

Developing Professional Practice in Human Resources

Clare Louise Berner

Hywel Dda University Health Board

**ID: 1810268
Unit No: 5CDPP**

CIPD Candidate evidence matrix**(CEM1)**

Candidate name: Clare Louise Berner				CIPD Membership/registration No.: 53280348		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources Higher Apprenticeship				Unique Learner No. (ULN): 1810268		
Unit code	Unit title	Assessm ent criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Activity 1 Overview of the CIPD Level 5 Diploma in Applied Human Resources Programme	1		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Level 5 Specification Applied Human Resources (RQF)	2		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	CIPD Level 5 Diploma in Applied Human Resources – Information Leaflet 2018/19	3		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Application for Education & Training – Study Leave Form Approved and Email	4		
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5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Contract between Employer and Training Provider	6		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Coleg Sir Gar Apprenticeship College Induction	7		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	UWTSD Induction presentation by Julie Thomas PowerPoint Presentation	8		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Induction Questionnaire Diploma in Applied Human Resources September 2018	9		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	VARK Learning Styles Questionnaire (V7.1)	10		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Learning Styles Questionnaire Honey & Mumford	11		
5CDPP	Developing Professional Practice in Human Resource Management	1.1,1.2,1.3	Programme Study Handbook	12		
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5CDPP	Developing Professional Practice in Human Resource Management	3.1,3.2,3.3	Email from Gina Callanan re: Welcome Project	20		
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5CDPP	Developing Professional Practice in Human Resource Management	3.1,3.2,3.3	Welcome/Croeso Champion Role Description	22		
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Candidate declaration:					
• I confirm that the work/evidence presented for assessment is my own unaided work. • I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. • I agree to this work being subjected to scrutiny by textual analysis software if required. • I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998. • I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. • I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.					
Signature:		Clare Louise Berner		Date:	03.12.2018

Notes on candidate evidence matrices

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

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

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

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

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Understanding & Contributing to Units

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Qualification: CIPD Level 5 Diploma in Applied Human Resources

Module Name: Clare Louise Berner

Developing Professional Practice in Human Resources -
5CDPP

Activity 1

- 1.1. Introduction on Collection of Information regarding Development Programme
- 1.2. Key Components of Course
- 1.3. Conclusion

Student Name: Clare Louise Berner
Student Number: 1810268
CIPD Membership Number: 53280348

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: Clare Louise Berner
Date: 23/11/2018

1.1. Introduction on Collection of Information regarding Development Programme

Students attend once a month for lecture and it's vitally important to attend the sessions. Important information regarding the assignment that is handed out is delivered in these sessions. The documentation I have compiled to form detailed information regarding the CIPD Level 5 Diploma in Applied Human Resources, which is a Higher Apprenticeship are listed below.

1.2 Key Components of Course

1. Level 5 Diploma Specification Applied Human Resources RQF – information about the course.
2. CIPD Level 5 Diploma in Applied Human Resources – Information Leaflet 2018/2019.
3. Application for Education and Training – Study Leave Form from granted by employer.
4. Apprenticeship Learning Agreement.
5. Contract between Employer and Training Provider.
6. Coleg Sir Gar Apprenticeship College Induction 2018-2019 provided by Alison Williams Training Advisor.
7. Presentation Induction given by Julie Thomas Course Tutor.
8. Induction Questionnaire – Diploma in Applied Human Resources September 2018.
9. VARK Learning Styles Questionnaire (Version 7.1)
10. Learning Styles Questionnaire (Honey & Mumford – revised 1986)
11. Programme of Study Handbook – CIPD Level 5 Diploma in Applied Human Resources.
12. Timetable – CIPD Diploma in Applied Human Resources 2018-2020.
13. CIPD Diploma in Applied Human Resources - Manage Your Learning Factsheet.
14. UWTSD SE1: Student Code of Conduct.
15. Welcome to your CIPD Student Membership.
16. CIPD Code of Professional Conduct.

Information, advice and support is provided by the tutor and the training advisor. Extra support is available from the tutor if required; appointments can be made with the tutor for a 1-2-1 or the tutor can be contactable via email or telephone. Class Representatives are also available to discuss issues or concerns about assignments with the tutor and advisor on your behalf if required.

Organisational support is provided by Hywel Dda University Health Board my employer, via a workplace mentor.

The Higher Apprenticeship is through Coleg Sir Gar and delivered by the University of Wales Trinity Saint David.

ACTIVITY 1

All of these are accessed through the Quick Links on the UWTSD Website:

- **MYDAY** is a portal for students to use where timetables, library, moodle, Office 365, various bulletins, regulations, news, help and advice, MYTSD and various others can be found. You can personalise to your preference.



(UWTSD, 2018)

- **MYTSD** is where your enrolment details are held and all your personal information, along with links to support services.



(UWTSD, 2018)

- **Moodle** is where students can access course information from the tutor. Assignments are uploaded through here, access to blogs and tutor's information.



(UWTSD, 2018)

- **Student Email** is given on enrolment and is the where students can contact their course tutor or vice versa, their class representatives and information cascades come from support services e.g. students unions and IT etc.



(UWTSD, 2018)

- **Library and Learning Resources** is where students can access library services on all campuses of UWTSD, which includes Carmarthen, Swansea, Lampeter and London. This is where you can book and arrange for collection of books to any of the campuses and access to online journals, books and resources.

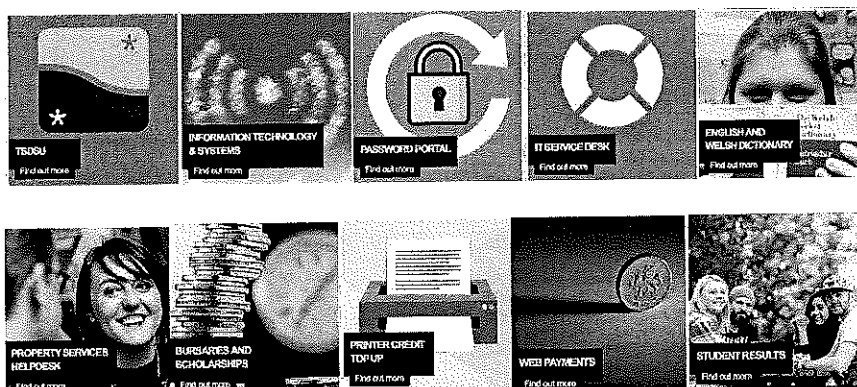


(UWTSD, 2018)

ACTIVITY 1

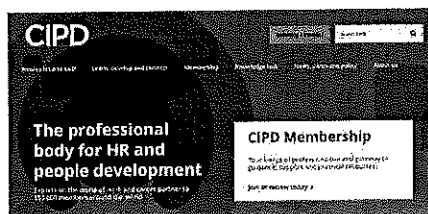
Support Services for Student

Student's Unions, IT, Password Portal, Property Services for students, Bursaries and Scholarships, Printer Credit, Web payment and Student Results. All these can be access via quick links on the UWTSD Website.



(UWTSD, 2018)

CIPD Website has vast array of information when you become a Member of the CIPD, you have access to all sorts of information to head you in the right direction to becoming a professional. One of the conditions of the course is that you become a member of the CIPD.



(CIPD, 2018)

1.3. Conclusion

The UWTSD website is full of support and information for students to enable their learning. The CIPD website is there to support you through your course and your career. The course is very structured and it's essential that you self-manage your time with various reading materials to support you. Having completed the initial assessments, various questionnaires, there is plenty of support from your tutor and advisor to be successful in gaining your professional qualification.

ACTIVITY 1

Bibliography

CIPD (2018) *Supporting Career in HR and L&D* [online] Available at:
<https://www.cipd.co.uk/about/what-we-do/career-support> (Accessed 29
November 2018)

CIPD (2018) *The Professional body for HR and people development* [online]
Available at: <https://www.cipd.co.uk/> (Accessed 29 November 2018)

UWTSD (2018) *Quick Links* [online] Available at:
<https://www.uwtss.ac.uk/quick-links/> (Accessed on 28 November 2018)

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Level 5 Diploma Specification Applied Human Resources

Regulated Qualifications Framework (RQF)

January 2018



Rules of combination for CIPD awarded¹ Level 5* Diploma in Applied Human Resources

*CIPD awarded qualifications are offered at centres with no qualification awarding powers
 *RQF Level 5, comparable to Level 7 Ireland, Level 9 Scotland and EQF Level 5

List of units for Level 5 Diploma in Applied Human Resources

Core units	Unit code	Credit value	Guided learning hours
Developing Professional Practice in Human Resources	SCDPP	8	40
Understanding the Business Context of Human Resources	SCBIC	4	20
Using a Research Approach in Human Resources	SCHR	4	20
Understanding the Contemporary Human Resources Function	SCWHR	4	20
Understanding Employment Law	SCELW	6	30

Group A Optional units	Unit code	Credit value	Guided learning hours
Understanding Resourcing and Talent Planning	SKRTP	4	20
Understanding Reward Management	SKRW	4	20
Understanding the Link between Individual and Organisational Performance	SKIOP	4	20
Understanding Employee Engagement	SKEEG	4	20
Understanding the Management of Employment Relations	SKCER	4	20
Understanding Contemporary Human Resource Development	SKHRD	4	20
Understanding Coaching and Mentoring in the Organisation	SKDCM	4	20
Understanding the Management of Change	SKMOC	4	20

Group B Optional units	Unit code	Credit value	Guided learning hours
Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	8	40
Contributing to Reward Management in the Organisation	5ARW	8	40
Contributing to Improving Organisational Performance	5AIOP	8	40
Contributing to Employee Engagement in the Organisation	5AEEG	8	40
Contributing to the Management of Employee Relations in the Organisation	5ACER	8	40
Contributing to Human Resource Development in the Organisation	5AHRD	8	40
Contributing to Coaching and Mentoring in the Organisation	5ADCM	8	40
Contributing to the Management of Change	5AMOC	8	40

Rules of combination for CIPD awarded qualification:

Level 5 Diploma in Applied Human Resources = 90 credits and a TOT of 900 hours

- choose 26 credits from all core units
- choose 24 credits from Group A
- choose 40 credits from Group B
- it is strongly recommended that learners choose unit 'pairs' from Groups A and B respectively.

Key Information

Qualification objective

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 between one and two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (eg being trained by a manager)
- being taught off-the-job (eg attending a college).

Once the apprenticeship is complete the apprentice will receive a certificate to confirm they have completed the CIPD Level 5 Intermediate qualification and they will automatically become a CIPD Associate member. This means they will be able to use the designation Assoc CIPD behind 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 at knowledge at the same time, something not all students are fortunate enough to gain.

Total qualification time

Total qualification time (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.

Assessment

Candidates are assessed via a range of assessment methods to ensure that all the learning outcomes and assessment criteria are met in a way that enhances their learning experience. The assessments will 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. Although a variety of assessment methods may be used, the demands made on candidates within and between centres must be comparable to ensure consistency of assessment.

All unit assessment criteria are summatively assessed. Formative assessment is also encouraged within each unit.

Assessment methods may include:

- assignments
- projects
- case studies
- reports
- integrated work activities
- time constrained tests
- group and individual examinations
- Viva Voce presentations

Competency-based assessment may also be used in centres that are approved for this method of assessment and have assessors that are occupationally competent.

Centres may choose activities from the CIPD Assessment Bank or design their own. Where a centre devises its own assessments, these must be approved by the CIPD before use.

All centre-marked assessments are subject to external verification to ensure that standards are judged comparatively against internal and external benchmarks.

Credit transfer, exemptions, and recognition of prior learning

CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition of prior learning play an important part in this by supporting candidate progression.

During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.

Credit transfer

Credit transfer is the process of using credits awarded in the context of one of the CIPD Level 3 Foundation, Level 5 Intermediate or Level 7 Advanced qualifications or other RQF qualification towards the achievement requirements of another CIPD qualification of the same level/type.

Exemption

Exemption is defined as the facility for a candidate to claim exemption from some of the achievement requirements of a CIPD qualification, using evidence of certificated achievement which does not fall within the definition of credit transfer but is deemed by the CIPD to be of equivalent level, content and value.

This means that candidates who have certificated achievements which do not fall within the definition of a credit transfer, as described above, can claim exemption from units/modules within CIPD qualifications that are deemed by CIPD to be of equal level, content and value.

Recognition of prior learning (RPL)

Where candidates do not have prior certificated achievements but do have some non-formal or informal learning, they may seek recognition of prior learning (RPL). We define RPL as a method of assessment, leading to the award of credit that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit/module through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

Progression opportunities

CIPD has 3 sizes of qualification, Awards, Certificates, and Diplomas. Candidates can widen their knowledge further by undertaking more units at any time.

On completion of the CIPD Level 5 Diploma in Applied HR (90 credits), candidates can also progress their studies further by undertaking the CIPD Advanced Level qualifications.

Unit Summaries

Understanding the Business Context of Human Resources

Unit title	
Level	5*
Credit value	4
Unit code	5CBIC
Unit review date	December 2018
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5	

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Developing Professional Practice in Human Resources

Unit title	
Level	5*
Credit value	8
Unit code	5CDPP
Unit review date	December 2018
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5	

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 hours with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding the Contemporary Human Resources Function

Unit title			
Level	5*		
Credit value	4		
Unit code	5CMHR		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Using a Research Approach in Human Resources

Unit title			
Level	5*		
Credit value	4		
Unit code	5CHR		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental contexts.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Resourcing and Talent Planning

Unit title	
Level	5*
Credit value	4
Unit code	SKRTP
Unit review date	December 2018
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5	

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Employment Law

Unit title		Understanding Employment Law	
Level	5*		
Credit value	6		
Unit code	SCEIWL		
Unit review date	December 2018		
RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30 with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding the Link between Individual and Organisational Performance

Unit title		Understanding the link between Individual and Organisational Performance	
Level		5*	
Credit value		4	
Unit code		5K1OP	
Unit review date		December 2018	
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Reward Management

Unit title	
Level	5*
Credit value	4
Unit code	5KRW
Unit review date	December 2018
RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5	

Purpose and aim of unit

The reward management unit provides the learner with an understanding of key business factors which drive reward strategies and policies, including: the financial drivers of the organisation, the balance sheet and the impact of reward costs; factors affecting the labour market; industrial and sector trends in pay; and regional, national and international trends. Learners will also consider different perspectives on the determination of reward policy, employer, employee, union and government, and some of the key principles which underpin approaches to reward policy and practice. Finally, different types and sources of reward intelligence, and how they can be used to inform reward policy and practice, are explored.

This unit is suitable for persons who:

- seek to develop a career in human resource (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the business context of reward and key perspectives that inform reward decision-making.
- 2 Understand key reward principles and practices.
- 3 Know how to access and use reward intelligence to inform reward management policy.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding the Management of Employment Relations

Unit title			
Understanding the Management of Employment Relations			
Level	5*		
Credit value	4		
Unit code	SKCER		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Employee Engagement

Unit title			
Understanding Employee Engagement			
Level	5*		
Credit value	4		
Unit code	SKCEG		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 hours with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Coaching and Mentoring in the Organisation

Unit title			
Level	5*	Understanding Coaching and Mentoring in the Organisation	
Credit value	4		
Unit code	SKDCM		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

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.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental 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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding Contemporary Human Resource Development

Unit title			
Level	5*	Understanding Contemporary Human Resource Development	
Credit value	4		
Unit code	SKHRD		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of human resource development (HRD), both within and beyond the immediate organisational context. This unit assists learners to gain this understanding and to build the knowledge required to make informed decisions about HRD processes and practices. It requires learners to review current debates and national approaches to HRD, which have an impact on HRD within the organisation. It goes on to explore the potential contribution of HRD to sustaining and improving organisational performance and some different ways in which this contribution can be realised. Finally, the unit considers two key developments, information and communication technology (ICT) and globalisation, which have had, and continue to have, a major impact on HRD.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand different approaches to HRD.
- 2 Understand the role and contribution of HRD to the organisation.
- 3 Understand key contemporary developments in HRD practice.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 hours with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Contributing to Resourcing and Talent Planning in the Organisation

Unit title			
Level	5*	Contributing to Resourcing and Talent Planning in the Organisation	
Credit value	8		
Unit code	SARIP		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Understanding the Management of Change

Unit title			
Level	5*	Understanding the Management of Change	
Credit value	8		
Unit code	SKMOC		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

Purpose and aim of unit

This unit develops an understanding of change and change management in organisations. It begins with a 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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20 with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Contributing to Improving Organisational Performance

Unit title		Contributing to Improving Organisational Performance	
Level	5*		
Credit value	6		
Unit code	5A10P		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Contributing to Reward Management in the Organisation

Unit title		Contributing to Reward Management in the Organisation	
Level	5*		
Credit value	9		
Unit code	5ARWM		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

Purpose and aim of unit

The aim of this unit is to extend reward management knowledge and skills and to apply these in the workplace. Learners are required to investigate the effectiveness of an organisation's approach to reward management, in terms of comparison with other organisations, employee satisfaction and impact on employee commitment and performances, and to draw reasoned conclusions about how the organisation is served by its current approach. Further, learners are required to analyse the role of human resources (HR) in reward management, and particularly the support required by line managers in applying reward policies and practices. Finally, learners are required to actively provide reward management advice and information to colleagues in the organisation.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to review and evaluate an organisation's approach to reward management.
- 2 Be able to recommend ways to develop the organisation's approach to reward management.
- 3 Support the delivery of rewards and benefits processes.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Contributing to the Management of Employee Relations in the Organisation

Unit title		Contributing to the Management of Employee Relations in the Organisation	
Level	5*		
Credit value	6		
Unit code	SACER		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

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 their understanding of employment relations and to apply this understanding to the practical management of employment relations within a specific organisational context. Learners are required to research employment relations within a specific sector and assess the approach to employment relations within an identified organisation. Finally, learners will analyse the types of support needed by line management in relation to employment relations, and apply their knowledge and understanding in a practical way, by providing aspects of this support.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess the nature of employment relations within an identified sector.
- 2 Be able to evaluate an organisation's approach to the management of employment relations.
- 3 Be able to support line managers in the management of employment relations.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Contributing to Employee Engagement in the Organisation

Unit title		Contributing to Employee Engagement in the Organisation	
Level	5*		
Credit value	6		
Unit code	SAEEG		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 hours with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

This unit is suitable for persons who:

- seek to develop a career in human resources (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Contributing to Coaching and Mentoring in the Organisation

Unit title	
Level	5*
Credit value	8
Unit code	5ADCM
Unit review date	December 2018
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5	

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.

This unit is suitable for persons who:

- seek to develop a career in human resource (HR) management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider, organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Contributing to Human Resource Development in the Organisation

Unit title		Contributing to Human Resource Development in the Organisation	
Level	5*		
Credit value	8		
Unit code	5AHRD		
Unit review date	December 2018		
* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5			

Purpose and aim of unit

This unit develops learners' knowledge and skills in relation to human resource development (HRD) with a focus on the practical realities of implementing an HRD initiative in the workplace. It requires the learner to devise, plan, implement and evaluate an HRD initiative in liaison with others, and in the context of the organisation's wider HRD plan. It is a highly practical unit, reflecting National Occupational Standards in human resources (HR) and assessed via evidence of competent performance. By the end of the unit, the learner will have both developed and demonstrated their ability to apply specialist knowledge of HRD within their workplace.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to devise and agree a learning and development plan to meet an identified HRD need within an organisation.
- 2 Be able to implement a learning and development initiative to address an identified learning need.
- 3 Be able to evaluate the impact of HRD activities on organisational performance.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

Contributing to the Management of Change

Unit title		Contributing to the Management of Change	
Level	5*		
Credit value	8		
Unit code	5AMOC		
Unit review date	December 2018		

* RQF Level 5, comparable to Level 7 in Ireland, Level 9 in Scotland and EQF Level 5

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.

This unit is suitable for persons who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- need to understand the role of HR in the wider organisational and environmental context.

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.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 40 with an additional 40 hours of self-directed learning for reading and the preparation of assessment evidence.

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

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

Application

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

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

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

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

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

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

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

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

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

Programme of Study

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

The units will be taught in the following order:

Year 1:

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

Year 2:

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

Assessment:

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

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

Terms

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

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

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

Location

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

Entry Requirements

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

Fees/Enrolment

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

CIPD membership and registration fee (paid directly to CIPD)

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

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

Course Expenses

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

Application for Education & Training

This form should be submitted at least 6 weeks prior to the course date. No course should be confirmed until approval has been received from the workforce panel.

Please complete this form and submit to studyleaveHDD@Wales.nhs.uk

All fields must be completed in full, if not, your form will be returned to you which could delay your application

SECTION ONE - NAME OF INDIVIDUAL			
Title:	Forename:	Surname:	ESR (Payroll) Number
Mrs	Clare Louise	Berner	25355642-2
Email Address (work)			
Louise.Berner2@wales.nhs.uk			
Post/Job Title	Grade:		
Team Secretary	3		
Department:	Base:		
Workforce	Bronglais General Hospital		
Directorate			
Workforce & OD			
Name and email address of Manager:			
Gina Callanan Senior Workforce Manager		Gina.Callanan@wales.nhs.uk	
SECTION TWO - COURSE DETAILS			
Course Title:			
Higher Apprenticeship Level 5 Diploma in Applied Human Resources (CIPD Level 5)			
Full Details/Address of Course Provider:			
Coleg Sir Gar Trinity St David's Carmarthen			
Date(s) of Course	TO:	Total Paid Days Requested	1 day per month
FROM:			
19 th September 2018			
Category of training (please tick below and give further details)			
☐ Statutory/Mandatory (Identify legal requirement)			
☐ Essential (Identify standard/framework)			
☐ Other (eg CPD) CPD to underpin development across the Workforce and OD profession.			

Item	Amount	VAT if applicable	Budget Code	Total /Agreed by Panel
Course	N/A	N/A	N/A	N/A
Travel Costs (public transport)				
Travel Costs (car -mileage/parking)	46.9 each way. 93.8 miles a month unless required on			

Subsistence (as per Agenda for Change)	additional days at college	
Accommodation: (as per Agenda for Change)		
Total		

SECTION THREE - Development Plan	
What is the date of your most recent PADR?	Is your mandatory training compliant (Core Skills level 1 minimum)
Reviewed on the 01/05/2018	Yes / No (if no please complete the e-learning modules via ESR) Yes
How will this learning meet your personal development objectives	
This course will enable me to have a greater understanding of policies and procedures and help develop in other areas which will make me more efficient in my working skills and enable me to progress.	
How will this learning support the Health Board Objectives?	
Will help deliver and develop an excellent service. Succession planning for the future.	
How will this learning be shared with others?	
By discussing a topic within the workplace and sharing information or questioning others to gain their experience in the discipline. Also shadowing other colleagues.	

SECTION FOUR - PRIORITISATION	
Assess the implication of NOT attending this study between 1 st Nov 2017 and 31 st March 2018 using the key below	
Consequence	Impact
1	1
I confirm no backfill will be required to support staff release.	
LINE MANAGER SIGNATURE:	
Kim Marlow	
Name	Job Title
Kim Marlow	Head of Workforce - West
Date	7-8-18
General Manager/Head of Nursing/Hospital Doctor/Assistant Director or County Director (e-signature)	
Name	Job Title
Steve Morgan	Ass't Director Workforce
Date	7 th Aug 18

WORKFORCE CONTROL GROUP CONSIDERATIONS	
Supported - Yes	

Louise Berner (Hywel Dda UHB - Team Secretary)

From: Generic Account (Hywel Dda UHB - Study Leave)
Sent: 12 September 2018 11:18
To: Louise Berner (Hywel Dda UHB - Team Secretary)
Cc: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Subject: study leave approval
Attachments: Berner Louise.docx

Importance: High

Dear Louise,

Please find attached your approved study leave application.

Please note any expenses which do not have a budget code provided will need to be approved via your own department budget.

Kind Regards
L&D Dept

Date: 07/09/2018

It supported Any conditions

Approved on the understanding no backfill, agency or variable pay to be used.

Where millage is requested and approved this is at the rate of 0.28p per mile as per agenda for change AFC handbook.

FW 5 CIPD

Apprenticeship.htm

FW 5 CIPD

Apprenticeship 2.htm

FW 5 CIPD

CIPD Level 5 Email 25.06.18.htm

FW 5 CIPD

CIPD Level 5 Email 9.7.18.htm

CIPD- HR Apprenticeship 10.07.2018.htm

Page | 3

1

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 other 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**



To be completed by the provider

This agreement made on 10.9.18. (date Apprenticeship commences)
between Gina Callanan. (the employer representative)
of Tynged Dde University Health Board - Bangor (the name of the company)
at Cavallod Road, Abenystwyth. SA33 1ER. (the address of the company)
and Claire Louise Berner. JAN4849SD (the apprentice and N.I number) and
Coleg Sir Gâr (the delivering provider) and
B-nbl (the contracted provider) to study
Applied Human Resource Management following the
C.I.P.D. Apprenticeship Framework* at current level 5., expected to progress
to level 5. 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.

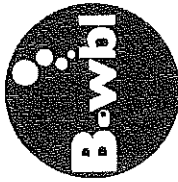
Signed by/or on behalf of the employer, the apprentice and the provider, at the commencement of learning,

The employer: Gina Callanan Date 10.9.18
The apprentice: Gina Date 10.9.18.
The provider: A. Williams Date 10.9.18.
The provider: _____ Date _____
(if different from the provider delivering the apprenticeship)

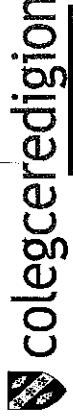
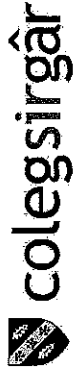
The Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills, Children and Learning Act 2009 (Section 32). It is a contract of service, not a contract of employment.

Eco-CODE ACTION PLAN

Employer Copy



Eco-CODE ACTION PLAN	
Company (Employer) name	tywel Dda University Health Board - Bronglais Hos.
I confirm that the following actions will be addressed by the above named company as part of our commitment to supporting environmental sustainability and protection. These actions will be taken into account during our operational year and will be reviewed at least annually as part of our corporate planning	
Signature	Gine Cullenor
Position in company	Senior Workforce Manager
Date	10.9.18.
Reduce, Reuse, Recycle We will reduce, repair, reuse and recycle potential waste wherever possible.	
Eco-code	
Actions	1. Purchase items with low / zero levels of packaging 2. Recycle all materials used, including paper, metals, glass and plastic 3. Compost appropriate perishable items
Transport We will try and encourage more environmentally friendly ways for you to travel when you come and see us! Likewise, organisation business will be conducted through the most environmentally sustainable mode of transport.	
Eco-code	
Actions	1. Reduce need for transport through the use of ICT 2. Utilise public transport wherever possible 3. Vehicle share wherever possible
Purchasing We will buy products and materials that do not harm the environment when they are made or used or disposed of.	
Eco-code	
Actions	1. Purchase re-used / recycled products wherever possible 2. Purchase from environmentally-sound supplier organisation
Water We will save water wherever possible.	
Eco-code	
Actions	1. Turn off taps whenever not in use 2. Install water conservation measures such as time limited taps and 'grey water' recycling systems
Energy We aim to lower energy consumption at the centre, and teach you about how to save energy.	
Eco-code	
Actions	1. Turn off all heating / lighting when not needed 2. Use heating controls to swiftly react to different daily heating needs 3. Install effective insulation, close all doors / windows in winter 4. Subscribe to a green energy company such as Good Energy that can source 100% green electricity
Biodiversity We will try and increase the biodiversity of the site and its surroundings.	
Eco-code	
Actions	1. Consult local wildlife groups on how to effectively encourage biodiversity and wildlife in your area
Raising Awareness We will tell all our visitors and the general public about how we are looking after our environment and hope they do the same at home!	
Eco-code	
Actions	1. Place prominent notices and posters around the organisation premises 2. Provide information on website and in literature



CONTRACT BETWEEN PLACEMENT EMPLOYER AND B-WBL

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

tywel Dda University Health Board - Gine Cullenor (Employer's Name)
 in respect of work-based training for:

Clare Louise Berner. (Learner's Name)

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

- This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
- All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
- 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 Gâr will pay the Learner a maximum training allowance of £30.45 per week (Delete as appropriate) *£40.*

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.

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.

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.

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.

It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)

It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VFI) and to supply the learner with the relevant personal protective equipment (PPE), (non employed status learners only)

The placement employer will permit access to the Coleg Sir Gâr - Coleg Ceredigion Training 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.

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:

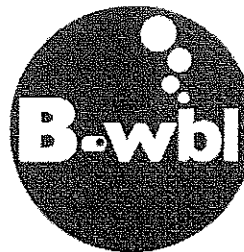
G. Cullenor
 PLACEMENT EMPLOYER
A. Williams
 TRAINING ADVISER
 Date: 10.9.18
 Date: 10.9.18.

Mae'r Rhaglenni Prentisiaeth, Hyfforddlaeth 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.
 Prifathro Barry Liles Prif Weithredwr/Chief Executive, Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN
 01554 748000

APPENDIX 5

Eco-CODE FORM

Employer Copy



Guidance for Training Providers

Training providers are asked to provide the following information and advice/guidance to their employers. This can be undertaken using this form directly, or by building it into training providers' own documentation.

Guidance for Employers

1. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) e.g. as an employer of apprentices or Jobs Growth Wales participants in Wales, or as a training placement provider, we want you to be aware of the ECOCODE Action Plan toolkit (shown below) and we want to encourage you to adopt it and use it in your corporate planning and operation.
2. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) you are encouraged to use this Action Plan Toolkit to the extent that it can be adapted by your organisation, if you would find it useful in supporting the development of your company and its interface with environmental sustainability issues. You are therefore asked to consider adopting the attached ECOCODE Action Plan (below) to further support your existing actions in protecting the environment, as a means to document processes and corporate habits and policies you already undertake, and (using the template as a starting point and adding further details for actions you can take as a company – as relevant to your sort of enterprise or organisation).
3. Please be aware that it is a requirement of the WBL Agreement we hold with your training provider that they make you aware of the ECOCODE Action Plan Toolkit initiative. This will explain why they have brought it to your attention. They will be asked, as a routine part of their delivery of their Agreement with the Welsh Government, to provide evidence of how they have made you aware of ECOCODE. It is not a mandatory requirement that employers take up the use of the ECOCODE Action Plan but we may (as part of evaluation work) ask employers to confirm whether they did so or not (and please be assured that this will in no way affect your ability to continue to participate in WBL programmes).

APPRENTICESHIP

College Induction
2018-2019



Learner Name: CLARE LOUISE BEAVER

Tutor Name: Julie Thomas

Course: C.I.P.D. Level 5 Diploma in Applied Human Resources

Date Induction booklet received: 19/09/2018

Learner signature: *CLARE LOUISE BEAVER*

Training adviser/assessor signature:



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

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

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

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Introduction

Croeso I Coleg Sir Gâr / Welcome to Coleg Sir Gâr
Croeso I Coleg Ceredigion/Welcomes to Coleg Ceredigion
Coleg Sir Gâr's/Coleg Ceredigion's Mission Statement

Bod yn rhagorol – y Coleg dewisol

To be excellent – The College of choice

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

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

Useful Contacts:

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

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

Who is B-wbl?

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

What is the purpose of B-wbl?

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

What are the benefits of B-wbl?

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

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

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

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

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

Outstanding Partnerships Committed to Success

Why do you have to complete an induction booklet?

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

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

When should you complete your induction booklet?

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

**ALL YOU NEED TO KNOW
ABOUT WORK BASED
LEARNING PROGRAMMES**



Work Based Learning Programmes

Role of your Training adviser/assessor

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

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

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

How do I know what progress I am making?

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

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

Activity

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

Alison Williams

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

comes out to the workplace to review

Helps with study skills

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

56 days (every)

My Learning style

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

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

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

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

My preferred learning style is

Literacy, Numeracy and Digital Literacy

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

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

The college will assess and record your literacy, numeracy and digital literacy levels using the WEST software and provide feedback to you on your levels. The software will produce a 'spiky profile' which highlights your strengths but also your weaknesses.

Targets from the results will be set on regular basis to help you improve your level of understanding of the weaker areas. You are expected to undertake the tasks that have been set by your training adviser/assessor. Your tutors/training adviser/assessors will mark all of the work that you write or type and provide you with constructive feedback and guidance throughout your programme.

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

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

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

My Literacy level is:

My Numeracy level is:

My Digital Literacy level is:

Individual learning plan

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

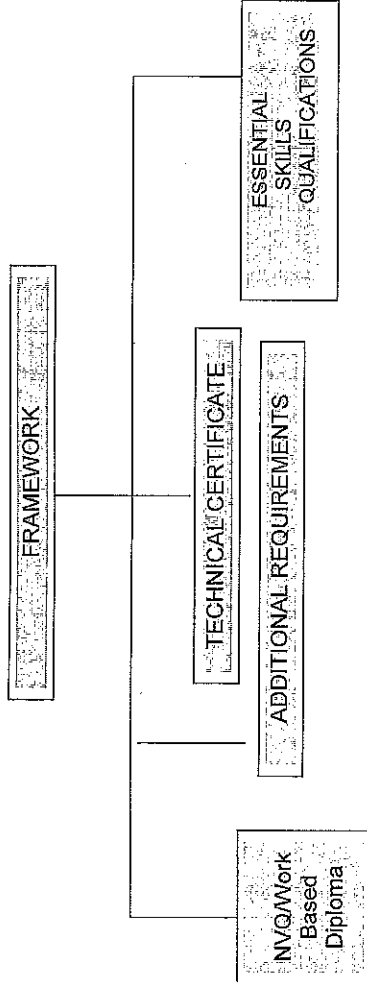
By signing your **Individual Learning Plan** you are agreeing that -

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

What is a framework?

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

Framework requirements



Completion time

Times will vary depending on your framework.

This applies to Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship schemes.

Your Training Advisor will discuss this with you.

My expected completion date for my programme is: *May 2020*.....

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

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

ASSESSING

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

STANDARDS AND EVIDENCE

Each element is split into:

Performance Criteria

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

Underpinning Knowledge

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

Range

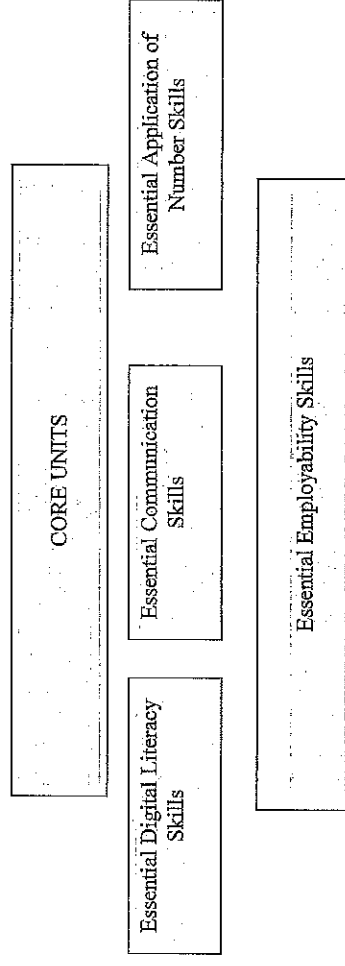
- The tasks required to show your ability to do the job.

TYPES OF EVIDENCE

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

What are essential skill qualifications?

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



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

Employment responsibilities and rights

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

Guide to your rights

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

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

After 1 months service you are entitled to:

- One week's notice of dismissal

After 2 months service you are entitled to:

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

After 1 years' service you are entitled to:

- Redundancy pay
- Protection against unfair dismissal

National Minimum Wage

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

Always
Responsible
Safe

objects Follow safe
act mean
Call
adults
Treat Report
locker
others
like Come
appropriate
language
decisions
unsafe
treated
Cable Dress
hands turned Think
Accept
directions
volume
school

ENSURING ALL GOES WELL WHILST AT COLEG SIR GAR

&

COLEG CEREDIGION

College Conduct and Appeals

Assessment appeals procedure

Policy statement

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

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

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

Regulations relating to academic appeals

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

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

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

Procedures of the appeals panel

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

Panel procedures:-

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

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

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

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

All Students also have the right to appeal to Awarding Organisations

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

Your rights and responsibilities as a student

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

Student entitlement

Being a student of the College will entitle you to:

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

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

Activity

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

Write down why the entitlement is important to you.

Entitlement No	Reason why you think it is important
5	To be able to get the best support required for the course by professionally qualified members.
6	A pleasant and productive environment is key working together.
10	Further guidance when course is completed.

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

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

Your career and Job Choices

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

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

What the College expects from you

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

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

The main Code of Conduct is set out below.

Student code of conduct

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

Learning and Working

You are expected to:

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

Behaviour

You are expected to:

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

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

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

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

The disciplinary process consists of the following levels:

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

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

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

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

Signature: CLP

Date: 26/09/18

How to contact the Learner Support Team

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

Absence and attendance in College

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

The college has an **Attendance Policy**

1. Attendance

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

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

(i) Authorised Absence:

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

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

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

(ii) **Non - authorised Absence:**

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

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

(iii) **Unforeseen Absence**

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

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

2. Monitoring attendance and investigating issues

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

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

3. Learner lateness

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

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

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

Lecturers should not refuse entry to learners who are late.

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

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

Activity

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

It may lead to disciplinary action.

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

Not to disturb lecture and missing vital information from the learning plan.



KEEPING YOU SAFE IN COLLEGE AND THE WORKPLACE

Keeping you safe and well

The 1974 Health and Safety at Work Act.

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

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

Personal protective equipment

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

Fire procedures

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

Action on discovering a fire

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

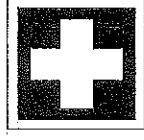
Action on hearing the alarm

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

Safety Signs



Prohibition
(You must not, do not, Stop)



Safe Condition
(Where to go in an emergency)



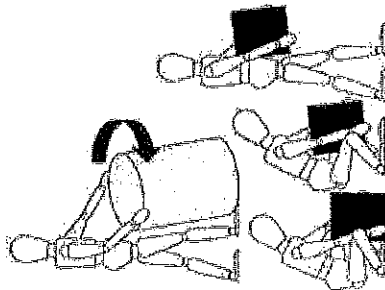
You must do
(Carry out the instruction on the sign)



Warning
(Caution, Risk of Danger/ Hazard)

Manual handling

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



First aid

First Aid/ First Aiders

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

Accident reporting

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

Keeping yourself safe at College

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

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

Health & safety in the college

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

1. Where can you go to get the help of a First Aider in college?

Opposite our Roma Reception

2. Why Health and Safety in a college is important. Write down FOUR things relating to Health and Safety and the course that you are on:

a) heads along floor

b) bag trips

c) Being aware of fire exits

d) Where fire alarms + extinguishers are.

3. The college has lots of courses that require learners to use protective clothing and equipment. Can you think of 2 courses that might mean you have to wear specialist clothing or use specialist equipment (you can look through the college prospectus on the internet to help you). Could you identify what protective clothing they need and explain why it is essential?

Automotive, Catering, Construction
Gloves to protect hands + Hi Vis Vest
Skirt/shorts Overalls

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

Library - balcony, stairs

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

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

Report it to reception, to get a hazard board for it.

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

Report it as it's a conduct issue. This should not be tolerated or happen.

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

Report to tutor + advisor. Conduct.

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

Go to the nearest exit and outside.



**LEARNER VOICE – HAVING YOUR SAY
YOUR OPINIONS ARE IMPORTANT**

Learner Voice activities

Your view through learner voice

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

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

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

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

Your views

IMPROVING COLLEGE SERVICES

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

How to make a compliment, comment or complaint

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

Who to contact

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

About complaints

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

Learner reps and learner panels

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

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

Our target response times

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

If you are not satisfied with our reply

- You can write to the Principal and ask for the matter to be investigated. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
- If you are still not satisfied you can write to the Chair of Directors. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
- If you feel that any concern raised has not been dealt with, once Coleg Sir Gâr processes have been followed, you have the right to contact B-wbl Consortium for further assistance. Please contact the Consortium Manager on [01437 753177](tel:01437753177).

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

Activity

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

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

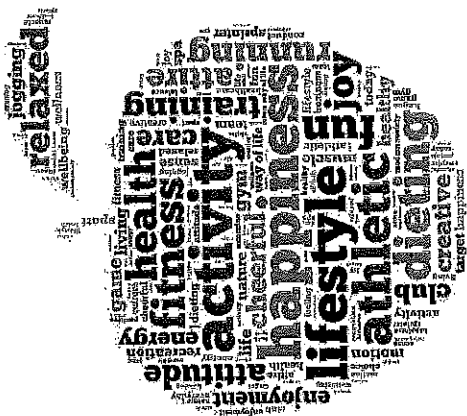
Training Advisor
Fill on line form, writing, phone, email

What is the email address?

feedback@collegesingar.ac.uk

What is the usual timescale for responding to complaints?

5 working days or tell you if more information required 10 days.



YOUR WELLBEING

Your Well Being at Coleg Sir Gâr and Coleg Ceredigion

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

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

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

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

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

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

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

Who can help with your learning and college work?

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

Learning Support Lecturers

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

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

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

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

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

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

Learning Support Assistants (LSAs)

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

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

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

An LSA can help learners

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

Your support needs

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

In order to help us please answer the questions below.

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

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

College counsellor

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

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

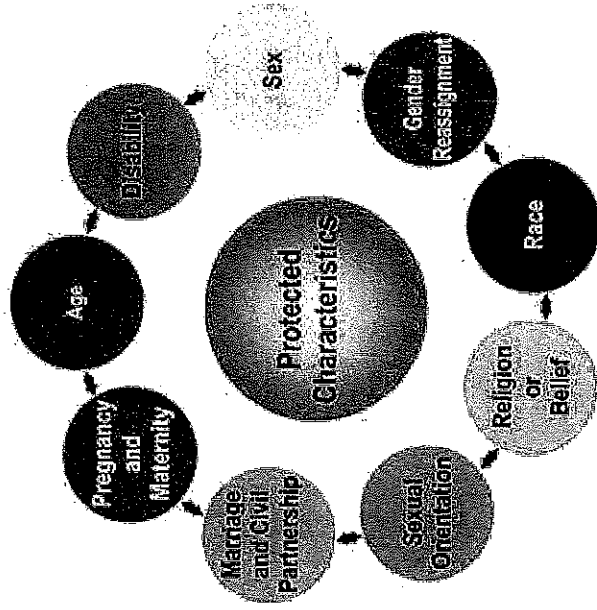
- Confidentiality and support
- To be listened to and not judged
- Help to sort out your problems and find your own solutions
- To go at your own pace
- The chance to seek other help if you need it

1. What is the name of the college counsellor?

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



Respect, equality and diversity



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

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

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

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

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

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

Challenging perceptions

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

Problems that should be tackled

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

Key messages of equality

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

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

Respect@colegsirgar.ac.uk

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

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

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

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

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

Anti bullying policy

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

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

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

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

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

ACTIVITY

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

1. Not acceptable behavior
2. Causes too many mental health problems
3. No one should have to put up with such discrimination

Equal opportunities

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

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

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

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

Are you Facing Discrimination?

Direct

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

Indirect

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

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

Safeguarding

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

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

Cultural diversity

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

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

Sustainability and global citizenship at Coleg Sir Gâr and Coleg Ceredigion

What is sustainability?

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

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

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

Switch off things that aren't being used

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

Think before you print

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

Recycle whenever possible

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

Global Citizenship

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

Global citizenship means that we:

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

What is Terrorism, Extremism and Radicalisation?

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

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

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

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

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

Anti-Terrorist hotline – 0800 789 321

Forms of Abuse

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

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

Cyber Bullying and being safe on line

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

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

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

Why now?

18% INCREASE IN TERROR RELATED ARRESTS SINCE 2016

500 ongoing investigations involving **3000** suspects

Why me?

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

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



It is important to know about events? Part of Government counter terrorism strategy to safeguard people & communities

doesn't happen here!

Are you aware of any threats in Wales?

Respecting other's views and beliefs and faiths.

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

What does respecting other people mean to you? What people the way you would want to be treated.

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

What do you understand by stereotypes?

Engaging in discussion about British Values.

1. Respect
 2. Tolerance
 3. Courtesy
- Can you identify the British Values?

to know...

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

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

Staying Cyber safe

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

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



What you need to know...

Who are you talking to? Not to give personal information

Protect your online reputation

How and where to find help

Not everything online is true

What are our British Values?

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

Anyone can be vulnerable to

BETWEEN MID-2015 AND FEBRUARY 2016

125,000 ACCOUNTS SUSPENDED OVER TWITTER HAD BELIEFS eg National Action, linked to neo nazi

What can make people vulnerable to radicalisation?

- have lack of knowledge
- have no one to listen
- have no sense of belonging
- experience peer pressure
- grooming
- online threats
- feel isolated

What do you need to know about

Who you are talking to

Protect your online reputation

How to find help

Not to give personal info

Not everything is true online

850+ British Citizens have travelled to Syria and Iraq to join ISIS and other groups.

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

What if I am worried?

If you hear or see something that could be terror related call the police hotline on 0800 789 321. If it is someone in your community call your local force on 101.

Help at my training provider

Safeguarding/Prevent lead

FAKE NEWS

Extreme Far Right linked to neo nazi beliefs eg National Action, ISIS, Al Qaeda and other groups.

What is the difference between Islam and Islamism?

Islam is the religion and Islamism is a political ideology and anti-Semitism

FAKE NEWS

A teenager has been found guilty of plotting an ISIS-inspired lone-wolf terror attack at a Justin Bieber concert in Cardiff

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

Who, where and always why?

FAKE NEWS

Can you identify the groups below?

An extremist group is one which.....

Opposing British values

FAKE NEWS

How should you respond to acts of terrorism?

Who, where and always why?

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

How can you raise concerns and ask for help?

0800 789 321, 101

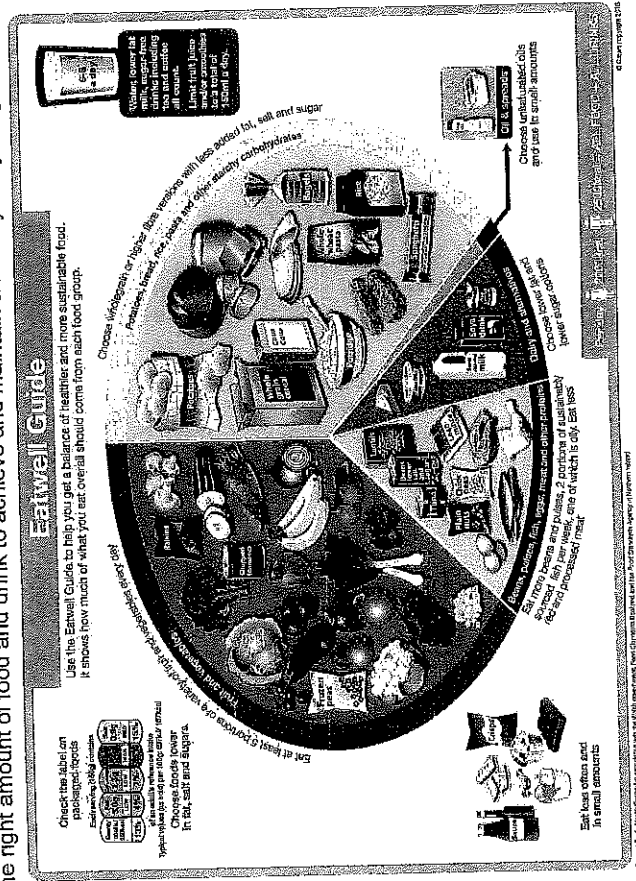
Healthy Eating

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

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

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

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



low fat
vegetarian good
eat meat
bad veg
Reasonably
varied
much
fairly balanced
vegetables
always
fat fruit
food

healthy

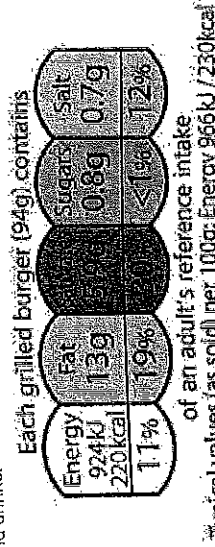
KEEPING YOU HEALTHY

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

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

Food labelling

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



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

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

Total fat

High: more than 17.5g of fat per 100g

Low: 3g of fat or less per 100g

Saturated fat

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

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

Sugars

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

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

Salt and sodium

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

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

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

Reference intakes

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

Top tips

Weekly shop

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

Look at the ingredients

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

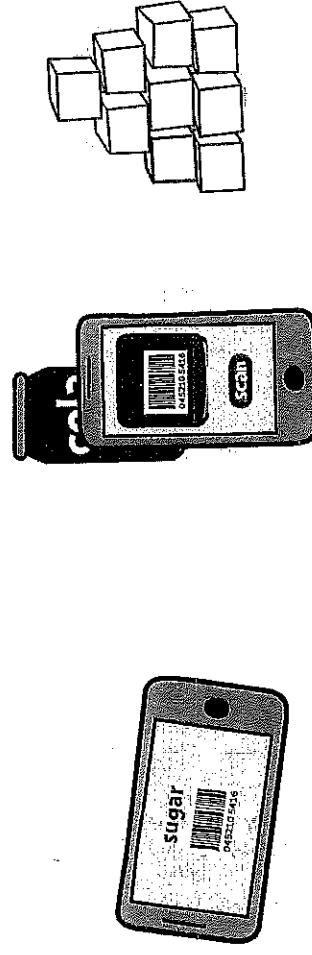
On the go?

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

Get the Sugar Smart app today!

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

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



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



8 tips for eating well

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

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

Substance Misuse and Addiction

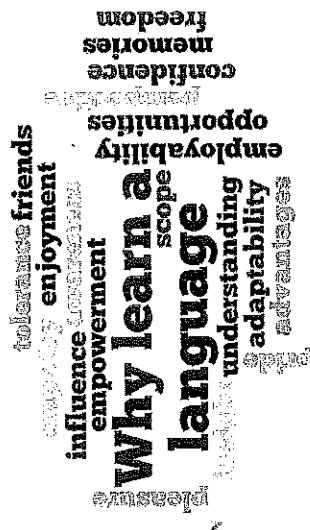
The difference between substance abuse and addiction is very slight. Substance abuse means using an illegal substance or using a legal substance in the wrong way.

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

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

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

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



BILINGUALISM AT COLLEGE AND THE WORK PLACE

Bilingualism

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

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

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

Two Languages – What's The Point?



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

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

Yn ystod ychydig o ddwyieithog a chaffwr Cymraeg yn y sector ariannol

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



Sgiliau

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

Adnoddau Defnyddiol wrth Astudio'n Ddwyieithog Bilingually Useful Resources Whilst Studying

Sgiliau



Geiradur Academi

The English-Welsh Dictionary

techallu.bangor.ac.uk/geiradur-academi

Geiradur Prifysgol Cymru Y Ddrindod Dewi Sant

University of Wales Trinity Saint David Dictionary

geiradur.net

Y Porth Termau

(Terminology Dictionary)

termau.org

Y Termau Adysg (Education Terminology)

termiaduradysg.org

+ Ap An Ddim / Free App

Ap Geiradur

Welsh-English / English-Welsh Dictionaries App

Ap An Ddim / Free App

Gwledur

geiradur ddim oel, teulodas, son a mw

llythrennau, teulodas, mw a mw

queadur.com

Cysgliad

Cysgliad - gwynedd status / spell checker

Cysgliad - gwynedd grammar / grammar checker

+ Cysgliad Adlen / Onlinia: cysgliad.com/cysgliad/

Hwb: Cantic, Gwneud, Defnyddio, Rhannu

Hwb: Find, Make, Use, Share

hwb.wales.gov.uk

Cymorth Cymraeg: Rhofl Hafir a' Waith

Cymorth Cymraeg: Help for Welsh at Work

bangor.ac.uk/cymorthcymraeg/

Technoleg Testun-Laterfydd

Text-to-Speech Technology

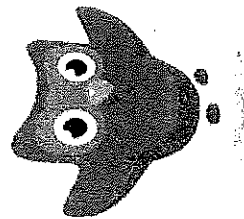
twona.com

Cyfieithydd Testun / Text Translator

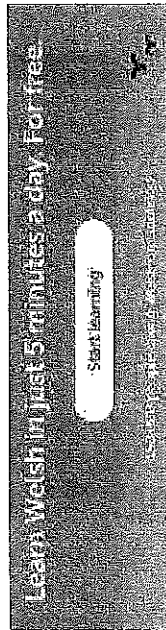
bing.com/translator

Some useful Welsh words

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



duolingo



ACTIVITY 1 WELSH SKILLS AT THE WORKPLACE



colegsirgâr



colegceredigion

Sgiliau Cymraeg yn y gweithle

Welsh skills at the workplace



Enw / Name: _____

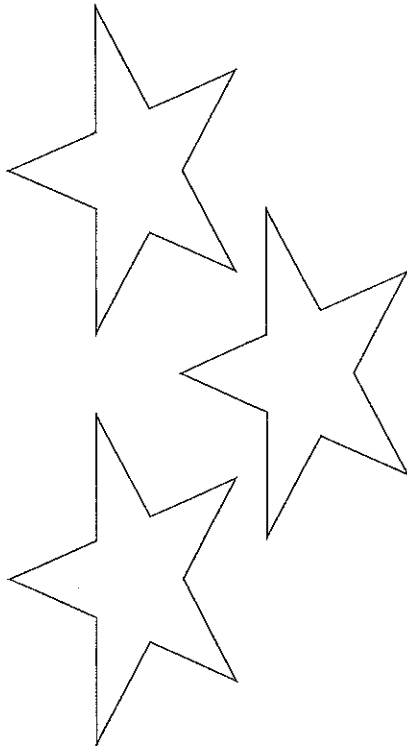
Cwrs / Course: _____

Tiwtor / Tutor: _____

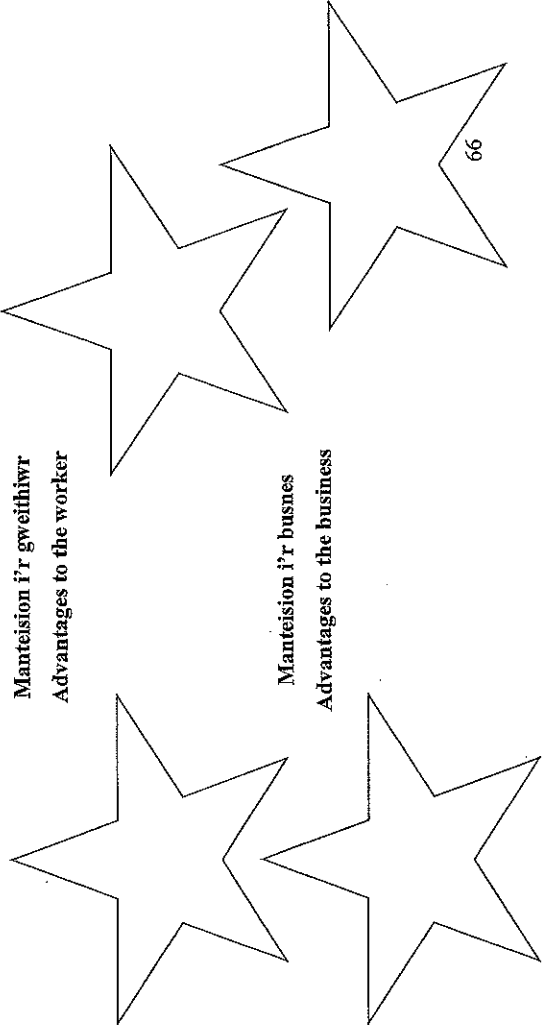
Yr iaith Gymraeg a'r byd gwaith

Yr iaith Gymraeg = the Welsh language	a'r = and the	byd gwaith = world of
---------------------------------------	---------------	-----------------------

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



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



Manteision i'r gweithiwr
Advantages to the worker

Manteision i'r busnes
Advantages to the business

Chi a'r iaith Gymraeg

chi = you a'r = and the iaith Gymraeg = Welsh language

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

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

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

Put a ✓ in the relevant boxes.

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

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

How would you describe the level of your Welsh skills?

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

SGIL SKILL	1	2	3	4	5
Siarad 	✓				
Gwranddo 	✓				
Darllen 	✓				
Ysgrifennu 	✓				

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

Discuss this with your tutor.

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







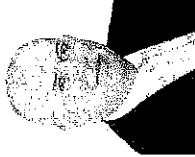
Yng Ngholeg Sir Gâr a Choleg Ceredigion , rydyn ni eisiau i chi gael cyfleoedd i adeiladu ar y sgiliau Cymraeg sydd gyda chi'n barod.

Trafodwch y cyfleoedd gyda'ch darlithydd.

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

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

ACTIVITY 2: INDUCTION QUIZ



1. What is the name of the Principal of the college (pictured right)?
2. Do you know the name of the Assistant Principal for your campus?
3. What is the telephone number of the main switchboard if you need to contact the college?

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

a, b, c, d,

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



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

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



8. How much printing credit do you get per term?
9. Where will you find a copy of the college's 'Code of Conduct'?

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

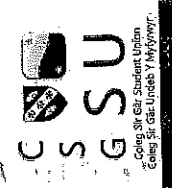
Name: Number:

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

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



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



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



15. What is the college Mission Statement?

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

ACTIVITY 3 LIBRARY

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

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



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



7. There are thousands of books in the library. How do you find the ones you want?
8. Why do you think it is important to work quietly in the Library?
9. The latest information about the library can be found on the library web page which you can get to from the college web site.
10. Write down the college web site address.
11. You can contact your campus library by telephone or e-mail.

Write down the telephone number

& the e-mail address
12. To use the computers you will need a username and password. Who do you get these from?
13. How much free printing credits are you allocated per term? If you run out you can top-up at the library counter.
14. How much does it cost to print an A4 sheet in:

Black and white?

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

ACTIVITY 4 GETTING YOUR NUS CARD & APPRENTICESHIP CARDS

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

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

What's the website address to purchase the card?

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

Can you make a cash payment and how?

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

Name three stores where you can get discounts?

- 1.
- 2.
- 3.



ACTIVITY 5 COLEG SIR GÂR & COLEG CEREDIGION - STUDENT UNION

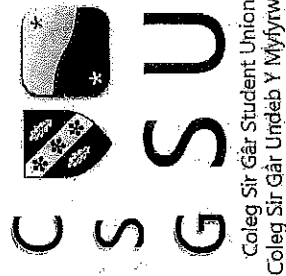
The Student Union at Coleg Sir Gâr and Coleg Ceredigion is affiliated to the National Union of Learners (NUS). The Student Union is made up of officers who are nominated and elected by learners during the autumn term. The officers work as a team to improve and enhance your college experience.

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

Where can you find further information regarding the Student Union?

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

- 1.
- 2.
- 3.



ACTIVITY 6 LEARNER SUPPORT

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

- What is the room number of the Study Zone on your campus?
- How many Learning Support Lecturers work on your campus?
- What is / are the name(s) of the Learning Support Lecturer(s) who work on your campus

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

- What does the abbreviation LSA stand for?

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

ACTIVITY 7 OVERCOMING BARRIERS

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

Fill in the blank columns

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

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

ACTIVITY 8 RESPECT

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

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

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

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

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

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

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



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

respect is...

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

Respect@colegsirgar.ac.uk

ACTIVITY 9 YOU AND YOUR COURSE

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

1. Why did you choose this course?

2. What level is your course?

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

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

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

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

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

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

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

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

ACTIVITY 10 DEVELOPING YOUR SKILLS – IN AND OUT OF COLLEGE

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

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

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

Activity	Skill(s) developed
1	
2	
3	
4	
5	

5 – Break

APPENDIX 7

1 – Half of group – Library and Campus Tour/Half -
Enrolment at UWTSd/CIPD Registration (PC)

n – Overview of course - Julie

5 - Lunch

0 - Overview of course - continued

0 – Introduction to First Module

0 – WEST initial assessment

0 - Close

Cymru
Dewi Sant
University of Wales
David

*Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives*

ysgol Cymru
ndod Dewi Sant
iversity of Wales

Welcome to

University of Wales

Trinity Saint David

*id Addysg; Trawsnewid Bywydau
ning Education; Transforming Lives*



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Trinity Saint David

CIPD

CIPD Diploma in Applied Human Resources (Level 5)

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Induction

- Introductions
- Your programme of study
- Welcome from the CIPD
- Library Catalogue
- Student Services
- Staff/student committee
- Moodle and Turnitin
- Questions/Quiz



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Trinity Saint David

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Transforming Education; Transforming Lives



JULIE THOMAS

BA(Hons) MA (HRM) Chartered MCIPD

Lecturer, Human Resource Management

Where I have worked in HR:



Neath Port Talbot
Castell-nedd Port Talbot
County Borough Council Cyngor Bwrdeistref Sirol

Interesting Fact:

I lived in Malaysia for a year
and have an International
Baccalaureate Certificate in
Malay!



CABLE & WIRELESS



An AMP Company

Rm 413 Contact: 01792 481000 ext. 3233
or email julie.thomas@uwtsd.ac.uk

Introductions

- Your name
- Where you work (organisation and location)
- Your job title

The Qualification

- CIPD *Diploma* in Applied Human Resources (level 5).
- Certificate will be from the CIPD
- This will enable you to use the letters Assoc CIPD after your name
- Two year programme, ending May 2020
- You will be invited to a graduation ceremony in July 2020
- Times 9:30am to 4:30pm, Wednesdays in term-time (9-9:30am and 4:30-5pm drop-in sessions)

What you'll be studying:

16 Modules

- 5 Core modules
- 6 Knowledge based modules
- 5 Competence based modules

(please sign module form and return to me)

Module Elements

- Total qualification time – 900 hours
- 450 hours guided learning
- 450 hours self-study
- Guided learning hours – off and on the job
(Classroom attendance and activities set by me)
- Self-study – self-directed learning for preparation of assessments

Enrolment Issues

Please email Registry and
copy me in.

Registry@uwtsd.ac.uk

julie.thomas@uwtsd.ac.uk

How to manage your learning

- Attend the monthly workshops
- Undertake the activities on your learning plan (2-3 hours per week)
- Self-study – 5-6 hours a week

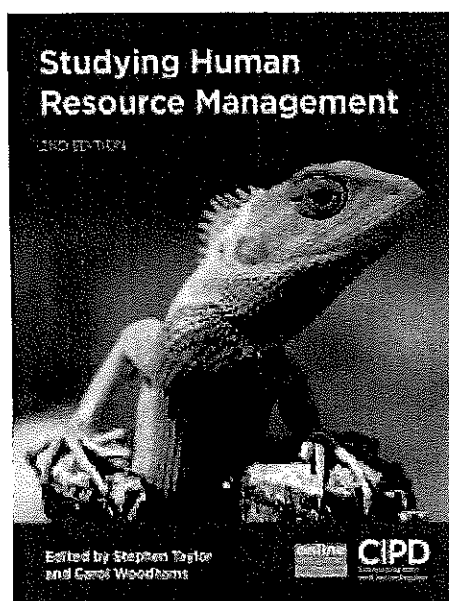
Your Learning Plan for Each Module

- Split into guided learning – class centred and guided learning – home/work centred.
- Work through the plan until the next workshop.
- Keep a record of your tasks in a file (manual/electronic). Make sure they are dated. I will go over these with you when I visit you on site.
- Upload the formal assessments via Turnitin on the Moodle site.

Formal Assessments

- Each module has one assignment or requires you to submit a port-folio of evidence. The Developing Professional Practice module involves collecting evidence throughout the period with a final development plan and record submitted in May 2019.
- Result is pass/refer/fail.
- If you have 'refer', you must rework it to pass. Normally one more attempt to pass.
- Follow the assignment specification closely and adhere to the word count guidance.
- You need to pass all assignments in order to achieve the Diploma.

The Core Text



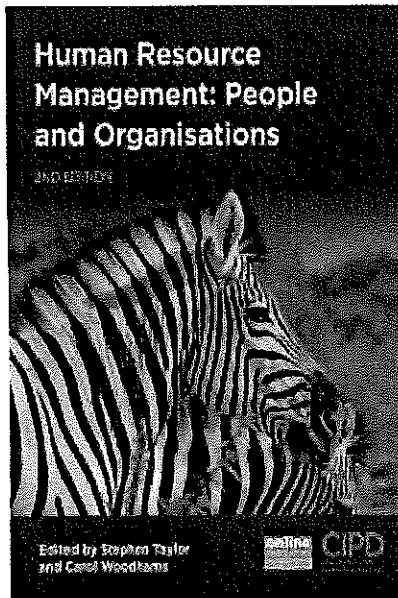
Taylor and Woodhams (2016).

£46.99 (-20% discount for students members CIPD - £37.59)

Three copies in the library.
Amazon £38.99/£36.83 from suppliers (new).

<https://www.koganpage.com/product/studying-human-resource-management-9781843984153>

Core Text No.2



Taylor and Woodhams (2016)

£45.99 (-20% student discount).
Available in the library.

<https://www.koganpage.com/product/human-resource-management-9781843984160>

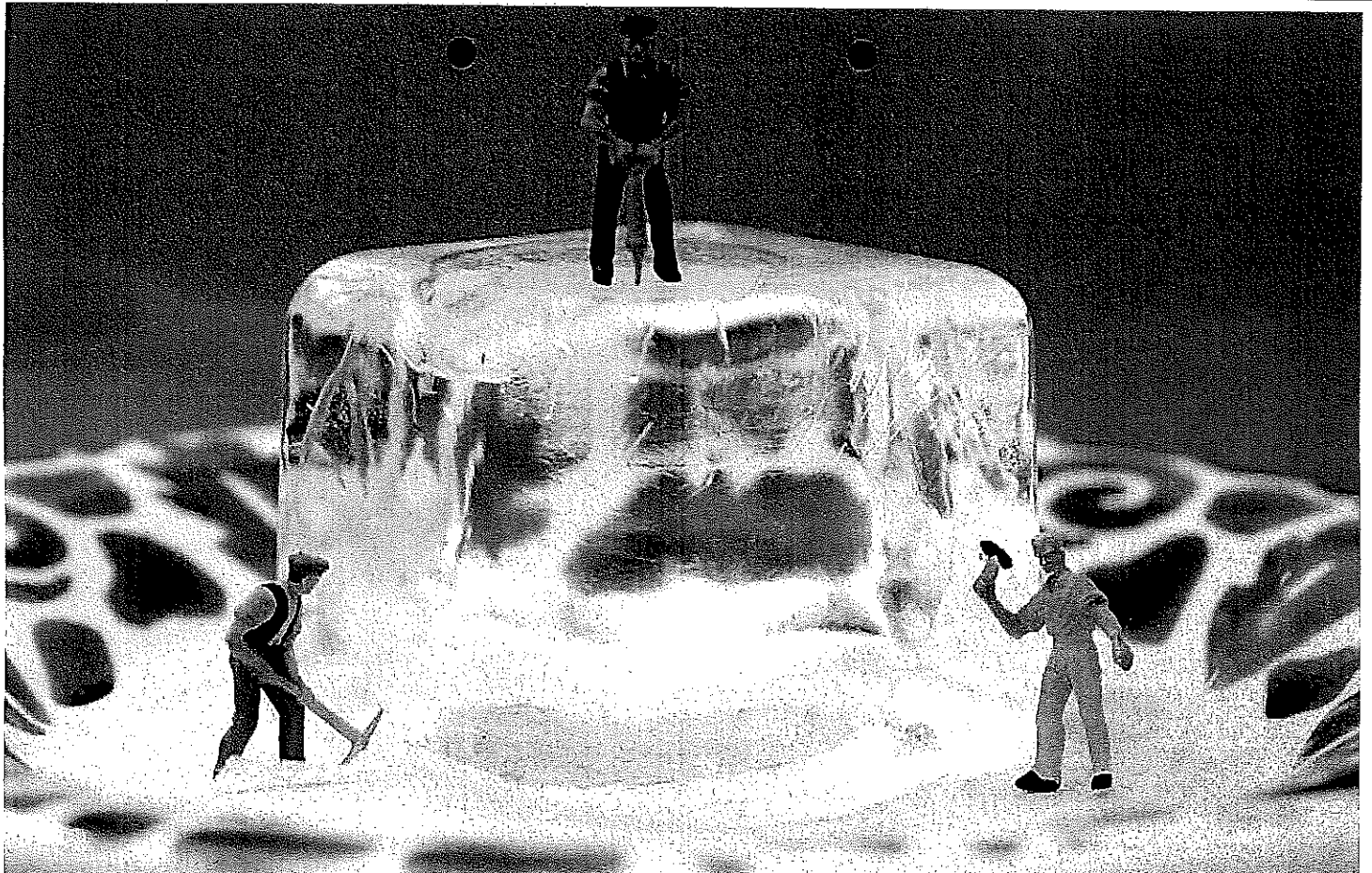
Sample chapter and resources
are available on the Kogan Page
Website.

Key Resources

- Programme Handbook
- The Learning Plan for each module
- Timetable
- Reading lists
- Moodle
- Student email
- Library
- Social media – Linked In

• LinkedIn •

- CIPD, CMI, ILM, ACAS, Roffey Park Institute
- Harvard Business Review, The Economist
- World Economic Forum, Science for Work
- Consultants - McKinsey, Center for Creative Leadership, Deloitte
- Government Offices e.g. Equality and Human Rights Commission, Office for National Statistics
- Chwarae Teg, Action for Happiness
- Credible newspapers – e.g. The Telegraph
- Thought Leaders – David Ulrich, Richard Branson, Josh Bersin, Daniel Goleman, Simon Sinek, Arianna Huffington, Jeffrey Pfeffer



● ●

Within your groups find 5 things you all have in common! (10 minutes).

Nominate one person to share this with the whole group.

Remember to appoint a scribe!

● ●

Your Proudest Moment

- What is your proudest moment so far this year? What have you achieved?
- Find someone in the room you haven't spoken to yet and share your experience.

CIPD

*Championing better
work and working lives*

CIPD

- Local Events – all on EventBrite
- www.eventbrite.co.uk
- CIPD Website
- www.cipd.co.uk
- Student Membership
- Welcome videos
- <https://www.youtube.com/user/CIPDGlobal>

Welcome from Student Experience

- <https://uowtsd.sharepoint.com/:v:/g/student-experience/EaYddBKNSu1Gmh76L1tIS0UBCE-vqeLEYckmJrEgsh9kZw?e=szC5ju>

Welcome



The best way to access
all of your essential info
is through **MyDay**



Help with **Moodle**

Your courses are not displaying correctly?

Contact Registry

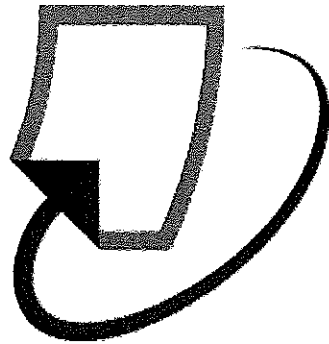
Resources missing from your course page?

Contact your lecturer

Other issues?

**Click the help link at the top of moodle
or contact the IT Service Desk**

Handing in your Work



turnitin®



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Library Catalogue

- www.uwtsd.ac.uk
- Quick links
- Library catalogue



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Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives

Student Support Services

- Support with academic writing
 - Study skills
 - Counselling service
 - Tel: 01267 676830
- Email: studentservices@uwtsd.ac.uk

Any issues – you are welcome to contact me in the first instance.



Student Union Video

- Video Link

- Kahoot Quiz – use eduroam or data on your phone. Go to www.kahoot.it
- Induction questionnaire

Activity

- In your group decide what you will have to do to achieve success. For example, dedicate a time to study each week, browse LinkedIn for 10 minutes a day, attend all workshop

How to Achieve Success

Attendance: minimum 80%

Attendance at
relevant
events/talks

Commitment and
Application

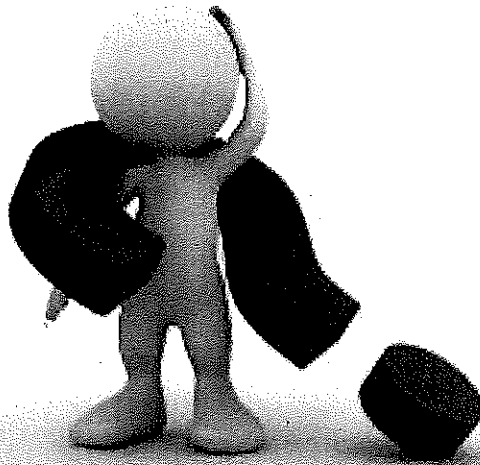
Wide range of
reading

Study groups

Understanding
of the issues
affecting HRM

Understanding of
organisational
realities





What now?

- Try to enrol with UWTSD
- Look out for the CIPD email and join as a student member
- Buy the 2 core books
- Connect with me on LinkedIn
- Set up a WhatsApp group for students
- Start working through your learning plan (I will email this to you)
- See you on Wednesday 26th September – same time, same place!

APPENDIX 8

Induction Questionnaire

Diploma in Applied Human Resources

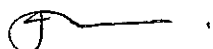
September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Each Month on a Wednesday 9.30-4.30 - Timetable.
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?	Online Portal
5.	What is Eduroam?	College Wifi Link
6.	What is Turnitin?	Where you upload your assignment
7.	Do you know when you are required to hand in work?	As per timetable given
8.	What is the core text for this programme?	CIPD Reference Books Zebra e Lizard
9.	Do you know how to access the library catalogue?	Yes UWTSB Wales Website
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas / Alison Student Reps
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
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given the student handbook and time-table?	yes
20.	What academic level is this qualification?	Level 5 Diploma

Name: CLARE LOUISE BEERER

Signed: 

CIPD Membership Number (to be added when available):

Signature of Lecturer: 

Date: 17/10/18.



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

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

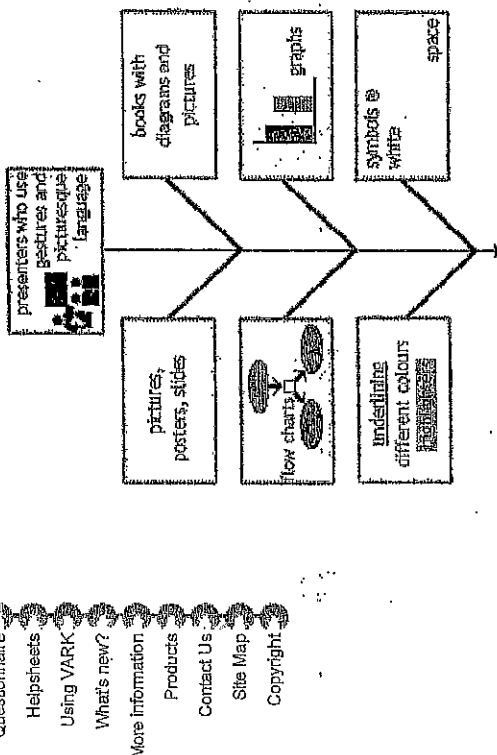
- You are helping someone who wants to go to your airport, the center of town or railway station. You would:
 - go with her.
 - tell her the directions.
 - write down the directions.
 - draw, or give her a map.
- You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would: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

APPENDIX 9

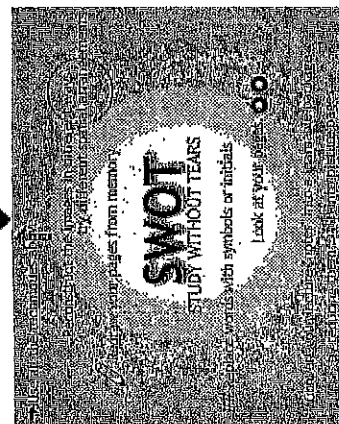
- You have a problem with your heart. You would prefer that the doctor:
 - gave you a something to read to explain what was wrong.
 - used a plastic model to show what was wrong.
 - described what was wrong.
 - showed you a diagram of what was wrong.
- You want to learn a new program, skill or game on a computer. You would:
 - read the written instructions that came with the program.
 - talk with people who know about the program.
 - use the controls or keyboard.
 - follow the diagrams in the book that came with it.
- I like websites that have:
 - things I can click on, shift or try.
 - interesting design and visual features.
 - interesting written descriptions, lists and explanations.
 - audio channels where I can hear music, radio programs or interviews.
- Other than price, what would most influence your decision to buy a new non-fiction book?
 - The way it looks is appealing.
 - Quickly reading parts of it.
 - A friend talks about it and recommends it.
 - It has real-life stories, experiences and examples.
- You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
 - a chance to ask questions and talk about the camera and its features.
 - clear written instructions with lists and bullet points about what to do.
 - diagrams showing the camera and what each part does.
 - many examples of good and poor photos and how to improve them.
- Do you prefer a teacher or a presenter who uses:
 - demonstrations, models or practical sessions.
 - question and answer, talk, group discussion, or guest speakers.
 - handouts, books, or readings.
 - diagrams, charts or graphs.
- You have finished a competition or test and would like some feedback. You would like to have feedback:
 - using examples from what you have done.
 - using a written description of your results.
 - from somebody who talks it through with you.
 - using graphs showing what you had achieved.
- You are going to choose food at a restaurant or cafe. You would:
 - choose something that you have had there before.
 - listen to the waiter or ask friends to recommend choices.
 - choose from the descriptions in the menu.
 - look at what others are eating or look at pictures of each dish.
- You have to make an important speech at a conference or special occasion. You would:
 - make diagrams or get graphs to help explain things.
 - write a few key words and practice saying your speech over and over.
 - write out your speech and learn from reading it over several times.
 - gather many examples and stories to make the talk real and practical.

- Home
- FAQ
- Questionnaire
- Helpsheets
- Using VARK
- What's new?
- More Information
- Products
- Contact Us
- Site Map
- Copyright

Visual Study Strategies



Intake
the information



The VARK Questionnaire Scoring Chart

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

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

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

Scoring Chart

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

Calculating your scores

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

Total number of Vs circled =	6
Total number of As circled =	11
Total number of Rs circled =	5
Total number of Ks circled =	11



English

Visual - Aural - Read/Write - Kinesthetic - Multimodal

- Home
- FAQ
- Questionnaire
- Helpsheets
- Using VARK
- What's new?
- More Information
- Products
- Contact Us
- Site Map
- Copyright

Aural Study Strategies

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

INTAKE
To take in the information:

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

SWOT - Study without tears
To make a learnable package:

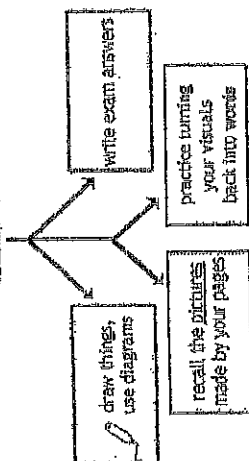
Convert your "notes" into a learnable package by reducing them (3:1)

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

OUTPUT
To perform well in any test, assignment or examination:

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

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



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

VARK®

A guide to learning styles

Visual - Aural - Read/Write - Kinesthetic - Multimodal

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Read/Write Study Strategies

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

INTAKE

To take in the information:

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

SWOT - Study without tears

To make a learnable package:

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

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

OUTPUT

To perform well in any test, assignment or examination:

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

You like this page because the emphasis is on words and lists.

You believe the meanings are within the words, so any talk is OK but this handout is better. You are heading for the library.

VARK®

A guide to learning styles

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Kinesthetic Print Version

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Kinesthetic Study Strategies

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

INTAKE

To take in the information:

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

SWOT - Study without tears

To make a learnable package:

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

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

OUTPUT

To perform well in any test, assignment or examination:

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

You want to experience the exam so that you can understand it.

The ideas on this page are only valuable if they sound practical, real, and relevant to you. You need to do things to understand.



English



a guide to learning styles

Visual - Aural - Read/Write - Kinesthetic - Multimodal

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

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

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

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

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

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 principle. ✓

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. ✗

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 (✗). 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. ✓

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. ✓

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. ✓

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	56	18	15	14
	Activist	Reflector	Theorist	Pragmatist

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. X

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

(Honey and Mumford 1986)

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.

Ring your scores on this chart and join up.

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

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*

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2017-2018

Appendix 11

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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 2017-2018.

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.

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.

CURRENT MEMBERS OF STAFF

Names and Contact Details

Programme Director: Julie Thomas julie.thomas@uwisd.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@uwisd.ac.uk 01792 481000 ext 3257

Julie Potter julie.potter@uwisd.ac.uk 01792 481000 ext 3233

Jayne Woodman jayne.woodman@uwisd.ac.uk 01792 481000 ext 3233

Contact details for the Head of School are:

Dr Maggie Inman margaret.inman@uwisd.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.uwisd.ac.uk/academic-office/university-regulations-student-guide/>

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		
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 21st February 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.

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

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.	Use relevant research or development to inform actions. Evaluate actions, methods and results.	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

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	11/5/18	Portfolio of Evidence
Understanding the Business Context of HR	4	6/7/18	Written report, analysis notes
Using a Research Approach in HR	4	20/4/18	Written response, research report
Understanding the Contemporary HR Function	4	8/6/18	Slides and notes pages
Understanding Employment Law	6	19/10/18	Written answers to questions

Siobhán
Audrey
not present

Group A Units	Credits	Assessment Submission Dates	Method of Assessment
Understanding Resourcing and Talent Planning	4	TBC - 2019	Written answers to questions
Understanding the Link between Individual and Organisational Performance	4	7/12/18	Slides and notes pages
Understanding Employee Engagement	4	TBC - 2019	Briefing paper
Understanding the Management of Employment Relations	4	16/11/18	Written answers to questions
Understanding Coaching and Mentoring in the Organisation	4	TBC - 2019	Briefing paper
Understanding the Management of Change	4	TBC - 2019	Slides or screen shots with notes pages

PDRs

This programme will be delivered on a set day every week with additional skills workshops throughout the year to meet these requirements.

Students will be expected to supplement the classroom contact hours with 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	28/02/2018
Term 1:	28/02/2018 – 29/03/2018
Term 2:	16/04/2018 – 22/06/2018
Term 3:	17/09/2018 – 21/12/2018

The course will be delivered through 16 units over two years. The length of the block of teaching per unit will depend on the number of CIPD specific credits afforded to the unit. 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

Year 2:

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

<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.

Group B Units	Credits	Assessment Submission Dates	Method of Assessment
Contributing to Resourcing and Talent Planning in the Organisation	8	TBC - 2020	Portfolio of Evidence
Contributing to Improving Organisational Performance	8	TBC - 2019	Portfolio of Evidence
Contributing to Employee Engagement in the Organisation	8	TBC - 2019	Portfolio of Evidence
Contributing to Coaching and Mentoring in the Organisation	8	TBC - 2019	Portfolio of Evidence
Contributing to the Management of Change	8	TBC - 2019	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:

How to Access:

Navigate to moodle.uwfsd.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@uwfsd.ac.uk

In any correspondence please include your name and student username (e.g. 123456)

UNIT DETAILS (with Learning Outcomes)

Developing Professional Practices 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.

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

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 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

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 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:

- o Know how to undertake core talent planning activities.
- o Know how to attract and retain talent.
- o 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 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.

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.

- 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.

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.

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.

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

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.

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/>

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/>.

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

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

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

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

How to manage your learning:

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

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

The Business School
12th September 2018

Appendix 13

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

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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

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 characteristics	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.

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

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

University

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



Membership no: 53280348

Mrs C L Berner
Broadeves
Llangorwen Clarach
ABERYSTWYTH
Dyfed
UNITED KINGDOM
SY23 3DP

UK54W/5328034/18925

25 September 2018

Welcome to your CIPD Student membership

Dear Mrs Berner

Congratulations on joining our worldwide community of over 140,000 HR and L&D practitioners, including over 17,000 CIPD student members. You'll find your new membership card attached to this letter. Why not share your new membership status **@CIPD #CIPDmember #CIPDstudent**

Work smarter using your CIPD Student membership

You'll find tips and advice on making the most of your CIPD Student membership in the enclosed booklet, or at cipd.co.uk/student-welcome

You will discover time-saving and effective ways to stay sharp, connect, inspire, innovate, lead, support, excel and continue your professional development.

We're here to support you

If you have any questions about your membership, please contact our customer service team (Monday to Friday 09:00-17:30) on +44 (0) 20 8612 6208 or membershipenquiry@cipd.co.uk

Yours sincerely

Vanessa Robinson
Director of Membership Services

Mrs C L Berner - Membership no: 53280348

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President: Professor Sir Cary Cooper CBE Academic FCIPD
Chief Executive: Peter Cheese Chartered FCIPD
Registered as a charity in England and Wales (1079797)
Scotland (SC045154) and Ireland (20100827)
Incorporated by Royal Charter

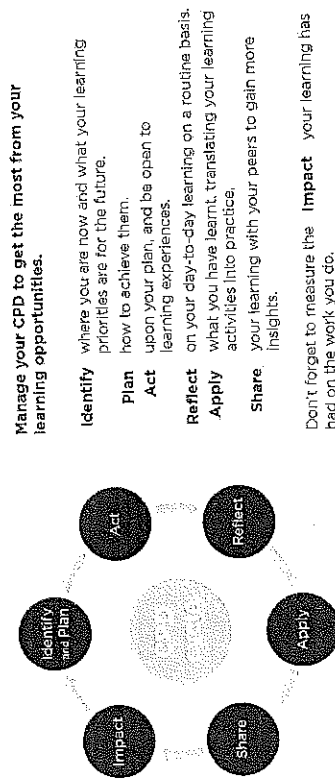
Continuing Professional Development (CPD)

The CIPD operates an outputs-based CPD policy. This means that we're not concerned with how much time our members spend on training courses or how many boxes they tick on a form, instead our approach is focused on outcomes and results. CPD is about capturing useful experiences and assessing the practical benefits of what you have learnt.

Our Royal Charter and professional standing are dependent upon all members being able to demonstrate their commitment to CPD. Each year, the CIPD contacts a random sample of professional members to request evidence of their CPD from the past 12 months, via a set of reflective CPD questions. You may be asked to submit evidence of your CPD at any time.

Our CPD cycle

Our CPD cycle provides a clear structure for what great CPD looks like. CPD is about positioning learning in the context of evolving as a professional and applying your learning in the workplace. Use our CPD cycle to ensure you're getting the most from your learning.



Within our qualifications, candidates will be expected to show evidence of CPD, how they have learnt, demonstrate reflection and focus on the future.

Some people find it helpful to write things down in detail, while others record 'insights and learning points' in their diaries as they go along. This helps them to assess their learning continuously. These records and logs are useful tools for planning and reflection and can be incorporated into a candidate's portfolio of assessment evidence.

(CIPD, 2018).

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.

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.

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.

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.

Qualification: CIPD Level 5 Diploma in Applied Human Resources

Module Name: Clare Louise Berner

Developing Professional Practice in Human Resources - 5CDPP

Word Count: 1074

Activity 2

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

Student Name: Clare Louise Berner

Student Number: 1810268

CIPD Membership Number: 53280348

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: Clare Louise Berner

Date: 23/11/2018

ACTIVITY 2

Introduction

The author of this report explains how the HR Profession Map, in particular the professional areas and bands define the HR Profession; why the Behaviours are essential to being an effective HR Professional.

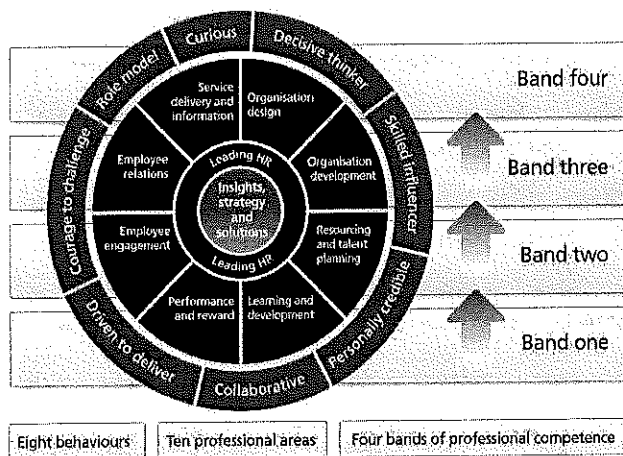
The Profession Map

The CIPD Profession Map was introduced in 2009, it is utilised worldwide in all sectors and organisations (CIPD, 2015). The Profession Map is a tool that is used and defines all aspects of an effective HR function.

There are ten areas of professional competency that are applied to the HR profession, two sit at the core of the business/organisation (CIPD, 2015):

- **Insights, Strategy and Solutions:** Understanding and knowing the business/organisation, what its current objectives and aims are and what they might be in the future.
- **Leading HR:** Leading and contributing to the HR function, taking responsibility for yourself and others; guiding, supporting, developing and measuring their actions within the organisation.

These areas are aimed at everyone; anyone starting out in their career and HR professionals, working within your organisation or external consultants (CIPD, 2015).



(CIPD,2015)

A HR practitioner will need an in depth understanding of what the business objectives, aims and goals are; understanding the business/organisation strategy, so they can support and guide the workforce, achieving its objectives/goals and solving any issues where necessary. A successful practitioner will require the skills to lead and manage the HR function, ensuring business needs are met and being business savvy (Johns and Perkins, 2016).

ACTIVITY 2

The eight professional areas surrounding the two core areas are: Organisation design; Organisation development; Resources and talent planning; Learning and talent development; Performance and reward; Employee engagement; Employee relations and Service delivery and information. These are the functional day to day disciplines. HR practitioners may have a specific role within an organisation, which will depend on the relevance of which discipline they fall under in the professional areas (Woodhams, Perkins and Wilkinson, 2016).

Employee relations involves ensuring relationships between employees and the organisation are appropriately managed, 'adding value' through effective people management (Johns and Perkins, 2016). Stepping in before issues have gone too far; working within policies, procedures and the law. In my role I assist the team throughout the various processes; from grievance; disciplinary; mediation; dignity at work; capability; whistleblowing; arranging the initial assessment of facts, investigation interview process and transcribing thereof, right through to disciplinary hearings and appeal process to the final outcome. To be able to assist in this process, I need to be aware of the policies and procedures of the organisation and adhere to the specific timescales set out in those policies, along with the codes of practice and current laws and being an effective 'thinking performer' is vital to the role (Johns and Perkins, 2016).

The behaviours that I would need to display:

Collaborative: "Working together as a team, sharing knowledge/information with each other". This involves sourcing external investigators, fraud team/internal investigators from Hospital's within the Health Board. Sharing best practice and working together efficiently and effectively towards the end goal.

Driven to deliver: "With the aim to complete all witness interviews, statements, Investigation Report, management statement of case, disciplinary proceedings and outcome". This behaviour is important to drive forward and deliver all required documentation, in order to set up the hearing to time benefiting the organisation.

Skilled Influencer: "Persuading/negotiating with others to abide to timescales". This behaviour would be required when setting up a hearing; contacting the investigating officer, disciplinary officer, professional advisor, workforce & OD representative, trade union/representative, employee/witnesses. Ensuring availability within designated timescale, in the best interest of the organisation and employee.

On the outer edge of the CIPD Profession Map are eight behavioural areas. These are Curious; Decisive thinker; Skilled influencer; Personally credible; Collaborative; Driven to Deliver; Courage to challenge and Role model (Woodhams, Perkins and Wilkinson, 2016). These are explained in Appendix 1 attached hereto.

ACTIVITY 2

Collaborative/Skilled Influencer: Behaviours I use in my HR role along with 'thinking performer'. Managing sick absence, interrogating data, reasons for high sickness in certain departments/areas in the organisation. Being proactive, working collaboratively/speaking with

the manager to see if there are issues. Disciplinary investigations can cause absence due to stress, OH referral regarding wellbeing could be actioned. Employees hitting triggers points for absence require actioning sickness absence policy process; influencing skills trying to get employees back to work, supporting as required. Poor management and staffing shortages; this way you can get to the root cause, find ways of improving the situation. This could be recruitment drives; mentoring; training of an underperforming manager; communication and working collaboratively with others is key.

Role model: An important behaviour in my HR role, setting an example; being professional, behaving in a way which you would expect others to behave. Being early/on time for work and returning promptly from breaks. Working within policies and procedure, adhering to the code of professional conduct and adding value.

HR practitioners are required to display eight behaviours to carry out their role across the four bands of professional competence (CIPD, 2013). These are applicable to everyone working in the HR function, generalist/specialist. These bands are flexible, defines which stage a professional is at in their career. Band 1 relates to someone starting out in their HR career, an administrator; to band 4 being in a leadership role in an organisation (CIPD, 2015).

The four banded areas and what professionals contribute at each stage of their career is defined in Appendix 2 attached hereto, (CIPD, 2015).

CIPD (2015) Profession Map explains "what you need to do, know and how you need to do it within each professional area at 4 bands of professional competence".

It is a framework which helps HR practitioners develop in their career; identifying further professional development. Mapping out activities, knowledge and behaviours in specialist areas on the map, to develop and succeed in their career (CIPD, 2015); making them effective/efficient. Striving to keep up-to-date with new developments, though CPD planning/appraisals/PDP's, developing new skills, training and CIPD qualifications (CIPD, 2015), this enables a practitioner to eventually transition through the bandings.

Conclusion

A professional can be defined as a member of the CIPD or traits thereof. The map underpins skills, behaviours, knowledge and criteria of membership to be successful/effective professional. Concepts of 'thinking performer', 'adding value' and being 'business savvy' are important characteristics to becoming highly effective/efficient. Everyone should abide by the code of professional conduct and ethics, displaying they have behaviours, knowledge, skills and experience set out in the CIPD Professional Map (Johns and Perkins, 2016).

ACTIVITY 2

Appendix 1 – Behaviours that are required by a HR professional

Curious	Is future-focused, inquisitive and open-minded; seeks out evolving and innovative ways to add value to the organisation.
Decisive thinker	Demonstrates the ability to analyse and understand data and information quickly. Uses information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defensible decisions.
Skilled influencer	Demonstrates the ability to influence to gain the necessary commitment and support from diverse stakeholders in pursuit of organisation value.
Personally credible	Builds and delivers professionalism through combining commercial and HR expertise to bring value to the organisation, stakeholders and peers.
Collaborative	Works effectively and inclusively with a range of people, both within and outside of the organisation.
Driven to deliver	Demonstrates determination, resourcefulness and purpose to deliver the best results for the organisation.
Courage to challenge	Shows courage and confidence to speak up skilfully, challenging others even when confronted with resistance or unfamiliar circumstances.
Role model	Consistently leads by example. Acts with integrity, impartiality and independence, balancing personal, organisation and legal parameters.

(CIPD, 2015)

Appendix 2 - Four bands and transitions of professional competence

	Band 1	Band 2	Band 3	Band 4
<i>Relationship with client</i>	Delivering fundamentals.	Adviser, issues-led.	Consultant, co-operative partner.	Leadership colleague, client confidante and coach.
<i>Focus of activity</i>	Client support and processing activity. Immediate and ongoing.	Advising and managing individual or team-based human resource issues and problems. Current or near term.	Leading the professional area. Addressing the HR challenges at the organisational level. Medium and longer term.	Leading the function or professional area. Leading the organisation. Developing the organisational strategy. Developing the HR strategy. Partnering with the client.
<i>Where time is spent</i>	Providing information, managing data, process delivery.	Understanding the issues and parameters, issue analysis, evaluation, solutions and likely consequences.	Understanding the functional and business realities, providing insights and linkages, flexible and innovative solutions, risk analyses.	Understanding the organisational and industry realities and the client's needs, developing strategies and plans.
<i>Service to the client</i>	Facts and information. Delivering fundamentals. Process support. Peace of mind.	Issues handled. Flexible options and recommendations.	Ideas, insights and challenge. Solutions.	'Safe haven' for challenging discussions around the hard issues, surfacing and reflecting 'the truth'.
<i>Measures</i>	Execution excellence, efficiency, accuracy, flexibility and silent running. Client satisfaction.	Issues and problems satisfactorily resolved. Repeat business.	Trusted partner. Seat at the leadership table.	Lead team colleague. Sought by client as development and performance coach.
<i>Relative skill balance Behaviours: technical</i>	30:70	50:50	60:40	80:20

(CIPD, 2015)

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ACTIVITY 3

Qualification: CIPD Level 5 Diploma in Applied Human Resources

Module Name: Clare Louise Berner

Developing Professional Practice in Human Resources - 5CDPP

Activity 3

3.1 Basic Project Management Techniques

3.2 Basic Techniques for analysing and resolving problems

3.3 Methods of Influencing, Persuading and Negotiating with others

Student Name: Clare Louise Berner

Student Number: 1810268

CIPD Membership Number: 53280348

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: Clare Louise Berner

Date: 30/11/2018

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3.1 Basic Project Management Techniques

Introduction

Bronglais General Hospital currently has 49% vacancy rate on wards, within the Nursing and Allied Health Profession. The impact of being unable to recruit due to being situated in a rural part of Mid-Wales is causing serious pressure and implications to patient care, this could in fact cause closure of various wards due to unsafe practice.

There have been various recruitment drives both on social media and within Hywel Dda. Filming of employees from services that require recruiting to and why Aberystwyth and Bronglais are a good place to live and work. There has been major building work within the Hospital; a new state of the art Theatres and a new lift has been installed with Government funding, to enable the Hospital to bring in more services to the area, along with job opportunities. Therefore, it is vital that we bring in a system to retain new starters.

Findings

Project management is a defined process which needs to go through all the stages of the project cycle to be successful; which is in 5 steps according to Horn (2009) namely: Defining; Planning; Implementing; Closing; Evaluating.

Initiation

The initiation stage is the first stage of the project in which discussions with took place with the General Manager of Bronglais General Hospital; regarding setting up a group of workforce champions, for new recruits to try and retain vital staff that are required to run the wards and give patient care. The General Manager was in agreement that this could help improve the situation and benefiting the organisation and employees' wellbeing, by building morale into the workforce. She suggested that we take the project plan to the Ceredigion County Partnership Forum for a decision, which would involve Directors, Senior Manager and Trade Unions, as this was only a small project for Bronglais General Hospital and would not need an Executive decision. So, no Terms of Reference were drawn up.

My project was to plan and implement a support network to help retain new recruits, we have a diverse workforce and it can be hard for new members of our workforce to adapt in a new country, new area and also living in a rural part of Mid Wales.

It can be very difficult and for staff to adapt when coming in from abroad, especially from countries like India, Pakistan, Saudi Arabia and Egypt. We have recently found that sometimes it is too late to retain the staff; by only find out during Exit Interviews what a challenge different cultures face.

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We recently had a member of the Medical Team leave, he was very happy in his job and his children were settled and happy at school, but his wife did not integrate within our community and felt quite isolated in a foreign country not knowing anyone. This was the only reason why he was leaving his post. If the Workforce Department had knowledge of this before it was too late, we could have helped with the situation

Planning and Design

I was asked by the Senior Workforce Manager to source around 15 champions which could be a point of contact in our organisation for new recruits. This would enable a new recruit to feel welcome and have a point of contact if they needed help or information, they could point them in the right direction. Working within a large organisation and various departments off site at other locations, this would be a helpful source of information.

We had a brainstorming session to discuss who in our organisation is likely to be a great knowledgeable point of contact, also taking into account culture and ethnicity of staff involved to create a balance. No system has been in place like this before so had to be started from scratch.

I produced various documentation; posters for wards, mini job role and a Gantt Chart for planning purposes, documentation is annexed hereto, (Johns and Perkins, 2016). As this project was small it didn't require to follow a larger project design. A larger design project would involve work structures broken down, team structure, schedule showing phases, 'milestones', budgets, risk and contingency. The planning was carried out from top-down process (Horn, 2009).

Execution

Once the members of staff were in place, my action plan, which was my Gantt chart was nearly complete; I asked that the champions let me know how things progressed – communication in this project is key and the main objective. This stage of the process is where the objective and goals are met and implemented; a larger project would involve more outputs, like finance and progress of phases (Horn, 2009).

Monitoring and Controlling

Feedback communication from staff and managers of how things are progressing.

Completion

Reviewing how successful the role of champion is; how they are feeling about their support role; how new staff are settling in and any improvements required; what is working well along with lessons learnt.

3.2 Basic Techniques for analysing and resolving problems

Resolving Problems

There are numerous problem-solving models, but this is learnt through continual practice and which model you adopt for a specific project (CMI, 2018). There is a 6-step approach to problem solving using a collaborative and systematic approach to:

- Define the problem – identifying the issues encountered, communication is key
- Determine the cause – factfinding and best solution - fishbone diagrams, pareto analysis, affinity diagrams can be utilised
- Generate ideas – solutions and action through brainstorming, mind mapping
- Select the best solution – analysis and decision making, this can be done through trade-off analysis
- Take action/monitor – when a solution is sourced; implement; monitor and evaluate.

(CMI, 2018, Free Management Books, n.d. and Halabi, R 2017)

3.3 Methods of Influencing, Persuading and Negotiating with others

Effective influencing according to Yemm (2008) comes from the following:

- Friendly and assertive
- Empowerment
- Vision
- Build alliances
- Expertise and knowledge
- Bargaining skills

By being able to communicate in a friendly way and ask the champion's opinion, by asking how they would feel to commence employment in a totally new area and not knowing their surroundings, or even in a new country and not knowing anyone. Encouraging champions to get involved and build a new effective and efficient workforce, boosting morale and being one big happy organisation. If negotiation is required, a 'win-win' situation and compromising along the way, being effective in negotiation skills is a must (Johns and Perkins, 2016).

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ACTIVITY 3

Understanding

&

Contributing to

Units

(Unit No 5CDPP)

Louise Berner (Hywel Dda UHB - Team Secretary)

From: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Sent: 14 November 2018 09:20
To: Louise Berner (Hywel Dda UHB - Team Secretary)
Subject: welcome project

Follow Up Flag: Follow up
Flag Status: Flagged

Hi

As per our previous discussions – please can you create a poster to inform new employees, on local useful numbers, but also give numbers of staff who have agreed to be “welcome champions”

You will need to find out the numbers – decide which ones are appropriate

You will need to ask 15 or so staff from around the hospital if they are willing to become welcome champions, and if we can use their contact numbers

You will need to explain to those staff what we would expect from a welcome champion- you will need to create a mini role description to illustrate to them

Included in the role description – but not limited would be

a welcome face –

provide local information if asked – signpost

provide useful information if asked – signpost

if willing meet outside of work to introduce new starter to social groups outside of work- or signpost to groups-

be willing to take phone calls from the employees in their first 12 months, on various settling in queries

feedback to manager or Workforce, if information is shared which indicates that the employee is not settling, or has complex problem that welcome champion is unable to “fix” so that appropriate action can be taken by manager or

workforce

kind regards

Ga

Gina Callanan

Uwch Rheolwr y Gweithlu /Senior Workforce Manager

Bwrdd Iechyd Prifysgol Hywel Dda / Hywel Dda University Health Board

Bronglais General Hospital

Caradog Road

Aberystwyth SY23 1ER

Rhif Ffôn / Telephone: 01970 635658

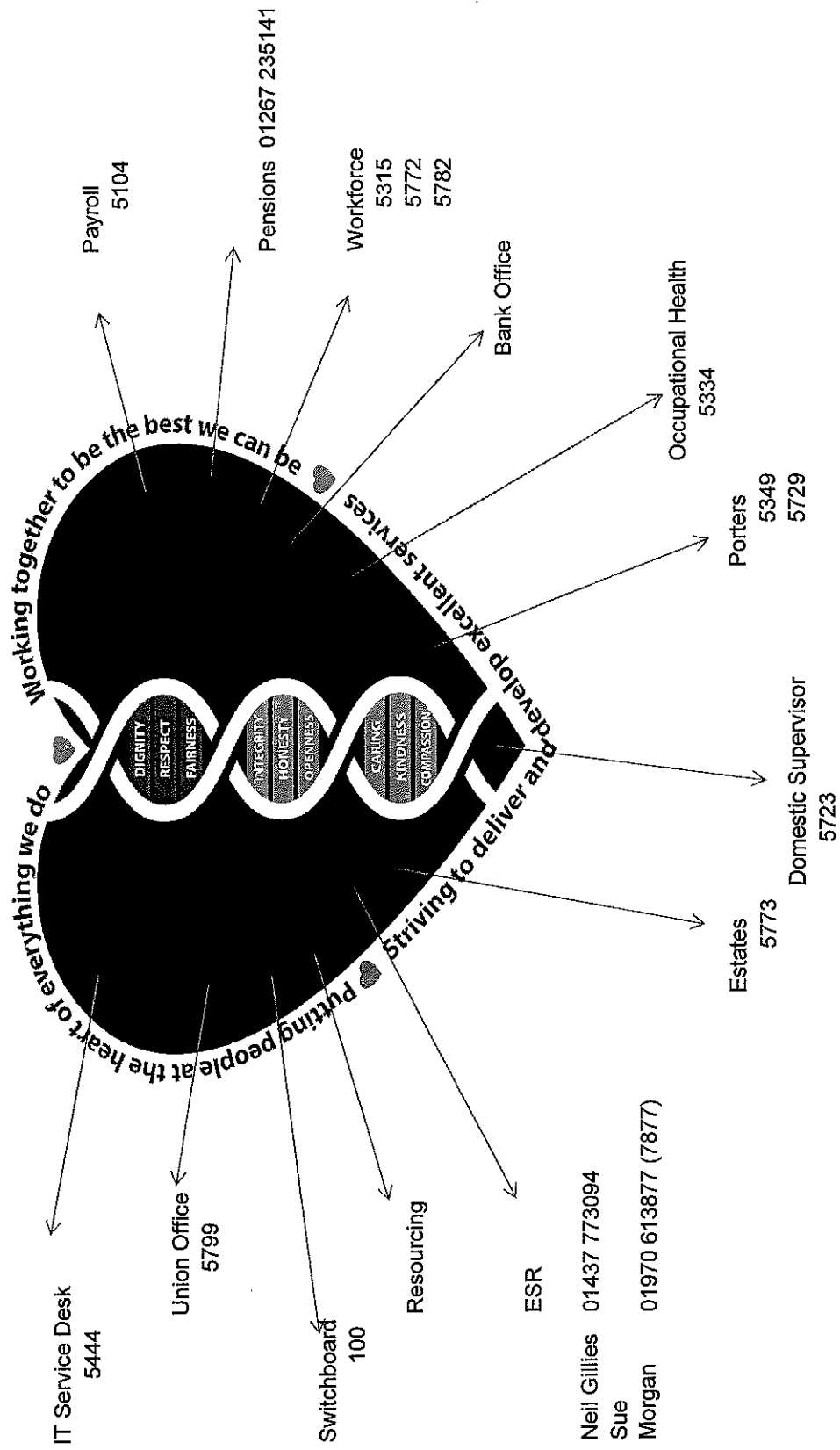
Ext: 5658

Rhif Ffacs/Fax Number 01970 635599

E-bost / E-mail: <mailto:gina.callanan@wales.nhs.uk>

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

WELCOME/CROESO CHAMPION



Croeso/Welcome Champion Role Description

You will be the face of the Croeso Champion, supporting new members of staff during their first 12 months at Bronglais General Hospital.

1. You will be able to provide new members of staff, local information to enable them to settle into their new town and surrounding area, or signpost if required.
2. Provide new members of staff with useful information if asked and signpost.
3. Willingness to meet outside of work and introduce new employees to social groups, or signpost to groups that would be of interest.
4. Willingness to take phone calls from employees in their first 12 months in post, on various settling in queries.
5. Feedback to Line Manager and Workforce if you feel that employee isn't settling in; or if information comes to light that the employee is not settling; or has a complex problem that you are not able to "fix"; so that appropriate action can be taken by the Line Manager or Workforce.

If you would like further information with regard to the Champion Role, please contact:

Louise Berner, Team Secretary, Workforce & OD Dept, Bronglais General Hospital Tel: 01970 635782 Ext: 5782 or email: louise.berner2@wales.nhs.uk

Gantt Chart

Monitoring of Champion

PROJECT	08/10/2018	15/10/2018	22/10/2018	29/10/2018	05/11/2018	12/11/2018	19/11/2018
Develop Champion Goals							
Champion Selection							
Meet with Champion							
Present to Senior Management Team at the County Partnership Form							
Meet with Champion							
Final Roll Out							

E

Louise Berner (Hywel Dda UHB - Team Secretary)

From: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Sent: 13 September 2018 11:53
To: Louise Berner (Hywel Dda UHB - Team Secretary)
Subject: Recruitment information links.docx
Attachments: Recruitment information links.docx

Follow Up Flag: Follow up
Flag Status: Completed

Hi
Can you put meat on this, using internet links - thanks

Recruitment

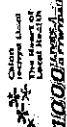
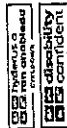
- 1/ Temporary accommodation - links to bunkhouse and b and bs
How are they welcomed – do they have a buddy? Dawn to assign
Links with university - sports and gym membership – internet link
Information on schools and nurseries – internet link
Information on estate agents – internet link
Information on living here on the intranet – intranet link
- 2/ Information on the hospital
Wards and contacts - map of the hospital
Policies



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Useful Information for New Recruits

By Louise Berner Team Secretary Workforce Dept BGH



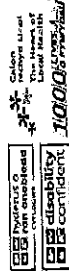
END
T



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CYMRU | Hywel Dda
NHS | University Health Board
WALES

General

- Bronglais General Hospital
<http://www.wales.nhs.uk/sitesplus/862/home>
- NHS Jobs <https://www.jobs.nhs.uk>
- Insider Guide to Aberystwyth
<http://www.visitwales.com/explore/mid-wales/ceredigion/insider-guide-to-aberystwyth>





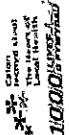
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Temporary Accommodation

- Visitors Accommodation at The Bunkhouse, part of the University - please click on the link below

<https://www.aber.ac.uk/en/visitors/bunkhouse>





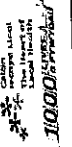
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CVAREL | Hywel Dda
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B&B's around the Aberystwyth Area

- Bodalwyn Guest House 01970 612578
<https://www.bodalwyn.co.uk>
- Glyn Garth Guest House 01970 615050
- Sunnymead 01970 617273
- Yr Hafod Guest House 01970 617579

<http://www.yrhafod.co.uk>

- Llwynygog Guest House 01970 617696
<https://www.shouthotels.com/llwynygog-guest-house-aberystwyth>

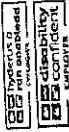




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B&B's around the Aberystwyth Area

- Premier Inn 0871 527 9648
<https://www.premierinn.com>
- Helmsman Guesthouse 01970 624132
<http://www.helmsmanguesthouse.co.uk>
- Ashling 01970 626980
- No 46 Marine Terrace 01970 612444
- Shoreline Guest House 01970 601164
<http://www.shorelineaberystwyth.co.uk>

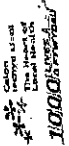
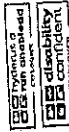




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Estate Agents/Letting Agents

- Purple Bricks
www.purplebricks.co.uk/SY23/Aberystwyth
- Yopa
www.yopa.co.uk/Online/Estate-Agents
- John Francis 01970 330062
<https://www.johnfrancis.co.uk/branches/aberystwyth>
- Alexanders 01970 636000
<http://www.alexanders-online.co.uk/aberystwyth>

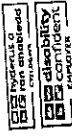




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Estate Agents/Letting Agents

- Lloyd Herbert & Jones 01970 612559
<http://lhj-property.co.uk>
- Jim Raw-Rees 01970 617179
<https://www.raw-rees.co.uk>
- Aled Ellis & CO 01970 626160
<https://www.aledellis.com>
- MS Properties 01970 617979
<http://msproperties.co.uk>
- ALP Property Management 01970 626533
<http://www.happylet.com>



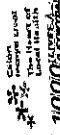
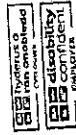


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Estate Agents/Letting Agents

- Philip Evans 01970 625333
<http://www.philip-evans-estates.co.uk>
- Morris Marshall & Poole 01970 625020
<https://www.morrismarshall.co.uk>
- A1 Property Lettings 01970 602755
<http://www.a1propertyuk.co.uk>
- Redfern Property Management 01970 625562
<https://redfernproperty.co.uk>
- 1 Stop Letting Aber Ltd 01970 617757
<http://www.1stoplettings.co.uk>



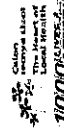


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Estate Agents/Letting Agents

- Padarn Property Management 01970 627350
<https://www.padarn-letting.co.uk>
- Prys Edwards Consultancy Ltd 01970 639000
<https://www.aberletting.com>
- GD Lettings 01970 623100
<http://www.gdlettings.co.uk>

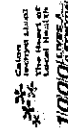
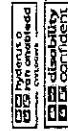




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Sports Centres/Recreation

- Aberystwyth University Sports Centre 01970 622280
<https://www.aber.ac.uk/en/sportscentre>
NHS Staff can receive 10% discount on Community Membership at Aberystwyth University Sports Centre, on showing your staff ID card. Community membership is £30 per month, but this is offered to NHS staff members at £27 a month.
The monthly payment gives staff unlimited access to the pool and sauna, use of all 5 gym areas with a free induction, access to 50 group exercise classes a week which have a wide range of choices, plus ability to use the 400m running track and indoor climbing wall.
- <http://www.aber.ac.uk/en/sportscentre/membership/community>
- Ceredigion Actif 01970 624579
<http://www.ceredigionactif.org.uk/plascrug.htm>

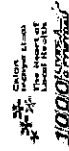




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Education

- Ceredigion Schools and Education 01545 570881
<https://www.ceredigion.gov.uk/resident/schools-education>
- Ceredigion Family Information Service 01545 574187 <http://fis.ceredigion.gov.uk> Tim Teulu
- Children's Day Nurseries
https://www.daynurseries.co.uk/day_nursery_search_results.cfm/searchcounty/Ceredigion

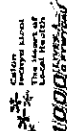




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- Camau Bach 01970 639655
<http://www.meithrin.cymru/camaubach>
- Little Acorns/Mes Bach 01970 626284
<http://www.mesbach.co.uk>
- Little Angels 01970 615619
<https://www.little-angels-nursery.com>
- Plas Gogerddan Nursery 01970 823100
<https://gogerddan.webs.com>
- Penglais Comprehensive 01970 624811
<http://penglais.org.uk>

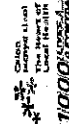
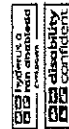




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Education

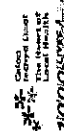
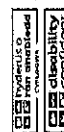
- Ysgol Penweddig 01970 639499
<http://penweddig.ceredigion.sch.uk/en/contac>
[t-us](#)





Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board

IORWERTH	Darren Jones Siwan Harrison Debbie Lovell	5941
CMU	Darren Jones Siwan Harrison Debbie Lovell	5746
Rhannon	Louise Evans	5640
Ystwyth	Beth James	5984/86 8925
Meurig	Claire Hosker Tanya Taylor Alaw Ciomei	5752
Ceredig	Sue Dolman Nikki Johnson	5644/5696
Theatre	Wendy Wright Ray Hughes Colin Bates	5606/8866/8867/8865
Day Surgery	Ray Hughes Colin Bates	8865
Physiotherapy	Victoria Ellis Karen Lucas	
Angharad	Louise Hughes	5757
A&E	Chris Edwards Senior Carys Williams	5735
X-Ray	Mark Sherrett	5683
Labs	Eleanor Morgan	5714
Enlli	Margaret Purchase	5932
ITU	Eirílys James Camp	5621
Gwenllian	Dawn Davies	5078
Endoscopy	Kieran Hall	5925
Y Banwy	Simone Brandy	5973
Catering	Adrian Smith	
Pre-Assessment	Jacqui Quinn	7808
Outpatients	Angela Harris	5669
Porters	Steve James Elaine Davis	5349
Hotel Services	Martin Andrews	8858
Pharmacy	Donna Robson Rachel Evans	5733 5732



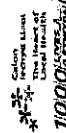


GIC | Bwrdd Iechyd Prifysgo!
Cymru | Hywel Dda
NHS | University Health Board
W A L E S

Lou Cullum	5966	Hazel Davies	5466
Claire Hathaway	8941	Dawn Jones	5846
Rita Stuart	5319	Linzi Shone	8926
Emma Crees	5922	David Harrison	7866
Libby Harrison	5940	Estates	5770
Claire Davies	5409	Stores	5333
		Porters Lodge	5723/5729

Workforce Dept

Payroll	5104
Bank Office	01267 239867
Workforce Manager	5658
Catherine Ruff	5315
Workforce Advisor BGH	
Workforce Advisor	5772
Vacancy BGH	
Louise Berner	5782
Workforce	
Team Secretary BGH	

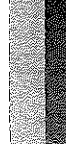
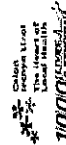
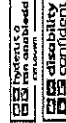
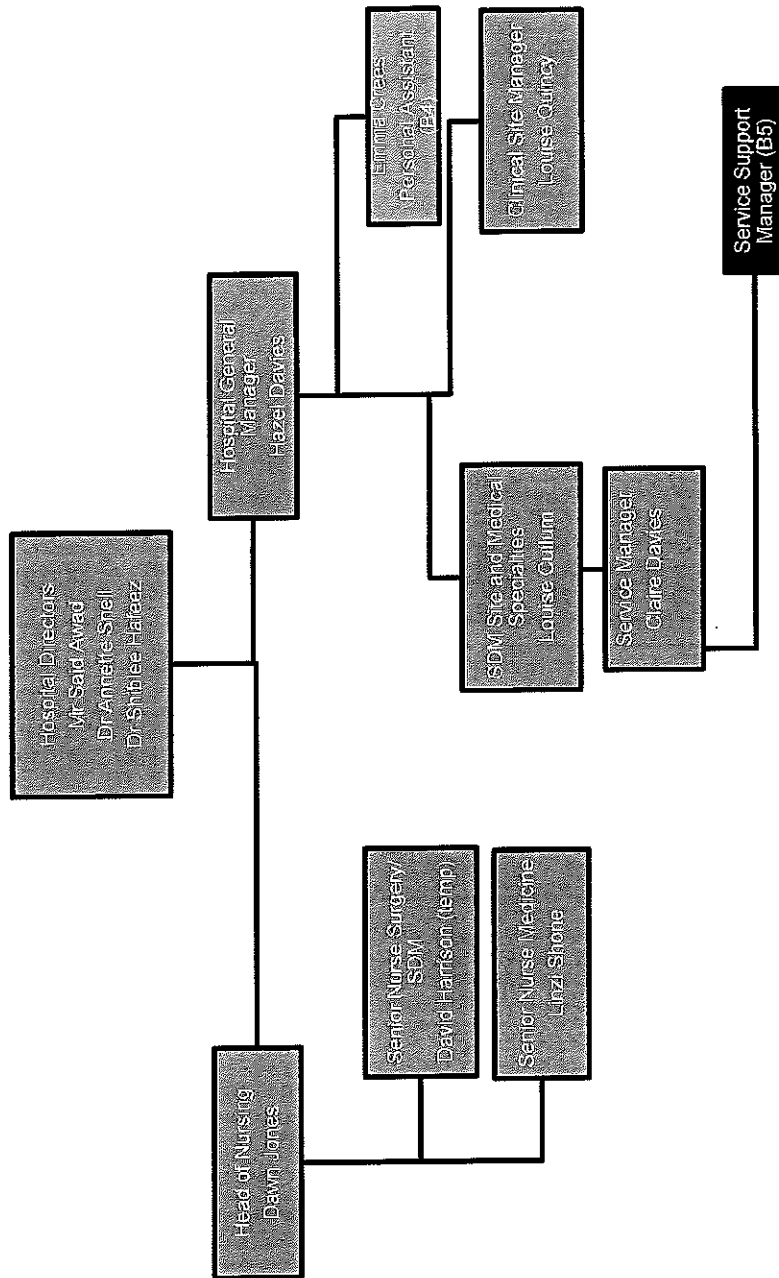




Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board

Hywel Dda University Health Board
Operations Directorate

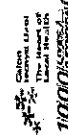
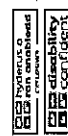
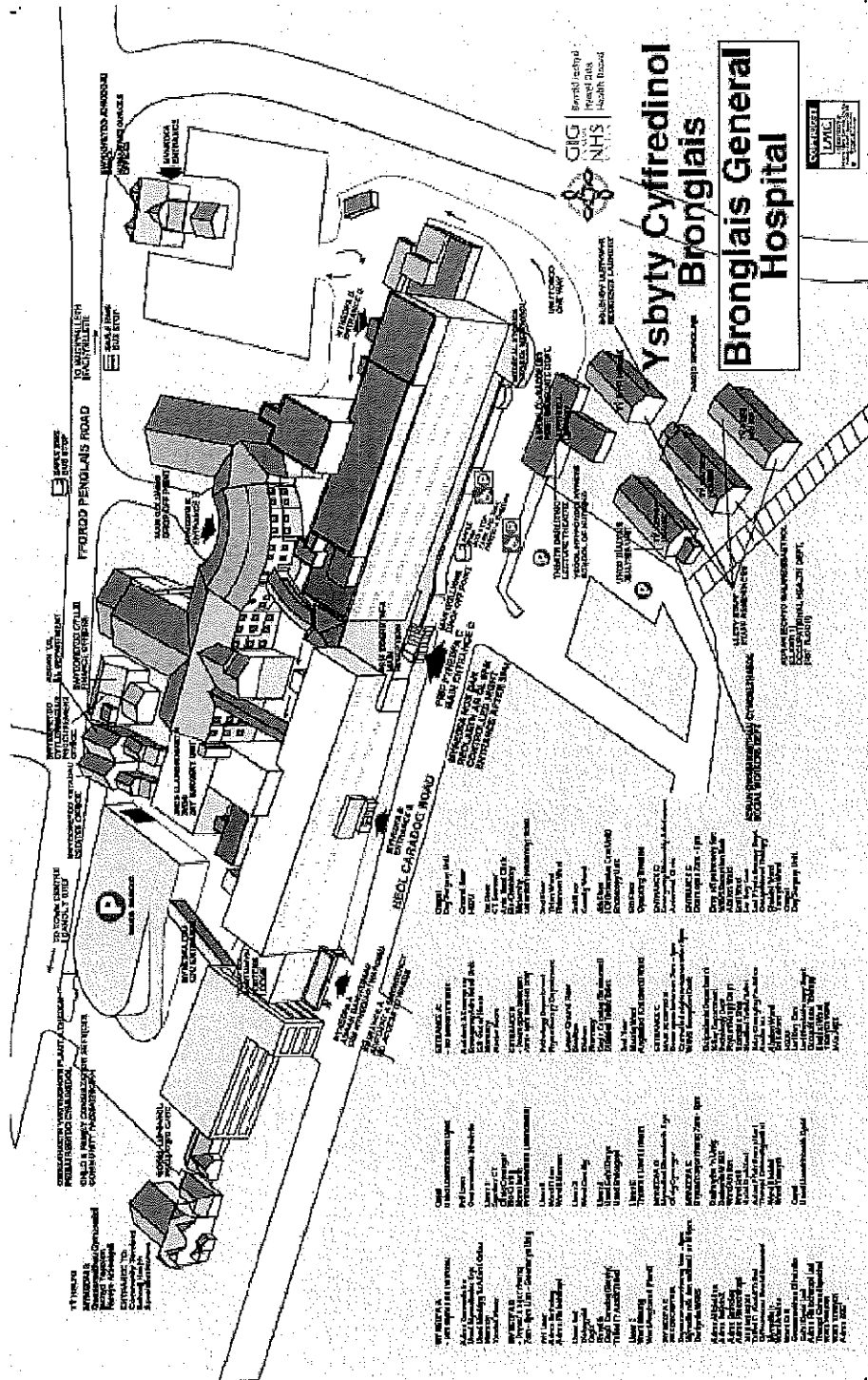
Unscheduled Care Bronglais General Hospital Triumvirate Management Team





Bwrdd Iechyd Prifysgol
Hywel Dda
University Health Board

BGH Site Map



G

Louise Berner (Hywel Dda UHB - Team Secretary)

From: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Sent: 21 November 2018 16:31
To: Louise Berner (Hywel Dda UHB - Team Secretary)
Subject: RE: Process for file tracking.xlsx

thanks

kind regards

Gina

Gina Callanan
Uwch Rheolwr y Gweithlu /Senior Workforce Manager

Bwrdd Iechydd Prifysgol Hywel Dda / Hywel Dda University Health Board
Bronglais General Hospital
Caradog Road
Aberystwyth SY23 1ER
Ffôn / Telephone: 01970 635658
Ext: 5658
Rhif Ffacs/Fax Number 01970 635599
E-bost / E-mail: <mailto:gina.callanan@wales.nhs.uk>

Bwrdd Iechydd Hywel Dda yw enw gweithredol Bwrdd Iechydd Lleol Hywel Dda
Hywel Dda Health Board is the operational name of Hywel Dda Local Health Board

From: Louise Berner (Hywel Dda UHB - Team Secretary)
Sent: 21 November 2018 16:19
To: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Cc: Louise Berner (Hywel Dda UHB - Team Secretary)
Subject: RE: Process for file tracking.xlsx

Hi Gina

I've put this together, let me know if you would like it amended in any way.

Kind Regards

Loise

Louise Berner
Ysgrifenyddes Tîm/ Team Secretary
Gweithlu/Workforce

Bwrdd Iechydd Prifysgol Hywel Dda / Hywel Dda University Health Board
Ysbyty Cyffredinol Bronglais General Hospital
Ffordd Caradoc/Caradog Road
Aberystwyth
SY23 1ER

Rhif ffon/Tel no 01970 635782
EXT: 5782
Rhif ffacs/Fax no 01970 635599

E-bost/E-mail: louise.berner2@wales.nhs.uk

From: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Sent: 21 November 2018 09:43
To: Louise Berner (Hywel Dda UHB - Team Secretary)
Subject: Process for file tracking.xlsx

Can you put this on powerpoint, showing arrows - make a flowchart, or word if its easier thanks

Louise Berner (Hywel Dda UHB - Team Secretary)

From: Gina Callanan (Hywel Dda UHB - Workforce Manager)
Sent: 21 November 2018 16:32
To: Julie Bassett (Hywel Dda UHB - Senior Human Resource Adviser); Petra Newman (Hywel Dda UHB - Workforce Manager); Lisa Hughes (Hywel Dda UHB - Senior Workforce Advisor)
Cc: Louise Berner (Hywel Dda UHB - Team Secretary)
Subject: file tracking process
Attachments: Process for file tracking.xlsx

Hi

Please review and if you are happy, I will email Steve

kind regards

Gina

Gina Callanan
Uwch Rheolwr y Gweithlu /Senior Workforce Manager

Bwrdd Iechydd Prifysgol Hywel Dda / Hywel Dda University Health Board
Bronglais General Hospital
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Rhif Ffon / Telephone: 01970 635658
Ext: 5658
Rhif Ffacs/Fax Number 01970 635599
E-bost / E-mail: <mailto:gina.callanan@wales.nhs.uk>

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ACTIVITY 3

Project 2

Flow Charts

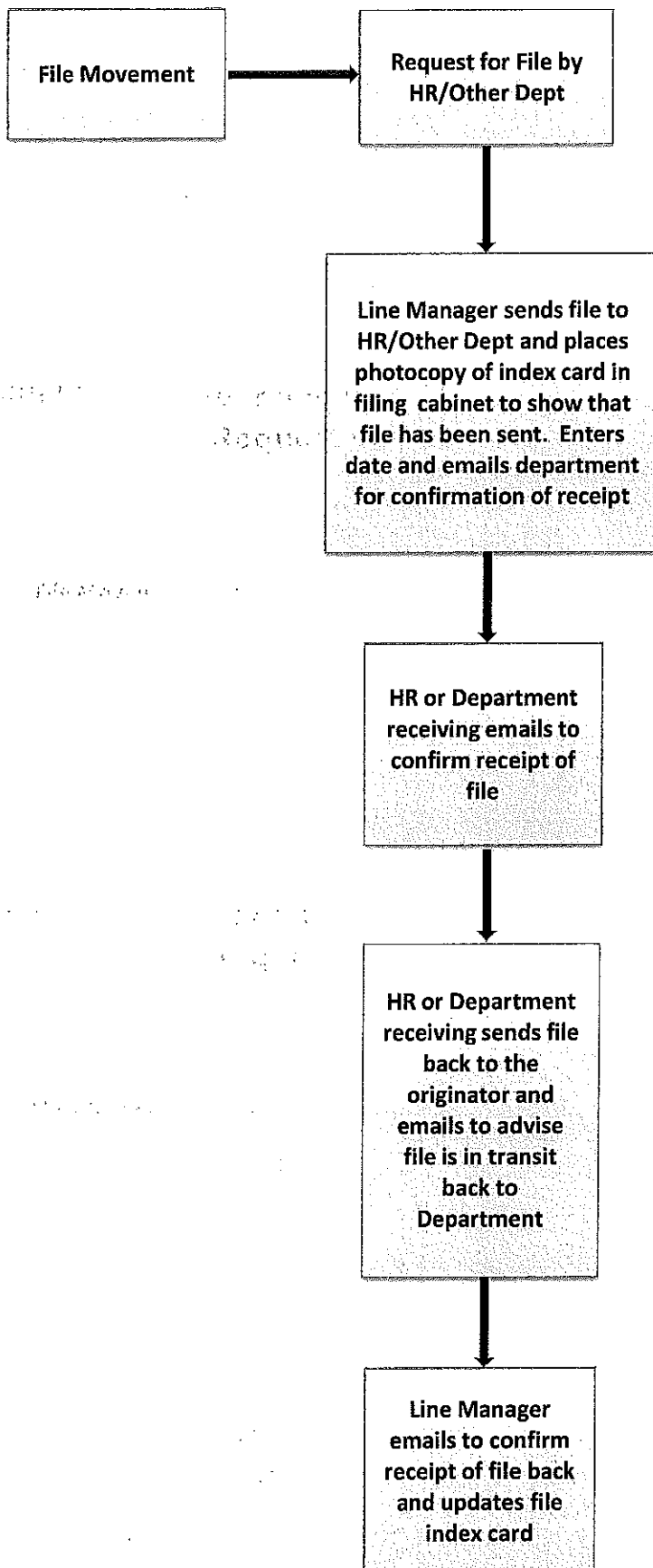
I was asked by my Senior Workforce Manager to compile two flow charts to ensure the wards in Bronglais Hospital follow the same process/system with personnel files. Wards when they currently send files to the Workforce Department do not know if they have arrived at the destination. There is no current standard process in places stating what they are required to do; files can get lost in transit or could end up at different departments. When a staff member transfers from one department to another, their personnel file doesn't always follow them to their new post and eventually when that staff member leaves the organisation, Workforce could end up with over 10 files during their career.

Therefore, I compiled two flow charts with processes for when a file is requested by another department or Workforce and a separate flow chart for when a staff member leaves their post or moves on to another post/department within the Health Board.

An index card was also compiled for insert in the filing cabinet so that the ward knows where the files has been transferred to.

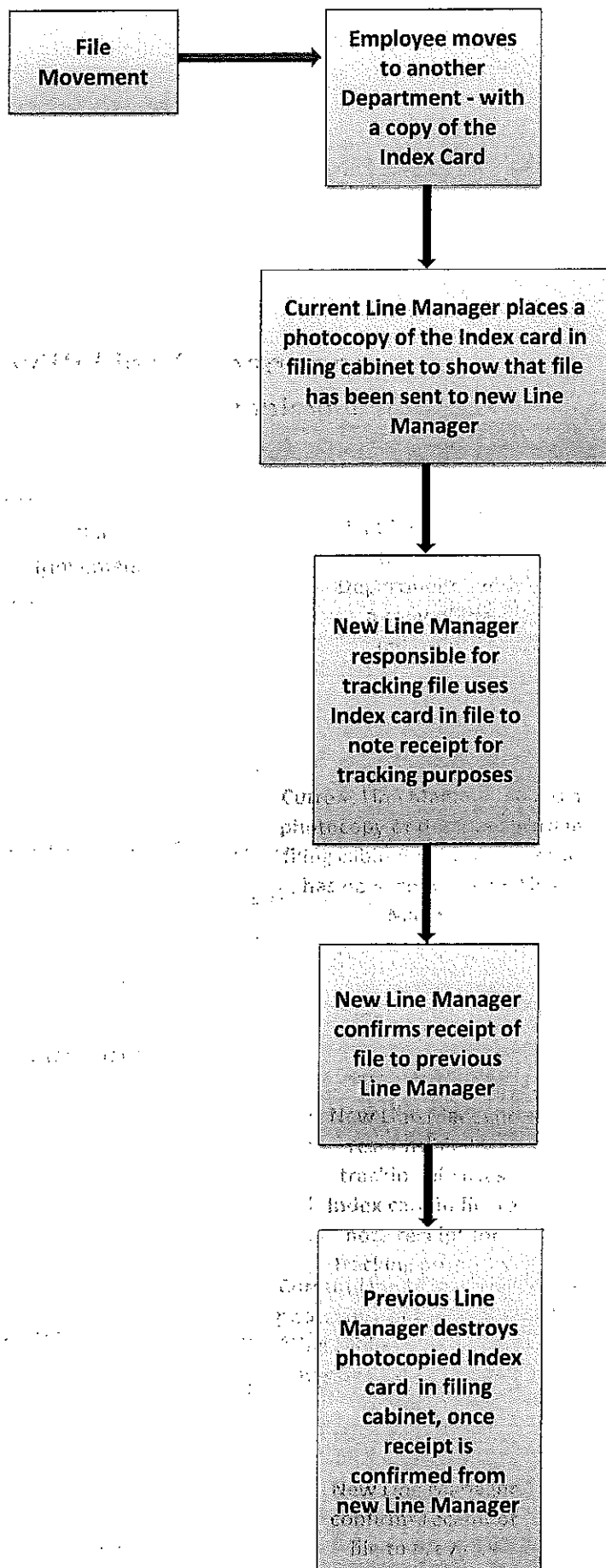
I

Files with Line Manager accountable for tracking file Request for File



Files with Line Manager accountable for tracking file Employee Moves Department

J



K

Index Card (request for file)									
Date									
Date sent		Department	Method of sending Post/Porters		Name of sender		Date of Email sent to Department who requested file - to notify file has been sent	Date- Email received from Department receiving file confirmed	
Date returned		Receiver	Received email notification of receipt sent to department returning it						
Index Card (employee moving department - photocopy index placed in filing cabinet)									
Date									
Date sent		Department	Method of sending Post/Porters		Name of sender		Date of Email sent to employees new Line Manager - to notify file and index card has been sent	Date- Email received from new Line Manager receiving file confirmed	photocopy index card can be destroyed
Index Card (employee moving department - file received with original index card)									
Date									
Date received by new department		Receiver	Received email - notification of receipt sent to department sending it (previous line manager)						

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	4	Q3	3	Q4	1	Q2	1
Q5	4	Q6	4	Q7	1	Q8	1
Q10	1	Q11	3	Q9	1	Q12	1
Q14	4	Q15	1	Q16	1	Q13	1
Q18	4	Q17	1	Q19	1	Q20	1
Total	17	Total	12	Total	5	Total	5
Assertive		Passive		Passive Aggressive		Aggressive	

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!

1. I express my opinions in an honest and appropriate manner. 4
2. I can get angry and let this show. 1
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. 1
5. I feel comfortable in asking for help from someone if they know more than me. 4
6. I feel guilty if I leave on time for a valid reason and other people are still working. 4
7. I can be sarcastic. 1
8. I think my way of doing things is better than other people's. 1
9. If someone takes advantage of me, I find a way of evening the score. 1
10. I feel I have a right to say no to other people's requests and to negotiate a compromise. 1
11. If I am in a large meeting, I find I do not speak up. 3
12. I like to be in control of a situation. 1
13. I stare people down. 1
14. I make good eye contact with other people. 4
15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help. 1
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. 1
18. I am a good listener and equally other people listen to what I have to say. 4
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. 1
20. I am not afraid to be direct with someone, even if they think I am being rude. 1

7

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	4
C	My specialist knowledge and experience is usually my major asset	
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	4
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	2
H	I can offer a reasoned and unbiased case for alternative sources of action	
I	Producing ideas is one of my natural assets	

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.

7

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	3
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	2
I	I am always ready to back a good suggestion in the common interest	3

Section 2

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

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	5
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	
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	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	5
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	
B	I feel that I am using my special qualifications and training to advantage	
C	I like to feel I am fostering good working relationships	3
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	3
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	4
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	3
B	I am not reluctant to challenge the view of others or hold a minority view myself	
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	
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	4
G	I am likely to be the one to make contacts outside the group or the firm	
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	3
I	I maintain a quiet interest in getting to know colleagues better	

Section 7

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

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	
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	
E	I find it difficult to get started unless the goals are clear	6
F	I am sometimes poor at putting across complex points that occur to me	
G	I am conscious of demanding from others the things I cannot do myself	2
H	I hesitate to express my personal views in front of difficult or powerful people	2
I	I tend to show boredom unless I am actively engaged with stimulating people	

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

Section 6

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

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

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.

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)

Implementer

- Your secondary team role

Team worker

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer	E 4	I	B	F 4	G 4	D 2	C	14
Finisher								
Implementer	G 2	A 5	H 2	D	I	F 3	E 6	18
Monitor	H	D	G	C	A	I 2	B	2
Evaluator								
Specialist	C	H 5	E 2	A 3	B	E	D	10
Co-ordinator	D	B	A	H 3	F	C	G 2	5
Team worker	B 4	F	I 3	I	C 3	B 3	H 2	15
Resource	A	C	F 3	G	E 3	H	I	6
Investigator								
Shaper	F	E	C	B	D	G	A	
Plant	I	G	D	E	H	A	F	

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
				✓

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
				✓

M

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:

--

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

--

Thank you for your time

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).

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).

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)		(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		A		(B)
26		(B)			
27				A	(B)
28	(A)	B			
29			A	(B)	
30		B			(A)
Total	Competing 4	Cooperating 5	Compromising 7	Avoiding 7	Accommodating 7

Source: Kenneth Thomas & Ralph Kilman (1970).

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.

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.)

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.

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.)

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.)

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 from 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?

- 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.

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.

- 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!

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.

Qualification: CIPD Level 5 Diploma in Applied Human Resources

Module Name: Clare Louise Berner

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Activity 4

4.1. Group/Team Dynamics

4.2. Political Behaviours and Impacts

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

Signed: Clare Louise Berner

Date: 02/12/2018

4.1 Group/Team Dynamics

Group/Team dynamics are interactions and behaviours with various members of your group/team or how a group/team interacts and behaves with other groups. Influences within a team builds the overall makeup. HR professionals work with individuals within their function, across functions and other areas. Poor team working can cause detrimental effects to individual and organisational performance (Johns and Perkins, 2016).

“Team dynamics are unconscious, psychological forces that influence the directions of a team's behaviour and performance. Team dynamics are created by the nature of the team's work, personalities within the team, their working relationships with other people, and the environment” (Myers, 2013).

Teams go through various stages of development to form fully and eventually become effective. According to Tuckman and Jenson (1977) theory there are 5 stages a group should go through to grow, face challenges, overcome problems, find solutions, plan projects and deliver the desired results:

Forming: Uncertainly, guarded about information they give about themselves, getting to know your team, tasks and goals (Horn, 2009).

Storming: Strained relationships whereby there is competition to gain position within the team for leadership, conflict, tension, arguments through differences in opinions. A leader will need to address the problem, as the team cannot move to the norming stage until this has been resolved (Horn, 2009).

Norming: Resolves differences, established roles, agrees team goals and how to succeed. A leader will ensure the team is focused on completion (Horn, 2009).

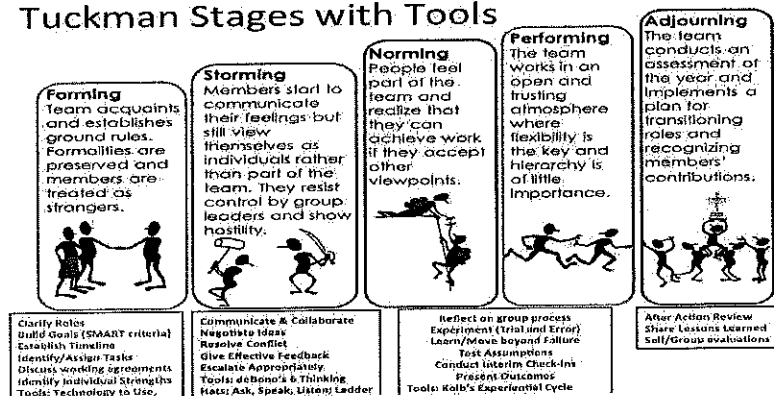
Performing: When this stage is reached, the team is aligned and working together effectively to achieving teams' objectives and goals, this is a time of high performance and productivity. A leader will give recognition when milestones are accomplished (Horn, 2009).

Adjourning/Mourning: This is the stage that the task/project has completed, the purpose fulfilled. Some may have moved to a new project, or the team may depart as the project is now complete. Some find this stage difficult and some relieved if the team was dysfunctional (Horn, 2009).

All these above stages can be seen on “The Apprentice” with Lord Sugar (BBC, 2018).

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Tuckman Stages with Tools



(Wentworth Institute of Technology, 2016)

Some teams/groups can get stuck at a stage, some stages blend in, some teams go back to an earlier stage; this happens when performance declines or if there is conflict. Conflict can occur at any stage; a negative characteristic is when another member of the team obstructs the achievement of another person's goals, having an adverse effect on performance, causing dysfunctional consequences (Horn, 2009).

Conflict occurred within my own team. A staff member was undermining the manager; the manager mentioned capability issues due to inaccuracies/processes not being followed regards to policy. It led to a breakdown in performance, trust and respect, eventually the member of staff left the Health Board.

Belbin observed teams in the 1970's and as a result defined a team role as "a tendency to behave, contribute and interrelate with others in a particular way" (Belbin, 2015). He uncovered three team roles that behave in one of nine ways to make a team more effective, these are:

Behaviours	Team Roles
Action Orientated	→ Shapers, Implementers, Completer-Finishers
People Orientated	→ Co-ordinators, Teamworkers, Resource Investigators
Thought Orientated	→ Plant, Monitor-Evaluators, Specialists

(Belbin, 2015)

Belbin's theory states that teams which work more effectively have between three and nine people. For example, if there were no shapers, then there wouldn't be the direction or drive; but too many would cause conflict, performance issues and low morale (Horn, 2009). A team with no plants would find difficulty in solving complex

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issues and innovative solutions, if there were too many, each would be working individually, causing too many bad ideas, not working as a team to bring one idea to be successful (Belbin, 2018), roles need to be balanced.

	Team role	Strengths	Allowable weaknesses
Action oriented roles	 Shaper	- Challenging, dynamic, thrives on pressure - The drive and courage to overcome obstacles	- Prono to provocation - Offends people's feelings
	 Implementer (company worker)	- Disciplined, reliable, conservative and efficient - Turns ideas into practical actions	- Somewhat inflexible - Slow to respond to new possibilities
	 Completer finisher	- Pamstaking, conscientious, anxious - Searches out errors and omissions - Delivers on time	- Prone to worry unduly - Reluctant to delegate
People oriented roles	 Co-ordinator (Chairman)	- Mature, confident, a good chairperson - Clarifies goals, promotes decision-making, delegates well	- Can often be seen as manipulative - Offloads personal work
	 Teamworker	- Co-operative, mild, perceptive and diplomatic - Listens, builds, averts friction	Indecisive in crunch situations
	 Resource investigator	- Extrovert, enthusiastic, communicative - Explores opportunities - Develops contacts	- Over-optimistic - Loses interest once initial enthusiasm has passed
Cerebral roles	 Plant	- Creative, imaginative, unorthodox - Solves difficult problems	- Ignores incidents - Too pre-occupied to communicate effectively
	 Monitor evaluator	- Sober, strategic and discerning - Sees all options - Judges accurately	Lacks drive and ability to inspire others
	 Specialist	Single-minded, self-starting, dedicated	Contributes only on a narrow front

(University of Cambridge, n.d)

It's important that HR Professional have an awareness of conflict management and collaborative working. Conflict in teams can occur and lead from poor communication; personality clashes; differences in opinion; hidden agendas; undermining; being negative; withdrawal from team; non-contributor to team work; power and status; refusing to collaborate; being unhappy and unproductive which affects organisational performance making the team ineffective and dysfunctional (Horn, 2009).

Team members not getting on requires a HR Professional to negotiate with parties to attempt to come to an agreement to try and work together collaboratively, mediation may be required to resolve the conflict.

Effective teams are committed and work together harmoniously; a diversity of skills and strengths, which increases morale; effective communication; trusting one another; continuously improving knowledge and expertise; task-orientated to achieving organisational objectives, goals/performance; building and maintaining a strong team (Horn, 2009).

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This can be seen in the NHS whereby effective teamworking on wards centres around all disciplines working effectively/efficiently together; knowing each other's role. A patient could be seen by a multi-disciplinary team or by a single professional, working within best practice, the whole team performing dynamically to achieve its successful outcome of patient-care (Paediatr, 2014).

4.2. Political Behaviours and Impacts

The definition of politics according to Andrew Kakabdase (1983):

‘Politics is a process, of influencing individuals or groups of people to your point of view, where you cannot rely on authority.’ (cited in Armstrong and Taylor, 2014 pp671-674)

Politics is closely linked to the use of power, which is the concept of organisational politics. Politics in an organisation can be positive and functional; an organisation can achieve its strategic purpose, organisational goals, objectives and organisational values as long as the hierarchy are politically skilled. The organisation will do well if everyone is working towards the same goals and objectives. Managers use their skills effectively to resolve conflict issues and at a time of organisational change; whereby managers utilise politics to seek support from their teams (M Libraries, 2017).

In organisations individuals can be driven by their own goals; strategy and self-interest, openly or covertly. Using their powers, they will play the game and use politics to further their own cause. Undesirable behaviour taken to excess can cause backbiting, hidden agendas, conspiracy between individuals and departments.

If an employee's reputation has been tarnished by a colleague, this can be extremely upsetting, there is no trust and can have an adverse effect on performance and excessive emotional physical stress (Juneja, 2018).

“Organizational politics are informal, unofficial, and sometimes behind-the-scenes efforts to sell ideas, influence an organization, increase power, or achieve other targeted objectives” (Brandon & Seldman, 2004; Hochwarter, Witt, & Kacmar, 2000).

Organisational politics impacts on staff and managers. Within the Health Board, there are policies and procedures in place to support them, along with HR Professionals.

HR Professionals need to be aware of political agendas but not be part of them.

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ACTIVITY 4

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Qualification: CIPD Level 5 Diploma in Applied Human Resources

Module Name: Clare Louise Berner

Developing Professional Practice in Human Resources - 5CDPP

Activity 5

- 5.1. Self-assessment against a section of the CIPD HR Professional Map, at Band 2
- 5.2. Development Areas
- 5.3. Personal Development Plan

Student Name: Clare Louise Berner
Student Number: 1810268
CIPD Membership Number: 53280348

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: Clare Louise Berner
Date: 23/11/2018

Activity 5 (Unit 5 CDPP)

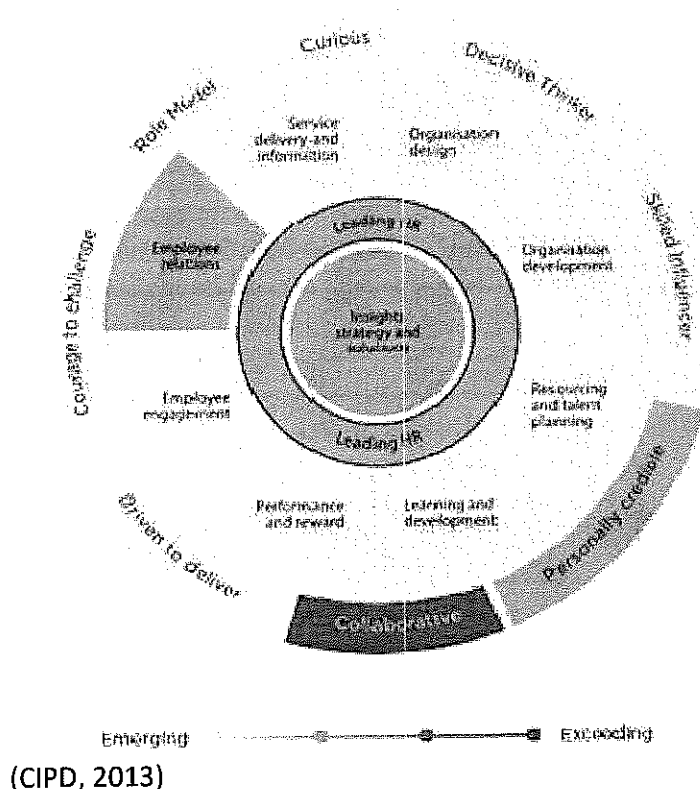
5.1 Self Assessment against the CIPD HR Professional Map at Band 2

When reviewing myself against the CIPD HR Technician and my current role in Workforce & OD, as Team Secretary for the Employee Relations Team; specifically dealing with absence management, employee relations cases, some recruitment processes, organisational change and various other processes; working within policies and procedures, there are two professional areas and two behaviours which I would like to develop at band 2.

The Map below depicts my current level of knowledge from working with Workforce & OD for the Hywel Dda Heath Board, I have assessed myself against the CIPD Profession Map of (2013). I am aware that there is a new CIPD Profession Map (2018) and will self-assess against the new map in the future.

STUDENT ASSESSMENT

Your assessment results



(CIPD, 2013)

5.2. Development Areas

Professional Areas:

Leading HR

Having only worked for the Health Board for 20 months, I regard myself as efficient and effective in my current role within my specialist function and team, gaining knowledge and experience. I need to gain confidence in leading staff. I will support others to the best of my ability through current knowledge and co-ordinate activities within our team proficiently and professionally, always in a positive manner to try and achieve the common aims and goals.

I would like to develop and become a HR Professional in an advisory role, I am currently working in the Employee Relations Team. I am a people person and have excellent communication skills and find it easy to get on with people from all walks of life and at different levels. It is essential in large organisations, for the workforce to follow the correct processes, policies and procedures; with a diverse workforce needing support in different areas, it is essential that HR professionals have a broad spectrum of knowledge along with employee engagement. The workforce is evolving, new roles are being developed and business partnering being adopted. I would like to enhance my career prospects and networking opportunities.

Employee Relations

Working within Employee Relations, it is vitally important that relationships between the Manager and employees are well managed with fairness and equality. Managing all situations/issues as they occur and are underpinned by practice, policies and procedures. Working within a large Health Organisation, the workforce has to abide by the Organisational Values; the Law; Code of Professional Practice; Code of Professional Conduct and Ethics; GMC Code of Conduct and The Code of Professional Standards of Practice and behaviour for Nurses, Midwives and Nursing Associates. It is important that the working environment is managed effectively in a positive way. Working in partnership with Trade Unions in resolving organisational issues/changes. If cases present themselves, which include conflict, grievances, disciplinaries; supporting managers by providing advice and support through the policies and processes.

Although I have a solid base in HR, I would benefit from exposure to live cases, to shadow a mentor or an adviser in order to follow the whole process from Investigation to Hearing. Gaining more knowledge and experience in policies and practice along with networking and building a great rapport with employees/management/directors.

Behaviours:

Collaborative

I regard myself as an excellent collaborator. Working effectively and efficiently within my team and networking across the function, up to Senior Management and Director Level. Showing sensitivity and respect for everyone I come into contact with through their cultural beliefs and feelings. I always keep my team up-to-date with important developments and information, which is vital in a small team.

I feel that I do need to increase my knowledge in dealing with difficult situations like conflict management.

Personally Credible

I am a trustworthy person and regard myself as personally credible. I always strive to do the best of my ability and provide work to the highest of standards and motivation, enthusiasm in gaining more knowledge and skills.

Although I have worked for the Health Board for just under 2 year within Workforce & OD, I have previous experience in working for Royal Mail, whereby I supported the Sector Delivery Manager with HR issues and working for local Solicitor firm, whereby I have some knowledge of law, but this is constantly evolving with time. I feel that by increasing my knowledge through continued professional development will allow me to develop further and eventually move into a Professional Advisor role.

These are the areas I would like to develop further and have chosen to include in my personal development plan, with which I will develop knowledge throughout the CIPD course.

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5.3. Development Plan - Clare Louise Berner

NAME:	Clare Louise Berner	MEMBERS HIP NUMBER:	53280348
COVERING THE PERIOD FROM:	November 2018	TO:	May 2020

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
To be able to provide advice on policies and procedures and confident in doing so – the Managing Attendance Policy.	Attend workshop on new policy which has just been rolled out – Managing Attendance Policy.	Time out of the office to attend training.	Provide guidance and advice to managers and employees being confident in doing so.	January 2020

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Shadow a HR Workforce Advisor in attending a sick absence review.	Attend a workplace sick absence reviews as an observer, gaining experience on structure.	Support from senior HR Manager and colleagues within my team. Review closed cases to see outcomes which could be similar to current cases.	Gaining confidence to enable myself to participate in future.	September 2019
Gain experience in Shadowing the Sickness Auditing with the HR Audit Team.	Shadow the HR Sick Absence Team in Auditing of Hospital Wards and gain valuable insights in performance measures.	Support from senior HR Manager and time away from the office to shadow the Audit Team.	Gaining valuable knowledge and experience of carrying out department Sickness Audit Reports.	November 2019

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Attending a Disciplinary Hearing to gain experience and confidence.	Sitting in/shadowing and listening to the hearing and how they are conducted, gaining experience and valuable knowledge and body language.	Support from senior HR Manager to initiate sitting in and hearing the process.	Gain confidence and experience.	May 2019
Keep up-to-date with Employment Law and implications in connection with Organisational processes.	Attend Employment Law Training/Conferences. Keep up-to-date with online Government Websites. CIPD Factsheets.	Time away from the workplace and facilitated training from experts/lawyers in the field.	Attend Employment Law Training and Updates and evidence thereof.	December 2019

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Attend Investigation Interviews of ER cases.	Sit in and shadow a HR Advisor in carrying out the interview process. Knowledge through ACAS website and Health Board Policies.	Support from HR Manager to initiate sitting in and shadowing the process.	Gain confidence and experience and to be eventually able to carry out the process myself.	May 2020

Appendix 18 B

TAKE A STUDENT ASSESSMENT
Your assessment results

Leading HR

Your Level: Developing

Summary

Leading HR is about maximising the contribution that HR makes in your organisation by supporting, developing and leading others across the business, and by acting as a role model. At your level you typically need to support and co-ordinate activity within your team, and share your insights and best practice ideas with colleagues. You'll provide people advice and support to the business, using sound HR knowledge. When required, you'll provide accurate financial data to support the team's people plans, and record HR measures for your team. To develop your own HR expertise, you'll actively seek out and act on feedback from others.

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 solid base in HR, but is still developing their experience of leading teams and projects which deliver 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 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 approach HR with a commercial mindset, advising and supporting business managers on people-related issues. When it comes to the people strategy you'll develop budgets, objectives, milestones and metrics to support the successful delivery of integrated people plans. You'll know how to engage and motivate others, and you'll build the capability of the HR team to keep them at the leading edge. You'll also build your own expertise by regularly seeking out and acting on feedback.

What are my strengths and gaps for my current level?

My strengths

- The principles of effective team working

Where I am competent

- Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability
- Ensuring own objectives are in line with the team's and function's objectives
- Different working styles and preferences
- Methods for analysing financial and non-financial data

My Gaps

- Providing advice using sound knowledge of HR policy and practice
- Co-ordinating own activity with others in the wider HR team
- Sharing ideas and best practice with others in the wider HR team
- Adjusting own approach in view of others' preferred working styles
- Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)
- Providing accurate financial data to support HR budgeting and financial planning
- Methods for collecting different types of data

Development actions

- Ensure you are familiar with your organisation's people policies and processes, by reading through them. Identify the different questions you might ask if you were an employee, and work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.
- Find out from your manager how your objectives fit into the wider team's and organisation's objectives. Identify where you can support other members of your team so that work isn't being replicated unnecessarily.
- To support the way you share ideas within your team, conduct a SWOT analysis of either a) the way your team works or b) the way a project is working, and share your thoughts and feedback with your manager / colleagues.
- Identify some of your key peers and customers in your organisation who have a very different personal style to you. Reflect on how you could change your working style to more effectively work with them. Ask your manager for guidance on how to get the best out of people who you find difficult to work with.
- Seek out a mentor and / or buddy in the organisation. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.
- Implement a system which can track the progress of your projects and work for the team against all the project / team objectives, KPIs, service-level agreements etc. If records don't currently exist, set up a system where you can record key HR budget data and people data in a logical and confidential way.
- Spend time with your manager to understand how budgets are managed and forecasted in the organisation. Ask questions to understand the types of budget data that you're likely to be asked for, and ensure you have that information to hand as and when you're asked for input into people financial planning.
- Ask a selected number of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the way you work with them - what do they find valuable, and where do they think you could work differently? Identify times where you could change your approach based on that feedback.
- Research different methods of data collection and analysis online, and consider how you could adopt one or two specific approaches in your role. Find out how other HR colleagues collate and analyse data, and the advantages and disadvantages of doing it this way.
- Initiate a session with your colleagues where you can share the way you collate and analyse data, and learn from each other's approaches.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Beevers and Andrew

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practices

QUALIFICATION: Foundation Certificate in Learning and Development Practices

QUALIFICATION: Foundation Diploma in Human Resources Practices

QUALIFICATION: Foundation Diploma in Learning and Development Practices

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TAKE A STUDENT ASSESSMENT
Your assessment results

Employee relations

Your Level: Developing

Summary

When you work in Employee Relations you're making sure that the relationships between the organisation and its employees are appropriately managed, that they are done so by adherence to a clearly defined framework that is built upon the organisation culture, practices, policies and, ultimately, law.

At your level you typically need to support your Employee Relations colleagues in creating an environment where relations between employees and management are positive, where conflict can be managed effectively and individual differences are resolved in a constructive way. You'll make sure legal frameworks are adhered to at all times, and will be responsible for collecting and recording ER data accurately.

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 Employee Relations 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 Employee Relations, 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 Employee Relations at a more senior level?

In order to be able to work at the next level up within Employee Relations, you typically need to be able to give legal and practical advice to managers about employee relations issues and concerns to create an environment where conflict can be managed effectively. You'll make sure that employee relations activities are carried out in line with internal policies and practices, as well as within the law.

What are my strengths and gaps for my current level?

My strengths

- Maintaining accurate and up-to-date documentation, information and records, in line with legislation

Where I am competent

- Monitoring HR activity to ensure it complies with employee relations plans and legislation
- Key employee relations issues

My Gaps

- Providing accurate and appropriate advice and information about employee relations policies and practices
- Working with managers and employees to ensure they are adhering to the organisation's values and behaviours in everyday practice
- Giving advice, training and support to individuals and managers to encourage a positive work environment
- Current employment law (with in-depth specialist knowledge where appropriate)
- Methods for communicating employee policies and procedures

Development actions

- Participate/lead company inductions and use the opportunity to advise managers and staff about employee relations policies and practices.
- Research the background to legislative change. Keep abreast of national consultation on the employment law agenda through sources such as the government website.
- Create a positive working environment by spending time talking with managers and employees to assess the level of awareness, understanding and interpretation of current policies. Identify potential enhancements/improvements and take suggestions on training and support to your HR colleagues.
- Take time to research and understand relevant employment law for your organisation, gaining in-depth knowledge in key employee relations issues areas that will benefit the business.
- Research and deepen your understanding of your organisation's values and behaviours so that you can work with managers and employees in adhering to them.
- Investigate the level of awareness, understanding and impact of the organisation's existing policies and procedures by talking to managers and employees.

Reading & Research

BOOK: Human Resource Practice

BOOK: Introduction to HRM

FACTSHEET: Discipline and grievances at work
CIPDFACTSHEET: Diversity in the workplace: an overview
CIPDFACTSHEET: Employee relations: an overview
CIPDFACTSHEET: Health and well-being at work
CIPDFACTSHEET: Redundancy
CIPD

COURSE: Fundamentals of Employment Law

COURSE: Foundation Award in Employment Law

COURSE: Recruiting and the Law

TAKE A STUDENT ASSESSMENT
Your assessment results

Collaborative

Your Level: Exceeding Expectations

 Summary

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 exceeding expectations. This usually applies to someone who is role-modelling this behaviour 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
- Keeping colleagues up to date with information relevant to their work

Where I am competent

- Seeking constructive solutions to disagreements as they occur

 Development actions

- Gain greater awareness of your personality type and approach (MBTI or FIRO-B personality tools may be useful). Be proactive in working with others who have a different personality type and style so will complement your approach.

 Reading & Research

FACTSHEET: The role of line managers in HR
CIPD

 Courses & Events

COURSE: The effective supervisor/team leader

COURSE: Managing conflict and difficult situations

TAKE A STUDENT ASSESSMENT
Your assessment results

Personally Credible

Your Level: Developing

 Summary

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 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 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. 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?

Where I am competent

- Seeking feedback and developing own expertise to add the greatest value in the organisation
- Showing enthusiasm to broaden own experience, knowledge and skills
- Willingly passes on own skills and knowledge to others

My Gaps

- Offering sound, sensible and impartial advice

 Development actions

- 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.
- Discuss with your manager where you would like to take your role in the next 12-18 months (or what you would have liked to have achieved). Use this to identify areas where you may need to develop your knowledge, skills and expertise and create an appropriate action plan.
- Set up regular times to share your own skills and ideas with others, and for them to do the same with you.
- Reflect on occasions where you have been less successful or unable to provide advice and guidance on an issue within your area of expertise. Work to understand why, specifically considering your level of understanding of the issue, as well as the practicality and objectivity of your advice.

 Reading & Research

BOOK: HR practice
Martin and Whiting, CIPD

 Courses & Events

COURSE: Understanding organisations and the role of HR

TAKE A STUDENT ASSESSMENT
Your assessment results

Insights, strategy & solutions

Your Level: Developing

Summary

Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes.

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 network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

What are my strengths and gaps for my current level?

My strengths

- Significant issues currently affecting the organisation

Where I am competent

- Developing an understanding of the organisation using information and own experience
- The HR plan for your own part of the business (and how this relates to the wider business strategy)

My Gaps

- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Collecting, analysing on data and metrics
- Providing reports on relevant project and / or organisation information
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects
- The organisation's performance (including basic financial performance)
- Specific external factors that impact the organisation (eg, legal, financial, market factors)
- Relevant law for own role (or where to access legal information if required)
- Principles and basic practice of project management

Development actions

- Consider who the stakeholders are in the projects you work on, and think about what you can do in your role to best support them.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey), and identify any trends or risks which may impact your organisation.
- Undertake some online research using the CIPD website on the principles of business and HR metrics, and how they can be used to benefit the organisation
- Find someone in your organisation who writes project and financial reports, and ask them to share their approach with you. Identify what learnings you can put into place for your own report writing.
- Consider who the stakeholders are in the projects you work on (consider stakeholders who are both directly and indirectly involved), and think about what you can do in your role to best support them.
- Take time to fully understand the objectives of a project or programme, and which elements are critical for you to deliver. Find out how the project will be evaluated - which parts of your work will contribute to this evaluation?
- Locate the most recent annual review or report for your organisation, or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (eg, turnover, profit, production, customer satisfaction etc). Compare last year's performance with the previous three years.
- Participate in regular market / customer / product updates and understand how these affect the organisation.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law - consider websites, organisations and publications.
- Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation.
- Read some overview documents on your organisation's strategy, and discuss with your manager the links with your own / the team's responsibilities. Obtain the people strategy for your organisation and understand how it aligns with the organisation strategy.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Beevers and Rea

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

QUALIFICATION: Foundation Diploma in Human Resources Practice

QUALIFICATION: Foundation Diploma in Learning and Development Practice