

CIPD Diploma in Applied Human Resources

Developing Professional Practice in Human Resources

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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: *S.L. Cosker*
Date: 12/01/2020

Learning outcome 1: Understand the components of a specific HR career development programme

The CIPD level 5 diploma in Applied Human Resources is a 2-year programme which enables apprentices to develop knowledge and skills whilst being in paid employment. The course is part of two institutions, college Sir Gar and the University of Wales Trinity Saint David, because of this we have access to facilities provided by both. The course involves both on and off the job learning, monthly study days at the college, along with work-based learning to put theory learned into practice. There are 16 units to cover, to ensure successful completion it is recommended to attend all monthly workshops complete reading lists and look through activities and information provided via Moodle. Requirement of the course to become a student CIPD member via the CIPD website you are given access to a wealth of knowledge, guidance and information on HR. There are 3 core textbooks for the course including:

The first workshop of the course consisted of a full induction; throughout the day we were shown how to access the online facilities such as Moodle.

As part of the course you have access to the university website (www.uwtsd.ac.uk/quick-links) which provides a range of online support, not limited to but included the following:

- Moodle
- IT helpdesk
- library resources
- student services
- distance learning guide
- academic handbook
- Access to university email

All the information provided via the university website gives information about any help needed throughout the study. Also, we have contact details for both the course lecturer, Julie Thomas and Training Advisor, Alison Williams for any questions we have or support we may need.

Please refer to appendix:

1.1 Completed induction form

1.2 Course timetable

1.3 Coleg Sir Gar student Codes of Practice – this shows the expectations from the college which studying

1.4 CIPD Code of Practice – showing expectations of HR Professionals

All information above clarifies what is involved in the course, where I can find any help and support required and what the expectations are from me whilst study and throughout my HR career.

Learning outcome 2: Understand the range of HR roles and behavioural requirements of HR professionals

Executive summary

According to HR magazine *"92% of employees of a recent survey said that employee experience was the most important thing to get them motivated at work"* (www.HRmagazine.co.uk). Therefore, a focus should be made on rewarding performance, creating positive morale and working environments (www.humanresourcesedu.org). All tasks which HR can provide help support and be involved in to 'add value'.

With this statement in mind it brings to light the need for competent HR Practitioners to deliver changing demands of the workforce and increase employee retention rates. This report looks at the requirements of professional and competent HR staff, identifying that HR should focus on 'added value' tasks not providing a basic admin function.

Introduction

HR was previously seen as a basic admin function, providing written contracts, policy's, absence management and simple job advertisement.

In a changing and technically advancing 21st century workplace it is important for HR practitioners to adapt, keep up to date with knowledge, work trends and changing demands to provide best practice advice (bersinacademy.com).

A recent study concluded that *"82% of HR leaders believe that HR will be unrecognisable in 10 years' time"* (hrmagazine.co.uk). Each day is different from the next making human resources a challenging work environment, and with constant change this is set to continue. This highlights the need for Continued Professional Development as a CIPD requirement and why flexibility is a required trait for any successful HR professional (www.managerskills.org).

Main body

Today's HR is much more than administrative tasks. The focus should now be on adding value to the strategic plans of the organisations and any employee initiatives should impact the business in positive ways (www.humanresourcesedu.org).

Johns & Perkins (2016) state the role of HR is to 'add value' to organisations, with a focus on encouraging staff to reach their full potential and training line managers to lead by example.

An August 2014 Forbes article explored the goals of today's HR., The article found that HR teams tend to be focused on things that don't add value by being a basic admin function with no real purpose. Conclusions from an independent study of Senior HR Managers found that as high as *"65% of HR professionals at mid-tier firms are struggling to spend any time working on value-add initiatives"* (www.humanresourcesedu.org).

Adding value activities may include employee engagement, wellness programmes and talent development instead of the admin demands such as annual leave queries, basic monitoring attendance, payroll admin and health and safety (www.humanresourcesedu.org).

With the role of HR continually changing; the qualities of a successful HR practitioner are integral to deal with the demands of the role.

Ethical values focus on the 'right thing to do' and ensuring not to make decisions based on monetary or personal gain. The decisions and hoses made in organisations will have great effects, especially incorrect decisions. These can affect an organisation financially, ruin reputation and cause low mood amongst employees. Making decisions ethically can therefor have the alternative effect – improving the organisation, employee morale and satisfaction. (ethics at work: an employer's guide, CIPD October 2019)

A key attribute of a HR practitioner is always to be professional whilst at work, showing guidance, support, clear communication skills along with excellent time management. A professional uses specialist knowledge to provide guidance without judgement, whilst being guided by a set of principles. A professional does not need to be a member of a professional association to be professional (Lester, 2010). Although Johns & Perkins (2016) mention that different definitions of the term 'professional' may contradict this.

John & Perkins (2016) state an alternative definition of a professional is *'to occupations that are controlled to a considerable extent by governing body which has a formal membership structure with admission barriers as performance criteria that must be met'*. Membership to the CIPD is not mandatory so even though it is a professional body you do not have to be part of the CIPD to work within the HR function, therefore puts question to if HR practice is a profession. With the wealth of knowledge and continued personal development that is required to be a competent HR practitioner it seems inappropriate that HR practitioner can be called anything other than part of a profession.

The CIPD's From Best to Good Practice: Developing principles for the profession report (2015a) identified the following core elements of what it means to be a HR Professional; social and ethical responsibility, commitment, a body of expert knowledge and skills, continuing professional development (CPD) and situational judgement. The report highlighted the importance of professionals maintaining ethical values so that a trust relationship can be built (Baczor & Zheltoukhova, January 2017).

In 2015 a professional map was developed to help identify strength and weakness and ensure continued professional growth (CIPD, 2015).

The CIPD Professional Map 2015 (www.cipd.co.uk)



To ensure clear guidance of best practice HR the CIPD HR professional map (CIPD, 2015) sets out key behaviours and skills to provide universal guidance to all HR practitioners. The map consists of two core areas, ten professional specialisms, 8 key behaviours and 4 bands. Each band represents the level of HR practitioner, from administrator to strategic HR manager. Via the CIPD website you can access the map and discover through a questionnaire what your strengths and weakness may be, the outcome gives guidance on recommended study to further develop skills.

'Strategy, Insights, and Solutions' is at the core of the map, this is important for an HR Professional at any level of competence. It is essential that HR Practitioners have an understanding of the organisation, to enable them to tailor strategy and solutions to meet the needs of the organisation.

'Leading HR' is also the core of the map. As a leader it's essential to act as a role model, supporting and developing others in your team.

All 8 behaviours give HR practitioner the tools to deal with the variety day of a HR practitioner.

Curiosity ensures that the practitioner is looking to add value to an organisation by seeking continuous improvement. This could involve looking at outside organisation process to gain ideas to make improvements within own organisations.

A **Decisive Thinker** can analyse data quickly and provide realistic recommendations. For example, a raise in absence rates will need further analysis to establish why, how and what can be done to try and minimise any further rise.

The **Skilled Influencer** will develop relationship with stakeholders to gain support to make change within organisations. This will ensure that HR incentives are taken on board and promoted by the senior leaders of the organisation which will encourage change amongst the workforce. Recently we have driven a project to make the organisation carbon neutral by 2025, this has resulted in massive change throughout the organisation. Without the support of senior management this may have not been so well received.

To be **Personally Creditable** the HR practitioner will provide relevant and up to date HR expertise and knowledge.

Working Collaboratively will include a range of individuals to ensure positive outcomes for the organisation.

To be **Driven to Deliver** the HR practitioner shows determination and focus to deliver positive outcomes.

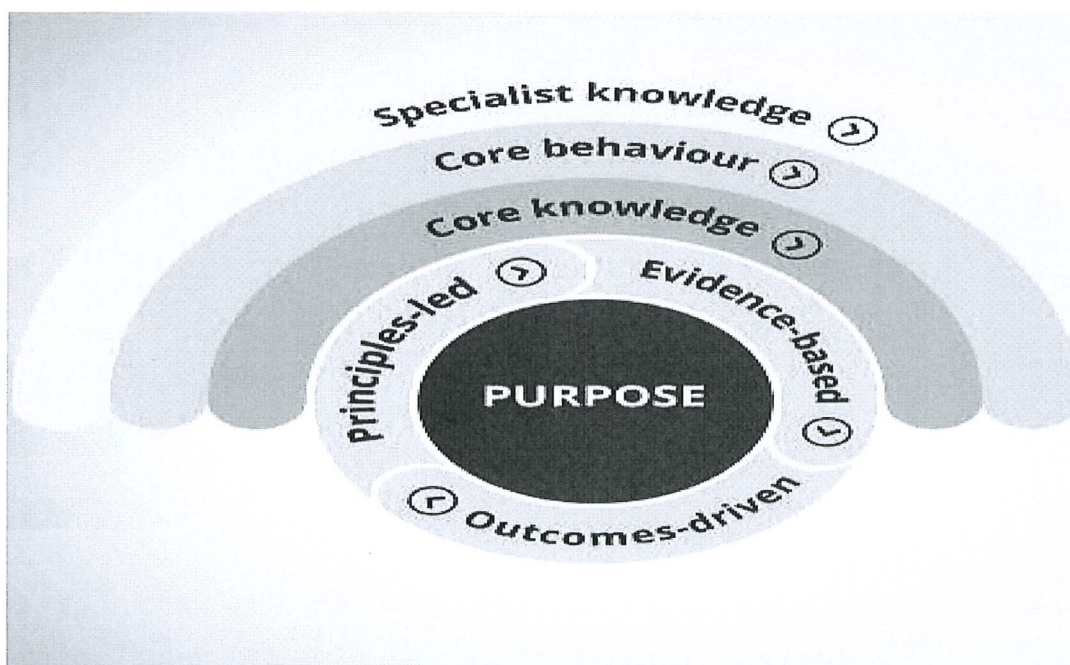
Having the **Courage** to challenge successfully is key in any organisation, with ranging opinions of different stakeholders to be diplomatic and confident to raise a point shows courage. Senior management may have a personal belief that clouds judgment on a decision, the HR practitioner will give sound legislative advice and knowledge as to why something can or cannot be done within the law, often disagreeing with senior management and influencers within the organisation. This needs to be handled with confidence but respectfully.

Being a **Role Model** ultimately always involves continually acting with integrity, being clear, transparent and ensuring to work within the policies, procedures of the organisation and always within the law.

A recent study by ?? concluded that "51% of HR leaders said a lack of vision and leadership in their organisation is preventing change" (hrmagazine.co.uk). This shows the challenge faced by many HR practitioners, behaviours of the HR Profession map such as having courage, showing drive to deliver and skilled influencer will all encourage working collaboratively to encourage positive vision and leadership.

Belbin reiterates this with the statement "In employment, the ability to handle people and behave appropriately becomes crucial to career progress at every turn" (Belbin, 2013).

In November 2018 a new professional map was devised to continue to keep up to date with the changing HR profession, at the centre of the map it states the "fundamental purpose of the people professional is to champion better work and working lives" (CIPD, 2018).



CIPD recognises the importance the traits of a 'thinking partner' to be a competent HR practitioner.

Johns & Perkins (2016) state that a *"thinking partner is the person who not only performs operationally, but the person who also thinks about what they are doing"*. A thinking partner will seek to find out and contribute to an organisations strategic goals, will challenge to provide solutions which result in higher standards of working, which may improve service, lower financial costs and increase productivity. Whilst continue to promote compliance and add value. A thinking partner will develop relationships with customers, seeking feedback and look outside their organisations for new ideas and practice to improve their organisation. These skills can provide a valued asset to any organisation. Providing realistic and worthwhile change to improve the organisation (Johns & Perkins, 2016).

Conclusion

Increasing demands on HR, such as the importance of developing relationships with key stakeholders, being at the forefront of delivering priority strategy and goals are all part of the varied role for the HR practitioner. It is evident that a practitioner will need the varied skill set to match the expectations of the role in order to achieve success.

Recommendations

To be a professional HR practitioner can be achieved by ensuring to continue professional development via CIPD guidance to maintain the qualities mentioned and identified throughout this report.

Activity 3: Be able to manage self and workload to meet performance requirements

A part of a HR professionals' role will at some point involve the management of a project. According to Taylor & Woodman's (2016) a project can be divided into 5 stages.

- Initiation – the idea for the project
- Planning and design – plans of completing the project, what is needed, how and why.
- Execution – implementation for the plan
- Monitoring and controlling – monitor any issues and resolve
- Completion - evaluate what went right or wrong and establish lessons learned.

A useful tool when completing a project is the use of a Gantt chart, this is a timeline of dates and times where each part of the project needs to be completed by. You can use this to see if the project is on track and make amendments if any time delays arise.

To ensure the project is completed with the requirements needed completion of tasks identified within the project plan need to be monitored, realistic goals, timelines and issues should be recorded and worked through appropriately. All tasks delegated need to be clearly communicated to make sure all involved are aware of what they need to be doing. The project needs to be managed or it could lose track and end up unfinished.

(Taylor & Woodhams 2013)

Example Project - Applicant Tracking System Implementation

After evaluation of recruitment practice at my organisation a clear need for a new robust recruitment procedure/system was evident.

Current recruitment practice was basic, the post an advert a time-consuming process would be followed, reliant on the communication team and their resource to put the advert on the organisation's website. Applicants would send through CV's to our recruitment inbox where HR assistant then would have to send on to line managers. Line managers followed a basic 'shortlisting' form which often give poor feedback for why candidates were taken forward into the recruitment process or not. Scrutiny of the system showed a lack of consistency, potential GDPR breaches due to the email back and forth, and, grounds for potential issues that not applicants not being treated fairly.

After confirming potential budget to tackle the issue we researched the value of an Applicant Tracking System – it was clear this was the way forward.

Stage 1 – Initiation

- Ensuring the HR Team were aware of the changes that were coming and how they would affect them (the HR team included 3 staff members that had never seen or worked with an ATS previously)
- The HR team developed our relationship with an ATS provider (we were limited to what we could implement due to financial restraint), so this guided our choice.
- When the HR team were clear about what the changes meant we started to communicate to the wider organisation, firstly with the senior management team, then managers, team leaders and anyone that may recruit.

To achieve all the above, I knew I had to ensure to use both influencing and communication skills to promote the change, gaining support of the senior management team in order to tackle any resistant to change and negative opinions.

Stage 2 – Planning & Design

At this stage the HR team worked together to develop a timeline of potential implementation of the system.

The HR team had weekly meetings for the first 3 months with the ATS provider, developing our relationship and having training on how to use the system. Through trial and error, we ensured to get the basic functionality of the system correct to launch to the organisation. At this point I considered the following:

- Resourcing – what needed to be delegated to the other members of HR team?
- Risk Analysis – Would any of the changes have a negative impact?
- what implication would the new system have for the IT department?

Stage 3 – Execution

- I created a PowerPoint presentation to explain the changes that would be happening. I arranged a Team Meeting, where I presented the slides and briefed the team on these changes. I then held a Q&A session for any outstanding questions the team had.
- I presented the PowerPoint to the Senior management team then arranged a meeting with the Managers and anyone that would potentially be recruiting. I made sure to highlight what would change for them as a Manager and promoted how the process would improve.
- I also followed up with a confirmation email to all those who attended and anyone that the change would affect. This confirmed all the points discussed. I asked for feedback at all session and from the email information sent out. from this I went on to develop a set of FAQs' which I added to our managers area of our intranet.
- Next, we invited our head of Technology and innovation along with our business manager at the company delivering our ATS to join us for a conference call to discuss any potential IT issues. although the ATS was an external system our intranet would have a link to this system and all potential applicant would see would look exactly like our internet page. This meeting highlighted that the ATS does run slower on internet explorer and there was some debate between the head of Technology & Innovation and the ATS business manager over this issue. This issue was noted. Now this has been resolved with implementation of google chrome.
- Next, we invited limited managers that we identified we would be using the system straight away. I organised sessions studying the system, enabling the managers to see what the system looks like and how it works. We were provided quick guides for the ATS, but I felt they needed to be developed and interlinked with our recruitment procedures highlighting the importance of a fair process and the need to clearly document decisions (this is something that was identified when looking at the previous recruitment process – there was not consistency). The managers have varied experience in recruitment, so it made sense to develop a recruitment guide which included the ATS functionality and requirements for the whole recruitment process. The guide was devised by me, sense checked by the HR team, and is continually updated to reflect best practice and any new developments to the ATS.
- We continue to receive positive feedback to the ATS, especially in comparison to the previous time-consuming process.

Stage 4 – Monitoring and Controlling

I made sure that everyone was aware I was point of contact and to come to me with any questions or queries. As with any new initiative, there were teething problems along the way. However, I took these queries and fed back any

issues or suggests to our ATS business manager. We continue to have monthly conference calls to discuss updates to the ATS and any recruitment trends and issues we should be aware of. This helps to stay on top of new changes and process in the recruitment world.

Stage 5 – Completion and Evaluation

We continue to ask for feedback and suggestions from our users, a recent survey of all our users since implementation showed that 98% saw a real improvement in the recruitment process and were happy with the ATS.

The 2% of negatives, had come from our IT department. Unfortunately, I feel this is more linked to office politics. We are now aware that the IT team felt they should have been involved in the initial discussions before we sourced our ATS. This is something we have taken on board for future projects to avoid this happening again.

We have identified that some managers will benefit from recruitment training, with a focus on why we do things and the implications errors may have on the organisation. (such as not showing a fair shortlisting procedure to all candidates). a recent issue arose where a manager simply did not read instructions or ask for more help which resulted in 2 candidates with the same scores being treated differently. one being asked for interview and one rejected. Obviously, this is not acceptable and puts our professionalism under jeopardy having to phone the candidate and apologise for the error.

Activity 4: Be able to work collaboratively with others, as a member of a team or working group.

Executive summary

This report consists of looking at the value of teamwork, the characteristics that team members need to facilitate a good working team. Also looking at the role office politics may play on the overall success of an organisation. My conclusion refers to my current organisation practice and identifies work which is needed.

Introduction

Teamwork can be described as a group of individuals working together to deliver a common goal or purpose (www.dictionary.com). Furthermore *"Creativity thrives when people work together in a team. Brainstorming ideas as a group prevents stale viewpoints that often come out of working solo. Combining unique perspectives from each team member creates more effective solutions"* (www.sandler.com).

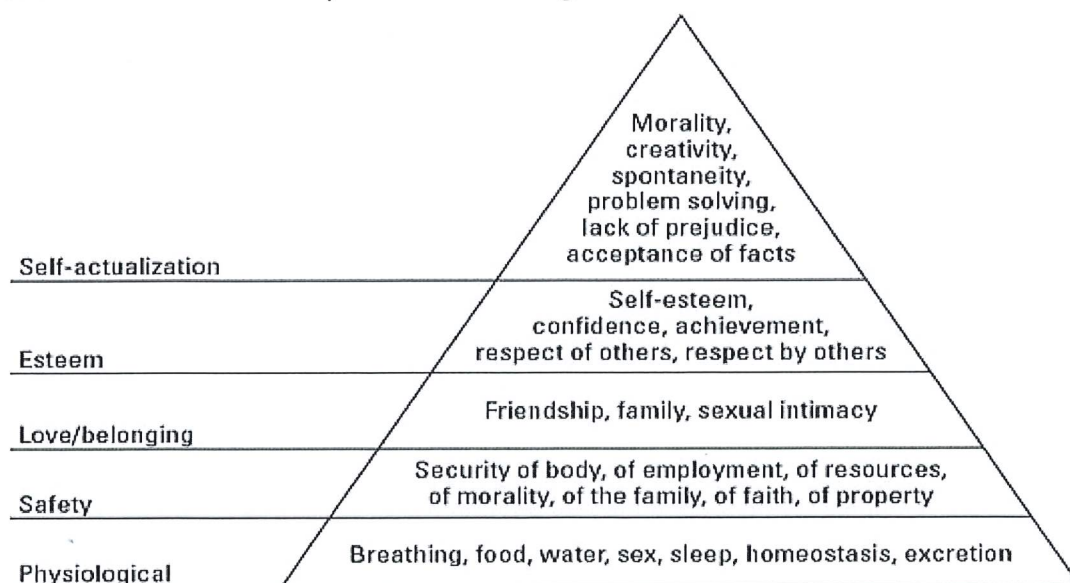
Successful teams are said to Communicate well, Support and motivate each other and Work cooperatively, leading to higher improved efficiency; Hence the value of teamwork in the workplace (www.brighthr.com). I will look at this in further details throughout the report below.

Main body

Teamwork can improve the outcome of a task, increase productivity and create a positive work environment. "When a team tackles a problem, the project benefits from multiple perspectives, skillsets, and experiences all at once" (www.brighthr.com).

Bruce Tuckman developed a theory in 1965 in relation to teamwork which is still used widely today. Tuckman's theory related to each part of a task from the start to finish this can be related to any type of teamwork / project. Tuckman's theory started with Forming - The team is created, project given, time is spent planning, collecting information and developing trust. Next the team goes through the Storming phase where team members are suggesting ideas, conflict arise with different opinions being given, facilitative leadership will benefit at this stage to keep the task on course. The Norming phase is a move towards teams working together and agreeing on the task. In the ideal situation trust and respect begins to form and appreciation is gained for each of the members contribution. Which leads on to Performing, consisting of working in trust and getting the task complete. Later in 1977 Tuckman added on the 5th stage of Adjourning which refers to the finish of the project (www.teambuilding.co.uk).

To be a beneficial member of a team it could be suggested that each member will need their individual needs met. Abraham Maslow was an American psychologist and behavioural scientist who studied workplace motivation. Maslow created the Hierarchy of needs in a triangle as below:



(managementisajourney.com)

Maslow states that you can not move up the hierarchy without first fulfilling the needs in the step below, the triangle relates to basic human rights.

To put this into context in relation to employee motivation these five points can be interpreted to:

- Physiological - Salary and stable employment
- Security - Benefits, pension, safe work environment, and fair work practices
- Love/Belonging - social acceptance issues such as friendship or cooperation on the job
- Esteem - Respect and recognition
- Self-Actualization – Having challenging work

(managementisajourney.com, 2019)

Maslow's Hierarchy of Needs is considered a useful tool; If a manager can see where an employee is in the hierarchy, they can then understand how to motivate the employee.

Belbin's identified that within a team you must have individuals who cover the following nine roles to maximise outcome and potential of the team's success (www.teambuilding.co.uk).

The diagram below shows the nine roles with brief description of their team contribution, along with any weakness of the team member.

THE 9 BELBIN TEAM ROLES

				Team Role Contribution	Allowable Weakness
Thinking	Plant	PL		<i>Creative, imaginative, free-thinking. Generates ideas & solves hard problems.</i>	<i>Ignores incidentals. Too pre-occupied to fully communicate.</i>
	Monitor Evaluator	ME		<i>Sober, strategic and discerning. Sees all options and judges accurately.</i>	<i>Lacks drive and ability to inspire others. Can be overly critical.</i>
	Specialist	SP		<i>Single-minded, self-starting, dedicated. Provides rare knowledge and skills.</i>	<i>Contributes only on a narrow front. Dwells on technicalities.</i>
Action	Shaper	SH		<i>Challenging, dynamic, thrives on pressure. Has drive to overcome obstacles.</i>	<i>Prone to provocation. Offends people's feelings.</i>
	Implementer	IMP		<i>Practical, reliable, efficient. Turns ideas into actions and organizes tasks.</i>	<i>Somewhat inflexible. Slow to respond to new possibilities.</i>
	Completer Finisher	CF		<i>Painstaking, conscientious, anxious. Finds errors. Polishes and perfects.</i>	<i>Inclined to worry unduly. Reluctant to delegate.</i>
People	Coordinator	CO		<i>Mature, confident, identifies talent. Clarifies goals. Delegates effectively.</i>	<i>Can be seen as manipulative. Offloads own share of the work.</i>
	Team Worker	TW		<i>Co-operative, perceptive and diplomatic. Listens and averts friction.</i>	<i>Indecisive in crunch situations. Avoids confrontation.</i>
	Resource Investigator	RI		<i>Outgoing, enthusiastic, communicative. Explores opportunities, develops contacts</i>	<i>Over-optimistic. Loses interest once initial enthusiasm expires.</i>

(www.teambuilding.co.uk)

Each role identified has both positive and negative characteristics, Belbin (2013) concluded that one role's negative can then be covered by another's positive. Having the awareness of different traits gives advantage to ensure all parts of a team / group can work together to carry out tasks successfully.

For example, having a group of "plants" will ensure plenty of ideas for a task are put forward but when it actually comes to completing the tasks without an "implementer" to see things through and get things done the ideas will stay as that.

Pentland (2012) argues that the skills of each member of a team contribute much less to its success than the team's ability to communicate. He states that "it is the elements of communication between team members that makes a difference" (Taylor & Woodhams, 2016).

Ultimately if a team member can not communicate then how will they ensure their skills that have been identified by Belbin (2013) are utilised, thus highlighting that communication is key.

Huczynski & Buchanan (2010) cited in Taylor & Woodhams, also highlight that a team is negatively affected by members that are in a leadership position, all members should be given the opportunity to contribute and feel their ideas are valued to ensure a group / team's effectiveness. This has been proven by a recent study of Starbucks – they have a much lower turnover rate than their industry's average. Starbucks created a system to promote working relationships between managers and employees. Staff have the job title of 'Partner' no matter what the position in the hierarchy, so the bureaucracy is avoided. Each staff member can make contributions to the company operating systems and policies, giving employees respect and involvement (Norman Dias, 2003).

The role of office politics can be seen to influence the success of the organisation. *"Office politics arises when employees tend to misuse their power to gain undue attention and popularity at the workplace"* (managementstudyguide.com). Roffey Parks (2003) Management Agenda survey suggests office politics damages relationships and in turn affect organisational performance as a whole. There is no trust, game playing, and employees fail to give their best. The survey revealed that over 60% of participants believe that political behaviours are a part of human conditioning, a part of organisational life and is required to get things done (www.peoplemanagement.co.uk). The study revealed that the participants involved believed office politics is always negative, influencing is thought of as good politics. The reasoning behind the act can be interpreted if it is politics or influencing behaviour. People management state that *"Influencing achieves a win-win outcome, for the individual and the organisation; politics usually serves only individual interests, often at the expense of other people"* (www.peoplemanagement.co.uk).

Office politics could therefore be called conflict, Kennedy (1992) believed negotiation was the best way to manage conflict. He described negotiation as "a process for resolving conflict between two parties whereby both modify their demands to achieve a mutually acceptable compromise" (www.peoplemanagement.co.uk).

A large part of the HR practitioner role relies on influencing skills to find a resolution to conflict and make things happen, especially when pushing for change and dealing with Senior management. The HR practitioner will always encounter resistance to change, having a key relationship with senior management can help provide the backing needed to encourage the change throughout the organisations (www.peoplemanagement.co.uk).

Conclusion & Recommendations

The beginning of 2019 saw a drastic change in the Organisational Development department of my current employer. With members of the team unhappy with current roles and change in management, morale was very low. Members of the team left, pressure was put on the remaining team members with staff shortages and the reputation of the whole department was worryingly poor.

At the end of 2019 the whole time has been restructured, clear roles and responsibilities defined. The HR team is part of OD and has without a doubt had the most transformation. Going from a team of 4 to 5, all roles below HR manager changing, my job role was promoted from HR Assistant to HR Advisor. There were three new members of staff being hired after recent recruitment. As part of the recruitment process each applicant was required to complete a prevue test (to identify qualities and personal traits) along with attending an assessment centre to establish qualities within a group environment. Each new member of the HR team was picked not only due to experience and knowledge in HR but for their unique contribution they could bring to the team. From personal experience of this I can clearly see the value of having a well-rounded team each with specific skills, we have developed excellent working relationships in a very short time and are committed to raise the profile of HR together. We all know each other's strengths, weakness along with what each of us may enjoy or not enjoy. As I have mentioned that Belbin suggests with his 9 roles of a team – this helps to delegate tasks and promote positive working. The communication between our HR team is open and honest and we have developed a trusting relationship, without this as the basis for our relationship I do feel we would not have achieved together the improvements we have. This linking to Pentlands (2012) theory that good communication comes over and above any skills a team may have.

Currently based in our OD office we have the HR team, Training team and Communication team. The three teams should link to support the business but there seems to be a break in this overall team. Reading the theory, as much as the overall group would have all the roles of Belbin and suggest we should be successful, it should be noted that the communication is failing, and frustrations are evident. This is something that the Head of Organisation Development is working to address, I feel as these relationships have broken, we may be at the "storming" phase as Tuckman's theory suggests. Hopefully we will work through this and there is resolution for the needs of the organisation.

Office politics could also be a factor hindering the overall organisational team. A member of the Training team having once been a part of the HR team developed all the policies and procedures of the organisation. It has been recognised that the majority of these policies are no longer fit for purpose and we are looking at changing all over the coming months, this is causing tension within the office. I think this has caused offence to the employee, we are aware of this and the need to be tactful.

In relation to the wider organisation, the HR team is working to develop relationships with key "influencers" in the wider organisation to help promote and encourage best practice and make improvements. The politics is evident throughout the organisation and we are strategically working to change this. Obviously, this will not be over night and no doubt that is also still well within Tuckman's "storming" phase as in our own office. With an established HR team, we can drive for continuous improvement.

Activity 5: Be able to apply CPD techniques to devise, implement and review a personal development plan.

After completion of the self-assessment tool on the CIPD Profession Map, I decided to focus on learning areas within Insights, strategy and solutions, Leading HR and Employee Relations.

The learning areas identified within these sections were:

- Gain more understanding of my organisation
- Gain better understanding of Employment Law
- Providing advice using sound knowledge of HR policy and practice
- 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

After self-reflection I agree, this is something that I have identified and spoken to my HR manager about in recent 1-2-1's. With recent staff changes in HR a lot of my workload has been focused towards admin / reports and systems rather than working with managers. Now that the HR team is in place, I can work more closely with the HRBP and develop my skills.

I now have a plan in place to ensure that I get exposure to all HR meetings to develop relationships and confidence to deliver sound knowledge and advice.

In relation to employment law – I am going to consider attending a short course provided by the CIPD or ACAS. I have attended Law Seminars locally to be able to meet other HR Professionals and hope to continue where workload enables me to. I have suggested that the HR team have weekly team meetings where we talk about different aspects of employment law to share knowledge.

Please see appendix 1.5 for my personal development plan. I have chosen the areas based on the outcome of my CIPD Profession Map 2013 Assessment results as below:

STUDENT ASSESSMENT

Your assessment results



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Appendix

Contents:

- 1:1 Completed induction form - to scan in
- 1.2 Course timetable - saved
- 1.3 Coleg Sir Gar student Codes of Practice - saved
- 1.4 CIPD Code of Practice - saved
- 1.5 Professional Development Plan

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	monthly, Coleg Sirgar. 9:30 - 4:30pm.
2.	How many modules form part of the programme?	16
3.	When are the workshops this term?	23/10, 20/11, 4/12.
4.	What is Moodle?	Learning tool
5.	What is Eduroam?	internet access
6.	What is Turnitin?	To upload work.
7.	Do you know when you are required to hand in work?	yes.
8.	What are the core texts for this programme?	Kogan books x3, Stephen Taylor, Studying HR, Employment Human Resources, management, law.
9.	Do you know how to access the library catalogue?	yes
10.	Do you know who to go to if you have a question/concern about the course?	yes
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	yes
14.	Do you need to be a member of the CIPD?	yes
15.	What support is available for study skills?	Student Services.
16.	Do you know where the fire-exits and first aid points are for the building?	Yes, car park.
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	yes.
20.	What academic level is this qualification?	level 5, Diploma.

Name: Sarah Cosker

Signed: [Signature]

CIPD Membership Number (to be added when available):

Signature of Lecturer: [Signature]

Date: 20/11/19.

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25 th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23 rd October 2019	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 18/11/19 Part Two – 29/6/20	Part One - Written response. Part Two - Research Report.
20 th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/21	Portfolio of Evidence
4 th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22 nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19 th February 2020	Understanding Employment Law	5CELW			
18 th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22 nd April 2020	Understanding the Management of Employment Relations	5KCER	BMPD5008	25/5/20	Written answers to questions
20 th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	14/9/20	Slides and notes pages
24 th June 2020	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	14/9/20	Portfolio of Evidence
8 th and 15 th July 2020	<i>Skills Workshops – only attend if advised by Alison Williams</i>				
16 th September 2020	Understanding Employee Engagement	5KEEG	BMPD5007	19/10/20	Briefing paper
14 th October 2020	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	9/11/20	Portfolio of Evidence

11 th November 2020	Understanding the Management of Change	5KMOC	BMPD5010	11/12/20	Slides or screen shots with notes pages
9 th December 2020	Contributing to the Management of Change	5AMOC	BMPD5015	18/1/21	Portfolio of Evidence
13 th January 2021	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	15/2/21	Briefing paper
10 th February 2021	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	15/3/21	Portfolio of Evidence
10 th March 2021	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	19/4/21	Written answers to questions
21 st April 2021	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	24/5/2021	Portfolio of Evidence
12 th May 2021	Developing Professional Practice	5CDPP	BMPD5000	24/5/21	Personal Development Plan Update

NB: In order to graduate in July 2021, all work must be submitted by 24th May 2021.

Document updated on 31.7.19

College Conduct and Appeals

Assessment appeals procedure

Policy statement

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

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

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

Regulations relating to academic appeals

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

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

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

Procedures of the appeals panel

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

Panel procedures:-

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

The Chair may decide to elicit the views of the external verifier/quality assurer, 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>

Code of Professional Conduct

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

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

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

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the profession

Members of the CIPD shall:

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

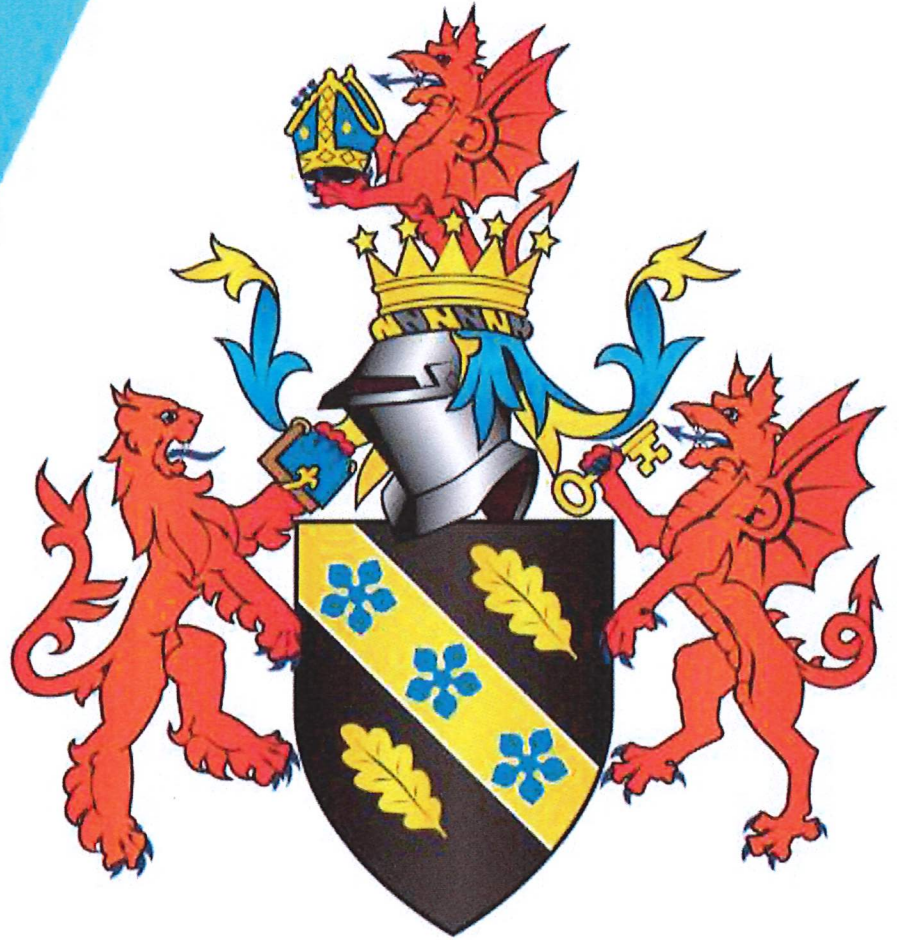
4 Stewardship

Members of the CIPD shall:

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



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



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

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

People

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

People

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

Property

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

University

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

Continued Professional Development Plan Jan 2020 – Dec 2020

NAME:		Sarah Louise Cosker		CIPD MEMBERSHIP NUMBER:		
Area of professional map	What do I want/need to learn?	What will I do to achieve this?	Recommended learning / reading by CIPD	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Insights, strategy & solutions	Gain more understanding of my organisation	Shadow different roles throughout the organisation Ask to be involved in different department team meetings to gain insight on their work	Books: • Martin & Whiting: HR Practice • Leatherbarrow, Fletcher & Currie: Intro in HRM • Taylor & Woodhams: Studying HRM	Time and support from department managers to be involved.	Increased knowledge of all areas and departments of the business	June 2020
Insights, strategy & solutions	Gain better understanding of Employment Law	Research, study, online learning – provided by ACAS. Shadowing HR business partners and Hr manager Look into attending CIPD short course in employment law	Books: • Martin & Whiting: HR Practice • Leatherbarrow, Fletcher & Currie: Intro in HRM • Taylor & Woodhams: Studying HRM	Involvement in ER cases to shadow HRBP & Hr manager Potential financial support from organisation to attend course	Confidence in giving employment law advice to line managers and colleagues	June 2020
Leading HR	Providing advice using sound knowledge of HR policy and practice I feel this links with the above point of gaining better understanding of employment law	As above along with study of the organisations policies – one of our HR team projects this year is to look at each policy & procedure in the organisation, revise and improve. This will involve extension knowledge of the policy we currently have, the changes to be made and in turn I will gain in depth knowledge from this task.	Books: Stewart & Rogers: Developing people & organisations Taylor & Woodhams: Managing people & organisations Podcasts: CIPD Podcast 86 CIPD Podcast 51 Factsheets: HR business partnering HR shared service centres	HR Team project plan	Knowledge of policies and procedures of the organisation and confident to rely to employees / management	June 2020

Area of professional map	What do I want/need to learn?	What will I do to achieve this?	Recommended learning / reading by CIPD	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Employee relations	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	This falls in line with all needed with above learning outcomes. I will now provide HR support of investigations I will take the lead in HR meetings where HRBP, myself and line managers are present. Continually shadow HRBP, getting exposure to as many different situations as possible.	Factsheets: Discipline & Grievance in the workplace Employee relations and overview	Support from HRBP	Exposure to varied ER cases, confidence dealing with all aspects form start to finish. Shadowed by HR manager and confirmation that I am completing to expected standards.	June 2020