

Candidate name: David Harris			CIPD Membership/registration No.: 55479883			
Qualification title: CIPD Diploma in Applied Human Resources			Unique Learner No. (ULN): 1907534			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	IV initials if sampled
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Activity 1: introduction and induction questionnaire	DPPHR/001		
5CDPP	Developing Professional Practice in Human Resources	2.1, 2.2	Activity 2: Report titled: 'CIPD Profession Map'	DPPHR/002		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 4.3	Activity 3: Internal e-mails, organisation wide communication, intranet banner, standard request forms, update report, witness testimony	DPPHR/005		
5CDPP	Developing Professional Practice in Human Resources	4.1, 4.2	Activity 4: Report titled: 'Team Dynamics and Internal Politics'	DPPHR/003		
5CDPP	Developing Professional Practice in Human Resources	5.1	Activity 5: Screenshots of CIPD Profession Map Assessment	DPPHR/004		
5CDPP	Developing Professional Practice in Human Resources	5.2, 5.3	Activity 5: Personal Development Plan	DPPHR/004		
Candidate declaration:						

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:		Date:
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Activity 1 – Developing Professional Practice

My name is David Harris and I am studying a level 5 higher diploma and apprenticeship in Applied HR. As part of this qualification, I am studying with the Chartered Institute of Personnel and Development (CIPD). CIPD qualifications are recognised internationally and provide both technical, theoretical and vocational knowledge covering the many different facets of Human Resources. This particular qualification is two years in duration and is classed as supported distance learning.

I am studying this qualification via two separate providers; the University of Wales, Trinity St David and Coleg Sir. The Diploma element of the qualification is provided by University Wales, Trinity St Davids and is led by Julie Thomas - the Programme Director for the University. Whilst this is a University led and assessed qualification, it is provided on the Coleg Sir Gar campus, based at the Pibwrlwyd campus in Carmarthen. This section of the qualification is delivered through both classroom based theoretical learning, supported by additional self-delivered home learning.

The level 5 qualification is made up of 16 modules, including 9 modules in year 1, followed by an additional 7 modules in year 2. These include modules covering 'Developing Professional Practice', 'Using a Research Approach in HR', 'Understanding Employee Engagement' and 'Understanding Employment Law' to name just a few. These are delivered and assessed by Julie Thomas, followed by an additional quality check by a CIPD Moderator. This ensures that 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.

In contrast, the Apprenticeship element of the qualification is delivered by Coleg Sir Gar, supported by Alison Williams. Due to this being an apprenticeship, this element of the qualification is delivered in the workplace, supported by visits from Alison on a 6-weekly basis.

Each module is detailed thoroughly in both the 'Programme of Study Handbook', provided by the university, as well as accessible via the University's on-line resource, known as the Moodle. This provides detailed information on what the learning outcomes are for each module, as well as identifying the assessment criteria, enabling students to ensure their work meets the required standards of the qualification. In addition, the Moodle also provides additional learning material to assist students in undertaking additional student-led research. This includes links to relevant CIPD resources such as fact sheets, academic articles and podcasts/youtube videos on the relevant topics. The Moodle, amongst other on-line resources, are also available and accessible via the University's 'Hwb' application. This allows access to all course information and on-line resources via all mobile devices.

Being part of both the University and Coleg Sir Gar, also allows students access to a range of other resources. This includes access to both the physical and on-line library resources on any Coleg Sir Gar campus, as well as within any University of Wales campus. The on-line library allows access to view the books that are available within each library, but also allows direct access to on-line e-books, as well as access to academic journals, news sheets amongst other useful articles – allowing students to study at a time that suits them.

As the qualification is a CIPD qualification, there is a requirement for students to become members of the CIPD to allow them to study. This allows access to information found on the CIPD website, as well as access to attend CIPD member events and conferences. These are vital in ensuring that you have the requisite knowledge to complete the qualification, but also to ensure that your continual professional development (CPD) is maintained during your career as an HR Practitioner. There are many advantages to being a CIPD member however it comes with a responsibility to understand and abide by its code of conduct. This document sets out the responsibilities and obligations of its members and is divided into four separate areas; namely:

- Professional Competence and Behaviour;
- Ethical Standards and Integrity;
- Representation of the Profession;
- Stewardship

These areas apply to any member of the CIPD and at any level, regardless of their organisation size, their specialism or sector.

In addition to the CIPD, both Coleg Sir Gar and the University also place an expectation on their students to abide by their code of conduct. This is categorised under two separate headings; Learning and Working and Behaviour and sets out what is expected on students. The below list identifies some of the requirements, however is by no means an exhaustive list of the responsibilities of students in these institutions:

- Attend all lessons;
- Take part fully in your course including tutorials, career guidance, visits, work experience and any additional support arranged for you;
- Complete all work by the agreed deadlines;
- Work together with other learners to achieve your goals;
- Treat and talk to all staff, learners and the local community with respect;
- Behave in an appropriate and reasonable way at all times.

In order to ensure that the above (and all other) standards of behaviour are adhered to there are disciplinary processes to support the college is dealing with these matters. This process is detailed below:

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 of the Code of Conduct	
Stage 3	Final Written Warnings
•For recording serious and substantial breaches	
Stage 4	Exclusion
•For dealing with matters judged to be "gross misconduct"	

The above procedures and code of practice fit in with the ethos of the CIPD and their Profession Map, which provides a basis for all HR professionals to benchmark themselves against and to use as a tool for improving your ability in your HR career. This 2013 version of the Map, which can be seen on the left below, is split into behaviours and professional areas, with the 2019 version, shown on the right, now being driven from the centre of the map, showing the purpose of HR to be principles-led, evidence-based and outcomes-driven. From this the Map builds on this with core knowledge, core behaviours and finally specialist knowledge.



The information and resources described in the above document, and accessible via the resources provided by both University Wales Trinity St Davids and Coleg Sir Gar, along with the support of Julie Thomas and Alison Williams, provide the basis for me as a student to provide consistent pieces of work throughout this qualification.

Below you will find a copy of an induction questionnaire which I have completed. This further confirms my knowledge of the specific requirements of the above qualification.

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	The course will be delivered on the Pibwrlwyd campus of Coleg Sir Gar in Carmarthen. The course will involve 1 day per month release from work, which will take place on a Wednesday from 9:30 to 4:30.
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	The course will be run on a Wednesday in term-time only.
4.	What is Moodle?	Moodle is the on-line platform for University Trinity St Davids.
5.	What is Eduroam?	Eduroam is the WiFi access platform for Coleg Sir Gar.
6.	What is Turnitin?	Turnitin is the platform used for submitting assignments to the University.
7.	Do you know when you are required to hand in work?	I have been provided a calendar of units for this qualification, which details the date that the input will take place and when any assignments will need to be submitted by.
8.	What is the core text for this programme?	There are two core texts for this qualification: • Studying Human Resource Management • Human Resource Management: People and Organisations
9.	Do you know how to access the library catalogue?	I have been given access to both the on-line library available via the University's website, along with physical access to any Coleg Sir Gar and

		University campus library.
10.	Do you know who to go to if you have a question/concern about the course?	I would approach Julie Thomas – Course Director
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, there will be an expectation for me to carry out self-learning and to complete my assignments outside of course time.
14.	Do you need to be a member of the CIPD?	Yes, there is a requirement for CIPD membership to carry out this qualification.
15.	What support is available for study skills?	Student Services are available to discuss a host of student issues and are contactable on 01267 676830.
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	Two year programme, ending in May 2021
19.	Have you been given the student handbook and time-table?	Yes
20.	What academic level is this qualification?	Diploma Level 5.

Name: David Harris

Signed: 

CIPD Membership No:55479883

Signature of Lecturer:

Date:

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2 – CIPD Profession Map

Word Count: 1092

Student Name: David Harris

Student Number: 1907534

CIPD Membership Number: 55479883

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

Signed:



Date: 07.01.20

Introduction

This report is an evaluation of the CIPD Profession Map and how this is used by allow HR Professionals in their roles, along with why the differing areas of the Map are vital elements of any HR professional's role.

Report

Being professional is a key factor of being an HR practitioner and provides the evidence and legitimacy to be truly effective. This is demonstrated by the high quality of work that an HR Professional delivers (Johns T, Perkins G).

To assist in their career, the Chartered Institute of Personnel and Development (CIPD, 2019) (CIPD) developed a Profession Map (known within the report as the Map) in 2013. This report sets out to explain the Map's purpose, along with how it can be used to benefit HR Professionals in their continued HR journey.

The Map contains several sections – a) eight behaviours b) ten professional areas and c) four bands of professional competence. These identify the different skills and behaviour traits that any HR Professional should demonstrate to be truly effective in their role. It allows them to benchmark their ability within their HR career, as well as identify actions needed for progression. This is done via self-assessment against each of the Map's sections, referring these to the competence band that relates to their role. To this end, the Map acts as a life-long career tool, fitting with the that Continual Professional Development (CPD) is just that, a continual life-long commitment to maintain and develop knowledge (Woodhams C et al).

The CIPD (CIPD HR Profession Map, 2019) has purposefully designed the Map to drive HR practitioners to be the best that they can be and identifies the behaviours and skills of the very best HR professionals. An image of the Map can be seen below:

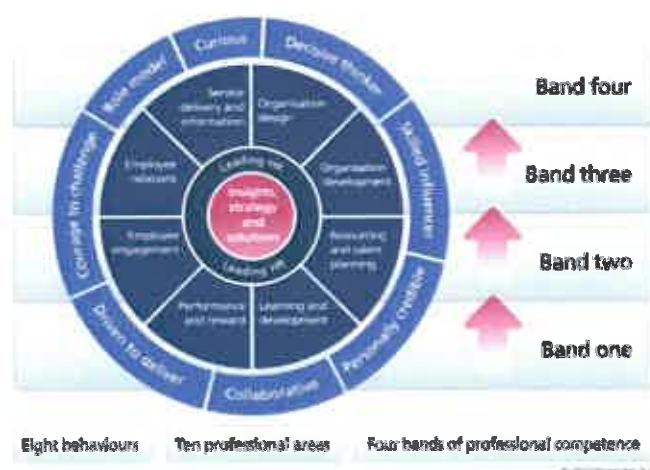


Figure 1 CIPD Profession Map 2015

The Map identifies what HR professionals need to do to be fully effective, as well as *how* these must be done. These are divided into ten professional areas (*what they*

must do) and eight behaviour (*how they must do them*). The two areas found at the centre of the map show the two traits that are applicable to all areas of HR and are the responsibility of all HR practitioners. The remaining eight professional areas are more suited to HR specialists and specialisms. The behaviours identify how HR practitioners should act if they wish to be successful within their roles. These are vital traits and something that is supported by organisations in how they deliver their HR provision. This can be seen in Tesco, who became the first organisation to attain the CIPD People Development Partner status. This demonstrates their collaboration with the CIPD to develop their HR provision (CIPD, 2019). In addition, public service organisations, particularly policing, have shifted their recruitment processes to place greater emphasis on the values of their employees rather than purely on their ability. This demonstrates organisational belief in the values displayed within the Map (College of Policing, 2017).

The final section describes the four bands of professional competence. These bands identify the differing levels within an HR professional's career; starting at band one being a tactical day to day HR practitioner, to band four - a strategic HR professional responsible for leading an organisation. Whatever the band, the Map identifies the characteristics and behaviours that individuals display and engage in at each level.



Figure 2. Profession Map Behaviour Areas

"It is becoming increasingly important for HR Professionals to be 'thinking performers'". The nature of the HR Professionals role has changed dramatically from one that was seen to be administrative to one that is a more influential role, adding value to an organisation (Woodhams C, Perkins G). Thinking performers are individuals who carry out tasks but also who consider the wider impact of their decisions and how these fit with the organisational strategy and purpose.

HR Professionals need to be taken seriously in their organisation and this can only be achieved by demonstrating the behaviours identified within the Map. The CIPD term

this as being 'business savvy' (Johns T & Perkins, G) and state that this consists of 4 elements, which fit with the Map's behaviour areas. These are:

- Understanding the business model in depth
- Generating insight through evidence and data
- Connecting with curiosity, purpose and impact
- Leading with integrity, consideration and challenge

The HR professional that is able to display the above areas in their work is someone who is able to be fully effective and to provide the most impact for their organisation. This requires individuals to display many different qualities, including the ability to ask questions of their organisation and processes, whilst ensuring that their organisation's business model is fully understood. This is vital in ensuring that organisational strategy is considered when decisions are being reached.

In addition, being a skilled influencer is vital in enabling change and ensuring that all parties are engaged. To be a truly skilled influencer, this requires developed communication skills. Managers often revert to instructing people to do things, however the results for this are limited. By being a fully effective communicator and basing ones communication success on the response it gets from the audience, this provides the best possible chance of positive results (Yemm, 2008).

Finally, the need to be a role model for the organisation, as well as being personally credible is key in ensuring that the HR Professional's role is one that both continually evolves, but also develops fellow colleagues. These individuals display high levels of integrity and act in a consistent manner. They offer guidance and advice to colleagues and do so in a manner that is supportive and fosters an organisation environment where shared knowledge and learning is both supported and promoted.

Conclusion

In conclusion, the CIPD Profession Map is a vital tool for all HR professionals, irrelevant of their role within HR, or their length of service. It provides a well-structured and intuitive model for benchmarking any HR practitioner's current abilities, while providing tangible and realistic objectives to allow for further progression, either within their role or to allow progression to a higher role in HR. The elements within it are the basis for the development of sound HR practice and are the necessary behaviours and values which all HR Professionals must demonstrate.

Recommendations

1. All HR Professionals should undertake a self-assessment against key areas of the Map, identifying objectives to develop in their role.
2. HR Professionals should ensure that they are fully aware of their organisation's strategic objectives and vision, to allow this to be considered when carrying out HR work.

Bibliography

- Carol Woodhams, G. P. (n.d.). Developing the Knowledge and Skill of the HR Professional. In *Studying Human Resource Management* (pp. 109-126). London: Chartered Institute of Personnel and Development.
- CIPD HR Profession Map*. (2019, Dec 10th). Retrieved from CIPD: <https://www.cipd.co.uk/learn/profession-map/2013-profession-map>
- CIPD launches status for organisations excelling at HR's own development*. (2019, December 30th). Retrieved from HR Magazine: <http://www.hrmagazine.co.uk/article-details/cipd-launches-status-for-organisations-excelling-at-hrs-own-development>
- Introducing a new competency and values framework for policing*. (2017). Retrieved from College of Policing: <https://www.college.police.uk/What-we-do/Development/competency-and-values-framework/Pages/Competency-and-Values-framework.aspx>
- Perkins, T. J. (n.d.). Developing Professional Practice. In *Studying Human Resource Management* (pp. 68-87). London: Chartered Institute of Personnel and Development
- Yemm, G. (2008). *Influencing Others - a key skill for all*.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice

Team Dynamics and Internal Politics

Word Count: 1147

Student Name: David Harris

Student Number: 1907534

CIPD Membership Number: 55479883

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

Signed:



Date: 07.01.20

This report is an evaluation of team member characteristics and the impact that this can have achieving team objectives. It also evaluates the models for team dynamics and how internal politics can affect organisational change.

Teams exist in all walks of life and play a vital part in achieving the goals set for them as long as they are effectively managed. The difference between teams and groups of individuals relate to their shared goals and shared accountability to achieve these goals (Smith, 1992). Smith states *"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable"*, therefore differentiating a team from a simple group of individuals.

There are several models which explain team dynamics and what impacts on their effectiveness. Smith (1992) describes individuals finding it difficult to work beyond being an 'individual' and shying away sharing responsibility for their colleague's performance and vice versa. This is overcome by focusing less on becoming a team and more on the fundamental characteristics of being effective. Smith describes this as a triangle identifying three areas; Skills, Accountability and Commitment, and suggest these are needed to be an effective team. This is not dissimilar to Belbin's model, where individual characteristics are categorised into one of nine roles. This, and Smith's triangle model are shown below:



Belbin's model identifies character traits and how this affects their team's strengths and weaknesses. It also allows their teams to be managed effectively and tasked accordingly. This can assist in achieving team goals. (Why Use Belbin, 2019).

To understand your team's characteristics there are a number of questionnaires available, aimed at identifying team skills and which of the roles each person naturally leans towards. Whilst most individuals tend to have a predominance towards one, it is possible for some people to portray traits of more than one.

Whilst the above models focus on the characteristics of individuals, Tuckman's theory of team development focuses on how teams develop and the different stages teams go through. Tuckman describes this as a four-stage process as shown in fig 3 below.



Fig 3. Tuckman's Model

The model (initially created in 1965) refers to the path which teams follow as they develop. It describes four separate stages teams move through from initial forming, through fully functioning and high performing. It is a vital tool for team leaders to be aware of as it both maps the way team members act, but also the importance of how team leaders must act at each stage, and how team goals can be negatively affected if the process is managed ineffectively (Miller, 2014).

Teams often begin politely and positive about their goals and tend not to question processes or procedures. They have high expectations of each other and the team's goals. The 'Forming' stage requires team leaders to be more directive to ensure that goals are set for the team. As they move into the 'Storming' stage they start to question each other and the negative character traits of individuals start to appear. It is vital for team leaders to be able to manage their teams at this stage and to help them identify each other's skills.

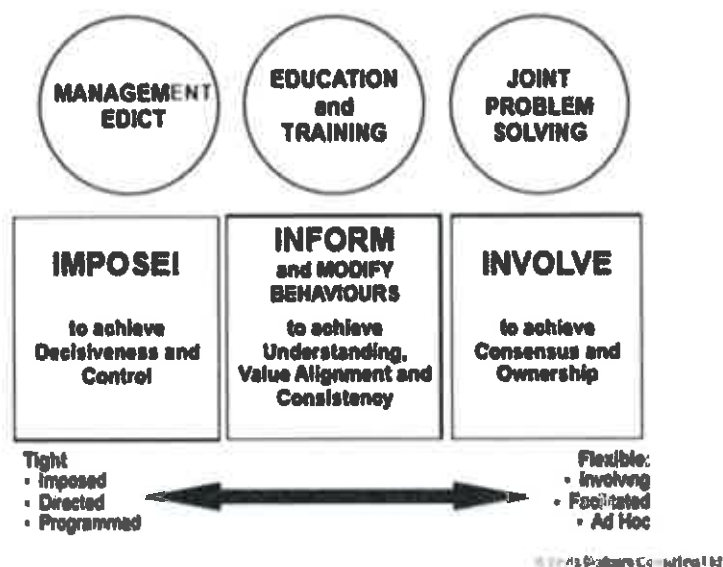
As teams start to work closely together and recognise each other's abilities, they begin to work in harmony and begin performing better. At this stage of the process a team leader starts to become more of a facilitator and is able to allow the team to manage their own performance, whilst supporting and developing team members. If this continues well, the final stage of the process is 'Performing', where the team take on more responsibility and become more positive about their ability in achieving their goals and objectives.

What is vital during this process is that line managers are both aware and equipped with the necessary skills to understand how and why their team is acting in a certain way. Understanding this model allows line managers to predict patterns of behaviours as well as assisting their team progress through the stages as smoothly as possible.

The above models are key to understanding how individual team members act as well as how teams develop, this is not always enough to ensure that objectives are achieved. This is evident in change management processes, where it is demonstrated that informal coalitions exist and play a key part in organisation's ability to manage such processes (Rodgers, 2006). The Business Dictionary define organisational politics as *"the pursuit of individual agendas and self-interest in an organisation without regard to their effect on the organisations efforts to achieve its goals"*, which can make this seem negative. Rodgers, however suggests that internal politics are both necessary and inevitable.

Whatever management's view is of change, teams of individuals will inevitably speak about what they want to and will decide for themselves how the change process will work. Rodgers describes the normal change process as below, identifying the three different management styles:

Figure 1: Spectrum of conventional approaches to organisational change



This suggests a clear difference from 'tight' to 'flexible' management styles, however what is important to understand and accept is that whatever management style is adopted, managers cannot stop their teams discussing whatever is important to them. This is where the informal coalitions are made. This is an important viewpoint to understand, as it recognises how powerful conversations, discussions and internal politics can be.

Rodgers suggests that internal politics are a necessary and unavoidable step in any process, particularly when change impacts on team's resources or workload. Whilst politics can be seen as a negative issue, this is the reality and to avoid it will delay any process being completed. Team leaders and managers should embrace organisational politics and engage with their teams to work through these processes rather than trying to fight against them.

Conclusion

To conclude, it is important for team leaders to be aware of how their teams are made up and their differing skills and abilities. Additionally, it is also key to understand the processes that teams move through and how these can be managed to assist in achieving team goals. Lastly, whilst the above allows managers to be better equipped to manage their team, they must also be aware of how internal politics in their organisation play out and how these can assist in achieving their objectives.

Recommendations

1. All team leaders should seek to assess their team's abilities by using a Belbin style questionnaire to ensure that they are equipped to effectively manage their staff.

Bibliography

- Christina Lacarenza, S. M. (2018). Team Development Interventions: Evidence-Based Approaches for Improving Teamwork. *American Psychologist*, 73(4), 517-531.
- Miller, T. (2014, May). Engaging Leadership. *Training Journal*, 22-27.
- Rodgers, C. (2006). Informal Coalitions. *Organisations and People*.
- Smith, J. K. (1992). *The Wisdom of Teams: Creating the High-Performance Organisation*. Harvard Business Press.
- Why Use Belbin?* (2019, November 29). Retrieved from Belbin.com: <https://www.belbin.com/about/why-use-belbin/>

Harris David

From: Mills Gary Supt
Sent: 21 October 2019 09:15
To: Harris David
Cc: Morris Sheila; Walters Dawn
Subject: RE: [SWYDDOGOL OFFICIAL] Learning and Development course creation and booking process

SWYDDOGOL OFFICIAL

Dave,

Many thanks for your e-mail and proposal. Makes perfect sense to me and will tie in with some other changes we are looking to make, that will be launched at the Learners' Fayre being held on 19th November 2019.

I am free on Thursday, 9.00 a.m. any good?

Cofion / Regards,



Gary Mills

Uwcharolygydd/Superintendent

Gwasanaethau Dysgu a Datblygu/Learning and Development Services

Heddlu Dyfed-Powys Police

Phone from within Wales 101 / Rhif ffôn yng Nghymru 101 - Option 3 extn 23500

Phone from elsewhere / Rhif ffôn o'r tu allan i Gymru

01267 222020 Est / Extn 23500

☐ Ffôn Symudol / Mobile: 07970 146809

gary.mills@dyfed-powys.pnn.police.uk



Hapus i gyfathrebu'n Gymraeg neu'n Saesneg / Happy to communicate in Welsh or in English

SWYDDOGOL OFFICIAL

From: Harris David

Sent: 18 October 2019 13:58

To: Mills Gary Supt

Cc: [REDACTED]

Subject: [SWYDDOGOL OFFICIAL] Learning and Development course creation and booking process

Importance: High

SWYDDOGOL OFFICIAL

Afternoon Gary,

We in the BSU have been meeting recently to discuss the current process in terms of the course creation and booking process for Dyfed-Powys Police. [REDACTED] and I have been in discussions with colleagues in IT regarding access being tightened as to who can add individuals to courses on DMS, in order that we as a Force are able to gain a greater level of control over the courses being delivered, and ultimately the accuracy of individual's personal records.

I would be grateful if you would be available for an hour next week to discuss what our proposal would be for this, as whilst we are able to progress a lot of this work independently, the success of any change to current practice will rely on having your buy-in and drive from a senior officer level. Following your approval, we will also then need to liaise with colleagues in RMU, as well as the Force trainers, to ensure that they are aware of what the impact will be for them.

In brief we will be aiming to achieve the below:

- A structured process of courses being agreed prior to the commencement of a financial year.
- Following the above the BSU will create the courses for the year, which will allow RMU to populate these via DMS.
- Remove access for individuals to be able to amend DMS to add people to courses (apart from RMU)
- Giving access to the Trainers to record the course outcome themselves on Trent.
- Implement an auditable process for any additional training requests received outside of the Costed Training Plan (CTP) process.
- Launch the new process to the organisation, providing a process to apply for courses if they require this (outside of the CTP). Hopefully this will be effective of December 1st and will include an Intranet banner and possibly a pod cast from yourself (if you are in agreement).

We are aiming to professionalise the process and to reduce the burden on all of those involved, by channelling requests through a set process, allowing us to maintain accurate records on Trent and to allow BSU time to be less reactive and to focus more on Trent development.

I am currently available on either Thursday or Friday all day, or Monday from 2pm onwards. Please let me know if any of these days suit you and we would welcome a discussion regarding the above.

Kind regards

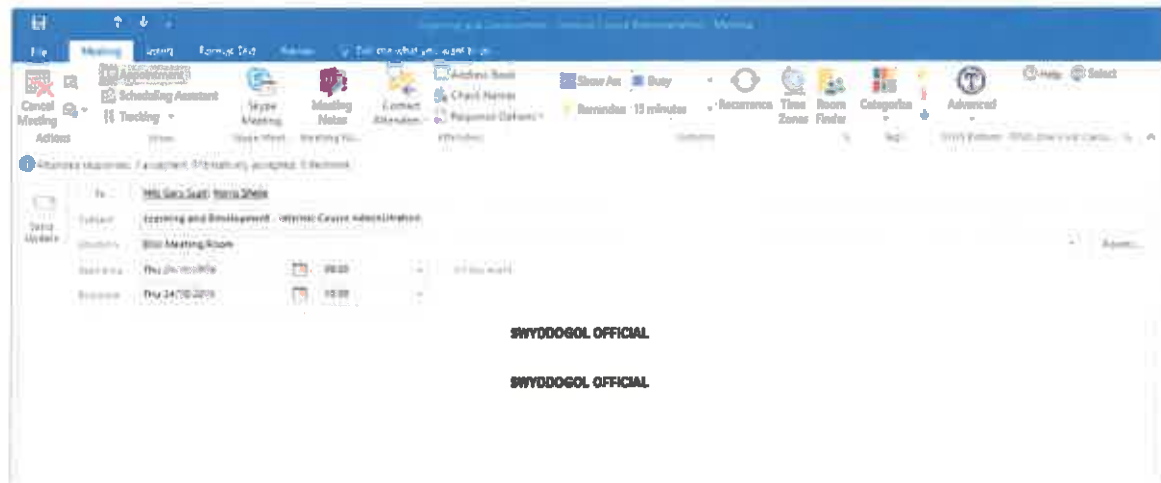


Dave Harris

Swyddog yr Uned Cymorth Busnes/ BSU Officer

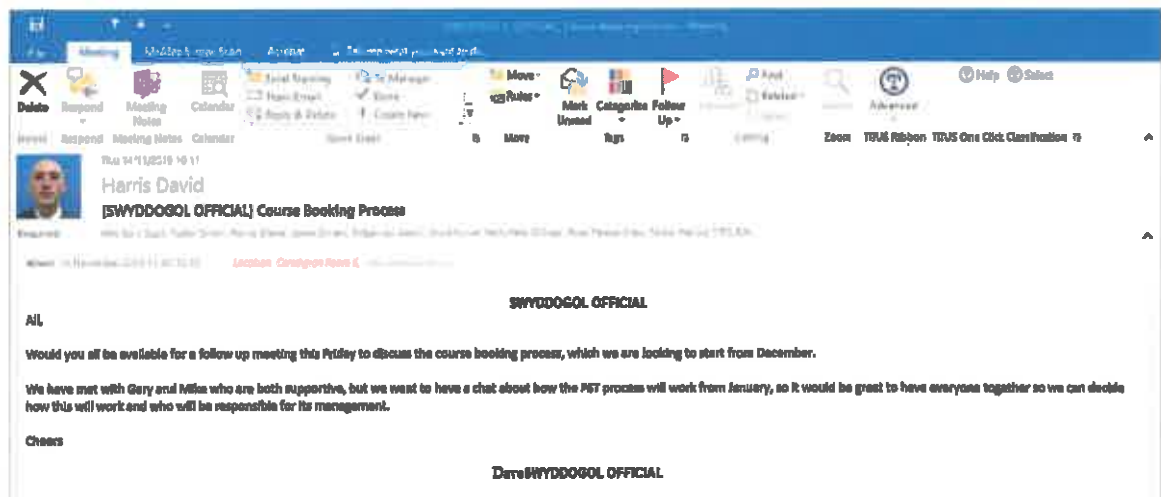
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human Resources & Payroll

Heddlu Dyfed-Powys Police



SWYDDOGOL OFFICIAL

SWYDDOGOL OFFICIAL



SWYDDOGOL OFFICIAL

Hi,

Would you all be available for a follow up meeting this Friday to discuss the course booking process, which we are looking to start from December.

We have met with Gary and Mike who are both supportive, but we want to have a chat about how the P67 process will work from January, so it would be great to have everyone together so we can decide how this will work and who will be responsible for its management.

Cheers

DaveSWYDDOGOL OFFICIAL

Harris David

From: Tudor Simon
Sent: 07 November 2019 09:10
To: Harris David; Mills Gary Supt
Cc: [REDACTED]
Subject: RE: [SWYDDOGOL OFFICIAL] Course Booking Process

SWYDDOGOL OFFICIAL

Cheers Dave. Appreciated as always.

Really sorry but is there anything available other than the 15th as I don't routinely work Fridays?

Sorry to be a pain and if it's an issue, I'll come in, no worries..

Cheers, Sim

Kind regards, *Simon*

Simon Tudor
Service Delivery Manager / Rheolwr Cyflenwi Gwasanaethau



Hapus i gyfathrebu'n Gymraeg neu'n Saesneg
Happy to communicate in Welsh or in English



Gwasanaethau Dysgu a Datblygu
Learning and Development Services

Heddlu Dyfed Powys Police
Ffôn Mewnol/Internal: 23802
Rhif Allanol/External : 0845 3130300 (23802)
E-bost / E-mail: simon.tudor@Dyfed-powys.pnn.police.uk

Nid yw'r e-bost hwn nag unrhyw ffeiliau a drosglwyddir gydag ef o angenrheidiwydd yn adlewyrchu barn Heddlu Dyfed-Powys. Bwriedir yr e-bost ar gyfer y person neu'r sefydliad a enwir uchod. Os derbyniwyd yr e-bost hwn trwy gamgymeriad, dylid hysbysu'r anfonnydd a dileu'r e-bost oddi ar eich system os gwelwch yn dda. Os mai nid i chi y bwriedwyd ef ac nid chi yw'r cyflogwr na'r asiant sy'n gyfrifol am roi'r e-bost i'r derbynnydd bwriededig, fe'ch hysbysir gan hyn na chaniateir i chi ddefnyddio, adolygu, lledaenu, dosbarthu na choptio'r e-bost ar unrhyw gyfrif.

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SWYDDOGOL OFFICIAL

From: Harris David
Sent: 06 November 2019 14:50
To: Mills Gary Supt; Tudor Simon
Cc: Morris Shella; Melly Mike ChInsp
Subject: [SWYDDOGOL OFFICIAL] Course Booking Process
Importance: High

SWYDDOGOL OFFICIAL

Hi Gents,

As you will be aware from our previous conversations, we are in the process of working towards a new way of managing the course booking process. The intention is that only RMU will be able to book people onto internal training courses, and the only courses that will be available for them to book are the ones [REDACTED] has created. This will mean a change to the way in which RMU, BSU and the L&D trainers work and in light of this we have met with you previous and this morning met with Mike.

Whilst everyone is supportive of the principal of these changes, there are some practical issues which need further work, specifically how the large scale training such as PST is managed, not just the booking of people onto these events. In light of this I am suggesting that we have a brief meeting with all of us present to discuss how this will work in reality and what roles we will all play.

We are aiming to get these changes made and implemented by December, which will allow the PST taking place in 2020 to be a good test on how things will work in the future.

I will have a look for an available slot in all of our calendars either at the end of this week or beginning of next, in order that we can discuss this and move the project forward.

If you have any queries or wish to discuss the above please let me know.

Kind regards



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human
Resources & Payroll
Heddlu Dyfed-Powys Police
Ext:23817

SWYDDOGOL OFFICIAL

Harris David

From: Tudor Simon
Sent: 26 November 2019 11:56
To: Harris David
Subject: RE: [SWYDDOGOL OFFICIAL] Course Booking Process - Update

SWYDDOGOL OFFICIAL

Apologies for the delay Dave but thank you and spot on mate.

Really appreciated.

Cheers, Simon

Kind regards, *Simon*

Simon Tudor
Service Delivery Manager / Rheolwr Cyflenwi Gwasanaethau



Hapus i gyfathrebu'n Gymraeg neu'n Saesneg

Happy to communicate in Welsh or in English



Gwasanaethau Dysgu a Datblygu
Learning and Development Services

Heddlu Dyfed Powys Police
Ffôn Mewnol/Internal: 23802
Rhif Allanol/External : 0845 3130300 (23802)
E-bost / E-mail: simon.tudor@Dyfed-powys.pnn.police.uk

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SWYDDOGOL OFFICIAL

From: Harris David
Sent: 21 November 2019 10:50
To: [REDACTED]
Subject: [SWYDDOGOL OFFICIAL] Course Booking Process - Update
Importance: High

SWYDDOGOL OFFICIAL

Good morning all,

Further to our recent meeting, I wanted to thank you all for your attendance and your support in delivering the proposed changes to the internal course booking process. I have no doubt that this will be a success, particularly with all of your buy-in and support from senior management.

I have discussed the process with IT and due to leave and to ensure that this is delivered as a useable product, I am proposing that this goes live now on January 1st and not December 1st, as previously discussed. This will allow the IT to be in place, the courses to have been created fully, along with the communication plan to have been devised and communicated to the organisation.

In brief the decisions regarding the project are as follows:

1. As from January 1st access to allocate individuals to internal courses on DMS will be removed for everyone, with the exception of RMU (there will need to be two exceptions to this for Dogs Unit and Firearms – this is to be agreed in due course) – [REDACTED] – *can you confirm if you anticipate any issues with this?*
2. Costed Training Plan will be managed by L&D and only courses via this process will be provided to BSU to create. – [REDACTED] – *Are you able to work with senior managers from all depts. To reiterate this in your annual discussions re: training provision?*
3. A communication plan will be devised by the BSU, explaining the process to be undertaken moving forward. - *BSU will complete this task*
4. A review of the courses currently on Trent will be conducted and this will be mapped against DMS. – *BSU will complete this task*
5. Podcast to be recorded by Supt Gary Mills – *BSU to write this*

I would be grateful for your comments on the above and whether you see any issues which could impact on the delivery of this project by January 1st.

Kind regards



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human
Resources & Payroll
Heddlu Dyfed-Powys Police
Ext:23817

SWYDDOGOL OFFICIAL

Harris David

From: Tudor Simon
Sent: 06 December 2019 12:03
To: Harris David
Subject: RE: [SWYDDOGOL OFFICIAL] Course Booking Process

SWYDDOGOL OFFICIAL

Perfect I think thanks mate.

Really is appreciated.

See you next week then .

Cheers, Sim.

Kind regards, *Simon*

Simon Tudor
Service Delivery Manager / Rheolwr Cyflenwi Gwasanaethau



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Happy to communicate in Welsh or in English



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Learning and Development Services

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Ffon Mewnol/Internal: 23802
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E-bost / E-mail: simon.tudor@Dyfed-powys.pnn.police.uk

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SWYDDOGOL OFFICIAL

From: Harris David
Sent: 06 December 2019 11:29
To: Tudor Simon
Cc: [REDACTED]
Subject: [SWYDDOGOL OFFICIAL] Course Booking Process
Importance: High

SWYDDOGOL OFFICIAL

Hi Si,

Thanks for coming over to meet with [REDACTED] and I this morning to discuss the course booking process. I have attached the amended 'Additional Training Request' form, along with the process map for the Costed Training Plan and ad-hoc training requests. Should you need any further amendments to be made following your discussions with Teresa, please let me know.

To summarise our discussions, the process will be as follows:

Additional Training Request form will be sent out to all trainers, explaining how these changes will impact them. When additional training is required, this form will be completed and forwarded to Simon at (simon.tudor@dyfed-powys.pnn.police.uk)

Simon will review the request and check this against the 12 month planner to ensure that there are no clashes.

Once approved, the completed form will be forwarded to the BSU via e-mail to: TrentCourseAdmin@dyfed-powys.pnn.police.uk

BSU will create the course on Trent, applying a unique identifier to enable effective data transfer between Trent and DMS.

Once created, BSU will forward completed form to RMU for them to populate.

I will amend the e-mail I showed you earlier and send this out to the trainers, asking them to complete the ATR form and forwarding this to you, when they have training requests.

If you think of anything else, or need our assistance with anything else just let us know.

Kind regards



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human Resources & Payroll
Heddlu Dyfed-Powys Police
Ext:23817

SWYDDOGOL OFFICIAL

Harris David

From: Mills Gary Supt
Sent: 06 December 2019 13:00
To: Harris David
Subject: FW: [SWYDDOGOL-SENSITIF OFFICIAL-SENSITIVE - Gweithredol Operational] IMPORTANT - Course Booking Changes (Swyddogol Official)
Attachments: Course Creation Form.xlsx; Course process.pub
Importance: High

Classification: Swyddogol Official

David,

Thank you for all your work with regards to this which will undoubtedly bring some cohesion with regards to course creation and attendance. Much appreciated.

Gary Mills
Uwcharolygydd/Superintendent
Gwasanaethau Dysgu a Datblygu/Learning & Development Services

Classification: Swyddogol Official

From: Harris David <david.harris@dyfed-powys.pnn.police.uk>
Sent: 6 Dec 2019 11:33

To: [REDACTED]

Cc: Mills Gary Supt

; Tudor Simon

Subject: [SWYDDOGOL-SENSITIF OFFICIAL-SENSITIVE - Gweithredol Operational] IMPORTANT - Course Booking Changes

SWYDDOGOL-SENSITIF OFFICIAL-SENSITIVE - Gweithredol Operational

For named recipient/s or distribution group I dderbynnnydd/derbynwyr a enwir neu grŵp dosbarthu
Good morning all,

As you may or may not be aware, the organisation has been reviewing the course booking process to ensure that this is being monitored and driven by central Learning and Development. The changes to the process will include blocking access for individuals to be placed on courses unless done so by RMU, RMU only being able to book individuals onto Internal courses if they have been created in Trent, as well as Trent and DMS becoming more integrated to allow for automatic updating of Trent records and duty rotas.

What does this mean for you as Trainers?

As a trainer, we are asking that with **immediate effect**, if you are looking to run an internal course you no longer do this by contacting RMU directly. Instead you complete the attached Additional Training Request (ATR) form and forward this to Simon Tudor at simon.tudor@dyfed-powys.pnn.police.uk. This will ensure that the course is agreed

and that all the necessary checks have been conducted prior to it being delivered. Once Simon has reviewed the form, he will forward this to the Business Support Unit for it to be created on Trent.. Once this is done, RMU will be notified of the available dates and the maximum/minimum number of individuals able to undertake the training in any one event and will commence populating it with candidates. Anyone contacting RMU directly will be asked to complete the attached Additional Training Request (ATR) form.

I have attached a process map of how the new course booking process will work, along with a copy of the ATR for future requests for internal courses to be delivered.

In the future the above process will also be rolled out to External courses, however this will not take place until the end of the financial year.

Should you have any queries with regard to the above, please do not hesitate to contact either myself, Simon Tudor or Sheila Morris who will be happy to assist.

Kind regards



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human
Resources & Payroll
Heddlu Dyfed-Powys Police
Ext:23817

SWYDDOGOL-SENSITIF OFFICIAL-SENSITIVE - Gwalthredol Operational

Harris David

From: Harris David
Sent: 10 December 2019 10:54
To: [REDACTED]
Subject: [SWYDDOGOL OFFICIAL] Intranet Banner - Course Booking
Attachments: Course Booking Communication.docx

SWYDDOGOL OFFICIAL

Hi [REDACTED],

Further to our conversation this morning, I would be grateful if you would be able to create an intranet banner to publicise the change in the course booking process.

I have attached the draft comms which will need to be available when individuals click on the banner (this is yet to be approved by Supt Mills so I will let you know the final version when this is received). There are links in the comms document which link to pages on the BSU intranet page, so these would need to be active.

The banner needs to say "Important information about the new course booking process" and have something which is L&D orientated (silhouettes of people in class – or something like that).

Can you let me know if this is ok and whether this could be ready for mid next week?

Cheers

Kind regards



Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human
Resources & Payroll
Heddlu Dyfed-Powys Police
Ext:23817

SWYDDOGOL OFFICIAL

Harris David

From: [REDACTED]
Sent: 16 December 2019 18:01
To: Harris David
Subject: RE: [SWYDDOGOL OFFICIAL] Intranet Banner
Attachments: courseBookingBanner.jpg

SWYDDOGOL OFFICIAL

Hi Dave,

No problem, please find attached banner. If you need anything changed, give me a shout.

Cheers,

[REDACTED]

Arbenigwr Meddalwedd – Software Specialist



Adrian TGOB - IT Department
Human Resources & Payroll



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SWYDDOGOL OFFICIAL

From: Harris David <david.harris@dyfed-powys.pnn.police.uk>
Sent: 16 December 2019 09:36
To: [REDACTED]
Subject: [SWYDDOGOL OFFICIAL] Intranet Banner
Importance: High

SWYDDOGOL OFFICIAL

Hi [REDACTED]

Just checking if we are still ok track for an intranet banner to be ready for this week for the new course booking process? This is my last week in the office until the 30th December so wanted to make sure that it was ready and had been ratified by Supt Mills prior to me going off.

Cheers

Kind regards

A handwritten signature in black ink.

Dave Harris
Swyddog yr Uned Cymorth Busnes/ BSU Officer
Uned Cymorth Busnes (UCB) – Adnoddau Dynol a Chyflogres/ Business Support Unit – Human
Resources & Payroll
Heddlu Dyfed-Powys Police
Ext:23817

SWYDDOGOL OFFICIAL

Harris David

From: Mills Gary Supt
Sent: 06 January 2020 17:55
To: Harris David
Subject: [SWYDDOGOL OFFICIAL] Course Booking Process

SWYDDOGOL OFFICIAL

Dave,

Can I personally thank you for the work you have undertaken to resolve some of the issues we have had in relation to the process around arranging courses, identifying attendees and recognising the skills obtained as a result. As you have quite rightly pointed out this has been a source of consternation for us as a Force for some time and the fact that you have recognised these issues through the analysis you conducted and introduced the new process is testament to the problem solving approach you have instilled within the BSU.

You quite rightly pointed out that not all courses were being organised through Learning & Development with Departments/BCUs organising their own localised training which, resulted in significant demands and duplication in delivery. Having analysed what the issues were and identified the significant financial and resource demand being placed on the organisation, the new process you have introduced will now see consistency in approach with the resultant efficiency gains. What was important however, is your approach to how the new process would be implemented with the fact you involved myself and other senior leaders from the outset key as part of this. Those early meetings where you got the buy in from all concerned are key to ensuring that the process would be fit for purpose at a strategic level before implementing at an operational level.

Once this was achieved, you were then able to meet with key stakeholders including operational officers, I.S & T and trainers to ensure that their views were taken into account whilst implementing what is a significant change for us as an organisation. This has resulted in the new process being introduced whereby all courses are created via the BSU and L & D to ensure that clear and accurate records are kept with analysis undertaken with regards to non-attendance and associated costs. Whilst it is very much at an early stage, we are already seeing the benefits of this and I am grateful of the fact that you will be monitoring the position closely and addressing any issues should they arise.

Thank you once again for all your hard work.

Coflon / Regards,



Gary Mills

Uwcharyolgydd/Superintendent

Gwasanaethau Dysgu a Datblygu/Learning and Development Services

Heddlu Dyfed-Powys Police

Phone from within Wales 101 / Rhif ffôn yng Nghymru 101 - Option 3 extn 23500

Phone from elsewhere / Rhif ffôn o'r tu allan i Gymru

01267 222020 Est / Extn 23500

☐ Ffon Symudol / Mobile: 07970 146809

gary.mills@dyfed-powys.pnn.police.uk



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SWYDDOGOL OFFICIAL



Heddlu • Police

DYFED-POWYS

Diogelu ein Cymuned - Safeguarding our Community

Dyfed-Powys

Dyfed-Powys Police

Internal Course Booking

Project

December '19 Update

Authored by:

David Harris

Business Support Officer - HR

Heddlu Dyfed-Powys Police



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Dyfed-Powys



Audience: Supt Gary Mills, Simon Tudor, Dawn Walters, Lynne Davies

This report provides an update on the work undertaken to date regarding the proposed amendments to the Dyfed-Powys Police internal course booking process.

Background

Following initial discussions in September 2019, it was raised that the current process for booking internal courses in Dyfed-Powys Police is not efficient and is resulting in individuals attending internal courses, without these being identified as official training needs of the organisation. In addition, this has led to gaps in the training records maintained via the Trent system. Due to the above, a decision was taken that a project would be undertaken to look to improve this process by carrying out a review of where the current issues lay, and how these could be addressed to ensure that a robust process was in place. This would aim to address any data integrity issues resulting from individuals training records not being up to date, as well as looking to provide a central steer for course creation and attendance. This would also aim to address issues in non-attendance for courses, reducing the risk of police officer and staff skills not being maintained.

Report

In order to achieve an initial meeting took place with the Learning and Development Administrator to further understand the issues within this process, both from an administrative aspect as well as organisationally. This was followed by a series of meetings with both senior police officers and police staff from the Learning and Development Department, as well as from operational policing. The outcome of these meetings resulted in a number of proposals being put forward, which would be delivered by the Business Support Unit in an effort to address the inherent issues with the current process. These are detailed below:

- Implementation of a structured process for new course requests
- Withdrawal of access for individuals to be added to courses on DMS unless done so by RMU
- Automated data transfer between Trent and DMS
- Reintroduction of E-form for removal from courses
- Withdrawal of Learning Event Attendance (LEA) forms and introduction of Trainers directly resulting courses in Trent

To achieve the above a series of meetings have taken place with key stakeholders within the process, including Learning and Development senior management, Trainers and IT colleagues. These have generated a number of actions which have been progressed to date; withdrawing access to add individuals to courses, limiting the courses available on

DMS to those that exist in Trent and the creation of a unique reference for courses to allow seamless data transfer between Trent and DMS.

In addition to the above, the Business Support Unit (BSU) have conducted a review of all of the courses available on DMS to conduct a match and gap exercise with Trent data in order that there are no official courses missed off when the process is fed by Trent. During this process BSU have been engaging with the training team to ensure that the relevant dates are identified for courses being delivered in early 2020.

Moving Forward

As from January 1st 2020, the courses available via DMS will only be those that exist in Trent. This will not impact on those courses where people have been allocated to them on DMS but they do not exist in Trent, however no further individuals will be able to allocated to it unless the BSU are made aware.

In addition, for all courses being delivered from January 2020, DMS will automatically feed the candidate details into Trent 24 hours prior to the course being delivered. This will allow the trainers to gain access to an attendee list on the day that training is to be delivered. This will also allow them to update course results as soon as the training is completed, which in turn will update any skills which are an output of the course. This will reduce any potential delay in these skills being updated, reducing any data integrity issues.

Lastly, to monitor the process moving forward a monthly meeting has been set up between the Learning and Development management team, Special Ops, Trainers, Resource Management Unit, IT and the BSU. This will allow issues to be identified and discussed as we roll out the new process. This will also allow further reporting to be provided in the coming months.

David Harris



Business Support officer - HR



APPENDIX 1

Additional Training Request Form

119

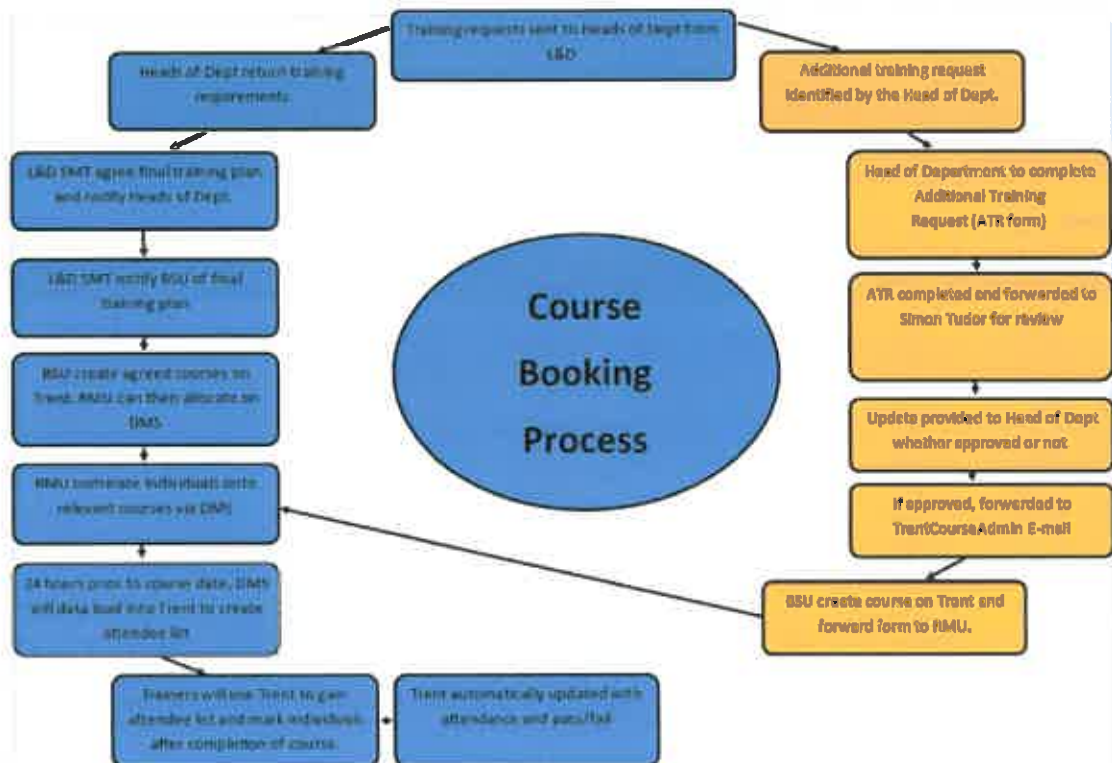
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APPENDIX 2

Course Booking Process Map



APPENDIX 3

Force-Wide Communication

Dyfed-Powys Police has recently reviewed the way in which it delivers internal courses to its employees and the process that is followed to manage this process. This has been undertaken to ensure there is robust control over which courses are delivered and these meet the needs of the organisation.

To achieve the above, the course booking process will be altered. Individual supervisors will no longer have access to add staff to internal courses on DMS. This function will **only** be available to the Resource Management Unit (RMU) staff, ensuring that organisational control is maintained and that abstraction levels are managed centrally. Any supervisors wishing to deliver a course within Dyfed-Powys Police will be required to submit a training course request to Simon Tudor – Service Delivery Manager, Learning and Development Dept. This will be done annually via the Costed Training Plan process, carried out by Learning and Development each year. For all urgent course requirements mid-year, these will also follow a process of submission and authorisation prior to these being delivered. To do this an **'Additional Training Request'** form will need to be completed and forwarded to Simon.

To view a process map explaining the course booking process, please click [here](#).

These changes are a necessary step to ensure that courses are only delivered once they have been approved by the Learning and Development department, ensuring they have been considered alongside organisational need and required abstraction levels.

In light of the above, as from January 1st, RMU will be the only team able to book individuals onto internal courses and these will only be those that exist on Trent.

In addition, once an individual has been booked on a course, the only way for their attendance to be cancelled will be via the E-Form system ([link here](#)). This is to ensure that there is control over this process so as to avoid non-compliance with any mandatory training requirements. Due to the number of withdrawals/no shows we are experiencing on courses, the new process will see the removal from courses requiring authorisation of a Chief Inspector or Police Staff equivalent.

I trust you as employees will assist in the delivery of the above changes. Should you have any queries about how to submit a course request, or how to book an individual onto a course, please contact the Business Support Unit or Simon Tudor, who will be happy to assist.

Gary Mills Superintendent Learning & Development Services

Department

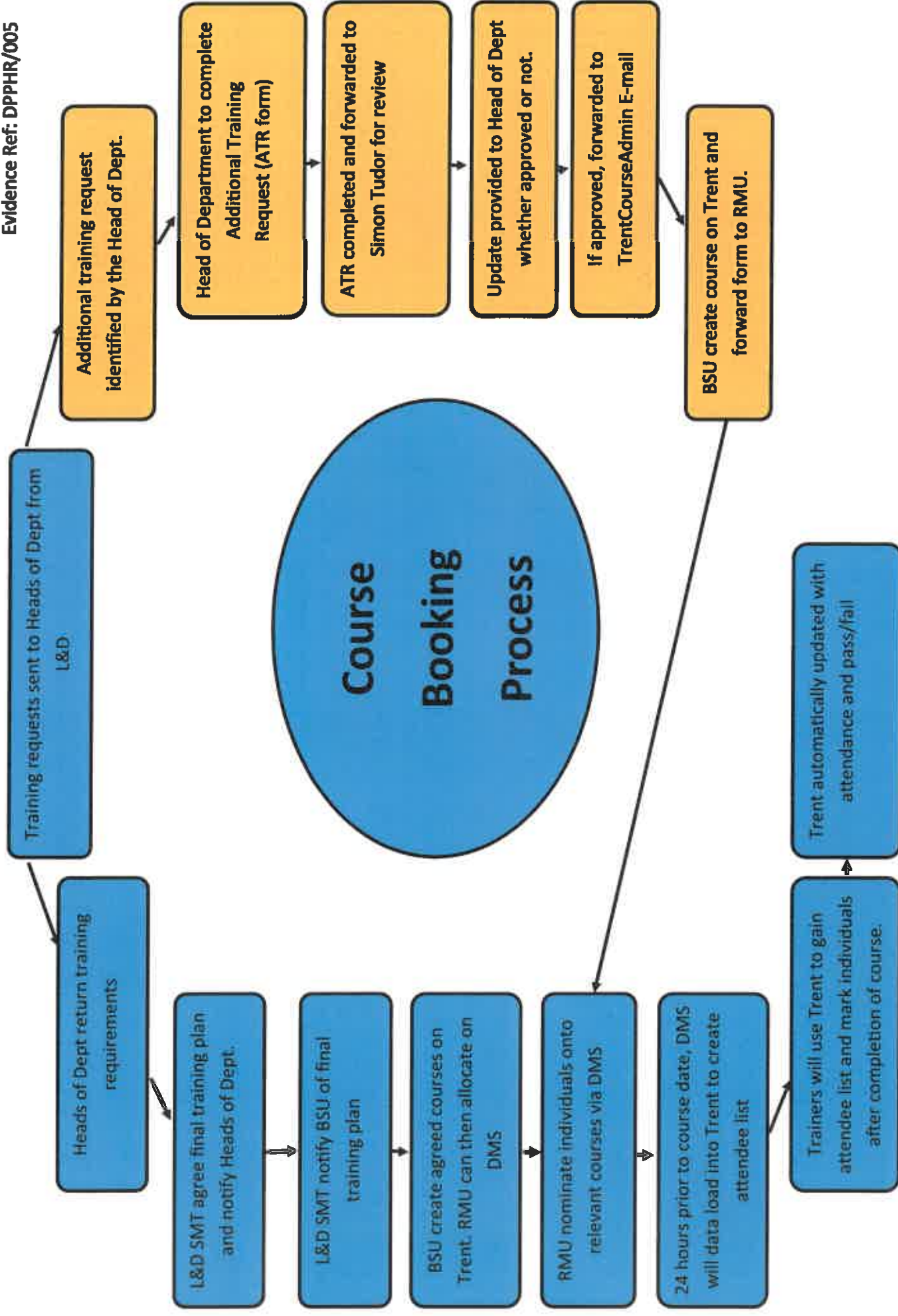
Date _____

[illegible]

Date:

Date forwarded
to BSU:

Course Name	Duration (Days)	Dates	Location (Division)	Location (Room)	Target Audience	Min Participants	Max Participants	Trainer
Date forwarded to RMU:								



The screenshot displays the DPPi2 web application interface. At the top, a blue banner reads "BETA DPPi2 is available for preview / feedback" with a "DPPi2 Beta" link. Below this is a navigation bar with links: "Code of Ethics", "A-Z", "DPPi Directory", "Phonebook", "My DPPi", "Wellbeing", "Log a call", and "Help". The main header features the "DPPi" logo and a search bar with the text "Search for" and "in DPPi".

The interface is divided into several sections:

- Alerts:** A section at the top right showing "Threat Levels - International Threat - Substantial, Overall Risk - Substantial, Response / Alert State - Heightened" with "Add Widgets" and "Reset" buttons.
- Notifications:** A section on the left with a "Duty Management" alert stating "You have 2 new rota change request(s)", and two "Tasking" alerts stating "You have 2 overdue task(s)" and "You have 2 overdue supervisory task(s)".
- System Status:** A section on the right showing "System Status" with a "NO FAULT REQUIRED" indicator.
- Clued Up:** A section in the middle right showing a "Clued Up" status with "allentia" and "add entry" buttons.
- My Tasks:** A section on the far right showing a "My Tasks" status with a "Tasking" indicator and a "Go to Tasking" button.
- Working Time:** A section at the bottom left showing "Working Time" with a "Last Booking IN: 06-01-2020 12:43" and a "Balance: 15h 58m".
- My Links:** A section at the bottom left with "General" and "System" tabs.

The bottom of the screen shows a system clock displaying "14:17" and the date "06/01/2020".

Course Booking Communication

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In addition, due to the number of withdrawals/no shows we are experiencing on courses, the new process will see the authorisation of a Chief Inspector or Police Staff equivalent being required to withdraw an employee from a course.

I trust you as employees will assist in the delivery of the above changes. Should you have any queries about how to submit a course request, or how to book an individual onto a course, please contact the Business Support Unit or Simon Tudor, who will be happy to assist.

As part of my CIPD qualification I have undertaken a self-assessment, against the CIPD's Profession Map 2015. I have done this to allow me to use this as a benchmark of my ability and competencies within specific HR fields, and to allow to development as Personal Development Plan (PDP) to map my objectives over the coming year.

In undertaking the assessment, I have carried this out at Band 2 – Professional, and have elected to conduct the assessment against the following areas:

Professional Areas

- Leading HR
- Insights, Strategy and Solution
- Resourcing and Talent Management

Behaviour Areas

- Collaborative
- Personally Credible

I have selected the professional areas, as I see the need for Leading HR and Insights, Strategy and Solution as something which all HR practitioners and professionals should demonstrate an ability for. This is echoed by the CIPD, within the Profession Map and why these two areas sit at the heart of the map itself. In addition to the above, my role predominantly focuses on internal and external Police Staff recruitment, therefore it was vital for me to also choose to Resourcing and Talent Management professional area.

In terms of the behaviour areas I have selected, these are two areas which personally stood out to me as behaviours I feel strongly about, however they are also two areas which I would wish to develop my skills further.

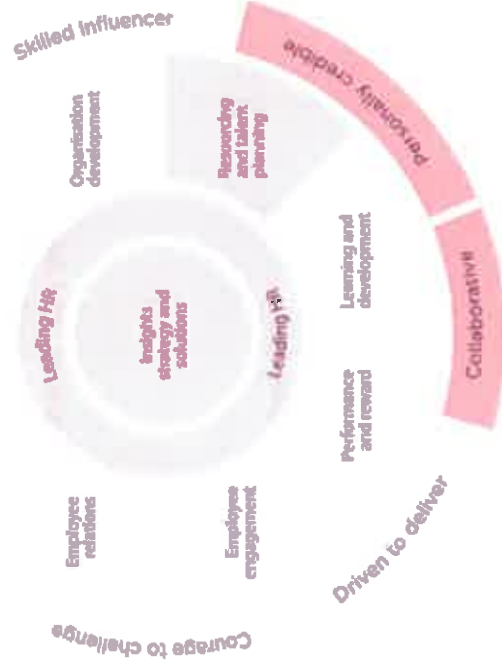
Below is an image of my Student Assessment against the CIPD Profession Map, highlighting the areas where I have completed as assessment.

STUDENT ASSESSMENT

Your assessment results

📌 Click on each area for further information

- 📄 Summary
- 🔍 Development actions
- 📁 Reading & Research
- 📅 Courses & Events



Select a completed area of the map to see your assessment results and recommendations.

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

Following the completion of my assessment, I have also not developed a Professional Development Plan, where I have identified and indicated several areas for development over the coming 12 month period.

Development Plan

NAME:	David Harris	MEMBERSHIP NUMBER:	55479883
COVERING THE PERIOD FROM:	December 2019	TO:	December 2020

Planned outcome

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

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	Completion Date
Improve my knowledge of employment law.	By reading regular law publications, setting aside half a day a week to do this.	Access to HR Magazine.co.uk Access to Personnel Today	Being better able to advise my team and other employees on employment law matters.	March 2020	

		Listen to Daniel Bartlett podcast when released.			
Gain a greater understanding of the PRINCE2 model of project management.	Spend some time to Force's Project Manager discussing the process she follows when managing a project in the workplace.	Agreement and cooperation from Project Manager.	Completed a project plan for next project I undertake in work.	April 2020	
Practical Experience of dealing with a change management process	Spend some time with the Senior Manager for Change Management and shadow/assist during a change management process.	Support from Senior Manager and department going through change process.	Undertake part of a change management process independently, potentially consultation/engagement with affected dept.	December 2020	

Conduct a 360-degree feedback with members of my team, members of the senior management team, as well as members of the People Services Team	Gain a greater understanding of how my actions are perceived by others and where by team and colleagues believe I can improve my performance.	Buy-in from colleagues to participate and to do so honestly.	Make practical changes to the way in which I work, following receiving feedback.	April 2020	
Review and develop a selection process workshop for internal colleagues	Undertake a full review of a process, designing this to support internal colleagues in their development.	Support from senior management to run an event.	To see an increase in internal colleagues applying for vacancies and being successful at shortlisting and interview processes.	August 2020	

Develop an induction plan for new HR employees	Provide a measurable structure for new team members to follow and to allow effective performance monitoring to take place.	No specific resources required.	I will have created a product by the time the new employee starts.	March 2020	

CPD Record

Key Date	What did you do?	Why?	What did you learn from this?	How will you use what you learnt?

