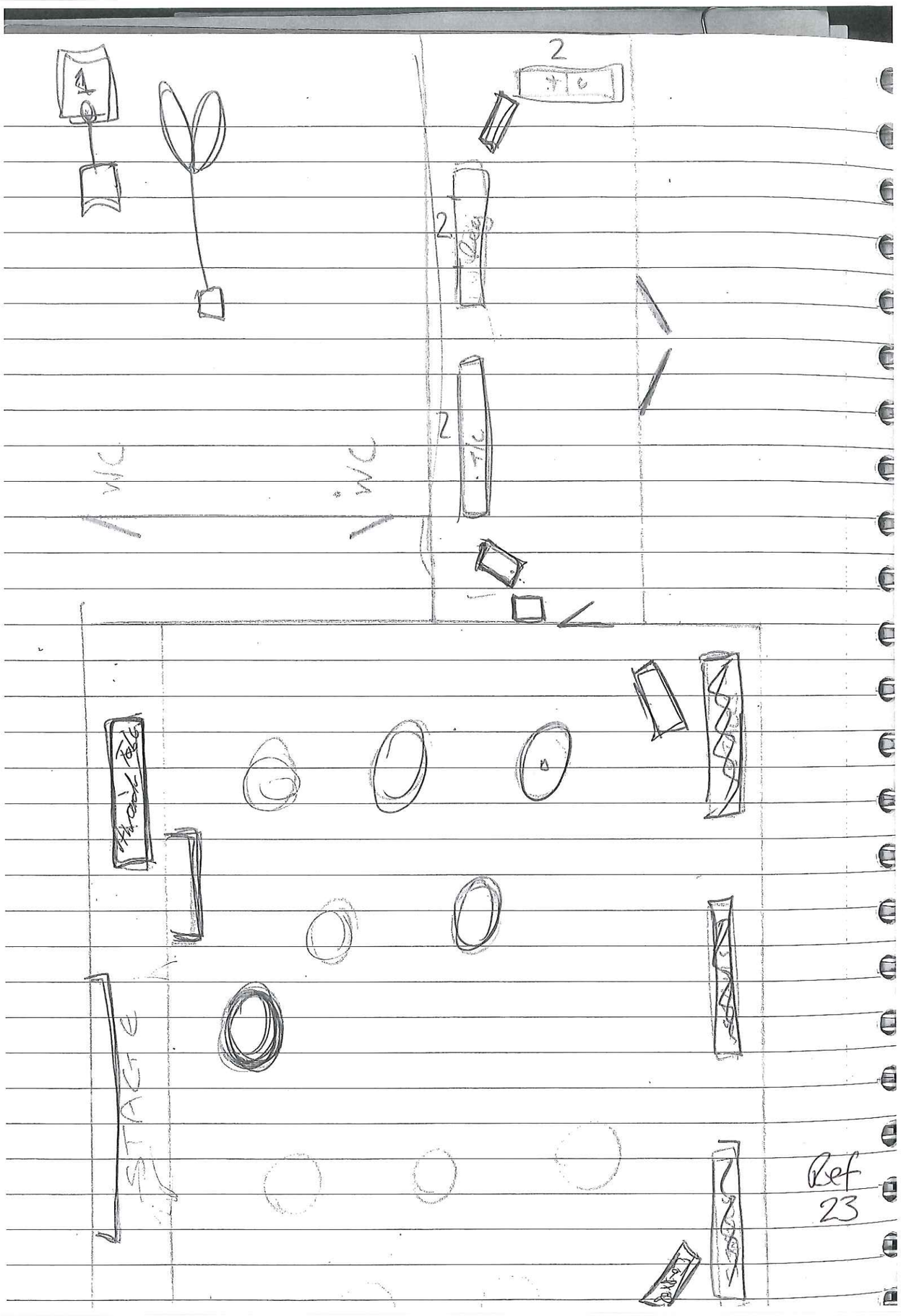
Rachel + Emma

~~Grandparents~~

— Rose - Katie Perry
— We could be heroes - Mesto

Decorations

3 or 4 laptops for rolling ppt. - asked Neil G.
Balloons = ordered 20x
~~Flipchart Stand~~
~~A2~~ Card for seating / tables
Table ~~Numbers~~ on the tables
~~Balloon~~ Weights - ~~99p/chickens~~; ordered 20x
~~Balloon~~ Ribbon - 50m ordered.


1
2
2
2
2
WC
WC
Hiroc Table
STATUE
Ref
23

DECEMBER 2017 WEEK 49

4 Monday (Maiuna off) (Kaw off ½ day)

(In at 12pm)

5 Tuesday Sue to work today (27th) (Kaw off ½ day)

(1 per Team Away Day
ECT Suite
5pm Italian Dinner 9am Group to Carpenter
to my out equipment

6 Wednesday (Kaw off ½ day) (3,475 closing date)
9:30 am - Megan + Andrew Evered
10-30 - Rm 34
10:30 ↓ Megan -
5:30 Pioneer Meeting

7 Thursday
8:30 - Agave (Hemiscus)

5pm Aqua Bach

November W T F S 1 2 3 4
December S S 30 31 F 29 28 1 7

S S M T W T F S S M T W T F S S M T W T F S S
9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Ref 24

MARCH 2018 WEEK 10

5 Monday

12 pm - ~~Physio~~ Diploma Launch - IT
1:30 - ~~L3~~ Diploma / Apprship with Pembs Coll.
3:30 pm (Room needed)
4:30 ~~Kaw~~ Dr app.

6 Tuesday

9:30 - Amanda - catch up.

To do:
- Tina Evans contract (end March)
- PADRs for team.

7 Wednesday

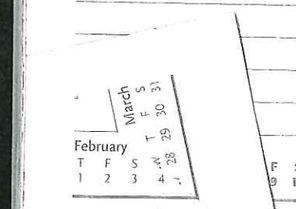
(am) Celebration Event to work on!

(pm) Destination NHS

Log of jobs with ID - change dates

8 Thursday

5pm Sgilian back



24

MARCH 2018 WEEK 12

19 Monday Holiday (Al Nebras)

day A/L

20 Tuesday First Day of Spring

9.00am - Work Experience Celebration Event.
Cambrian Report, GCM

21 Wednesday

A/L day (MINISTRY)
12.30 - catchup with Tina
2pm - Catch up with Lee
3pm - Celebration Event Meet.

22 Thursday 8:40 DC appt

10:30am Tracy, Andrew Price

5pm Symbiosis Board

Mar
T F S S M T W T F S S M T W T F S S M T W T F S
1 2 3 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

24

EASTER HOLS

APRIL 2018 WEEK 15

9 Monday

9am - Vic Ellis, Physio Dip progression
12pm IT Book.

1pm - Physio Dip.

MATT AWAY IN LLANSANT FOR 2 DAYS

10 Tuesday

9.30 am - Amanda catch up

Speak to Lee about DNAS.

3pm - Look around ARTS HALL, LAMPETER with Amanda, Lee (+ poss Catherine)

11 Wednesday

9.30-10:30 - Tracy Catch Up.
12.30 Lunch with Cheryl + girls

3-5 HSW Career Framework Group

12 Thursday

April
S M T W T F S
1 2 3 4

May
T W T
29 30 31

M T W T F S S M T W T F S S M T W T F S S M
9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

24

APRIL 2018 WEEK 18

30 Monday ○

Workforce Planning #2
LED Hayan Dewen

MAY

1 Tuesday

To do's Celebration Event !!!
Read Delegation + other docs
Look into Green Jones letter

1pm - 3pm Working Together - Tracy + Amanda

2 Wednesday

Work on Celebration Event

1-2pm - Pre-Meet meeting with Amanda
2-4:30pm - Celebration Event meeting

3 Thursday

MATT AWAY IN CANBERRA

24

JUNE 2018

Michelle off WEEK 24 with Nan

11 Monday

A/L

Leave with Nan

12 Tuesday • Celebration Event Matthew Nan

• PPE GYON

1pm Team catch up

+ 2hr

13 Wednesday • IHPMA Annual Conference Swalec Stadium, Cardiff

+ 6½ hr

Nanhan Nan

14 Thursday

10am - Study CBT

Nan still off School until Monday

T F S S M T W T F S S M T W T F S S M T W T F S
7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

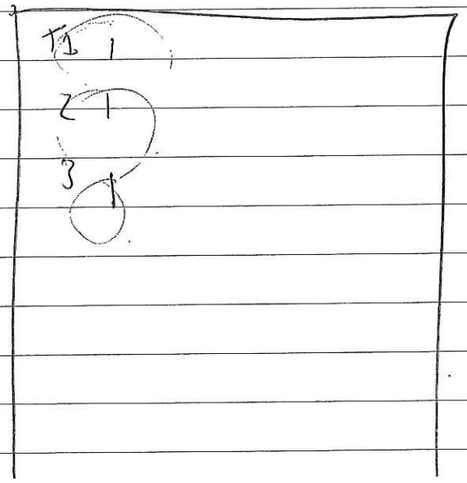
24

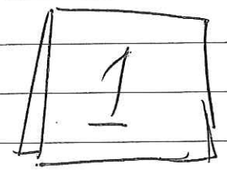
To Do

- Chase Huw Thomas re ~~tables~~ + ~~number~~ plates
- Ash presenters to email over the ppts to upload
- Chase ~~Neil~~ re laptops.
- Chase ~~Majella~~, re workshop
- Email Huw with breakdown of everything we'll need on the day.
- Ash ~~Huw~~ about coming the week before for final run down
- Make ~~seating~~ charts for foyer — Amanda
- Make ~~table~~ table numbers — Amanda
- Put all ~~videos~~ together in one long video
- Make ppt off all pics.
- ~~Get helium.~~
- ~~Make~~ name cards.
- Heads of ~~nursing~~ + therapies
- Ash Linds about face 2 face presentation
- ~~Video for~~ nominations
- Amanda to get Claire video for ~~Claire~~ (nursing)
- Amanda to get ~~Wendy~~ Julie to video for Jenny Smith (SL)
- Amanda to speak to Claire about Wendy
- Amanda to speak to about Natalie
- Order more name card holders

Buy insulating tape - blue

W/c 13th - Staff in Post
find out who's appl





Ref
25

To Do

- ~~Gather~~ ppt presentations
- ~~Chase~~ Huw re car passes
- Find somebody to do hand arts for car ~~park~~ on day
- FB ~~reminder~~
- ~~Twitter~~ reminder
- ~~Staff Bulletin~~ reminder
- email to see if Steve has ppt.
- email ~~Wendy~~ to get list of who's attending from Perbs
- ~~make~~ name cards - TRISH.
- ~~chase~~ Huw re final run through
- ~~send~~ out confirmation letters to attendees
- ~~Send~~ Trish badges

Celebration Event – 03rd September 2018

ACTION	BY WHOM	DATE	SIGNED OFF
Visit location to agree layout, boards, etc. (Take photos as an aid)	Shelley Amanda Lee	10/04/2018	
Attendance list - External attendees (Colleges, Universities, Careers Wales, etc			
Attendance list - Internal attendees (Board, managers, staff			
List of all apprenticeships to be sent to SD	AG	11/04/2018	
List of all qualifications achieved internally as Agored Centre: Pathology General Adult Maternity and Paediatric Mental Health Occupational Therapy Physiotherapy			
List of any other qualifications achieved included in celebration event Level 4 Certificate in Health Care			
Draw up a list of learners to be included in voting process			
Agree voting form Best Learner Best Tutor Best Assessor Best Support – Manager, Mentor			
Send out voting form			
Agree presentation boards – quantity/topics			
Poppers/HB Merchandising			
Explore video options: Video shots: • Who? o Destination NHS o Apprenticeship completers o Grow your own • What are they going to answer? o What were your expectations? o What have you enjoyed most? o How do you feel you have developed (skills, qualities, awareness)? o What are your aspirations now?			
Agree pictures for display and possible background slide show			
Freebies	Lee		
Communication – Promoting Event			
Confirm helpers on the day & assign roles			
Sort out bits and bobs list			

Re-order the day agenda, moving workshops to later in the day			
Agree aims and objectives of the day e.g: • Celebrate learner success • Celebrate Skills in the workforce to deliver programmes • Celebrate success of partnership working • Health board perspective			
Parking • Need registration details – If so, when is the deadline? • Mindful, all other parking is pay and display`			

Arts Hall Lampeter University – 200 people max

d.h.thomas@uwtsd.ac.uk - Huw Thomas - University contact

Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)

From: Huw Thomas [D.H.Thomas@uwtsd.ac.uk]
Sent: 26 July 2018 09:58
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: Re: The Arts Hall

Morning Shelley,

The easiest way around this is for us to provide you with parking passes for your stay. They will be available for you on arrival.

Kind regards,
Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

Ffôn | Tel: 01570 42 48 62

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

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

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 25 July 2018 15:19:14
To: Huw Thomas
Cc: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: RE: The Arts Hall

Thanks for this Huw.

Can you remind me what we need to do about car registrations and parking please? What was the process?

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB
Tel/Rhif: 01267 239863 (ext 4863)

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan
Caerfyrddin
SA31 3BB

From: Huw Thomas [mailto:D.H.Thomas@uwtsd.ac.uk]
Sent: 24 July 2018 12:40
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)

Ref
26

Cc: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: Re: The Arts Hall

Hi Shelley,

Apologies for the delay in getting back to you.

Please see https://www.flickr.com/photos/academiwales/albums/72157670559091836 for some pictures of the Arts Hall from this year's Academi Wales Summer School.

Based on 180 guests, you would need 23 tables with 8 on each. This will be made up of 17 x round tables and 6 x oblong tables.

Welsh Assembly Government usually have tables of 10, which is more of a squeeze, but gives them more room in and around the hall.

Please let me know if you have any further questions.

Kind regards,
Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

Ffôn | Tel: 01570 42 48 62

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

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

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 23 July 2018 13:57:25
To: Huw Thomas
Cc: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: RE: The Arts Hall

Hi Huw,

Just trying to figure out seating etc for our event. You said you had pictures of the Summer School, or similar event that you could send us to get more of an idea??

Also, how many tables will we need if we want around 8 per table?

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan

(26)

Carmarthen
SA31 3BB
Tel/Rhif: 01267 239863 (ext 4863)

Caerfyrddin
SA31 3BB

From: Huw Thomas [mailto:D.H.Thomas@uwtsd.ac.uk]
Sent: 02 May 2018 10:48
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: Re: The Arts Hall

Morning Shelley,

That won't be a problem at all, it's a nice idea.

Kind regards,
Huw

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 02 May 2018 10:08:54
To: Huw Thomas
Subject: RE: The Arts Hall

Morning Huw,

Just a quick query, is there any way of playing light/low music in the vestibule area for when people arrive, or in the main hall during breaks?

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB
Tel/Rhif: 01267 239963 (ext 4963)

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan
Caerfyrddin
SA31 3BB

From: Huw Thomas [mailto:D.H.Thomas@uwtsd.ac.uk]
Sent: 25 April 2018 12:38
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: Re: The Arts Hall

Hi Shelley,

Many thanks for sending this on.

I will send you some pictures of the Arts Hall, as we have some other large events in over the summer, so that you can have an idea of set-up and capacity.

Please get in touch if you have any enquiries or further thoughts.

Kind regards,

26

Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

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

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 25 April 2018 09:55:04
To: Huw Thomas
Subject: RE: The Arts Hall

Huw, I should mention that, although it wasn't on the original form, we have asked for jugs of water for each table.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB
Tel/Rhif: 01267 239963 (ext 4963)

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan
Caerfyrddin
SA31 3BB

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Sent: 25 April 2018 09:49
To: 'd.h.thomas@uwtsd.ac.uk'
Subject: The Arts Hall

Morning,

Apologies, Huw, I did say I'd email you the original booking form sent to Hannah Botting, I have to be honest, I completely forgot.

Please find attached the original booking form.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan

26

Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)

From: Huw Thomas [D.H.Thomas@uwtsd.ac.uk]
Sent: 29 August 2018 17:06
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: Re: Conference on 3rd September

Hi Shelley,

No problem, 8am will be great.

I look forward to receiving the presentations.

Kind regards,
Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

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

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 29 August 2018 07:47:31
To: Huw Thomas
Cc: Lloyd Thomas Centre; Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: RE: Conference on 3rd September

Hi Huw,

Yes Monday morning should be fine. Is 8:00 too early for them?

I will send the presentations to you on Friday, and yes, would appreciate if you could run through the presentations on the weekend to make sure they work there.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
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SA31 3BB
Tel/Rhif: 01267 239863 (ext 4863)

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan
Caerfyrddin
SA31 3BB

From: Huw Thomas [mailto:D.H.Thomas@uwtsd.ac.uk]
Sent: 28 August 2018 17:25

26

To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Cc: Lloyd Thomas Centre
Subject: Re: Conference on 3rd September

Hi Shelley,

As the Ancestral Ceremony is in the Arts Hall on Friday, we will only be able to have access during their break time. I can arrange for the Media/IT teams to meet with you on Monday morning? I will run through the presentations over the weekend once they have finished with the room should you wish.

Kind regards,
Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

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

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 28 August 2018 17:10:18
To: Huw Thomas
Cc: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: RE: Conference on 3rd September

Hi Huw,

Will the IT team be able to talk us through the PA system too? If not, will there be anybody from the Media department free to tell me how to link my phone to the PA system?

How much time will the IT team want to spend with us? If we can't access the hall then how/when can the IT team meet with us to show us how to use the PA system etc?

Thanks Huw.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
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Tre Ioan
Caerfyrddin
SA31 3BB

Tel/Rhif: 01267 239863 (ext 4863)

26

From: Huw Thomas [mailto:D.H.Thomas@uwtsd.ac.uk]
Sent: 28 August 2018 15:24
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: Re: Conference on 3rd September

Afternoon Shelley,

I had a great bank holiday thanks, despite the weather.

Thanks for sending on the numbers and dietary requirements - I shall pass these to the Catering Team.

The School of Sinology have their annual Ancestral Ceremony in the Arts Hall between 29th August to 1st September, so a walk around may not be possible unless we do so during their intervals - apologies.

I spoke to Mike Goodwin in our Media department who said it should be possible to connect your phone to the PA system via the computer in the Arts Hall.

You can have access to the Arts Hall as early as you like. A member of the security team at Main Reception can give you access.

When would you like me to arrange a meeting with the IT team?

Kind regards,
Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

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

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>
Sent: 28 August 2018 15:00:17
To: Huw Thomas
Cc: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: RE: Conference on 3rd September

Morning Huw,

It was a little wet, but time off none-the-less. How about your bank holiday?

At the moment we have 110 people attending, but the tickets are still open until the weekend, so there could be a few more again. We have another advertising push tomorrow.

We have only had one person contact to let us know of dietary requirements – gluten free food please.

Are we still able to come to the Hall on Friday morning for a walk through with you?

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There a few things I can confirm now with you before the walk through, if that helps:

Foyer:
Three rectangle tables – 1 x registration, 2x tea/coffees

Main Hall:
16 round tables for delegates
2 or 3 rectangle tables – stands for reps
1 table on the stage/platform for the awards

I will want to hook my mobile phone up to speakers you have at the hall so that we can play music during intervals.

We will want to be in the Hall from 7:30 to decorate etc. Will there be someone around at that time to let us in?
When will the IT people be meeting us to talk us through the PA system etc?

I will email you the presentations on Friday for you to upload, as you suggested.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB
Tel/Rhif: 01267 239863 (ext 4863)

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan
Caerfyrddin
SA31 3BB

From: Huw Thomas [mailto:D.H.Thomas@uwtsd.ac.uk]
Sent: 28 August 2018 10:44
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Cc: Lloyd Thomas Centre
Subject: Conference on 3rd September

Good morning Shelley,

Hope you had a good bank holiday!

Can you let me know the final number that you are expecting next week so that we can arrange the setup accordingly please? Also, do you have any changes to the dietary requirements?

Kind regards,
Huw

Huw Thomas

Swyddog Cynadleddau | Conference Officer

E-bost | E-mail: d.h.thomas@uwtsd.ac.uk

26

Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)

From: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Sent: 17 July 2018 14:42
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: RE: Advertising

Follow Up Flag: Follow up
Flag Status: Flagged

All published Facebook, internet and intranet.

Feel free to use the staff bulletin board, and you can use the links below to include in any global emails you submit...
http://www.wales.nhs.uk/sitesplus/862/event/10149

Best wishes

Trish

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Sent: 17 July 2018 14:33
To: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Subject: RE: Advertising

That's fine, thanks for your help Tricia.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager | Rheolwr Datblygu Gweithlu y Dyfodol
Workforce Department | Adran Gweithlu
Hafan Derwen | Hafan Derwen
St. David's Park | Parc Dewi Sant
Johnstown | Tre Ioan
Carmarthen | Caerfyrddin
SA31 3BB | SA31 3BB

Tel/Rhif: 01267 239863 (ext 4863)

From: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Sent: 17 July 2018 11:33
To: Tina Coleman (Hywel Dda UHB - Recruitment Campaign Specialist); Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Subject: RE: Advertising

Hi Shelley
I've tidied the posters up a wee bit, mainly for consistency – attached PDFs.
Will be putting out on social media, and intranet today.
Best wishes
Trish

26

From: Tina Coleman (Hywel Dda UHB - Recruitment Campaign Specialist)
Sent: 16 July 2018 10:50
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager); Tricia Rees (Hywel Dda UHB - Senior

Communications Officer (e-Comms)
Subject: RE: Advertising
Importance: High

From: Tina Coleman (Hywel Dda UHB - Recruitment Campaign Specialist)
Sent: 12 July 2018 11:07
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager); Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Subject: RE: Advertising

Are these ready to be posted on Twitter jobs and LinkedIn ?

Thanks

Tina Coleman

Recruitment Campaign Specialist / Arbenigwr yr Ymgyrch Recriwtio

Hywel Dda University Health Board / Bwrdd Iechyd Prifysgol Hywel Dda

Hafan Derwen

St Davids Park / Parc Dewi Sant

Carmarthen / Caerfyrddin

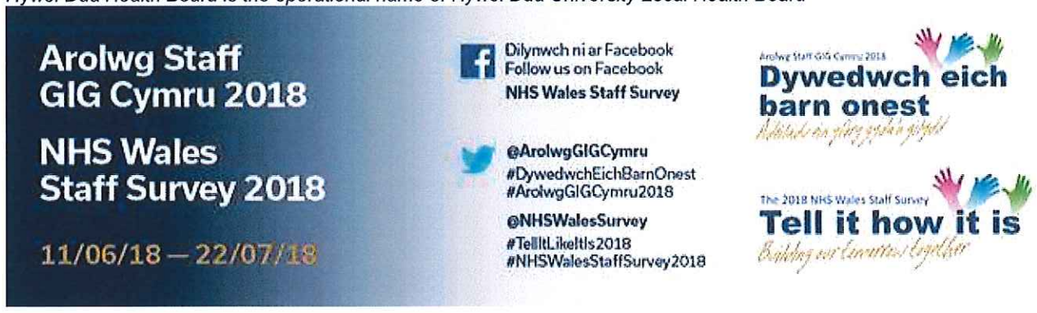
SA31 3BB

Tel:/Ffon • 01267 266292 - ext 5292





Bwrdd Iechyd Hywel Dda yw enw gweithredol Bwrdd Iechyd Prifysgol Lleol Hywel Dda
Hywel Dda Health Board is the operational name of Hywel Dda University Local Health Board



From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Sent: 11 July 2018 15:12
To: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Cc: Tina Coleman (Hywel Dda UHB - Recruitment Campaign Specialist)
Subject: RE: Advertising

(26)

Try this one...

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
Parc Dewi Sant
Tre Ioan
Caerfyrddin
SA31 3BB

Tel/Rhif: 01267 239863 (ext 4863)

From: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Sent: 11 July 2018 15:09
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Cc: Tina Coleman (Hywel Dda UHB - Recruitment Campaign Specialist)
Subject: RE: Advertising

Thanks Shelley – I can see you've taken the logos off the bottom of the poster, but the text amendment is still the original (if it was just English I could just do it, but I can't do the welsh). If you can amend welsh and English posters and retun, so they say ***Hywel Dda University Health Board are delighted to invite ~~you~~ our Health Care Support Workers to an exciting event that celebrates the achievements and efforts ~~of Health Care Support Workers in their~~ within your education.***
x

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Sent: 11 July 2018 15:00
To: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Cc: Tina Coleman (Hywel Dda UHB - Recruitment Campaign Specialist)
Subject: RE: Advertising

Afternoon Tricia,

Thanks so much for coming back to me.

I've done all you've asked below, the answers are next to the questions/suggestions in red.

If I need to do anything else please let me know.

Thanks so much for your help.

Regards
Shelley

Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB

Rheolwr Datblygu Gweithlu y Dyfodol
Adran Gweithlu
Hafan Derwen
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Caerfyrddin
SA31 3BB

Tel/Rhif: 01267 239863 (ext 4863)

26

From: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms)
Sent: 11 July 2018 13:57
To: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager); Fiona Hancock (Hywel Dda UHB - Senior Communications Officer)
Subject: RE: Advertising

Hi Shelley

Thanks for your email, yes we can get this pushed out on social media for you, and we could put it up as an event on the staff intranet – once it is on the intranet, you can request a global email linking to the intranet event.

I've had a quick look at the poster and would suggest the following:

- Can you confirm you have permission for images used – eg you're not breaking copyright? And if it is a Hywel Dda photo – the subjects know they are being used for this poster (going out on social media?) We had the picture from Tina Coleman who I know always gains consent.
- Delete the images at the bottom (the ones below the university logos) – they are so small and don't really add anything to the poster, this will give you a bit more room to space things out a bit. Done
- It isn't so clear that this event is for HSCWs, so suggest tweaking the sentence in the white box to make it a bit more explicit:
  Hywel Dda University Health Board are delighted to invite ~~you~~ our Health Care Support Workers to an exciting event that celebrates the achievements and efforts ~~of Health Care Support Workers in their~~ within your education. Done
- If you could have that sentence retranslated, that would be great. Done
- On the subject of translation, I note the Event Bright is in English only – as this is in the public domain, we should be having everything bilingual. (It doesn't need to be a separate welsh to English – one bilingual event is fine). Once you have this introduction translated, we will be able to at least use this text to create a facebook post for you (but we need to do simultaneous welsh and English). Done
- If Tina publishes on @HywelDdaJobs Twitter for you, if she tags @HywelDdaHB and @BIHywelDda – we will be able to pick it up from there and retweet.

Hope this helps Shelley, come back to me if you need clarification on anything.

Best wishes

Trish

Trish Rees
Uwch Swyddog Cyfathrebu (e-Gyfathrebu) / Senior Communications Officer (e-Comms)
Bwrdd Iechyd Prifysgol Hywel Dda / Hywel Dda University Health Board
Adeilad Springfield / Springfield Block
Ysbyty Cyffredinol Llwynhelyg / Withybush General Hospital
Hwlffordd / Haverfordwest
Sir Benfro / Pembrokeshire SA61 1SB
Rhif ffôn/Tel Nr: 01437 834482
WHTN: 01720 4482

From: Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Sent: 09 July 2018 10:50
To: Tricia Rees (Hywel Dda UHB - Senior Communications Officer (e-Comms); Fiona Hancock (Hywel Dda UHB - Senior Communications Officer)
Subject: Advertising

Good morning both,

26

I wonder if either/both of you could help me.

We are holding a Celebration Event on Monday 3rd September for our HCSWs who have completed or working towards a qualification in healthcare. This has been organised and the event is on Eventbrite already. I have been working with Tina Coleman about advertising on twitter and linkd-in, but I would also like to advertise through alternative routes to reach as many people as possible.
I have attached a poster – in English and Welsh – for you to see.
How do I go about advertising this – global, facebook etc.

I realise you must be very busy at the moment with TCS etc, but any help would be so much appreciated.

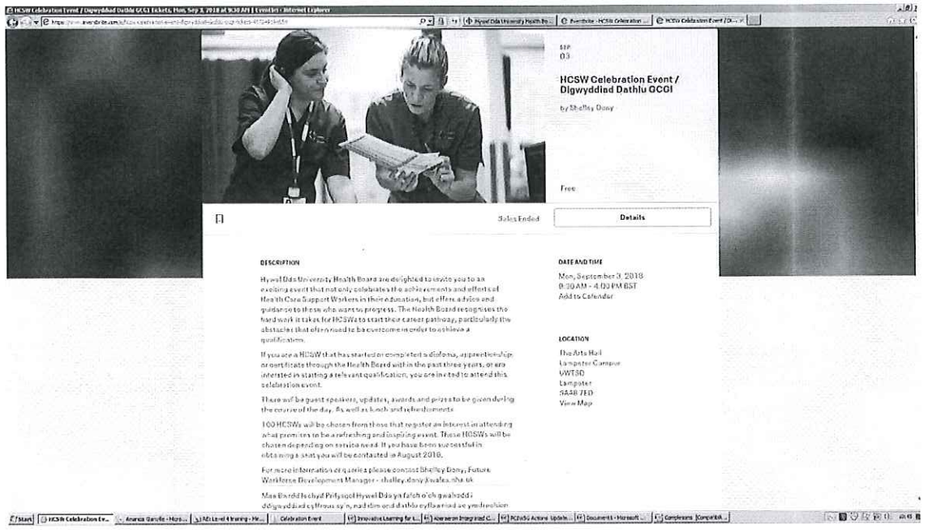
Regards
Shelley

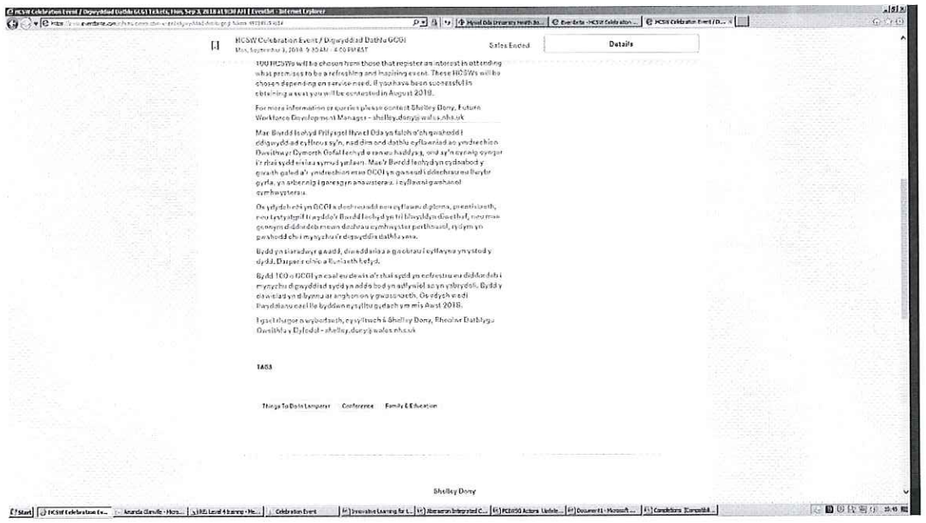
Shelley Dony
Future Workforce Development Manager
Workforce Department
Hafan Derwen
St. David's Park
Johnstown
Carmarthen
SA31 3BB

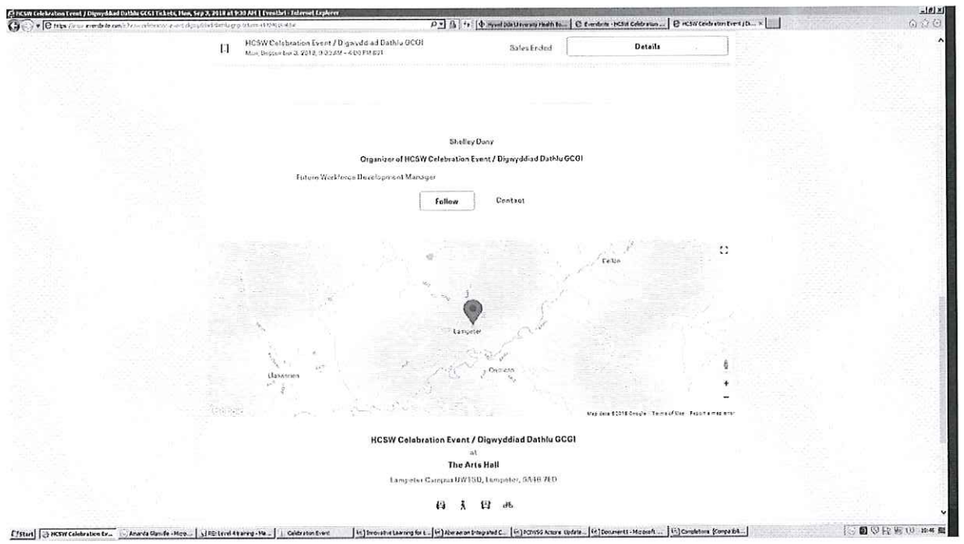
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Caerfyrddin
SA31 3BB

Tel/Rhif: 01267 239863 (ext 4863)

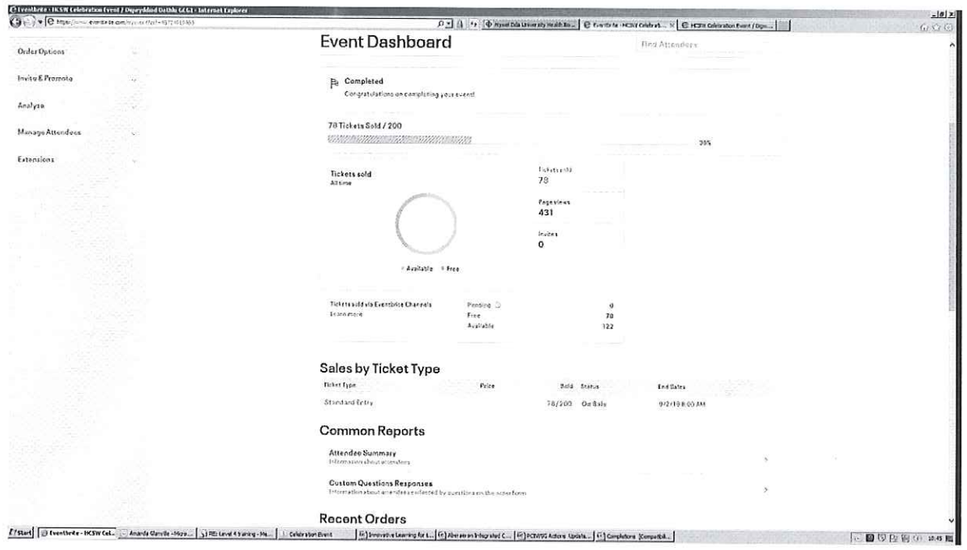
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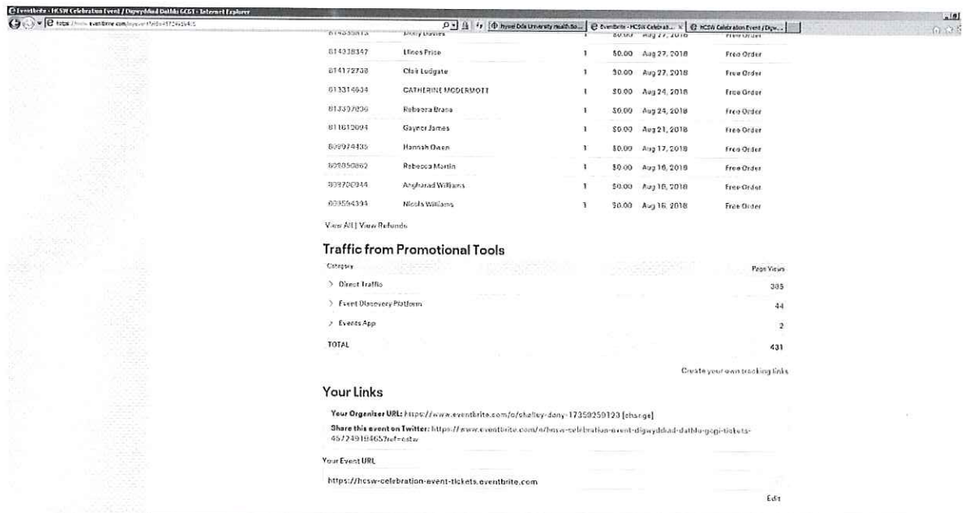

HCSW Celebration Event / Digwyddiad Dathlu GCGI
by Shelley Dony
Free
Sales Ended
Details
DESCRIPTION
Hywel Dda University Health Board are delighted to invite you to an evening event that instantly celebrates the achievements and effort of our Health Care Support Workers in their education, but offers advice and guidance to those who want to progress. The Health Board recognises the hard work it takes for HCSWs to start their career pathway, particularly the obstacles that often need to be overcome in order to achieve a qualification.
If you are a HCSW that has started or completed a diploma, apprenticeship or certificate through the Health Board within the past three years, or are interested in starting a relevant qualification, you are invited to attend this celebration event.
There will be guest speakers, updates, awards and prizes to be given during the course of the day. As well as Lunch and refreshments.
100 HCSWs will be chosen from those that register an interest in attending what promises to be a refreshing and inspiring event. These HCSWs will be chosen depending on service need. If you have been successful in obtaining a seat you will be contacted in August 2018.
For more information or queries please contact Shelley Dony, Future Workforce Development Manager - shelley.dony3@wales.nhs.uk
Mae Bwrdd Iechyd Prifysgol Hywel Dda yn falch o'ch gwahodd i ddigwyddiad cyffrous sy'n, rad dim and dathlu cyflawniad ac yn rhoi cyngor ac arweiniad i'r rhai sydd eisiau symud ymlaen. Mae'r Bwrdd Iechyd yn cydnabod y gwaith caled a'r ymdrechion mae GCGI yn gweithio'n ddiflino ar hyd y gyrfa, yn arbennig i'r rhai sy'n astudio i gyflawni cymhwyster.
DATE AND TIME
Mon, September 3, 2018
8:30 AM - 4:00 PM BST
Add to Calendar
LOCATION
The Arts Hall
Lampeter Campus
LW150
Lampeter
SA48 7ED
View Map


HCSW Celebration Event / Digwyddiad Dathlu GCGI
Sales Ended
Details
100 HCSWs will be chosen from those that register an interest in attending what promises to be a refreshing and inspiring event. These HCSWs will be chosen depending on service need. If you have been successful in obtaining a seat you will be contacted in August 2018.
For more information or queries please contact Shelley Dony, Future Workforce Development Manager - shelley.dony3@wales.nhs.uk
Mae Bwrdd Iechyd Prifysgol Hywel Dda yn falch o'ch gwahodd i ddigwyddiad cyffrous sy'n, rad dim and dathlu cyflawniad ac yn rhoi cyngor ac arweiniad i'r rhai sydd eisiau symud ymlaen. Mae'r Bwrdd Iechyd yn cydnabod y gwaith caled a'r ymdrechion mae GCGI yn gweithio'n ddiflino ar hyd y gyrfa, yn arbennig i'r rhai sy'n astudio i gyflawni cymhwyster.
Bydd cyn siaradwyr gwadd, diweddariadau a gwobrau i'w rhoi yn ystod y dydd. Darperir cinio a lluniaeth hefyd.
Bydd 100 o GCGI yn cael eu dewis o'r rhai sydd yn ei gofrestru eu diddordeb i mynychu digwyddiad sydd yn addo bod yn adfywiol ac yn ysbrydoli. Dylid dewis y rhai sydd yn ymgeisio yn y gwasanaeth. Os ydych wedi llwyddo i gael lle byddwn yn cysylltu gyda chi ym mis Awst 2018.
For more information or queries please contact Shelley Dony, Rheolwr Datblygu Gweithlu'r Dyfodol - shelley.dony3@wales.nhs.uk
FAQS
Things To Do In Lampeter
Conference
Family & Education
Shelley Dony


HCSW Celebration Event / Digwyddiad Dathlu GCGI
Sales Ended
Details
Shelley Dony
Organizer of HCSW Celebration Event / Digwyddiad Dathlu GCGI
Future Workforce Development Manager
Follow
Contact
Lampeter
Llanybyther
Cellan
HCSW Celebration Event / Digwyddiad Dathlu GCGI
at
The Arts Hall
Lampeter Campus LW150, Lampeter, SA48 7ED

Ref 27


Event Dashboard
Order Options
Invite & Promote
Analyze
Manage Attendees
Extensions
Completed
78 Tickets Sold / 200
39%
Tickets sold
All time
78
431
0
Available
Free
Tickets sold via Eventbrite Channels
Pending
Free 78
Available 122
Sales by Ticket Type
Ticket Type
Price
Sold
Status
End Dates
Standard Entry
78/200
On Sale
Common Reports
Attendee Summary
Custom Questions Responses
Recent Orders


814338347 Ilinca Prise 1 $0.00 Aug 27, 2018 Free Order
814172738 Clair Ludgate 1 $0.00 Aug 27, 2018 Free Order
813316634 CATHERINE MCDERMOTT 1 $0.00 Aug 24, 2018 Free Order
813397899 Rebecca Brana 1 $0.00 Aug 24, 2018 Free Order
811611094 Gaynor James 1 $0.00 Aug 21, 2018 Free Order
809974135 Hannah Dann 1 $0.00 Aug 17, 2018 Free Order
809350862 Rebecca Martin 1 $0.00 Aug 16, 2018 Free Order
809700944 Angharad Williams 1 $0.00 Aug 16, 2018 Free Order
809594394 Nicola Williams 1 $0.00 Aug 16, 2018 Free Order
View All | View Refunds
Traffic from Promotional Tools
Category
Page Views
Direct Traffic 385
Event Discovery Platform 44
Events App 2
TOTAL 431
Create your own tracking links
Your Links
Your Organiser URL: https://www.eventbrite.com/o/shelley-dony-17359250123 [change]
Share this event on Twitter: https://www.eventbrite.com/e/hcsw-celebration-event-digwyddiad-dathlu-gopi-tickets-45724918465?ref=estw
Your Event URL
https://hcsw-celebration-event-tickets.eventbrite.com
Edit

GIG CYMRU NHS WALES | Bwrdd Iechyd Prifysgol Hywel Dda University Health Board

Digwyddiad Addusg Gweithwyr Cymorth Gofal Iechyd

Dydd Llun, 3 Medi 2018, 9:30am tan 4:00pm

(Cofrestru yn dechrau am 9:30am – Darperir cinio a lluniaeth)



Mae Bwrdd Iechyd Prifysgol Hywel Dda yn falch o gwahodd Gweithwyr Cymorth Gofal Iechyd i ddigwyddiad cyffrous sy'n cynnig cyngor i helpu chi i symud ymlaen â'ch gyrfa. Dewch gwrando ar y gwahanol ffyrdd gallech chi cyrchiadu eich nod.

Y Neuadd Gelf, Campws Llanbedr Pont Steffan, PCYDDS, SA48 7ED

- Siaradwyr gwadd
- Gwobrau
- Gweithdai
- Dathlu llwyddiant
- Cyngor a symud ymlaen â'ch gyrfa
- Cyfle i rannu eich storïau

I gofrestru eich diddordeb:

https://hcsw-celebration-event-tickets.eventbrite.com

I gael rhagor o wybodaeth, cysylltwch â Shelley Dony
Shelley.dony@wales.nhs.uk

Swansea University Prifysgol Abertawe | COLEG Sir Benfro Pembrokeshire COLLEGE | colegsirgâr | colegceredigion | The Open University | Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David

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GIG CYMRU NHS WALES
Bwrdd Iechyd Prifysgol Hywel Dda University Health Board

HCSW Education Event

Monday, 3rd September 2018, 9:30 AM to 4:00 PM

(Registration starts 9:30am - Lunch and refreshments will be provided)



Hywel Dda University Health Board are delighted to invite Health Care Support Workers to an exciting event that provides advice that can help your career progression. Come listen to various ways you can access different qualifications.

The Arts Hall, Lampeter Campus, UWTSD, SA48 7ED

- Guest speakers
- Awards & Prizes
- Workshops
- Celebration of success
- Career progression & advice
- Chance to share your stories

To register your interest:

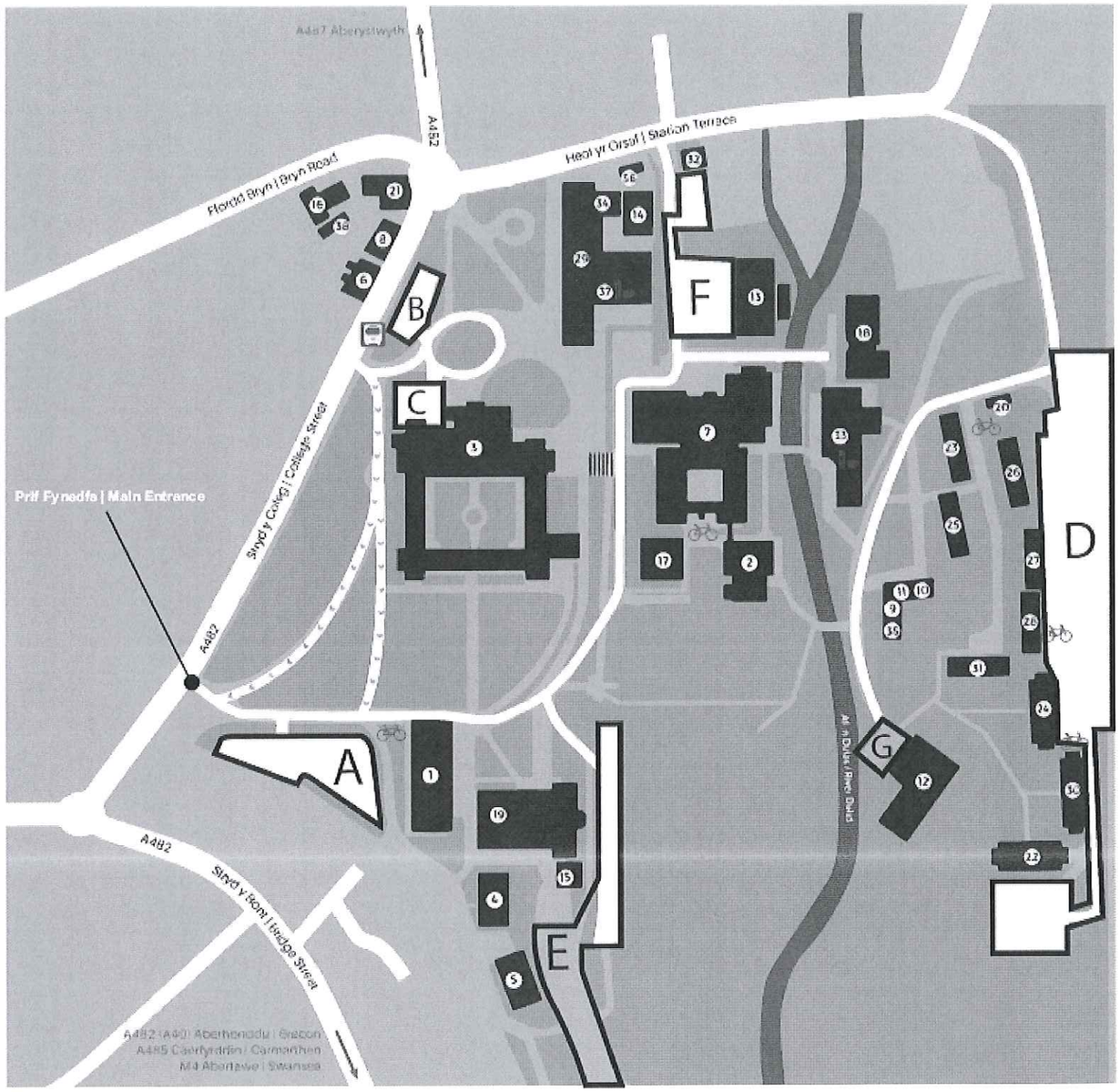
https://hcsw-celebration-event-tickets.eventbrite.com

For more information please contact Shelley Dony
Shelley.dony@wales.nhs.uk

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colegceredigion
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27

Lampeter



The Arts Hall is Block 7, and parking for the event is available in **Car Park E or F**.

27

Bwrdd Iechyd Hywel Dda Health Board

HCSW Celebration Event

'Celebrating Achievements and Efforts'

Time	Title	Speaker
9.30am	**Registration and Coffee/Tea**	
10.00am	**Welcome from Chair** (including housekeeping and introductions)	Angie Oliver *(Assistant Director of Organisational Development)*
10.10am	**A message from Chief Exec**	Steve Moore *(Chief Executive)*
10.20am	**Where it began...**	Pip Ford *(The Chartered Society Physiotherapy Public Affairs and Policy Manager for Wales)*
10.40am	**The journey so far...** • OT • Mental Health • Gen Nursing • Level 4 into Pre-reg Nursing	*(15mins each)* Claire Simms Bleddyn Thomas Trish Mathias-Lloyd Amanda Jones
12.00pm	*Lunch*	
1.00pm	**From the learners...** Video 1 messages from students HCSW Video 2 messages from students (L6) Student Nurse Video 3 messages from students	*(10mins each)* Various (10mins) Rachel Wall Various (10mins) Kerry Jones Various (10mins)
1.45pm	**Journey ahead...** Theatres	*(15mins each)* Theatres Professional Development Team

Ref 27

	Open University	Majella Kavanagh *(Staff Tutor, Open University)*
2.15pm	**Awards...** Best Learner Best Tutor/Assessor/Lecturer Best Support Unsung Hero	To be presented by Mandy Rayani *(Director of Nursing)*
2.45pm	**A message from the Director of Workforce & OD**	Lisa Gostling *(Director of Workforce and Organisational Development)*
2.55pm	**Close from the Chair**	Angie Oliver *(Assistant Director of Workforce and Organisational Development)*
3.00pm	*Break: Tea/Coffee and Welshcakes*	
3.15pm	**Workshops...** *How do you see yourself in 4 years time?** 1) Nursing 2) Nursing 2) Level 4 3) Level 3 Apprenticeship	 Amanda Jones – Swansea Uni Majella Kavanagh – OU Andrew Avered Amdanda Glanville/Trish Mathias-Lloyd
4.00pm	**Close of Event**	

* Workshops:
1) A discussion with Amanda Jones on the various Pre-Registration Nursing Programme.
2) A discussion with Majella Kavanagh on the route to nursing through the Open University.
3) A discussion with Shelley Dony on the Level 4 Certificate in Health Care.
4) A discussion with Amanda Glanville and Trish Mathias-Lloyd on continuous professional development within your role into the Level 3 Apprenticeship.

#hywelddacelebration

Next year

Script beforehand for Angie
Advertising better — more people to attend.
Twitter before hand with hashtag
Script beforehand for Close + open.
Ask for more tables than what you think needed.
* Look at diff venue - pivotal. - not old building (quiet floors)
* ~~law~~ Trevor - development in general - why? - patient care
Make appointments now for photos + videos
Agenda - compensate for time discrepancies
Items - hotel facilities
catering
Theatres
Items - need to be more motivating - more external speakers
Ask for a way to practice the transition between the diff presentations
Video - invest a tripod to video people.
Tweet awards delay before
~~Steve~~ to present again next time.
Need UHTSD to rep as well.
~~Kelly~~ Causton + ~~Sandra~~ Powell to speak
~~Andy~~ King to speak.
Ask Megan / Sally to speak / Andrew.
~~Get Tina to do prg videoing for next one.~~
Iggy next year
All student to be interviewed for next year.
Voting next year to be fb'd / tweeted / global, as well as email.
~~Employ~~ professional IT Team.
~~Quotes~~ for GYON to be included next year.
Learner - whole afternoon - gave better talks than service heads

Ref 28

LRC : Caerdydd Training

HCSW Celebration Of Education Event

		Rating on a scale of 1-5, 1 being poor and 5 being excellent					Total	Comments
		1	2	3	4	5		
1	How appropriate was the overall event				6	40	46	Great to hear personal stories/achievments, Good focus on HCSW journey, Very good event, Perfect information, well delivered and good content, Relevant, Recognition and celebration of this part of the Workforice is vital, Interesting anf inspiring, Good to see support workers being appreciated and thanked
2	How appropriate was the venue/location	1		3	7	35	46	Good facilities/location/parking, Good venue and location, Would have preferred Carmarthen as more central, Easily accessible, bit of a journey but overall very good, Excellent venue, Great venue, Easy to find, Long journey for some, Bit far from mid Pembs but overall good, Comfortable,
3	How appropriate were the facilities				2	44	46	Very good, Excellent, Clean and tidy, Plenty of space,
4	How were the refreshments and lunch			1	7	38	46	Lovely lunch, healthy options, Very well catered for, Loved the Brie and Cranberry snadwiches, Excellent, Would have liked fruit or yoghurt provided, More than adequate, Fantastic, Coffee in good supply, Thoroughy enjoyable,
5	How effective was the "story so far"			1	8	37	46	Interesting to put the work into context, Compelling, Enjoyed the stories from different parts of the Workforce, Good range of different information but no mention of Childrens Health Care, Looking forward to what is planned for the future, Proud to be a member of the Hywel Dda Team, Very well presented, Good to network with other staff and gain information on learning,
6	How effective was the "message from the learners"				4	42	46	Inspiring,, good to see evidence of achievments, Educational, Very effective as it gave incentive to progress career, Good to hear stories of progression from the Band 2's upwards, Good feedback, Honest and motivating, Speakers and videos excellent, Effective in reassuring HCA's that Level 4 is obtainable,
7	How valuable was the "awards"			1	3	42	46	Great to celebrate success, Inspirational, More awards next time please, Easy listening, Nice idea to have managers talk on video link, Lovely ceremony, Very enjoyable and a great end to the event, Brilliant but lacked acknowledgement for Mental Health,
8	How effective were the workshops			3	1	16	20	Not well attended, not applicable to some posts, not useful for therapies, Informative, Practical and engaging, Very interesting, Unable to attend as had to leave, Workshops were more directed at nursing/HSCW so therefore not applicable to some,

Note that for Question 8, there were only 20 responses as some people had not rated due to not attending the workshops.

29 of 29

Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)

From: Angie Oliver (Hywel Dda UHB - Assistant Director of Workforce and OD)
Sent: 04 September 2018 11:59
To: Trish Mathias-Lloyd (Hywel Dda UHB - HCSW Development Manager); Jillian Michael (Hywel Dda UHB - HCSW Education Facilitator); Helen Orriss (Hywel Dda UHB - Programme Coordinator); Amanda Glanville (Hywel Dda UHB - Organisational Development Officer); Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager); Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager); Allyson Thomas (Hywel Dda UHB - Workforce Panel Manager)
Cc: Sian Hall (Hywel Dda UHB - Simulation and Resusitation Department); Lisa Gostling (Hywel Dda UHB - Director of Workforce & OD (Organisational Development)
Subject: Thank you

Follow Up Flag: Follow up
Flag Status: Flagged

Dear all

I wanted to say a huge thank you to all of you for putting on such a great event yesterday. It was extremely well planned and organised, and it is just wonderful to see how we support and develop our HCSW, and how innovative and creative our programmes and development opportunities are. I was so proud of you as a team to see the passion you all have for our HCSW and the effort that you put into supporting them to achieve so much.

Thank you again – I'm thrilled to have such a dedicated team.

kind regards

Angie

Mrs Angie Oliver
Assistant Director of Organisational Development
Hywel Dda University Health Board
Hafan Derwen, Parc Dewi Sant
Job's Well Road
Carmarthen SA31 3BB

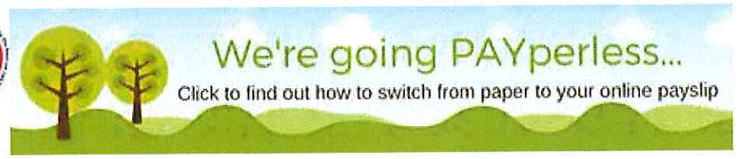
☎Ext: 4744
☎External: 01267 239744

Email:Angie.oliver@wales.nhs.uk

Mrs Angie Oliver
Cyfarwyddwr Cynorthwyol Datblygu Sefydliadol
Bwrdd Iechyd Prifysgol Hywel Dda
Hafan Derwen, Parc Dewi Sant
Heol Fynnon Jôb
Caerfyrddin SA31 3BB

☎ Est: 4744
☎ Allanol: 01267 239744

E-bost: Angie.oliver@wales.nhs.uk



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Swyddfeydd Corfforaethol, Adeilad Ystwyth, Hafan Derwen, Parc Dewi Sant, Heol Ffynnon Job, Caerfyrddin SA31 3BB

Ref 30

Hi

See below – well done & I'm sure you'll want to share with the team.

Lisa

Lisa Gostling
Director of Workforce & OD
Hafan Derwen, Parc Dewi Sant,
Jobs Well Road,
Carmarthen,
Carmarthenshire,
SA31 3BB
Tel: 01267 239722

Cyfarwyddwr Y Gweithlu a Datblygu Sefydliadol
Hafan Derwen, Parc Dewi Sant,
Heol Jobs Well,
Caerfyrddin,
Sir Gaerfyrddin
SA31 3BB
Rhif Ffôn: 01267 239722

Email/ E-bost: lisa.gostling@wales.nhs.uk





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Gall yr e-bost hwn gynnwys gwybodaeth gyfrinachol. Os ydych yn credu eich bod wedi derbyn yr e-bost hwn trwy gamgymeriad, a wnewch chi dderbyn ein hymddiheuriadau. Peidiwch â datgelu, anfon ymlaen, printio na dosbarthu'r wybodaeth yn yr e-bost hwn na gwneud unrhyw beth gan ddibynnu ar ei gynnwys - gwaherddir hyn yn llwyr a gall fod yn anghyfreithlon. Rhowch wybod i'r anfonwr bod y neges wedi mynd ar grwydr cyn ei ddileu. Gall cynnwys yr e-bost hwn fod yn agored i ddatgeliad cyhoeddus o dan Côd y GIG ar fod yn Agored neu'r Ddeddf Rhyddid Gwybodaeth 2000. Felly ni ellir sicrhau cyfrinachedd y neges hon, y cynnwys nac ychwaith unrhwy ateb iddi.

From: Judith Hardisty (Hywel Dda UHB - Vice-Chair)
Sent: 04 September 2018 08:10
To: Lisa Gostling (Hywel Dda UHB - Director of Workforce & OD (Organisational Development) <Lisa.Gostling@wales.nhs.uk>
Cc: Steve Moore (Chief Executive - Hywel Dda University Health Board) <Steve.Moore2@wales.nhs.uk>
Subject: HCSW event

Lisa

Thank you again for the chance to attend the celebration event yesterday, it was truly inspiring and I will talk to Jo in Bernie's absence about a Board development event as I do think as IMs we are unsighted on the excellent and ground-breaking work the UHB has done in this field.

Your team were magnificent in organising it so please pass on my thanks to Angie and the team and I agree with Steve, balloons (and stars on tables) is definitely the way to go (bio degradable stars of course)!

30

Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)

From: Angie Oliver (Hywel Dda UHB - Assistant Director of Workforce and OD)
Sent: 04 September 2018 10:44
To: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer); Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager)
Cc: Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager); Lisa Gostling (Hywel Dda UHB - Director of Workforce & OD (Organisational Development)
Subject: Thank you

Follow Up Flag: Follow up
Flag Status: Flagged

Hi both
I wanted to email both of you separately, as well as include you in the wider thanks.

I just wanted to say how impressed I was with yesterday's event - both the content, in what we've achieved in Hywel Dda, and the format and feel of the day itself. It was wonderful tribute to our HCSWs and a real celebration and acknowledgement of all of the efforts so many people have put in to develop and support our staff. Even though I knew all of the programmes and development that we have in place, it still blew me away to see it all together, and have the opportunity to reflect on our journey, and how much of it has been completely new and experimental.

I know how much hard work went into the planning and the running of the day, it was a very smooth and professional event. You should be extremely proud – I certainly am.

Thank you again – Well done!

kind regards

Angie

Mrs Angie Oliver
Assistant Director of Organisational Development
Hywel Dda University Health Board
Hafan Derwen, Parc Dewi Sant
Job's Well Road
Carmarthen SA31 3BB

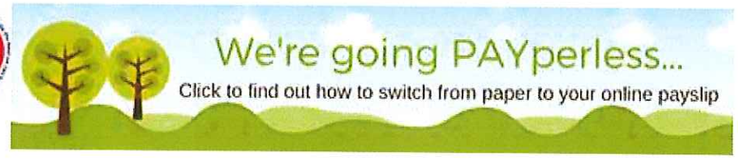
☎Ext: 4744
☎External: 01267 239744

Email:Angie.oliver@wales.nhs.uk

Mrs Angie Oliver
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Caerfyrddin SA31 3BB

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E-bost: Angie.oliver@wales.nhs.uk



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30

Activity 4

Write a short report in which you:

- Explain the concept of group and/or team dynamics
- Explain political behaviour in organisational and how it can impact on the achievement of organisational objectives

Organisations are made up of numerous people who work together to meet objectives (Edmonson, 2018). With collaboration regularly required on team-related tasks (Lacerenza, Tannenbaum, Marlow, & Salas, Team Development Interventions: Evidence-Based Approaches for Improving Teamwork, 2018), it raises the question – how does a group/team work together? This assignment will describe the term 'group/team', explain the concept of team dynamics using theoretical models, describe political behaviour in organisations and explain how it could impact on the achievement of organisational objectives, before concluding.

Team is a group of a varying number of individuals with different strengths working together towards a common goal (Powley, 2012) (Belbin, 2018). Through experience they collectively work together, sharing success and failure (Jolienreij, 2014). Huczynski and Buchanan state there are different types of teams, all of which are only effective when individuals work together, putting knowledge and skills into activities, and when members' needs are met (Taylor & Woodhams, 2016).

Group dynamics, however, are the influences on and within a group/team, how the individuals behave and react to different circumstances (Forsyth, 2014), varying at different points of a team's existence (Taylor & Woodhams, 2016). Group dynamics are important as it influences the effectiveness of a team/group (Lacerenza et al., 2018).

According to Tuckman, new teams/groups go through five different stages/processes (Miller, 2014). 'Forming', when a group/team is at the initial stages and dynamics revolve around making a good first impression – adhering to a hierarchy, eager and well-behaved. 'Storming', when insecurities arise, leading to conflict. Here power struggles come from a lack of understanding and respect for roles. 'Norming' happens when there is an acceptance of roles through deepened understanding, resulting in trust and respect, after positive conflict resolution by effective leadership. 'Performing' comes naturally after, where there exists collaboration and balance, with individuals counterbalancing the weaknesses of others.

Ref
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'Adjourning/reforming' takes place when there is change and the group/team readjusts, usually involving one or more of the previous stages.

A groups/teams effectiveness is dependent on its strength of Forsyth's five characteristics: the members' interaction with each other – on a task-related and relationship basis; the activities around goal setting; how the members depend on other members; its structure, based on roles etc.; and the cohesion of a group/team (Forsyth, 2014). Forsyth also talks about a 'group mind' where strong effective team can produce a collective consciousness (Forsyth, 2014).

Within the team/group there are its members. The size of the team and the goal set will determine how many roles are needed (Taylor & Woodhams, 2016). Belbin states there are nine roles within a successful team – Shaper, Implementer, Finisher, Coordinator, Team Worker, Resource Investigator, Plant, Monitor and Specialist (Belbin, 2018). Each role displays its own behaviours, working accordingly to meet objectives; though not all roles are necessary at the same time.

Communication and behaviours between members appear on the list of all studies in group/team dynamics. But what impacts that?

Behaviours that influence, to the benefit or detriment, of another individual or group are known as political behaviours (Quizlet , 2018). These can be to gain/retain power and control, conversely, to develop and reward.

Huczynski and Buchanan claim there are personal and organisational factors that cause political behaviour (Jolienreij, 2014). Organisational factors may include promotion opportunities, leadership/management styles, favouritism etc. Personal factors may include fear, threat, change, lack of empowerment etc. Individuals may struggle with power and competitiveness (Edmonson, 2018), particularly within Tuckman's 'storming' process (Miller, 2014), whilst others – e.g. Belbin's team worker – may use expertise to influence harmony and/or manage conflict positively and successfully (Belbin, 2018) (Miller, 2014). There are also certain individual characteristics that make it more likely for an individual to display political behaviours, such as high-performers or control-focused (Baczor, 2017).

Numerous behaviours are classed as political, including posturing (staying ahead or plagiarising other's work), destructing competition (gossip, lying, sabotage), power of information (controlling information needed by others, providing or withholding) (Quizlet , 2018), forming coalitions, empowerment (sharing responsibilities to provide confidence and/or competence).

The impact can be negative and positive.

Negative effects are clear to see (Jolienreij, 2014). Political behaviour can often be selfish, manipulating decisions wouldn't necessarily have made (CIPD, 2014); hindering effective performance discussions, reducing productivity (CIPD, 2014); creating conflict through sabotage, criticising of others, minimising the quality and quantity of other's work, leading to low morale and higher turnover (Green, 2018); producing unethical behaviour resulting in unnecessary and costly court proceedings. Whilst "de-energising relationships can cause…discontent and demotivation", perhaps also leading to higher turnover (Baczor, 2017).

For example, if a promotion opportunity came up in an organisation which resulted in an individual feeling insecure – whether that be due to feeling under-confident, incapable, not wanting to lose team stability; or fear of being left behind, or failure in the application process – this could cause negative political behaviour if not managed effectively. The individual may feel increased anxiety, a lack of motivation, produce a reduced performance, perhaps leading to resignation, meaning an increased turnover for the organisation (Jolienreij, 2014). On the other hand, the individual may carry out acts of sabotage, or plagiarism to discredit opposition with the application process influencing management to decide on recruiting that wouldn't ordinarily have been made (CIPD, 2014). This may influence/reduce the effectiveness of that team, ultimately effecting the organisation's outcomes (Jolienreij, 2014). In small organisations, ineffective teams, due to political behaviour, can ultimately cause its demise (CIPD, 2014).

However, political behaviour can have a positive influence. These behaviours can be used in HR interventions, such as managing conflict, leading to more effective team work, resulting in greater productivity (Taylor & Woodhams, 2016); joining/forming coalitions to successfully manage change (Rodgers, 2006); seeking a mentor/coach to improve

performance; the ability to influence decisions positively through specialist knowledge and/or skills, leading to better practices and better outcomes.

For example, in surgical teams when responsibilities are shared, with a respect for the different roles it improves staff morale and job satisfaction, which can lead to lower sick leave and improved staff retention for an organisation (Wakeman & Jr., 2018). when surgical teams displayed positive political behaviour, such as sharing information to empower others complications and deaths decreased, showing a "direct link between teamwork and patient outcomes", leading to improved organisational outcomes (Mazzocco, et al., 2009).

Political behaviour produces negative and positive outcomes for an organisation.

This assignment has looked at the concept of a team and the vast range of behaviours that impact on it, positively and negatively. The different roles within a team/group, when used effectively have a positive impact on influencing dynamics for the better. One reason why groups/teams are better when they are diverse (Edmonson, 2018). Overall, this assignment has shown that behaviours influence change, influences change behaviours.

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Activity 5

The CIPD Profession Map is a framework that outlines the skills and behaviours that HR professionals are expected to adopt, whilst looking to set practices to guide professionals on how to act/work (Cheese, Mapping the Future, 2018). The map can also guide a professional in how to progress in various ways – up the ladder or into other specialist areas (CIPD, 2018). The map was introduced in 2013 but has been revised to provide principles in decision making, rather than "prescribing practice" (Cheese, Mapping the Future, 2018). The 2013 map holds ten professional areas, eight behaviours and four bands of professional competence (CIPD, 2018). The 2013 map holds ten professional areas, eight behaviours and four bands of professional competence (CIPD, 2018).

The professional areas define the knowledge and actions that are required within each area at each of the professional bands (CIPD, 2018). The areas that I work in are 'Leading HR', 'Insight, Strategy and Solutions', 'Learning and Development', 'Organisational Development', 'Resource and Talent Planning'. To develop my own professional development plan, I used the CIPD 2013 Profession Map to ascertain my development areas. The 2013 Professional Map was undertaken at a Band 3 for my job role, though in hindsight it should have been taken at a Band 2. Below is a summary of my development areas for the professional areas and behaviours chosen:

Insight, Strategy and Solution

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a foundation in HR, but is yet to contribute significantly to sustained organisation performance at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Insights, Strategy and Solutions, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score in this area suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like applying Insights, Strategy and Solutions at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to partner with senior colleagues to develop insights into the organisation's strategy, and understand the commercial drivers which impact your business in the long term. You'll stay ahead of the latest HR innovations, using them to inform the way you develop and cost business cases for significant people projects. Working with business heads and directors, you'll be accountable for the delivery of large, organisation-wide people programmes, and measuring the impact on the business through people and financial metrics.

What are my strengths and gaps for my current level?

Where I am competent

- Bringing insights into the organisation to identify opportunities, risks and priorities
- Implementing HR solutions that address organisational risks and opportunities
- The capabilities and skills that are needed in the organisation to make it competitive
- Project management tools and approaches

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My Gaps

- Networking with specialist colleagues and experts to understand trends and innovations in HR
- Evaluating the impact of HR programmes and projects
- Up-to-date best practice and thought leadership in HR / specialist area
- The organisation's performance (including financial performance)
- Developing HR solutions that address organisational risks and opportunities
- Developing business cases for HR solutions with appropriate costings
- Significant issues currently affecting the organisation, including external factors (eg, legal, financial, market factors)
- Relevant law for own role (or where to access legal information if required)

Leading HR

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are emerging. This usually applies to someone who is at the early stages of building their experience of leading HR projects and teams at this level.
Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Leading HR, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop in this area at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like Leading HR at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to demonstrate strong people management and leadership capability, bringing a commercial mindset to both HR and the business. You'll translate the people strategy into operating and financial plans, ensuring that people services are delivered at best value. As an HR leader, you'll continually seek out and act on feedback, building the professional, technical and commercial capability of the HR team.

What are my strengths and gaps for my current level?

Where I am competent

- Building high performing teams using good people practices
- Approaches to engaging and motivating individuals from different backgrounds

My Gaps

- Demonstrating a commercial mindset in own approach to HR
- Confidently advising employees and managers on HR and people-related issues
- Approaches to managing and evaluating team performance
- Interpreting budgets and other financial and non-financial data to draw conclusions
- Proactively seeking and acting on feedback to develop as an HR professional
- Assessing the capability of the HR team to deliver professional HR practice, in line with the organisation's needs
- Developing objectives, milestones and metrics (eg, service level agreements, Key Performance Indicators) for HR plans
- Supporting the development and monitoring of HR budgets
- Ensuring that HR delivery plans are fully integrated into the HR strategy
- Ways to assess the capability of a team against the organisation's requirements

Learning and Development

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are meeting expectations. This would be typical of someone who has strong experience in HR and Learning and Development at this level.
Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Learning and Development, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. Your score suggests you may be ready to assess yourself against the next level up, or in a different area of HR. To do this, return to the home screen to take a different assessment.

What's it like working within Learning and Development at a more senior level?

In order to be able to work at the next level up within Learning and Development, you typically need to think about the future needs of the business and the people capability required. You'll work with senior managers to create L&D

strategies that address key gaps in capability, and you'll lead the design of major programmes that form part of those strategies. You'll work on the development of current and potential leaders to help meet future business needs, and will build a learning culture by advocating the organisation's Learning and Development agenda.

What are my strengths and gaps for my current level?

My strengths

- Working with managers to assess individual / team capability, and its impact on individual / team performance
- Designing learning programmes and initiatives, working with colleagues or third party suppliers as required
- Managing third party suppliers in terms of quality and performance
- Training needs analysis for individuals and teams
- Adult learning theories

Where I am competent

- Approaches, tools and thinking in the learning and development market
- Tools and techniques to show the business benefits of learning interventions (eg, Return on Investment analysis)

My Gaps

- Facilitating and delivering learning interventions for employees, managers and business leaders

Resource and Talent Planning

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are developing. This would be typical of someone with a solid base in HR, with limited exposure to Resourcing and Talent Planning at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Resourcing and Talent Planning, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Resourcing and Talent Planning at a more senior level?

In order to be able to work at the next level up within Resourcing and Talent Planning, you typically need to work with managers to develop long and medium term talent plans which align with other key people processes such as reward, or learning and development. You'll be designing and leading approaches in resourcing, prioritising diversity, organisational need, and adherence with employment law.

What are my strengths and gaps for my current level?

Where I am competent

- Researching the external market on talent levels and availability
- Supporting managers to make the right resourcing choices to meet their needs
- Conducting regular talent and succession planning reviews
- Selecting a range of assessment and selection activities which are appropriate to the role

My Gaps

- Ensuring effective delivery of induction, transitions into new roles, severance, exits and redundancy processes
- Different approaches to talent management and succession planning
- Assessing current and future resourcing and talent requirements across different departments
- Ensuring assessors and interviewers are competent and fully trained

Organisational Development

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are emerging. This usually applies to someone who has just started out in HR or has not yet had much exposure to Organisation Development at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Organisation Development, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Organisation Development at a more senior level?

In order to be able to work at the next level up within Organisation Development, you typically need to interpret business priorities to align the organisation's structure, people capabilities, systems, process and culture in such a

way that they support the business's goals. You'll need to be aware of what's going on in the wider business world, and know how those factors might impact your work. You'll typically be working at individual, team and department/business unit level to deliver organisational change.

What are my strengths and gaps for my current level?

Where I am competent

- The concepts of values and behaviours, and how they support the organisation's objectives

Development actions

- Using OD tools to assess the capability and capacity of a team to deliver their function's objectives
- Analysing data relating to culture and capability, and proposing potential OD initiatives
- OD theory including diagnostic tools (eg, drivers of team and organisation performance, psychoanalytic theory, group dynamics, systems theory)
- How OD theory affects the design of OD interventions
- Identifying appropriate data requirements and sources of data to support capability audits and diagnostic activity
- Developing organisation development initiatives to address specific aspects of structure, capability, systems, process or culture
- Leading implementation of organisation development initiatives, programmes and plans

Role Model

When you're acting as a role model, you are consistently leading by example. You're acting with integrity, impartiality and independence, balancing personal, organisational and legal parameters.

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate role modelling. If you're keen to develop yourself as a role model, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

Where I am competent

- Consistently acting according to organisation and legal principles and agreed processes
- Delivering in line with agreed expectations and promises
- Accepting responsibility, and taking action to remedy any mistakes
- Dealing with personal data and information in a professional manner and in line with relevant legislation

Where I am competent

- Consider how comfortably the organisation's values sit with your own and where there are possible points of contension. Talk through any difficult areas with your manager so that you can work within the frame of organisational values at all times.
- Spend time learning more about the work of your colleagues and other HR teams. Consider how the your own work impacts theirs, and where you can find any synergies or opportunities to support them further.
- Discuss with your manager ways in which you can build self-review processes into your work to recognise mistakes made any any learning that can be applied.
- Champion and review HR processes to ensure that all sensitive data is managed in accordance to the Data Protection Act. Identify any areas of non-compliance and discuss them with your manager.

Decisive Thinker

When you're displaying decisive thinking, you're demonstrating the ability to analyse and understand data and information quickly. You're using information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defendable decisions.

How prepared am I?

What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate decisive thinking. If you're keen to develop your decisive thinking, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in

your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role.

What are my strengths and gaps for my current level?

My strengths

- Using previous experience, standard procedures and common sense to make decisions

Where I am competent

- Collecting and interpreting relevant data to support decision making

My Gaps

- Assessing the value of information and data before using it to make decisions
- Ensuring that details and facts are correct and complete before drawing conclusions

Personally Credible

When you're displaying personal credibility, you're building and delivering professionalism by combining commercial and HR expertise to bring value to the organisation, your stakeholders and peers.

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate personal credibility. If you're keen to develop your personal credibility, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

My strengths

- Offering sound, sensible and impartial advice

Where I am competent

- Seeking feedback and developing own expertise to add the greatest value in the organisation
- Willingly passes on own skills and knowledge to others

My Gaps

- Showing enthusiasm to broaden own experience, knowledge and skills

Collaborative

When you're demonstrating collaboration, you're working effectively and inclusively with a range of people, both within and outside the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate collaboration. If you're keen to develop your collaboration skills, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

My strengths

- Showing sensitivity and respect for others' feelings, cultures and beliefs
- Establishing constructive and collaborative relationships with colleagues

Where I am competent

- Keeping colleagues up to date with information relevant to their work

My Gaps

- Seeking constructive solutions to disagreements as they occur

Whilst my job role has been heavily involved with Learning and Development, recently it has changed course and my involvement in L&D is now limited. Therefore, while the profession map outlines areas of development, I have chosen to only include one point within the

development plan in line with my current role. My job role currently is more involved with workforce planning and talent/resource planning; therefore, I have chosen these areas also in my professional map. With regards the behaviours, I chose to look at personally credible, as I am aware I was credible across the Health Board in my previous role, but now in a different role, I need to develop that credibility once again.

Whilst this framework was undertaken on the 2013 version, I will add into the professional development plan a point to undertake the new 2018 assessment.

The below professional development plan has been targeted to take place over two years. Each goal/action does have a target date set for completion/review; however, as this will be a working document, these dates may change over the course of the two years, depending on what work and priorities arise within the Health Board.

Development plan

NAME:	Shelley Dony	**MEMBERSHIP NUMBER:**	53274174
COVERING THE PERIOD FROM:	November 2018	TO:	May 2020

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".)

CIPD Profession Map recommendation	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
• Find out the different HR specialisms within your organisation and speak to each area to learn who your specialist colleagues are. Who are the experts in your organisation and how do they get things done? Take time to get to know them and their work better.	Staff from Angie's team and Steve's team *(both Assistant Directors)*. Talk to them first and ask who the best people would be to speak to in each specialism. Spend time learning more about the work of your colleagues and other HR teams. Consider how your own work impacts theirs.	Angie Steve IT systems Time Line manager support	Relationships with others in the broader HR directorate developed. Successful collaborations.	July 2019
• Become an expert in your field by regularly updating yourself on relevant employment law, by using websites, organisations and law / people publications.	Continue to read relevant and key documents.	People Management magazine Linkd In – various articles CIPD Website NHW Update Events	Completion of the CIPD Employment Law module and passing the assignment	Ongoing weekly and monthly reading of various resources. November 15th (NHS Employment Law Update Event)

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• Locate the most recent annual review or report for your organisation or find out someone who knows about the organisation's performance in terms of its measures, scorecard and commercial performance. Find out what the key performance measures are, and what the trends have been of this performance in the last five years. What are the performance goals for this year?	Read the completed IMTP, analyse and discuss with line manager.	IMTP	Understand and make note of the key performance goals for Mental Health, Primary Care, Community for the next three years.	March 2019
• Build your external network and make time in your week to read the major business and news publications and understand how external factors can impact your organisation.	Read the CIPD HR Outsourcing Factsheet. Read the CIPD Research: 'Megatrends: the trends shaping work and working lives' document. Ongoing weekly and monthly reading of various resources.	CIPD HR Outsourcing Factsheet CIPD Research: Megatrends: the trends shaping work and working lives	Increased knowledge, understanding and application to the Health Board.	May 2019 May 2019 Ongoing weekly and monthly.
• Review other organisations' approach to recruiting, retaining and developing talented people. What elements of their approach could you successfully adopt in your organisation, or with your business area?	Speak to recruitment officers in other Health Boards. Work towards CIPD Recruitment and Talent/Resource Planning module.	Willing recruitment officers from other Health Boards. CIPD module resources.	Completion of the CIPD Recruitment and Talent/Resource Planning modules and passing the assignment	2020
• Spend time with business managers to clearly understand issues which are causing problems in their	Ask line manager if I can attend various/relevant sub-group meetings to listen to issues and help with.	Diarised meetings	Positive feedback gained from managers on usefulness of	(Ask permission) November 2019

department. Ask open, probing questions to find out what the people impacts are of these problems, and brainstorm different solutions with your colleagues.	Attend these meetings.		contribution.	(Meetings attended) Ongoing
• Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for some specific examples of areas you could improve, and strengths to build on. Ask your manager and trusted peers to offer some feedback on the extent of your HR expertise in the area you work in.	Carry out PADR (professional appraisal and development review) Carry out 360-degree appraisal	Line manager PADR	List of attributes, knowledge or skills to work on.	September 2019 January 2020
• Towards the end of each financial year, ask to be involved with the development of next year's HR budget. Share your insights into the people priorities that your team needs to focus on for the next 12 months, and have ready some costed plans to support those budgets. Take responsibility for one or more budgetary areas for the for the HR team.	Request from Assistant Director to take responsibility of HEIW budget for the 2019/2020 financial year.	Line manager Finance Team Monthly breakdown spreadsheet Confirmation letter of budget for 2019/2020	The finances will balance at the end of the 2019/20 financial year.	Request in March 2019 Undertake until March 2020.
• Apply new insights gained from neuroscience and cognitive studies	Read CIPD Research: Neuroscience and Learning: Fresh Thinking in	CIPD Research: Neuroscience and	Areas learned included in lesson plans on workforce	April 2019

(including brain plasticity, deep practice, memory and recall, social motivation and the impact of age on learning). Apply these when designing a new learning programme (or reviewing an existing programme.	Learning and Development	Learning: Fresh Thinking in Learning and Development	planning.	
• Compare your organisation's talent and succession planning processes with other organisations in the sector as well as with organisations who have been recognised as leaders in this area (e.g. award winners). Identify best practice that could benefit your organisation	Read the CIPD Workforce Planning Factsheet. Read the CIPD Talent Management Factsheet. Read the CIPD Recruitment: An Overview document.	CIPD Workforce Planning Factsheet CIPD Talent Management Factsheet CIPD Recruitment: An Overview	Completion of the CIPD talent planning module and passing the assignment	2020
• Initiate a review of current resource levels and talent for a department within your organisation and compare this with future requirements (e.g. you could review headcount data, training records, skills audits, performance appraisals and business plans).	Ascertain with line manager which department would require this for workforce planning. Download report from ESR for that department. Meeting with manager/clinical lead of department.	Line manager ESR & report Manager/clinical lead of department	Matrix completed	March 2019
• Use an OD tool (such as open systems model for teams), to undertake an assessment of a team that you are familiar with. The assessment should consider their capability and capacity to meet their	Read the CIPD Organisational Development Factsheet.	CIPD Organisational Development Factsheet	Discuss the findings with your line manager.	November 2019

collective objectives.				
• In your next organisation design project, support the business managers in anticipating the amount of time and personal energy commitments the change will take. For example, planning, scheduling appropriate meetings and briefings with staff, documentation, selection, appointment processes, as well as time dealing with the emotions and productivity issues during change.	Read the CIPD Organisational Design Factsheet. Appropriate planning when carrying out primary schools research project.	CIPD Organisational Design Factsheet. Gantt chart and appropriate scheduling.	Satisfied managers through feedback; successful time/resource management throughout the duration of the project.	January 2020
• Reflect on a disagreement that you have had with someone at work (possibly with a coach or mentor). Review what happened by imagining that you are a third-party observer of any communications and interactions. Consider how your approach could have been more collaborative and constructive.	Carry out a reflection on the Physio disagreement.	Reflective document.	Lessons learnt, principles/actions to take forward.	February 2019
• Map out the current internal network you have within your organisation and the strength of these relationships. Identify mutual interests or priorities that you can use as a way to form new relationships.	Produce a list of services, departments and managers/clinical leads – relationships formed and not formed.	List of services, departments and managers/clinical leads – relationships formed and not formed.	Network Map produced, and new relationships identified.	September 2019

• Pick one area within your role that you are less comfortable or familiar with. Proactively research this area through reading, research and talking to others.	Read CIPD Factsheet: Board Level Volunteering	CIPD Factsheet: Board Level Volunteering	Increased knowledge.	June 2019
• Gain feedback on your expertise within the workplace from a key customer, manager or peer. Pick one developmental area to focus on. Work to build up your expertise by reading, researching and building relationships with individuals who have experience in this area.	Carry out 360-degree appraisal	360 degree software Line manager, peers, other colleagues and customers	Completed appraisal, with feedback and coaching	January 2020

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