Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Portfolio of Evidence demonstrating understanding of the below:

- The components of a specific HR career development programme
- The range of HR roles and behavioural requirements of HR professionals
- Managing self and workload to meet performance requirements
- Working collaboratively with others, as a member of a team or working group
- Appling CPD techniques to devise, implement and review a personal development plan

Student Name: Sophie O'Kelly
Student Number: 1904625
CIPD Membership Number: 55491663

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: SOKelly

Date: 10/01/2020

Chapter of Contents

Evidence Matrix.....page 1

Activity 1.....page 5

- Activity 1 Introduction.....page 6
- Activity 1 Evidence..... page 10

Activity 2.....page 66

Activity 3..... page 71

- Activity 3 Introduction..... page 72
- Activity 3 Evidence..... page 78

Activity 4..... page 108

Activity 5..... page 113

- Activity 5 Introduction..... page 114
- Activity 5 Evidence..... page 117

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Sophie O'Kelly				CIPD Membership/registration No.: 55491663		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources				Unique Learner No. (ULN): 1904625		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5CDPP	Developing Professional Practice in Human Resources	1.1	Induction Questionnaire	EV1		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.3	Programme Handbook	EV2		
5CDPP	Developing Professional Practice in Human Resources	1.2	Apprenticeship Learning Agreement	EV3		
5CDPP	Developing Professional Practice in Human Resources	1.2	E-Track	EV4		
5CDPP	Developing Professional Practice in Human Resources	1.2	University Code of Conduct	EV5		
5CDPP	Developing Professional Practice in Human Resources	1.2	CIPD Professional Code of Conduct	EV6		
5CDPP	Developing Professional Practice in Human Resources	1.2	Coleg Sir Gar Apprenticeship Induction Booklet (WEST Test explanation / Student Code of Conduct)	EV7		
5CDPP	Developing Professional Practice in Human Resources	1.3	Screenshot of CIPD Website	EV8		
5CDPP	Developing Professional Practice in Human Resources	1.3	Screenshot of Moodle	EV9		
5CDPP	Developing Professional Practice in Human Resources	1.3	Screenshot of Student Hwb	EV10		

5CDPP	Developing Professional Practice in Human Resources	1.3	Timetable of Study	EV11		
5CDPP	Developing Professional Practice in Human Resources	1.3	Managing your Learning 2018	EV12		
5CDPP	Developing Professional Practice in Human Resources	1.3	Distance Learning Guide	EV13		
5CDPP	Developing Professional Practice in Human Resources	3.1	Line Manager Communication (Email) discussing the purpose for the project	EV14		
5CDPP	Developing Professional Practice in Human Resources	3.1	Initial Objectives and Project Time Plan Communication (Email)	EV15		
5CDPP	Developing Professional Practice in Human Resources	3.1	Communication (Email) confirming sharing of existing recruitment documents and initial discussions around current recruitment process with Recruitment Managers	EV 16		
5CDPP	Developing Professional Practice in Human Resources	3.1	Communication (Email) sharing first draft of proposed interview questions for feedback	EV 17		
5CDPP	Developing Professional Practice in Human Resources	3.1	Communication (Email) confirming new recruitment documents were flexible to work across all contracts	EV18		
5CDPP	Developing Professional Practice in Human Resources	3.1	Communication (Google Hangout) to set up a focus group to review draft documents and brain storm ideas for improvements/additional requirements to ensure process was robust	EV 19		
5CDPP	Developing Professional Practice in Human Resources	3.1	Communication (Email) to London Operational Trainer and Coach sharing Presentation I developed for Roll Out Launch	EV 20		
5CDPP	Developing Professional Practice in Human Resources	3.1	Project Timeline Overview	EV 21		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Witness Testimony to evidence Project Management	EV 22		
5CDPP	Developing Professional Practice in Human Resources	3.2	Performance Lead Pre-Training questions in order to understand root of the problem ahead of	EV 23		

			brainstorming session.			
5CDPP	Developing Professional Practice in Human Resources	3.2	Brainstorming session Notes from meeting	EV 24		
5CDPP	Developing Professional Practice in Human Resources	3.2	Short Power Point Presentation to deliver to Senior Managers at final Brainstorming Session to make a decision on what the training session should cover and how it should be delivered	EV 25		
5CDPP	Developing Professional Practice in Human Resources	3.2	Final Agenda for Performance Lead Training Session	EV 26		
5CDPP	Developing Professional Practice in Human Resources	3.2	Email Communication sent to training attendees following the training	EV 27		
5CDPP	Developing Professional Practice in Human Resources	3.3	Screenshot of Initial Induction Programme	EV 28		
5CDPP	Developing Professional Practice in Human Resources	3.3	My Thomas-Kilmann Conflict Questionnaire	EV 29		
5CDPP	Developing Professional Practice in Human Resources	3.3	Screenshot of Induction Programme with Fast-Track (FT) elements added	EV 30		
5CDPP	Developing Professional Practice in Human Resources	3.3	Email Communication sent to Managers regarding the importance of following the induction programme (evidences persuading)	EV 31		
5CDPP	Developing Professional Practice in Human Resources	3.3	Screenshot of some feedback comments from New Starters re. the induction process	EV 32		
5CDPP	Developing Professional Practice in Human Resources	3.3	Email Communication sent to all key stakeholders thanking them for their commitment to driving and embedding the induction programme	EV 33		
5CDPP	Developing Professional Practice in Human Resources	5.1	CIPD Profession Map Handout	EV 34		
5CDPP	Developing Professional Practice in Human Resources	5.1	Screenshot of Self-Assessment	EV 35		

5CDPP	Developing Professional Practice in Human Resources	5.2	Honey & Mumford Learning Styles Questionnaire	EV 36		
5CDPP	Developing Professional Practice in Human Resources	5.3	My initial CPD plan	EV 37		

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:**	**10.01.2020**

Qualification: Level 5 CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 1

Student Name: Sophie O'Kelly

Student Number: 1904625

CIPD Membership Number: 55491663

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: 10.01.2020

Activity 1

1.1: Key Components of the HR Development Programme

Employed as Performance Improvement Manager for Remploy, my role is becoming increasingly more focussed on specific areas of HR. For this reason, I applied for the opportunity to study for a CIPD Level 5 Diploma in Applied Human Resources with the aim of developing my skills further and enhancing my professional credibility within this arena.

All students attended an induction to the Diploma where we were provided with a detailed overview as to what the course entailed, what was expected of us and we were introduced to where we could access all key resources that we would require to support our study. Following the Induction we were required to complete an Induction Questionnaire (EV 1) to evidence a thorough understanding of the Diploma in Applied Human Resources. The Questionnaire highlights key components of the HR development programme. The Diploma is made up of 90 credits, broken down over 16 modules in total (5 of which are core, 6 are knowledge-based and 5 are competence-based). It also evidences student understanding of how to access library resources and submit assignments related to relevant modules.

The Programme Handbook (EV 2) is also a key resource for all students studying for the CIPD Level 5 Diploma in Applied Human Resources. The Handbook details that the Diploma will take 2 years to complete; is facilitated by the student attending monthly workshops at the University whilst also carrying out their employment and being trained by a Manager at work. Specifically for this qualification, it is also a requirement to join the CIPD as a student member and only on successful completion of the qualification will students have the opportunity to apply for Associate membership (University of Wales Trinity Saint David, 2019). Achievement of the qualification is considered highly by employers as it clearly evidences an individual's knowledge in the field of HR.

1.2: Organisational Arrangements and Codes of Practice which underpin the programme

I am currently studying for the Diploma through the University of Wales Trinity Saint David; however I am also working towards achieving the Qualification through a Higher Apprenticeship programme which is the equivalent of a second year university degree within the UK (University of Wales Trinity Saint David, 2019). The Apprenticeship trainee programme is led by the Welsh Government and supported through the European Social Fund. With Coleg Sir Gar as the Training Provider of the apprenticeship this subsequently makes me a student member of two institutes. The added value of completing this qualification as an Apprenticeship is that you can immediately apply all your newly acquired skills and knowledge into your employment.

Prior to Induction of the Diploma, several meetings took place with Coleg Sir Gar's Apprenticeship Training Adviser in preparation for the course. An Apprenticeship Learning Agreement (EV 3) was signed by me as the Apprentice, my Line Manager as the Employer along with Coleg Sir Gar as the Training Provider. The Apprenticeship Learning Agreement clearly outlines the commitment required of all three parties along with the responsibility of Welsh Government. It was discussed that regular progress meetings will be arranged and conducted with the Training Adviser throughout the duration of the apprenticeship and all discussions at these meetings will be logged through E-Track (EV 4).

The University of Wales Trinity Saint David (2019) have a Code of Conduct (EV 5) which outlines how students are expected to behave and provides examples of unacceptable behaviour and sanctions as a result. Likewise, the CIPD (2009) have a Code of Professional Conduct (EV 6) that outlines how members must behave in terms of professionalism and integrity for example which all must commit to. The Apprenticeship College Induction Booklet also incorporates the Coleg Sir Gar's Student Code of Conduct (EV 7). This resource also gives an overview of the Work Based Learning Programme and the requirement for students' literacy, Numeracy and Digital Literacy to be assessed using WEST software to identify strengths but also areas of weakness where additional support may be required.

1.3: Key sources of programme-related information and advice for learners

As a Student member of the CIPD, you gain further access into the CIPD website (EV 8) which is beneficial in providing supportive information, resources and articles to enhance learning and support completion of assignments for the diploma. All student members gain access to the CIPD Profession Map to help them plan and develop their careers within HR and guide their Continuing Professional Development.

The Programme Handbook (EV 2) also introduces students of the CIPD qualification to Moodle (EV 9), which is the University's Virtual Learning Environment. Information relating to each individual module can be found on Moodle ranging from Workshop Presentation Slides to Video Links and relevant reading sources relating to learning topics along with all Assessment Activities. Moodle is also where students submit assessments via an application called Turnitin. Turnitin allows for one draft to be submitted ahead of the final assessment, in order for the student to gain a similarity score. Turnitin determines the similarity score from assessing similarities to any other work that has either been submitted or can be found electronically in order to allow the student the opportunity to check for correct use of paraphrasing and effective referencing. Moodle also provides students with guidance on how to do both these.

One way in which Moodle can be accessed is via Quick Links on the University website. Quick Links also directs students to the Student Hwb (EV 10) where they can access the

University Library, IT Support, and Student Emails all in one place. Students can also gain Academic support from here and access the University's Academic Quality handbook detailing all important regulations and student policies.

A timetable of study (EV 11) can also be located on Moodle. This details all modules that will form part of the 2 year qualification along with submission dates for each assignment. The commitment to learning is vital and that is highlighted throughout the induction along with the importance of managing own learning. The University also provide students with a guide to managing their own learning document (EV 12) which can also be found on Moodle. This document outlines the number of hours that need to be spent learning in work along with attending workshops, but also learning that needs to be self-led in order to expand knowledge and successfully complete assignments. The qualification is being studied as part of a distance learning qualification and students are given access to a Distance Learning Guide (EV 13) to support with this that can also be accessed via Moodle. This guide gives specific information for distance learning students. The Student Services department is also detailed on this document and gives an overview of the support available for distance learning students. The team offer a professional service to support students with their studies, wellbeing whilst offering advice and guidance in a range of areas. Financial, Mental health and Careers are just some of the areas the team can support with University of Wales Trinity Saint David, 2018).

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gulations_Distance_Learning_Student_Guide_Sept_2018.pdf (Accessed 22nd December 2019)

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EV1

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	9.30am – 4.30pm Coleg Sir Gar - Pibwrlwyd Campus monthly - Wednesdays
2.	How many modules form part of the programme?	16 (5 core, 6 knowledge based, 5 competence)
3.	When are the workshops this term?	25th Sept 20th Nov 23rd Oct 4th Dec
4.	What is Moodle?	Access course info, submit assignments etc.
5.	What is Eduroam?	wifi in building
6.	What is Turnitin?	Link to upload docs ie assignments
7.	Do you know when you are required to hand in work?	Yes.
8.	What are the core texts for this programme?	Developing Professional Practice – chapter Studying Human Resource Management ✓ Human Resource Management: People + Organisations
9.	Do you know how to access the library catalogue?	HWB or www.uwtsd.ac.uk – Quick links
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas
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?	Core text, Student services, moodle, Library
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 credits
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?	CIPD DIPLOMA LEVEL 5

Name: Sophie O'Kelly

Signed: SOKelly

CIPD Membership Number (to be added when available): 55491663

Signature of Lecturer: J. D.

Date: 7.1.20

EV2

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

PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

CONTENTS PAGE

Page No

INTRODUCTION 1

FEEDBACK 1

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS 2

SUPPORT DURING YOUR STUDIES 2

CIPD MODERATOR 3

ACADEMIC YEAR 2019/2020 4

CIPD Membership 4

Internal verification of CIPD study centre standards 4

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED 5

MODULAR TERMINOLOGY 6

ASSESSMENT 6

Extenuating Circumstances 6

Additional needs in terms of assessment 6

Academic Appeals 7

Assessment Regulations 7

Responsibilities of students in relation to the assessment process 7

VIRTUAL LEARNING ENVIRONMENT (VLE) 7

ASSESSMENT FEEDBACK VIA TURNITIN 9

(1) CIPD Diploma in Applied Human Resources 10

UNIVERSITY ATTENDANCE POLICY 13

CODES OF CONDUCT 13

ABOUT UNFAIR PRACTICE AND PLAGIARISM 14

Plagiarism: Regulations, Procedure and Penalties 14

Avoiding Plagiarism 14

Other types of Unfair Practice 15

LIBRARY AND LEARNING RESOURCES 15

STUDENT SERVICES 17

STUDY SKILLS 17

COMPLAINTS 17

INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 5 in the academic year 2019-2020.

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

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

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

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

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

On successful completion of the CIPD's Level 5 Diploma in Applied Human Resources candidates are entitled to use the designation AssocCIPD after their name.

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

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Manager are also listed below.

Programme of Study	Programme Manager	Tel. No.	E-mail
CIPD Diploma in Applied Human Resources	Julie Thomas	01792 481000 ext 3233	julie.thomas@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

CIPD MODERATOR

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

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

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

The current CIPD Moderator for this Programme of Study is:

Pamela Williams

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

ACADEMIC YEAR 2019/2020

The academic year 2019/2020 will be divided up as follows:

Induction	25/09/2019
Term 1:	23/09/2019 – 13/12/2019
Term 2:	06/01/2020 – 27/03/2020
Term 3:	20/04/2020 – 10/07/2020

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- clashes on your examination timetable;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services.

Please take time to check the enrolment information provided by the University Registry and be sure to notify the Registry of any errors or changes.

CIPD Membership

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

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

Internal verification of CIPD study centre standards

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

assessment decisions made by all individuals with assessment responsibilities is achieved, with all students having work checked.

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

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

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Programme Manager.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Manager immediately of any change to their criminal convictions' status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry.

MODULAR TERMINOLOGY

Level (of Study):

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

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

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

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Manager about the options available to you.

You will receive confirmation of your assessment marks at the end of the programme. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

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

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.
http://www.uwtsd.ac.uk/services-for-disabled-students/

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

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

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

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

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

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

Moodle can be used for administration tasks such as:

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

How to Access:

You can access Moodle in 3 different ways:

1. From MyDay
   Access your MyDay dashboard either by logging into a campus PC and opening Internet Explorer, or accessing http://myday.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website
   Navigate to http://uwtsd.ac.uk and select Quick Links (top left side of screen) and then Moodle.
3. URL Input
   Open any browser on an internet-connected device and navigate to http://moodle.uwtsd.ac.uk

Log in using your Network username and password which are the same used to access campus PC.

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:
Web: https://webhelp.uwtsd.ac.uk
Tel: 0300 500 5055
Or email: ITServiceDesk@uwtsd.ac.uk
In any correspondence please include your name and username (your student number) together with details of your issue.

ASSESSMENT FEEDBACK VIA TURNITIN

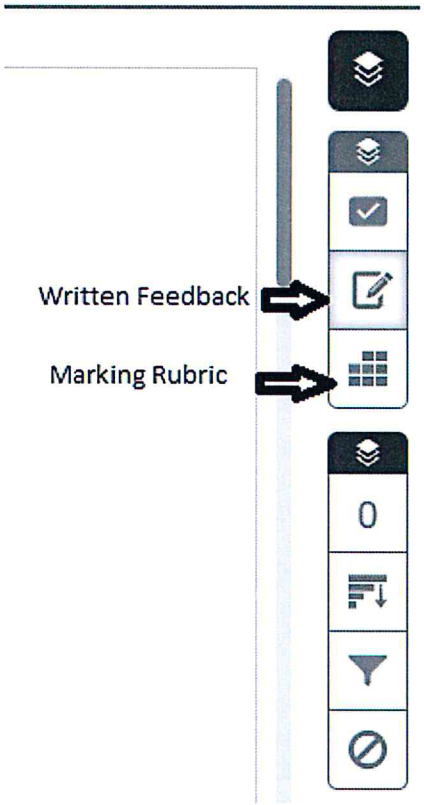
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



(1) CIPD Diploma in Applied Human Resources

The Level 5 Diploma in Applied Human Resources is comprised of 16 modules (units), totalling 90 credits (QCF), delivered over 2 years. The units are grouped as follows:

No. of units	Module type	Credits
5	*Core units*	*26*
6	*Group A* - knowledge based units	*24*
5	*Group B* - competence based units	*40*

The length of the block of teaching per unit will depend on the number of CIPD specific credits afforded to the unit. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

Guided Learning Hours

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

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

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

Students will be expected to supplement the classroom contact hours with self-directed learning to cover reading and the preparation of assessment evidence.

CIPD-Specific Assessment Arrangements

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

PROGRAMME STRUCTURE

Order of Delivery	Module Code	Module (Unit)	Module Group	Credits	ASSESSMENT DETAILS	
					Method of Assessment	*Submission Date(s)*
YEAR 1						
1	BMPD5002	Using a Research Approach in HR	Core	4	Written response, research report	18/11/19 29/6/20
2	BMPD5000	Developing Professional Practice in Human Resources	Core	8	Portfolio of Evidence, Updated Plan	13/1/20 24/5/21
3	BMPD5003	Understanding the Contemporary HR Function	Core	4	Slides and notes pages	17/2/20
4	BMPD5001	Understanding the Business Context of HR	Core	4	Written report, analysis notes	16/3/20
5	BMPD5004	Understanding Employment Law	Core	6	Written answers to questions	27/4/20
6	BMPD5008	Understanding the Management of Employment Relations	A	4	Written answers to questions	25/5/20
7	BMPD5006	Understanding the Link between Individual and Organisational Performance	A	4	Slides and notes pages	14/9/20
8	BMPD5012	Contributing to Improving Organisational Performance	B	8	Portfolio of Evidence	14/9/20
YEAR 2						
9	BMPD5007	Understanding Employee Engagement	A	4	Briefing paper	19/10/20
10	BMPD5013	Contributing to Employee Engagement in the Organisation	B	8	Portfolio of Evidence	9/11/20
11	BMPD5010	Understanding the Management of Change	A	4	Slides or screen shots with notes pages	11/12/20
12	BMPD5015	Contributing to the Management of Change	B	8	Portfolio of Evidence	18/1/21
13	BMPD5009	Understanding Coaching and Mentoring in the Organisation	A	4	Briefing paper	15/2/21
14	BMPD5014	Contributing to Coaching and Mentoring in the Organisation	B	8	Portfolio of Evidence	15/3/21
15	BMPD5005	Understanding Resourcing and Talent Planning	A	4	Written answers to questions	19/4/21
16	BMPD5011	Contributing to Resourcing and Talent Planning in the Organisation	B	8	Portfolio of Evidence	24/5/21

Module (Unit) details are correct on 1 September 2019 and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document, and will also be made available on the Moodle page for the programme.

UNIVERSITY ATTENDANCE POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the attendance policy relevant to you (see https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/);
- you are fully aware of procedures to follow in case of unexpected absences.
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI Tier 4 Visa.** Failure to adhere to the requirements and conditions of the Attendance Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your Tier 4 visa sponsorship.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal due to poor attendance is provided on the University's website (http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/).

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/studentcharter/).

The University also has Fitness to Study and Fitness to Practise Policies (see https://uowtsd.sharepoint.com/student-info/SitePages/Regulations.aspx).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

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

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

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

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

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

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

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

Plagiarism: Regulations, Procedure and Penalties

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

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.
All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. The University recognises four referencing styles:

APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using Harvard Referencing. The handbooks can be found online: https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/ or in print from the Library and Learning Resources. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*

- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*

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

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

The golden rule is; `***if in doubt, provide references'*** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

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

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives.

The library prioritises the purchase of e-books over print wherever possible and loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. It is expected that at least all Essential reading list items are available from the library. The LLR follows a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is

not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: http://www.uwtsd.ac.uk/library/library-guide/need-more/.

Learning Spaces
There are six libraries across the Carmarthen, Lampeter, London and Swansea campuses. As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library
The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7 providing access to scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

InfoSkills
All students are provided with a library tour, a Basic Skills session and a Referencing Essentials session in the first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered throughout the year to help students develop their Information Skills further to support their academic success and employability. These include sessions on identifying fake news, using statistics, commercial awareness, managing the information about them that is available online and accessing information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, and also attend other relevant Institute meetings where invited, including the Institute Board. For further information on InfoSkills provision go to: https://www.uwtsd.ac.uk/library/infoskills/

Special Collections and Archives
The Library is also home to the Special Collections of UWTSD, including the University's oldest printed books, manuscripts and archives. The Special Collections include over 35,000 printed works, 8 medieval manuscripts, around 100 post medieval manuscripts, and 69 incunables. Material from the Archives includes the institutional archive of St David's College, later The University of Wales, Lampeter, and Trinity College Carmarthen, both constituent members of the University of Wales Trinity Saint David. Students are encouraged to use these wonderful resources as part of their studies, regardless of discipline. Visits and workshops are often arranged within the purpose-built reading rooms in the Lampeter campus library and there is a regular programme of exhibitions across the campuses and online.

For recent service developments, updates and contact information please visit the University Library website at http://www.uwtsd.ac.uk/library/. Please also follow the Library and Learning Resources on Facebook, Instagram or Twitter for up-to-date news, service developments and information on new services and resources: @UWTSDLib

STUDENT SERVICES

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

STUDY SKILLS

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

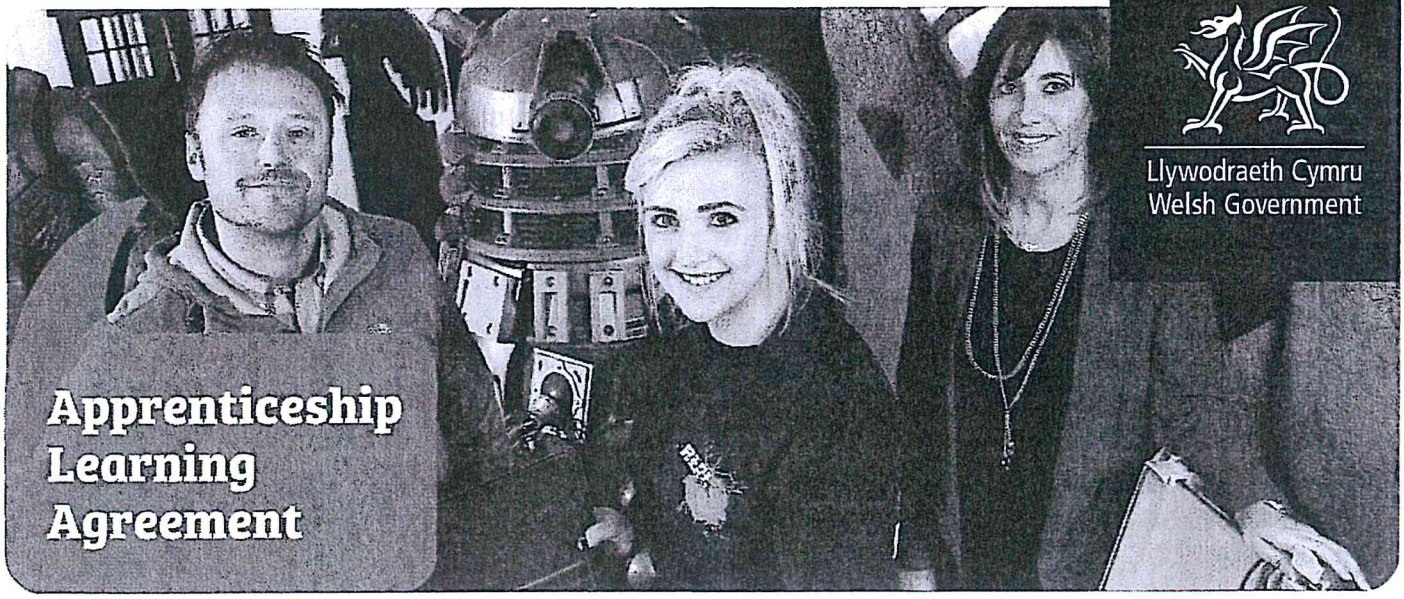
Topics covered include:
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

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

COMPLAINTS

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

EV3



To be completed by the provider

This agreement made on 9.9.19. (*date Apprenticeship commences*)
between Paul Lewis. (*the employer representative*)
of Remploy. (*the name of the company*)
at Alexandra House, Alexandra Road, Swansea. SA1 5ED. (*the address of the company*)
and Sophie O'Kelly. JH 95 61 82 C (*the apprentice and N.I number*) and
Coleg Sir Gar. (*the delivering provider*) and
B-Wbl (*the contracted provider*) to study
Applied Human Resources (*specify skill, trade or occupation of the Apprenticeship*) following the
CIPD Apprenticeship Framework* at current level 5., expected to progress
to level ____. Expected final completion date is 24.9.2021.. Hourly rate of pay at start of
Apprenticeship is £8.21..

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

All parties agree that

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

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

The employer: _____ Date 9.9.19
The apprentice: SOKelly Date 9.9.19
The provider: A. Williams Date 9.9.19
The provider: _____ Date _____
(if different from the provider delivering the apprenticeship)

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

The Provider/s agree/s to:

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

The Welsh Government agrees to:

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

The Apprentice agrees to:

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

The Employer agrees to:

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

Prentisiaethau Apprenticeships

Cronfa Gymdeithasol Ewrop
European Social Fund

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Apprenticeship Programmes in Wales are part-funded by the European Social Fund and the Welsh Government

colegsirgâr colegceredigion

B-wbl

Cronfa Gymdeithasol Ewrop
European Social Fund

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

Remploy - Paul Lewis. (Employer's Name)

in respect of work-based training for:

Sophie O'Kelly (Learner's Name)

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

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.

2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.

3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.

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

4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.

5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.

6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify **Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.**

7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.

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

9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE). (non employed status learners only)

10. The placement employer will permit access to the Coleg Sir Gâr -Coleg CeredigionTraining Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis.

11. The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

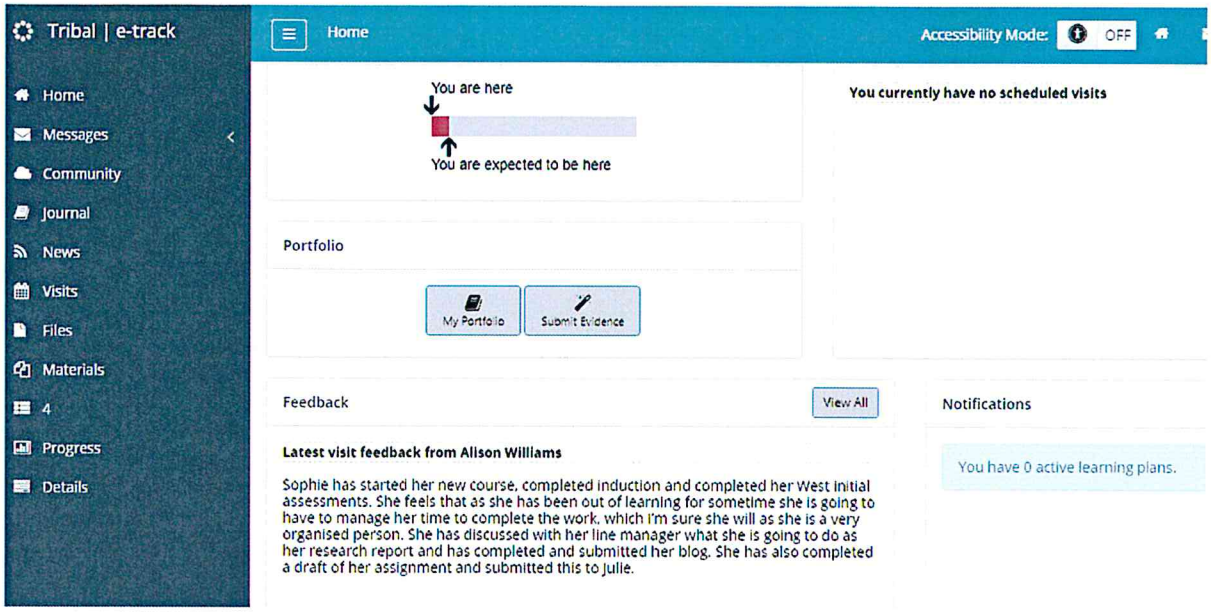
Signed and a copy received by:

PLACEMENT EMPLOYER Date: 9.9.19

A. Williams. TRAINING ADVISER Date: 9.9.19

Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop
The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

EV 4


Tribal | e-track
Home
Messages
Community
Journal
News
Visits
Files
Materials
4
Progress
Details
Home
Accessibility Mode:
OFF
You are here
You are expected to be here
You currently have no scheduled visits
Portfolio
My Portfolio
Submit Evidence
Feedback
View All
Latest visit feedback from Alison Williams
Sophie has started her new course, completed induction and completed her West initial assessments. She feels that as she has been out of learning for sometime she is going to have to manage her time to complete the work, which I'm sure she will as she is a very organised person. She has discussed with her line manager what she is going to do as her research report and has completed and submitted her blog. She has also completed a draft of her assignment and submitted this to Julie.
Notifications
You have 0 active learning plans.

EV5

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

General Principles

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

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

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

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

Definitions

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

People

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

People

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

Property

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

University

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

EV6

CIPD
Championing better work and working lives

Code of Professional Conduct

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

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service

1.2 seek appropriate support if business needs require involvement in new areas of activity

1.3 accept responsibility for their own professional actions and decisions

1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

2.1 establish, maintain and develop business relationships based on confidence, trust and respect

2.2 exhibit and role model professional and personal integrity and honesty at all times

2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others

2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity

2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

3.1 always act in a way which supports and upholds the reputation and values of the profession.

3.2 uphold their responsibilities as professional people towards the wider community

3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.

3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct

3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence

4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate

4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others

4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives

4.5 ensure those working for them have the appropriate level of competence, supervision and support.

What the College expects from you EV7

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

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

The main Code of Conduct is set out below.

Student code of conduct

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

Learning and Working

You are expected to:

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

Behaviour

You are expected to:

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

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

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

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

The disciplinary process consists of the following levels:

Stage 1 **Cause for Concern Notes** – for recording minor breaches of the Code of Conduct

Stage 2 **First Written Warnings** – for recording more serious breaches

Stage 3 **Final Written Warning** – for recording serious and substantial breaches

Stage 4 **Exclusion** – for dealing with matters judged to be "gross misconduct"

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

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

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

Signature: S Kelly

Date: 10/1/20

My Learning style

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

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

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

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

My preferred learning style is .....

Literacy, Numeracy and Digital Literacy

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

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

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

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

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

LITERACY MARKING GUIDE

- Your tutor will use the following symbols to help you improve the accuracy of your written work.
- It is **your** responsibility to correct your work.

Symbol	Means
Sp	Spelling mistake
C	Capital letter
P	Punctuation
SS	Sentence structure
WW	Wrong word used
R	Repetition (of a word, phrase or idea)
T	Tense
//	Start new paragraph
^	Word missing
✓	Well written section
✓✓	Very well written section

My Literacy level is: 3

My Numeracy level is: 3

My Digital Literacy level is: 3

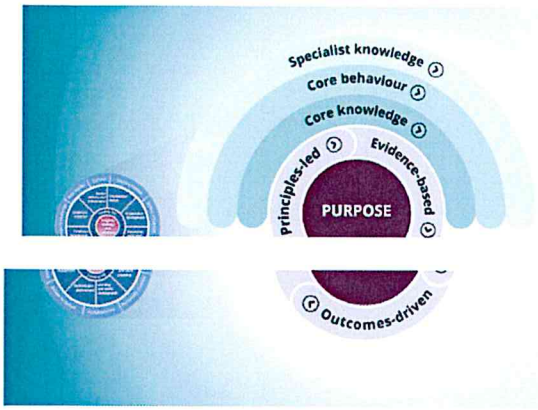
EV8

This way to the future of work

We believe in the power of the people profession. And the reason for that is simple: organisations are made up of people. Profession for the Future is the CIPD vision for our evolving profession, complete with practical ways for people professionals to make a greater impact and thrive through change.

This is our opportunity to redraw the boundaries of our profession and redefine our business impact. We have never had more scope to shape strategy and lead transformation within organisations across the world.

The first step in this journey is a new Profession Map to help you drive change, manage complexity and navigate uncertainty.



You'll be able to use the new Profession Map to:

- build capability in yourself, teams and organisations
- develop expertise in emerging areas of practice
- drive sustainable organisational change
- be a more confident, decisive and credible people professional
- prove your value as an expert on people, work and change.

The world of work is changing fast, says Peter Cheese, with 'new roles, skills, ways of working and organisational models emerging. It's an exciting time to be in the people profession. We want to help build confidence and trust in business and the profession, supporting the vision and strategic goals of every organisation and a wider purpose of championing better work and working lives.' The new Profession Map is a big step in that direction, as Peter Cheese explains:

'The new Profession Map will provide clearer guidance for the future of the people profession, supporting individuals in their development and careers, as well as helping HR teams and organisations to innovate and adapt.'



EV 9

Home | My Modules | Moodle Archives | English (en)

Course Information

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

Using a Research Approach i...



Developing Professional Pra...



Understanding the Contemp...



Understanding the Business ...



Understanding Employment...



Understanding the Manage...



Understanding the Link bet...



Contributing to Improving ...



Understanding Employee En...



Contributing to Employee E...



Understanding the Manage...



Contributing to the Manage...



Understanding Coaching an...



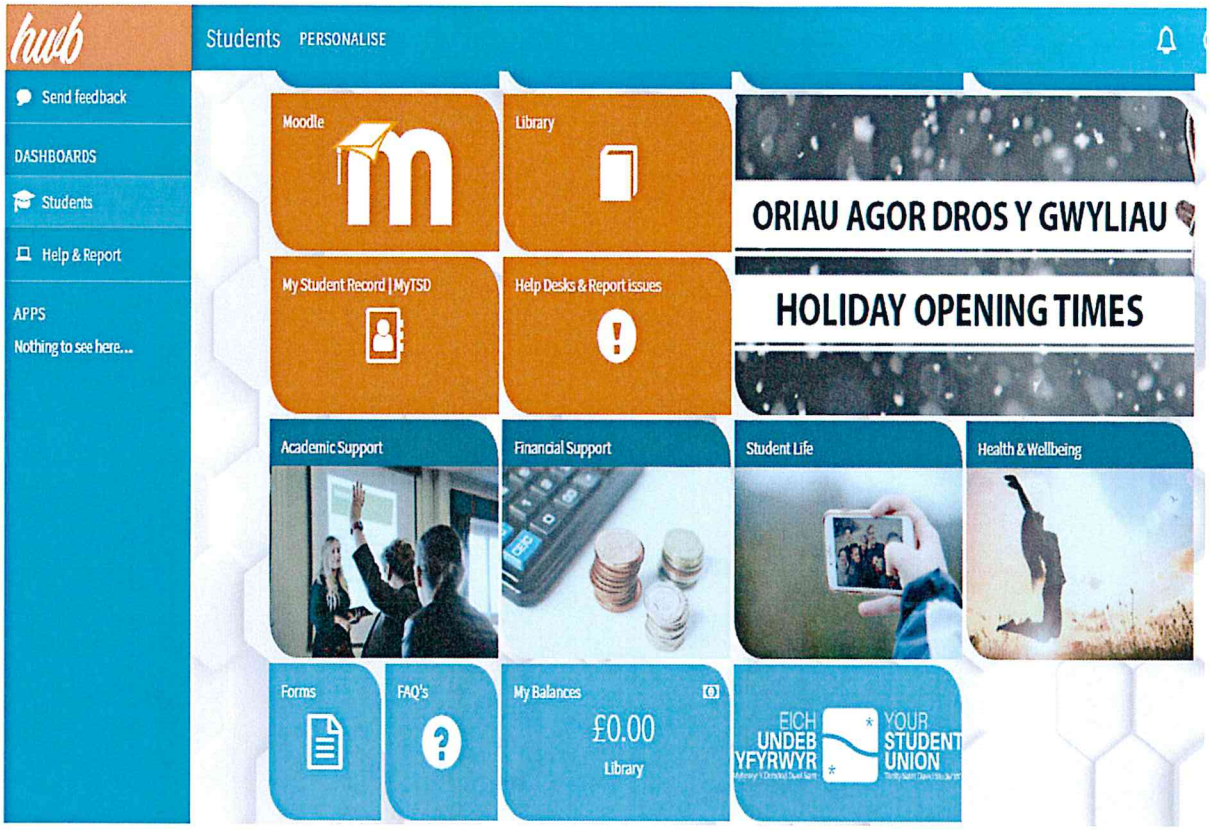
Contributing to Coaching an...



Understanding Resourcing a...



EV 10


hwb
Students
PERSONALISE
Send feedback
DASHBOARDS
Students
Help & Report
APPS
Nothing to see here...
Moodle
Library
My Student Record | MyTSD
Help Desks & Report issues
ORIAU AGOR DROS Y GWYLIAU
HOLIDAY OPENING TIMES
Academic Support
Financial Support
Student Life
Health & Wellbeing
Forms
FAQ's
My Balances
£0.00
Library
EICH UNDEB YFYRWYR
YOUR STUDENT UNION

Ev11

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
25th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23rd 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.
20th 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
4th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19th February 2020	Understanding Employment Law	5CELW			
18th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions
22nd April 2020	Understanding the Management of Employment Relations	5KCER	BMPD5008	25/5/20	Written answers to questions
20th May 2020	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	14/9/20	Slides and notes pages
24th June 2020	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	14/9/20	Portfolio of Evidence
8th and 15th July 2020	*Skills Workshops – only attend if advised by Alison Williams*				
16th September 2020	Understanding Employee Engagement	5KEEG	BMPD5007	19/10/20	Briefing paper
14th October 2020	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	9/11/20	Portfolio of Evidence

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

EV12

CIPD Diploma in Applied Human Resources

Managing your Learning

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

Guided learning hours includes off and on the job learning.

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

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

(Welsh Government, 2017)

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

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

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

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

How to manage your learning:

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

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

The Business School

12th September 2018

EV 13

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

University Regulations

Distance Learning Student Guide

September 2018

CONTENTS

Page No

1 ABOUT YOU AND THE UNIVERSITY 1

1.1 What is the purpose of this handbook? 1
1.2 The University's Framework for distance learning 2
1.3 How can I make my views known to the University? 2
1.4 Study periods and submission deadlines 2
1.5 How will the University contact me? 3
1.6 What is MyTSD? 3

2 ABOUT YOU AND YOUR ACADEMIC PROGRESS 3

2.1 How do I know what is expected of me and what I can expect from my tutors? 3
2.2 Graduate Summer School and residential events 3
2.3 'Attendance' for Distance Learning Students 4
2.4 What might happen if my progress is unsatisfactory? 4

3 ABOUT YOU AND ASSESSMENT/EXAMINATIONS 4

3.1 What are the examination requirements for Distance Learning Students? 4

4 SUPPORT FOR DISTANCE LEARNING STUDENTS 5

4.1 Pastoral Care 5
4.2 Student Services 5
4.3 Visiting the University 5
4.4 Students' Union 6

5 RESOURCES FOR DISTANCE LEARNING STUDENTS 6

5.1 Information Technology & Systems (IT&S) for Distance Learning Students 6
5.2 Technology Enhanced Learning 7
5.3 Library and Learning Resources for Distance Learning Students 9
5.4 General Information 10
5.5 Financial requirements 10
5.6 Finance and debt 11

1 About You and the University

1.1 What is the purpose of this handbook?

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

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

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

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

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

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

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

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

1.2 The University's Framework for distance learning

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

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

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

1.4 Study periods and submission deadlines

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

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

1.5 How will the University contact me?

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

1.6 What is MyTSD?

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

2 About You and Your Academic Progress

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

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

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

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

2.2 Graduate Summer School and residential events

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

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

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

2.3 'Attendance' for Distance Learning Students

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

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

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

2.4 What might happen if my progress is unsatisfactory?

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

3 About You and Assessment/Examinations

3.1 What are the examination requirements for Distance Learning Students?

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

4 Support for Distance Learning Students

4.1 Pastoral Care

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

4.2 Student Services

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

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

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

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

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

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

4.3 Visiting the University

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

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

4.4 Students' Union

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

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

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

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

5 Resources for Distance Learning Students

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

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

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

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

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

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

IT Service Desk

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

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

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

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

IT Service Desk hours:

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

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

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

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

5.2 Technology Enhanced Learning

5.2.1 MyDay

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

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

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

How to access MyDay

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

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

Problems?

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

5.2.2 Using the VLE

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

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

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

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

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

5.2.3 Getting started with Moodle

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

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

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

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

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

5.3 Library and Learning Resources for Distance Learning Students

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

5.3.1 Online Library

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

5.3.2 Borrowing resources

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

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

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

5.3.3 Advice and Support

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

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

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

5.4 General Information

5.4.1 Useful Web addresses

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

5.5 Financial requirements

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

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

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

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

1. Immediate payment

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

2. Recurring card payment

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

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

One instalment: 1 October

Two instalments: 1 October and 7 January

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

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

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

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

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

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

5.6 Finance and debt

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

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

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

Qualification: Level 5 CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2

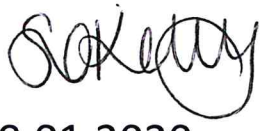
Word Count: 1,056

Student Name: Sophie O'Kelly

Student Number: 1904625

CIPD Membership Number: 55491663

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: 10.01.2020

Activity 2

Executive Summary

This report outlines the significant transformation of the HR function over recent years. It discusses how HRM has moved away from being the traditional 'Personnel Department' that was heavily administration-focussed; to now being at the core of supporting the organisation to deliver performance objectives and achieve its strategic goals.

This report defines the term being a 'Professional' and highlights how the CIPD HR Profession Map ensures all HR Professionals are adding maximum value and driving change within their organisations.

The Profession Map is discussed, detailing its 'Professional Areas' and 'Bands'. Its 'Behaviours' are also considered along with their individual importance.

It concludes with highlighting the importance for ongoing use of the Profession Map within HR and suggests that Continued Professional Development (CPD) be used in conjunction with this in order to encourage development and career growth of HR Professionals in an ever growing and evolving Profession.

Introduction

Research studies suggest that approx. 95% of organisations have experienced some HR transformation over the past decade (Boroughs 2015, cited in Swift, 2016).

There has been a significant move from HR providing advice and guidance to leaders so they can effectively manage their teams to supporting the business to achieve organisational sustainability and deliver its objectives. The HR Profession Map examines individual HR roles, what they do and how they operate across each specialism which has supported Organisations in driving and realising this change (Farnham, 2015).

The HR Profession explained using the CIPD HR Profession Map

Activities of HR Professionals and the understanding required in order to be fully competent in the role can be described using the HR Profession Map. In the centre of the Map sit two professional areas that the CIPD believe are vital for all HR Professionals in ensuring the HR function adds significant value (CIPD, 2019).

The first professional area is 'Insights, Strategy and Solutions'; encompassing a strong level of business knowledge in order to develop and drive effective strategic objectives to satisfy current and impending organisational requirements. 'Leading HR' is the next central

professional area. This relates to the individual being a role model, not only in their specialism, but throughout the organisation. Eight additional professional areas then encompass these two core areas (Woodhams, Perkins & Wilkinson, 2016).

'Organisation Design' ensures the structure and design of the organisation are able to effectively deliver its objectives. 'Organisation Development' ensures that the workforce can deliver the company's strategy and that its values are linked to achieving business performance. Recruitment and Selection processes attracting individuals who can add significant value is achieved through 'Resourcing and Talent Planning'. 'Learning and Development' ensures the workforce have all the skills and knowledge to perform effectively. Strategies that identify and celebrate performance are driven by 'Performance and Reward'. 'Employee Engagement' ensures colleagues feel positive and valued within their organisation and that interventions are embedded where necessary. 'Employee Relations' ensures all policies are up to date and provide consistency and transparency. 'Service Delivery and information' ensures that HR data is managed correctly and delivered to colleagues efficiently and accurately (CIPD, 2019).

Four bands of professional capability accompany the professional areas. HR Practitioners can progress through the bands. Those who operate at Band One focus on process and data support, mainly being client focussed. Band two is 'Adviser' level focusing on current priorities, supporting with HR issues and providing solutions for key stakeholders. Band three operates at a 'Partner' level; leading a professional area and dealing with medium to longer term issues. Band Four is for Leaders who are heavily focused on developing and delivering strategy (Woodhams, Perkins and Wilkinson, 2016).

The Behaviours required for being an effective HR Professional

Working in a job which is overseen by a leading organisation, of which you will become a member when you join but may also be expected to leave if you don't reach the required standard, is just one explanation of being 'Professional'. The CIPD is the single HR Professional body in the United Kingdom and most individuals working in this function have membership (Johns & Perkins, 2016). The CIPD is reinforced by a Code of Conduct which requires all individuals with CIPD membership to act professionally, ethically and with integrity (CIPD, 2009).

The Profession Map highlights the important behaviours that all HR Practitioners must commit to. Firstly, individuals are required to be 'Curious'; always thinking strategically, being open-minded and continuously focusing on the future. HR Professionals are also required to be 'Decisive Thinkers'; being able to analyse information quickly before finding a solution and making a decision. They are required to be 'Skilled Influencers'; capable of influencing key stakeholders at all levels. HR Professionals are required to be 'Personally credible'; therefore being known for their utmost professionalism and expertise in the HR field. They are not only expected to be fully competent within their area of expertise, they

must also be able to adapt their knowledge and skill to best support an organisation's individual needs. HR Professionals are required to be 'Collaborative' in their approach to all tasks and effectively work with individuals at all levels to achieve business goals. They need to be 'Driven to deliver', determined to achieve results, resilient and strive to overcome any barriers. Achieving business Goals and doing what is best for its people always need to be at the forefront of the HR Professional's mind. They need to be confident to voice their opinions in new situations even when posed with a conflict of opinion and essentially have the 'Courage to challenge'. Finally, the HR Professional is required to be a 'Role Model'; objective and acting with integrity at all times (CIPD, 2019).

'Thinking Performers' will display all of the above behaviours. They will be the most effective and efficient performers. Typical traits of 'Thinking Performers' are working innovatively with flexibility and confidence whilst also having excellent social skills and a great attitude (Reilly, 2019). 'Thinking Performers' contribute significantly to the business in their individual performance and the value they add to the organisation as a whole (Johns & Perkins, 2016).

Recommendations

HR Practitioners should continue to use the CIPD Profession Map to develop and grow as Professionals. Continuous Professional Development (CPD) needs to be ongoing to move HR Practitioners from one band to the next in order to strive towards becoming the 'Thinking Performer' that is fundamental in supporting the business achieve its objectives. Continuous Professional Development is very different to a short term action plan; it's a long-term commitment to future development (Woodhams, Perkins and Wilkinson, 2016).

Conclusion

How HR professionals should behave and what they need to know and deliver is explained using the CIPD HR Profession Map. It also creates a transparent structure for career progression within the field of HR regardless of individual specialism. It places Human Resource Management at the core of ensuring organisational sustainability by supporting the organisation to achieve its overall business and performance objectives whilst also ensuring its people are effectively managed (Farnham, 2015).

In 2018, the CIPD introduced a New Profession Map which remains focused on knowledge and behaviours required to add value within an organisation but also take into consideration new priorities and new specialisms that have been established since in the ever changing world of Human Resource Management (CIPD, 2018).

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 3

Student Name: Sophie O'Kelly

Student Number: 1904625

CIPD Membership Number: 55491663

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: 10.01.2020

Activity 3

3.1 Applying Project Management Techniques in work:

In March 2019, I was given the opportunity to work on a Recruitment Project, working alongside HR which was to design a new standardised recruitment process for Employment Advisors.

As Johns & Perkins (2016) discuss there are 5 stages to effective Project Management. The first stage is termed 'Initiation' which essentially relates to the start of the project where you have the basis for what your project will be looking at and initial aims and objectives will be discussed. At the early stages of the recruitment project I was sent a communication from my Line Manager requesting my involvement in the project (EV 14). Quickly following this email, I was introduced to the HR Business Partner I would be working with on this project.

Johns and Perkins (2016) refer to the second stage of Project Management as the 'Planning and Design' stage. This is where initial plans start being drawn up and a basic project plan is developed to estimate when separate tasks will be actioned and completed. My HR Business Partner and I had initial telephone conversations where objectives were clarified and an initial time plan was drawn up (EV 15)

The 3rd stage of Project Management is the 'Execution' phase (Johns and Perkins, 2016). This is where plans start turning into actions. This stage of the Recruitment project was where we shared existing recruitment resources; I had discussions with Recruitment Managers around their current recruitment process and put together a first draft of proposed interview questions for feedback (EV 16 / EV 17)

Johns and Perkins (2016) define the 4th stage of Project Management as the 'Monitoring and Controlling' stage. This runs alongside the previous stage. It relates to the stage where the project may come up against hurdles that potentially hadn't been envisaged at the start and the continuous process of correcting any issues and improving. This part of the recruitment process was probably the lengthiest and took longer than was previously expected partly due to the fact that the new interview process had to be robust, was flexible in order that it would fit all contracts in the business (EV 18) and clearly assessed all relevant competencies. A focus group with Recruitment Managers was set up to review draft documents and brainstorm any additional requirements they felt needed to be included in the process (EV 19). The new documents were constantly reviewed for feedback by all Contract Directors, the Recruitment team and HR team and all parties had to agree it was sufficient before being launched. During this phase, the process went from a 2 stage interview process, to a 3 stage interview process.

The final stage is the 'Completion' stage where the project is evaluated (Johns and Perkins, 2016). This is the stage where documents were all signed off by Contract Directors,

Recruitment Team and HR and we were advised we could launch in our regions. I rolled out to all Recruiting Managers on all contracts in Wales and devised a short presentation to support the delivery of the session. I shared this presentation with the Operational Trainer and Coach in London to use to roll out to his teams (EV 20)

The project deliverables continuously moved due to the complexity of creating a process that was robust and sufficient for all contracts nationally (EV 21) Overall, the project was successful in that all key stakeholders were satisfied with the final product. A witness testimony has been provided by my Line Manager at the time I was working on the project (EV 22)

3.2 Applying basic techniques for analysing and resolving problems.

Problems are a significant part of every day in the workplace and being able to solve them effectively is vital especially in position of Management (Mind Tools, 2010).

In August 2019, it was suggested that there was some uncertainty about the effectiveness of the methods our Performance Leads were using to drive performance within their teams. There was an observation that there was some inconsistency in which they use the tools available to drive performance. We also had a number of new Performance Leads in the business and we needed to ensure they were provided with effective support to drive performance consistently within their teams. It was agreed that training was required but the problem that faced us was what specific training needed to be delivered, what timescale do we have to deliver it, who should deliver the training and how should we deliver it, bearing in mind time and geography restraints. I took this problem away from the meeting with the requirement of needing it resolved as a matter of priority.

Mind Tools (2010) discuss four basic steps to solving a problem, firstly 'Defining the Problem', next 'Generating Alternatives' before 'Evaluating and Selecting the Alternatives' and finally 'Implementing solutions'.

In order to define this specific problem, my first step was to fully understand how Performance Leads were currently driving performance. I needed to be confident in my knowledge of what tools/methods they were using to gain a better understanding of what their daily, weekly and monthly tasks look like in order to establish what tasks are effectively driving performance and what are non-productive. In order to do this I went through a standardised set of interview questions with a sample of Performance Leads (EV 23).

Following the same sequence in Problem Solving as Mind Tools (2010) suggests, I then set up a brainstorming session with some members of the Senior Team to firstly discuss my findings from my Performance Lead interviews so that this could subsequently form the basis for us to start considering ideas as to what we felt should be included the training. We also brainstormed how long the training session should be, what tools we considered vital

to drive performance and also how we could make it creative and engaging by ensuring it had practical elements to it. Notes from this brainstorming session were all captured (EV 24)

The third stage as suggested by Mind Tools (2010) was to 'Evaluate and Select the Alternatives'. To ensure this was effective I put a short presentation together (EV 25) in order to facilitate a final brainstorming session to the rest of the Senior Team and in particular the District Performance Managers who directly line manage the Performance Leads. This session was important to gain the buy in from the Senior Team. I shared my findings from the interview sessions and also shared our thoughts/ideas from the initial brainstorming session. I facilitated a session where the team were tasked to break into groups, analyse the initial ideas from the brainstorming session, provide feedback and make a final decision on what the training should look like, where it should be delivered, how it should be delivered and who should deliver certain elements.

In this session there were many different viewpoints and thinking styles apparent. De Bono (2009) when discussing the Six Thinking Hats model states that confusion is the main problem with thinking and that we always try to think about too many things at the same time. De Bono suggests we need to separate our thinking and do one thing at a time (De Bono, 2009). It's a powerful tool in minimising conflict as everyone is looking at the same view point at the same time i.e. from a logical, emotional, optimistic, creative or cautious perspective. Each Thinking Hat represents a different thinking style. Each is as valid as the other (Mind Tools, 2017). This will certainly be a method I will use for future problem solving.

The final part of the Mind Tools (2010) process for Problem Solving was to 'Implement a Solution'. We finalised an agenda based on the decisions made from Senior Managers at the previous session (EV 26), the training content was put together and delivered on the 15th and 16th October 2019. Final Email was sent to Performance Leads to thank them for commitment to the training and next steps (EV 27)

Witness Testimony provided by Senior Performance Manager who was present at all meetings documented above, supported with devising training content and training delivery (EV 22).

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

Designing and embedding a new induction process in Wales formed a significant part of my efforts during last financial year (EV 28). It was created to ensure consistency of induction for all new starters coming into the business and to improve staff retention rates. As with implementing any new change within an organisation, the process of driving and embedding the new induction programme did not go without any difficulties or frustrations along the way. Absolutely every manager was on board in terms of the purpose for implementing the new induction programme, however when it was initially released it was quite a culture change for many Managers to follow such a structured process with New Starters. Initially it was viewed as quite an inflexible tool by Managers as it prevented New Starters from being given a caseload during their first month. Recruitment at this time was particularly high and this was proving frustrating for some managers who were keen to give new starters caseloads sooner, particularly where individuals had previous experience in Welfare to Work.

The Thomas-Kilmann model discusses that conflict is natural as no two people will have exactly the same wants and desires. The Thomas-Kilmann Assessment tool is designed to assess how a person will behave in a conflict situation. This tool assesses how 'Assertive' and 'Cooperative' an individual is in these situations by asking a series of questions. The results then define how the individual is likely to behave in a situation of Conflict whether that be 'Avoiding', 'Accommodating', ' Compromising', 'Competing' or 'Collaborating' (Kilmanndiagnostics, 2019). I have completed the assessment and it suggests that in conflict situations I am most likely to Cooperate or Collaborate (EV 29). In this particular scenario, it was important to negotiate a Win-Win situation. I needed New Starters to follow the induction programme to ensure they were given a smooth, supportive, consistent start to the business and were more likely to stay with the business; our managers in Operations also needed this but required an induction plan that was flexible and allowed for those with previous experience to be given an opportunity to have a caseload sooner if they felt it was appropriate.

To resolve this issue, we **negotiated** and agreed that we would introduce a 'Fast Track Element' to the induction (EV 30). We agreed what tasks on the induction were essential and needed to be completed before the New Starter could be provided with a caseload that we again negotiated had to be a small caseload with a view to being increased gradually to allow the individual ample time to confidently learn the system and not set them back on their induction progress. This was a 'win-win' situation where I had to offer some flexibility in the structure of the induction to ensure I had the buy in from the Senior Team to drive it and embed it.

Negotiation is the action of reaching a common agreement. HR Professionals need to be able to negotiate effectively to resolve conflicts and the preferred outcome is a 'win-win' situation where both parties are happy with the outcome (Johns & Perkins, 2016).

By negotiating and offering some flexibility, I was able to **influence** the Management team to drive the new induction forward. Yemm (2008) suggests that by becoming more flexible but still maintaining our eye on the results we want to achieve, we will be able to effectively influence others.

Yemm (2008) suggests methods of 'Pushing' or 'Pulling' (or a combination of both) can be used to influence and achieve an outcome. Pushing includes the method of **persuading**. (Yemm, 2008). With the induction programme, we had an agreement that whilst it was in the embedding process I would always book in 'Day One' calls in with the Line Manager and New Starter and again at the end of 'Month One' to ensure the process was being followed correctly. What I was finding during the early stages ahead of the process being fully embedded was that Line Managers would forget to dial in to the calls on occasion or that the Induction may not have been updated ahead of the call to review. After discussions with my Line Manager I sent a 'persuading' communication (EV 31) to all Managers about the importance of following the process. Yemm (2008) discusses how 'persuading' involves stating our intention and then explaining reasons why we want this outcome. The most effective persuading messages are to the point and factual (Yemm, 2008). My Line Manager immediately followed the email up to stress the importance of the message.

District Performance Managers also suggested that they are invited to any induction calls to review progress if the induction has not be signed off at the end of month one. This message was successful as there was a significant increase to all induction calls following the email communication and the induction programme is now always reviewed and updated ahead of our calls. The Induction programme itself has proved very successful and has now been used and enhanced to be delivered nationally. We also request feedback from New Starters regarding the induction programme (EV 32) I sent a recent communication to all key stakeholders thanking them for their commitment to the new induction programme and highlighted key achievements from driving it and embedding it within their teams (EV 33). Witness Testimony provided to evidence my involvement in the induction programme (EV 22).

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EV 14

Sophie O'Kelly <sophie.new@remploy.co.uk>

Fwd: Action Plan

1 message

Paul Lewis <paul.lewis@remploy.co.uk> 30 March 2019 at 07:33
To: Sophie Okelly <sophie.new@remploy.co.uk>

Morning Sophie,

Please find attached a copy of the action plan following my call with Rosemary & Sheila. I have asked for you to be involved in the recruitment section and Sheila will contact you to discuss. Basically we want to have a consistent approach to recruitment - competencies for each of the roles & standardised interview / selection process - should fit in with some of your CIPD requirements! Hope you don't mind? Thanks

Regards,

Paul Lewis | Head of Operations Remploy Cymru

Remploy Ltd, Alexandra House, Alexandra Road, Swansea. SA1 5ED

Mobile: 07920 591122

Website: www.remploy.co.uk

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You can follow us on:

---------- Forwarded message ---------
From: **Rosemary Hathaway** <RHathaway@maximusuk.co.uk>
Date: Fri, 29 Mar 2019 at 17:31
Subject: Action Plan
To: paul lewis <paul.lewis@remploy.co.uk>
Cc: Sheila Whiteman <SWhiteman@maximusuk.co.uk>

Hi Paul,

Sheila has pulled the plan together .
Let us have any changes otherwise we will run with this as the basis of the review.
I will put a call in for Friday at 3.30pm for the next 2 months fortnightly.

All the best
Rosemary

Rosemary Hathaway
Senior HRBP Human Services
MAXIMUS UK
18c Meridian East
Meridian Business Park
Leicester
LE19 1WZ

78

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EV 15

Sophie O'Kelly <sophie.new@remploy.co.uk>

Recruitment Process Review

2 messages

Sheila Whiteman <SWhiteman@maximusuk.co.uk> 12 April 2019 at 15:02
To: sophie new <sophie.new@remploy.co.uk>

HI Sophie

Really good to talk to you this afternoon. I thought it would be useful to document the objectives and time plan. Feel free to amend/add anything else you think needs including. We have a catch up call with Paul Lewis later today so I will give him and Rosemary an overview of what we have discussed and agreed:

Objectives:

1. Review the recruitment process and associated documentation for the role of Employment Adviser role

2. Develop a consistent process, job description and recruitment templates for use across all branches in Wales

(Could consider expanding to encompass other roles at a later stage)

Method:

- Share examples of relevant templates (Sheila and Sophie)

- Gather documents currently being used (Sophie)

- Take best practice from all and produce new documents, ensuring questions and activities test all aspects of the JD (Sophie)

- Review output with Sheila, Nas (Recruitment) and relevant branch colleagues

- Finalise (Sophie)

- Launch and brief managers (Sophie)

- Review (Sophie)

Considerations:

* Pre interview - would it be useful to provide candidates with info about Remploy/the role/the process?

* Interview process - what does this look like and how to we ensure we can compare candidates fairly and consistently

* One stage of two stage process - if 2 stage what does stage 2 look like?

* How do we review the effectiveness of the revised process? Hopefully reduced turnover stats but cold consider new joiner survey

Next Steps:
Documents to be shared by COP Monday 15th April
First draft of JD and interview template by 26th April
Catch up call 26th April when next steps and timescales would be agreed.

Have a good weekend

Sheila

Sheila Whiteman
HR Business Partner
Employment, Skills & Disability Services (ESD)
MAXIMUS UK
18c Meridian East

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Sophie O'Kelly <sophie.new@remploy.co.uk>

EV16

Catch up on Recruitment Project

Sophie O'Kelly <sophie.new@remploy.co.uk> 30 April 2019 at 14:46
To: Sheila Whiteman <SWhiteman@maximusuk.co.uk>

Hi Sheila

How are you?

I've been going through all the documents you sent and some of the existing documentation we have already, whilst also speaking to the Managers in the region to get their input and have drafted some interview questions for discussion which I have almost completed. I was wondering if you would have any time Thursday afternoon for a call for us to discuss?

Thanks

Sophie

On Tue, 23 Apr 2019 at 16:17, Sheila Whiteman <SWhiteman@maximusuk.co.uk> wrote:

> No problem Sophie. If there is anything you think I can be usefully doing in the meanwhile, let me know.
>
> I will push out call back to the end of next week.
>
> Don't worry, we'll get there
>
> Sheila
>
> From: Sophie O'Kelly [mailto:sophie.new@remploy.co.uk]
> Sent: 18 April 2019 21:05
> To: Sheila Whiteman
> Subject: Re: Catch up on Recruitment Project
>
> Hi Sheila
>
> Thanks so much for your email. This week and next week I'm back to back with training sessions which hasn't allowed me much time to work on the recruitment project. I have had some interview questions sent to me and the job description for EA on WHP along with the documents you have collected.
>
> I plan to speak to the Performance Leads next week to gain their perspective on the current interview process and their thoughts on what questions they feel are effective (or not effective) but also to establish what they feel are the most important parts of the EA role that they would wish the candidates to evidence at interview that are essential requirements for the role.
> I plan to do this ahead of reviewing the questions we currently ask so I apologise for being slightly behind on schedule. I just want to make sure I give the project the thought/time it needs to be as effective as possible.
>
> A catch up next week will be great and then I have booked some time in the following week solely to concentrate on this.
>
> Have a fabulous Easter
>
> Thanks again
>
> Sophie x
>
> On Thu, 18 Apr 2019 at 17:56, Sheila Whiteman <SWhiteman@maximusuk.co.uk< mailto:SWhiteman@maximusuk.co.uk>> wrote:
> Hi Sophie
>
> I was talking to Paul Lewis earlier and he mentioned you have had a lot on this past week and hadn't managed to make much progress on the above. Just to say, no problem. I will give you a call next week and we can see where we are at. It might be I can step in and do a bit for you to review.
>
> Have a lovely Easter weekend.

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Sophie O'Kelly <sophie.new@remploy.co.uk>

EV17.

Catch up on Recruitment Project

Sophie O'Kelly <sophie.new@remploy.co.uk> 2 May 2019 at 12:02
To: Sheila Whiteman <SWhiteman@maximusuk.co.uk>

Hi Sheila
As discussed, please find attached a draft document for discussion later. Shall I ring you at 3pm?
Thanks
Sophie
[Quoted text hidden]

Draft EA Interview Questions - Recruitment Project WHP Wales.docx
113K

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Sophie O'Kelly <sophie.new@remploy.co.uk>

EV 18

Recruitment Docs

Sophie O'Kelly <sophie.new@remploy.co.uk> 23 July 2019 at 13:20
To: Sheila Whiteman <SWhiteman@maximusuk.co.uk>
Cc: Rosemary Hathaway <RHathaway@maximusuk.co.uk>, Caroline Banks <CBanks@maximusuk.co.uk>, paul lewis <paul.lewis@remploy.co.uk>

Yes definitely I would agree - would be suitable for recruiting any EA position.

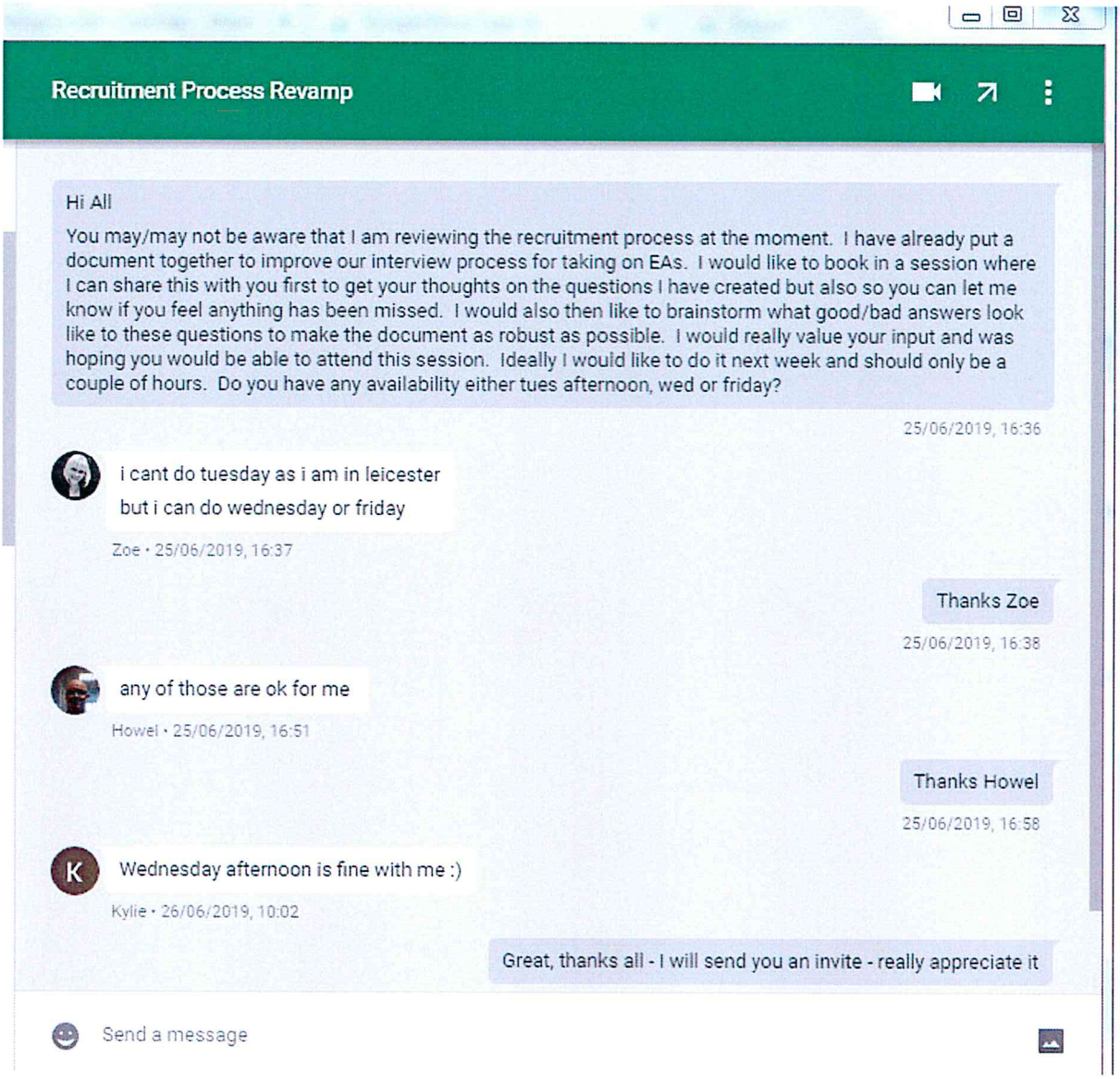
We used our experience from the Wales contract to identify the competencies that we felt were most important for success in the role but could certainly be used to interview on any contract.

Look forward to hearing your thoughts on the documents.

Thanks

Sophie
[Quoted text hidden]

EV19


Recruitment Process Revamp
Hi All
You may/may not be aware that I am reviewing the recruitment process at the moment. I have already put a document together to improve our interview process for taking on EAs. I would like to book in a session where I can share this with you first to get your thoughts on the questions I have created but also so you can let me know if you feel anything has been missed. I would also then like to brainstorm what good/bad answers look like to these questions to make the document as robust as possible. I would really value your input and was hoping you would be able to attend this session. Ideally I would like to do it next week and should only be a couple of hours. Do you have any availability either tues afternoon, wed or friday?
25/06/2019, 16:36
i cant do tuesday as i am in leicester
but i can do wednesday or friday
Zoe • 25/06/2019, 16:37
Thanks Zoe
25/06/2019, 16:38
any of those are ok for me
Howel • 25/06/2019, 16:51
Thanks Howel
25/06/2019, 16:58
K
Wednesday afternoon is fine with me :)
Kylie • 26/06/2019, 10:02
Great, thanks all - I will send you an invite - really appreciate it
Send a message

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Sophie O'Kelly <sophie.new@remploy.co.uk>

EV 20

New Recruitment Process Roll Out Presentation

Sophie O'Kelly <sophie.new@remploy.co.uk> 3 December 2019 at 12:46
To: Joshua Bambury <JBambury@maximusuk.co.uk>
Cc: Paul Lewis <paul.lewis@remploy.co.uk>, Drew Smith <drew.smith@remploy.co.uk>, Veena Patel <VPatel2@maximusuk.co.uk>

Hi Josh
As promised, please find attached a short presentation that I have put together to deliver next week in Wales. You may want to use it or just use some of the information to support you with rolling out the new EA Recruitment Process at your BM Meeting in Guildford tomorrow.
I have also written up some short notes at the bottom of the slides that you may find helpful.
As discussed, provide the attendees with the Interview Packs so they can refer to them when you talk them through slide 6.
I have included a short breakout session at the end to capture initial thoughts etc... We need to ensure this process is fully embedded following this training so I think it's also worth asking them what their plan will be for implementation and how they will provide feedback to ensure we continuously review this process.
Hope it all goes well tomorrow - I'm sure it will.
If you need anything else please let me know
Thanks
Sophie

--

Sophie O'Kelly

Performance Improvement Manager

Putting Ability First / Rhoi Gallu yn Gyntaf
Remploy Ltd

Mobile / Ffôn Symudol: 07789 171688

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New EA Recruitment Process - Roll Out Presentation Dec 2019.pptx
3640K

EV 21

Recruitment Project Deliverable Timeline

Priorities	Owner	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Project preparation discussions with HR/ Set clear aims and objectives/ Create a plan	SO'K / SW	→								
Share examples of relevant templates	SO'K / SW	→								
Gather documents currently being used	SO'K / SW	→								
First draft of new interview questions to be created and shared with HR	SO'K	→								
Continuous feedback review / Continuous update of documents	SO'K		→	→	→	→	→			
Sense Check/Brainstorming Session with Recruiting Managers	SO'K			→	→					
Share draft documents for feedback with Recruitment Team / Regional Directors	SO'K				→	→				
Finalise Documents	SO'K						→			
Director / HR / Recruitment Sign Off	CB/ RH / MO'H							→		
Launch and brief managers	SO'K								→	

EV22

Student Name:	Sophie O'Kelly
Course:	CIPD HR
Witness Name:	Paul Lewis
Position:	Head of Operations / Senior Performance Manager
Relationship to Student:	Line Manager

Learning Outcome 3 – Be able to manage Self and Workload to meet Performance Requirements			
3.1 Apply basic project management techniques to work activities. **3.2 Apply basic techniques for analysing and resolving problems.** **3.3 Apply different methods for influencing, persuading and negotiating with others.**			
I have read the submissions in respect of the units 3.1, 3.2 & 3.3 and I can confirm that Sophie's evidence, actions and information are authentic and accurate. Having worked closely and supported Sophie during each of the projects mentioned, I have first-hand knowledge of the activities she undertook and also the high levels of desire and tenacity along with effective communication throughout the duration of the projects. Sophie ensured all stakeholders were kept abreast of the progress and Sophie's continued focus helped deliver successful outcomes for each of the areas.			
Signed:	Paul Lewis	**Date:**	6/1/2020

EV23

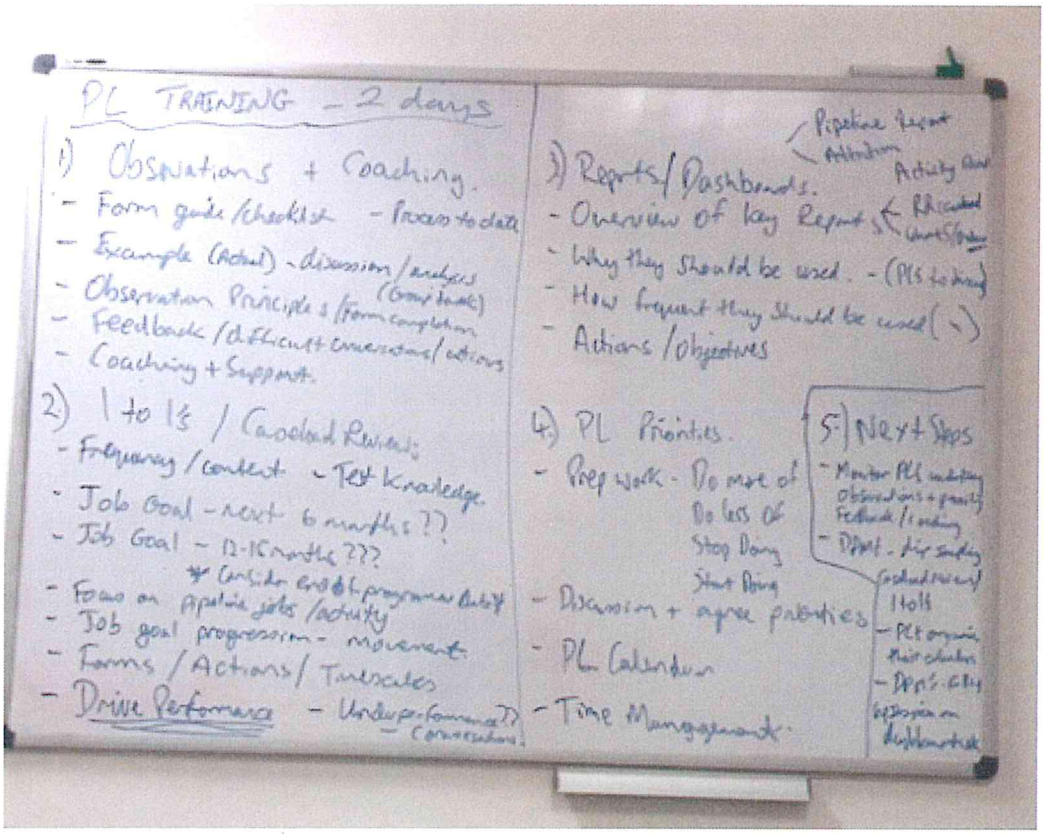
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Work and Health Programme Wales

Performance Lead – Pre-Training Questions

1. What are your daily, weekly and monthly priorities?
2. How do you drive performance?
3. How do you manage underperformance?
4. Tell me the last time you had a difficult conversation with an Employment Advisor and what was the outcome?
5. Talk me through how you prepare for and induct new starters into your team?
6. What training and development have you provided to your teams either individually or as a group?
7. What training and support have you had from your line manager?
8. Talk me through your approach for observing your staff.
9. Define an effective Caseload Review and 1:1
10. Which task(s) do you find the most challenging and why?
11. Which task(s) do you find the most time consuming and/or non-productive and why?
12. Which tasks are you least confident in undertaking and what have you done to improve your confidence in this area?
13. Talk me through how you effectively communicate with your team.
14. How do you ensure all your customers are seen weekly?
15. Is there anything else you'd like to add?

EV 24


PL TRAINING – 2 days
1) Observations + Coaching.
- Form guide/checklist - Process to data
- Example (Actual) - discussion/analysis (Good/bad)
- Observation Principles (from completion
- Feedback/difficult conversations/actions
- Coaching + Support.
2) 1 to 1's / Caseload Review:
- Frequency/content - Test knowledge.
- Job Goal - next 6 months??
- Job Goal - 12-18 months???
* Consider Credit programme duty
- Focus on Pipeline jobs/activity
- Job goal progression - movement
- Forms/Actions/Timescales
- Drive Performance - Underperformance?? Conversations
3) Reports/Dashboards.
Pipeline Report
Attendance
Activity Rec
- Overview of key Reports
- Why they should be used. - (PLs to bring)
- How frequent they should be used (-)
- Actions/Objectives
4) PL Priorities.
- Prep work - Do more of
Do less of
Stop Doing
Start Doing
- Discussion + agree priorities
- PL Calendar
- Time Management.
5) Next Steps
- Monitor PLs undertaking observations + quality Feedback/coaching
- PDMT - dip sampling
Caseload review
1 to 1's
- PLs organise their calendars
- DPP's - City
Expansion
distribute task

EV 25

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Gwaith ac Iechyd Rhaglen Cymru
Work and Health Programme Wales

Performance Lead
2 Day Training Session

Preparation Stage

disability confident LEADER

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PL Training

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Gwaith ac Iechyd Rhaglen Cymru
Work and Health Programme Wales

Observations & Coaching

- Need to establish what current process is for observing staff
- Group Exercise - Real Observation Example to be used to highlight current concerns
- Observation Principles to be discussed
- Process of how to complete observation form to be clarified
- Supplementary 'How to Guide' to be created to support with quality completion of observations – providing Positive and Negative Examples
- Open discussion around level of confidence in having 'difficult conversations'
- Session around Coaching and Giving Feedback

1:1s and Caseload Reviews

- Need to establish what current process is for completing 1:1s and Caseload Reviews
- Need to provide a clear structure and consistent approach
- For 1:1s, what form are we using?
- Does it ask the right questions?
- How should a 1:1 be structured?
- What does an effective Caseload Review look like? Pre-Work and IWS?
- How do you prioritise? Which participants do you discuss?
- Are we using the Cohort Simplifier effectively?

Reporting/Dashboards

- Overview of Key Reports
  - Attrition Report
  - Pipeline Report
  - Dashboard
  - Cohort Simplifier
  - Activity Report
- What reports are key?
- The importance/benefits of using them
- How often should they be using them?
- Need to ensure the session is engaging and tests ability

PL Priorities

- Reflection
- Do More Of / Less Of / Stop Doing / Start Doing
- Agree Priorities
- Time Management
- PL Calendar?

Group Task

- Discuss, Agree and Feedback for each section:
  - What should be included in the training?
  - Ensure you provide clarity/structure on what the process should look like
  - Agree what forms need to be used (if applicable)
  - Discuss frequency
  - What is the plan to ensure the training is embedded?

EV 26

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Work and Health Programme Wales

Work & Health Programme – Performance Lead Training

Date of Meeting	Tuesday 15th & Wednesday 16th October 2019
Venue	Remploy Ltd, 1st Floor 40 Windsor Place Cardiff CF10 3BW

Day 1

Timings	Session	Host
10:00am to 10:15am	Introduction & Expectation Setting	Sophie O'Kelly
10:15am to 10:45pm	Introduction to the Customer Journey Re-launch	Drew Smith
10:45am to 12:45pm	Performance Management Framework • Performance expectations template • Metrics review & one-to-one • Caseload review and forecast for caseloaded roles • Work plan for non-caseloaded roles • MMR for managers • Rolling action plan for all staff which can escalate to capability process • Early intervention template	Ed Gilmore
12:45pm to 1:30pm	Lunch	
1:30pm to 3:30pm	Dashboards & Reports • Overview of Key Reports ✓ Performance Overview Dashboard ✓ DWP Contractual Dashboard ✓ Cohort Simplifier ✓ Attrition Report ✓ Pipeline Report ✓ Activity Report • The importance/benefits of using them • How often should they be using them?	Pete Ball & Paul Lewis
3:30pm to 4:00pm	Observation Process • Observation Principles to be discussed • Process of how to complete observation form to be clarified • Open discussion around level of confidence in having 'difficult conversations' • Group Exercise – review an example observation and provide feedback	Samantha Harvey

Day 2

Timings	Session	Host
9:30am to 11:30am	Caseload Review & Observations – Practical Exercise	Paul Lewis & Sophie O'Kelly
11:30am to 1:00pm	Reports & Dashboard – Practical Exercises	Paul Lewis & Sophie O'Kelly
1:00pm to 1:30pm	Lunch	All
1:30pm to 2:30pm	Feedback & Discussion • PL's to provide feedback on the training • Practical next steps & application • Priorities • What other support or training do you need? • Observation & Support – T & D	Sophie O'Kelly
2:30pm to 3:00pm	Summary & Close	Caroline Banks

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EV 27

Sophie O'Kelly <sophie.new@remploy.co.uk>

Performance Lead Training

Sophie O'Kelly <sophie.new@remploy.co.uk> 17 October 2019 at 10:01
To: David Lyons <david.lyons@remploy.co.uk>, Karen Williamson <karen.williamson@remploy.co.uk>, Rhiannon Jones <rhiannon.jones@remploy.co.uk>, Zoe Yeomanson <zoe.yeomanson@remploy.co.uk>, Howel Davies <howel.davies@remploy.co.uk>, Martin Walton <martin.walton@remploy.co.uk>, Joanne Harvey <joanne.harvey@remploy.co.uk>, Kylie Thomas <kylie.thomas@remploy.co.uk>, Sharon Michaelson-Yeates <sharon.m-yeates@remploy.co.uk>, Lisa Lewis <lisa.lewis@remploy.co.uk>, Paul Walters <paul.walters@remploy.co.uk>
Cc: Paul Lewis <paul.lewis@remploy.co.uk>, Drew Smith <drew.smith@remploy.co.uk>, Caroline Banks <CBanks@maximusuk.co.uk>, Ed Gilmore <EGilmore@maximusuk.co.uk>, Peter Ball <peter.ball@remploy.co.uk>, Samantha Harvey <samantha.harvey@remploy.co.uk>, Claire Lane <claire.lane@remploy.co.uk>

Hi All

Just a quick email to say thank you for your contribution and commitment to the above training session in Cardiff over the past 2 days. We wouldn't ordinarily get together for 2 days in a working month but I hope you found it was a valuable use of your time and are already starting to consider how you will implement some of the priorities you set in yesterday afternoon's session.

It was great to have Ed, Pete and Caroline attend also - thank you so much to you all, the team found it really beneficial.

Next step as we discussed is the 'Embedding Process' which we have to commit to as much as we committed to the training. I will be in touch shortly with DPMs to discuss an individual observation and coaching plan.

I have also attached the agenda (including report scenarios), presentation slides (including Ed's slide deck) and the Caseload Review Template that we used in the practical exercise.

Please get in touch if on reflection you have any further comments about the training or have had time to consider what additional follow-up training you feel would be helpful to support with the embedding process.

We are very much looking forward to hearing your plan for your 'Performance Lead Forum'.....I think the idea of doing Caseload Reviews and Observations in each others branches/offices should be tested as I think it would be interesting to see the impact that has....(just a thought)

Have a great day all,

Many thanks

Sophie

--

Sophie O'Kelly

Performance Improvement Manager

Putting Ability First / Rhoi Gallu yn Gyntaf
Remploy Ltd

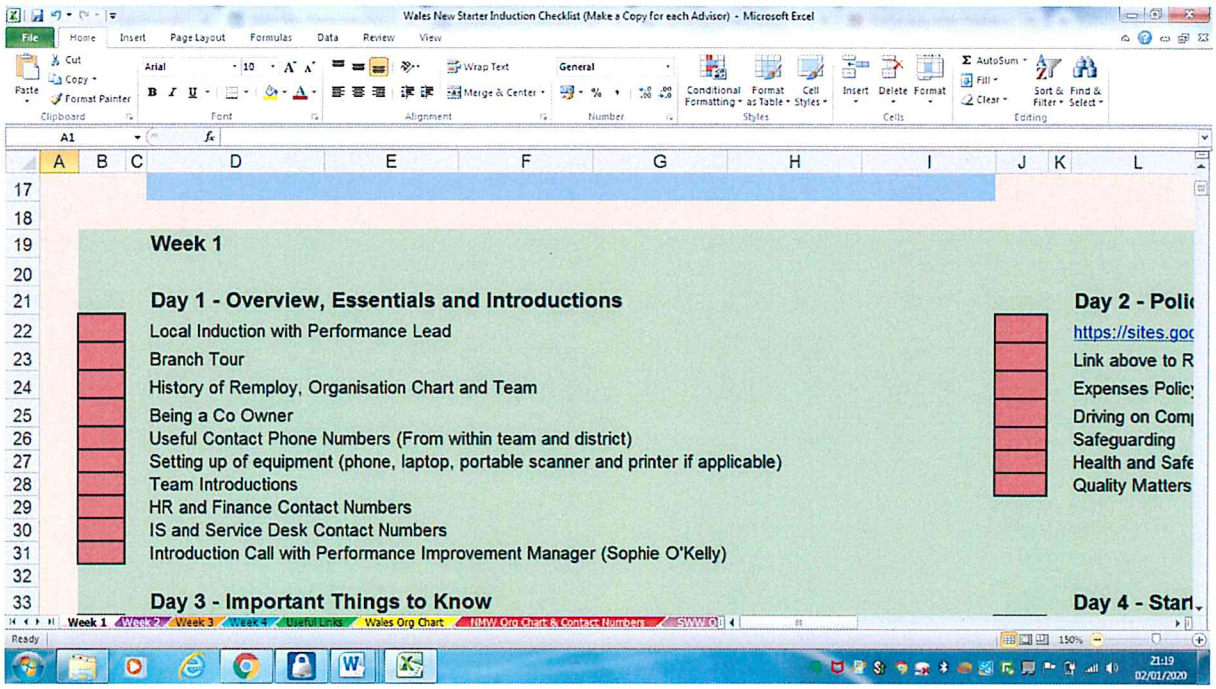
Mobile / Ffôn Symudol: 07789 171688

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4 attachments

Remploy WHP PL Training Agenda - October 2019 V2 (1).docx
6707K

EV28


Wales New Starter Induction Checklist (Make a Copy for each Advisor) - Microsoft Excel
Week 1
Day 1 - Overview, Essentials and Introductions
Local Induction with Performance Lead
Branch Tour
History of Remploy, Organisation Chart and Team
Being a Co Owner
Useful Contact Phone Numbers (From within team and district)
Setting up of equipment (phone, laptop, portable scanner and printer if applicable)
Team Introductions
HR and Finance Contact Numbers
IS and Service Desk Contact Numbers
Introduction Call with Performance Improvement Manager (Sophie O'Kelly)
Day 2 - Poli
https://sites.goo
Link above to R
Expenses Polic
Driving on Com
Safeguarding
Health and Safe
Quality Matters
Day 3 - Important Things to Know
Day 4 - Start
Week 1
Week 2
Week 3
Week 4
Useful Links
Wales Org Chart
NMW Org Chart & Contact Numbers
SWW Q
Ready
150%
21:19
02/01/2020

EV 29

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

Thomas/Kilman Conflict Mode Instrument

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

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

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

FOLLOW-UP

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

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

A. Competing

Uses:

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

If you scored High:

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

If you scored Low:

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

B. Cooperating

Uses:

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

If you scored High:

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

If you scored Low:

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

C. Compromising

Uses:

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

If you scored High:

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

If you scored Low:

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

D. Avoiding

Uses:

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

If you scored High:

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

If you scored Low:

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

E. Accommodating

Uses:

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

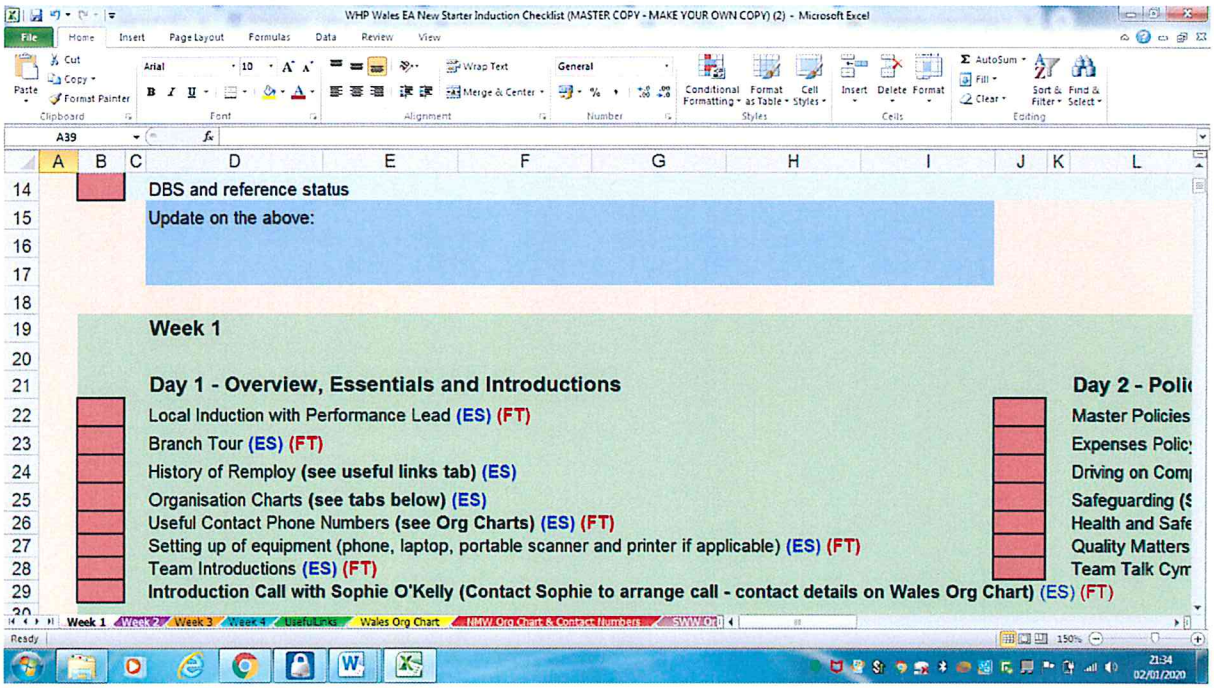
If you scored High:

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

If you scored Low:

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

EV 30


WHP Wales EA New Starter Induction Checklist (MASTER COPY - MAKE YOUR OWN COPY) (2) - Microsoft Excel
DBS and reference status
Update on the above:
Week 1
Day 1 - Overview, Essentials and Introductions
Local Induction with Performance Lead (ES) (FT)
Branch Tour (ES) (FT)
History of Remploy (see useful links tab) (ES)
Organisation Charts (see tabs below) (ES)
Useful Contact Phone Numbers (see Org Charts) (ES) (FT)
Setting up of equipment (phone, laptop, portable scanner and printer if applicable) (ES) (FT)
Team Introductions (ES) (FT)
Introduction Call with Sophie O'Kelly (Contact Sophie to arrange call - contact details on Wales Org Chart) (ES) (FT)
Day 2 - Poli
Master Policies
Expenses Polic
Driving on Com
Safeguarding (S
Health and Safe
Quality Matters
Team Talk Cym
Week 1
Week 2
Week 3
Week 4
Useful Links
Wales Org Chart
NMW Org Chart & Contact Numbers
SNWW Org
Ready

Remploy
Putting ability first

EV 31

Sophie O'Kelly <sophie.new@remploy.co.uk>

Important - Please Read: New Starter Inductions

Sophie O'Kelly <sophie.new@remploy.co.uk> 8 May 2019 at 14:02
To: Victoria Anderson <victoria.newman@remploy.co.uk>, Howel Davies <howel.davies@remploy.co.uk>, Kath Hackman <kath.hackman@remploy.co.uk>, Kylie Thomas <kylie.thomas@remploy.co.uk>, Rhiannon Jones <rhiannon.jones@remploy.co.uk>, Zoe Yeomanson <zoe.yeomanson@remploy.co.uk>, Joanne Harvey <joanne.harvey@remploy.co.uk>, David Lyons <david.lyons@remploy.co.uk>, Karen Williamson <karen.williamson@remploy.co.uk>
Cc: Paul Lewis <paul.lewis@remploy.co.uk>, Lisa Lewis <lisa.lewis@remploy.co.uk>, Paul Walters <paul.walters@remploy.co.uk>, Claire Davies <claire.davies@remploy.co.uk>

Hi All
Hope you're well.
Please can I just remind you of the importance of dialling into New Starter Induction catch up calls on Day 1; At the end of Month 1; Month 2 etc ahead of the induction being signed off and encouraging your new starters to do the same.
The Induction of New Starters is critical to ensure the increased likelihood of these colleagues staying in the business and being successful in their roles.
I know you will agree that driving the correct behaviours within your teams is important and I need your input to ensure the induction process is followed. Recently I have had a number of catch ups with new starters where it has become apparent that the induction checklist is not being updated from one month to the next. It seems like we have all good intentions on day 1 and then things get in the way and the the induction takes a back seat. ***We can't allow this to happen*** and I don't want to highlight individual cases where this is happening but all I ask moving forward is that you ensure the staff induction process is facilitated correctly and regular catch ups are in place to ensure your new starters receive the correct training/support they require.
If anyone has any questions or is unclear on the process then just give me a call but please if you need to reschedule a catch up call with your new starter as either of you are unable to attend, then please let me know ahead of the call.
Thanks
Sophie

--

Sophie O'Kelly

Performance Improvement Manager

Putting Ability First / Rhoi Gallu yn Gyntaf
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EV 32

What aspects of the induction did you find the most valuable?

22 responses

It was set out in stages - no overload

Sophie's induction calls, E-Learning and the links.

Knowing what the business needed me to complete

I found shadowing other employment advisers very very valuable. [redacted] really helped me to understand the values and the process of the business which I found really valuable when starting to meet candidates.

All

I felt that the induction checklist was really valuable. It had all of the necessary links and useful info.

Whilst the induction was valuable, I find I am gaining more experience of the job with on the job training

Completing most of the academy learning within the first week gave more time to spend with advisors.
I found shadowing different advisors of the team for the first four weeks the most valuable.
P.L arranged for the shadowing with each outreach advisor, Being able to shadow all team members gave me the opportunity to learn and develop different ways in which I would advice my own customers. This also gave me the opportunity to ask questions and any concerns.
Daily and weekly contact from P.L was also a very valuable aspect, I felt fully supported throughout my induction.

Reports / CLR / Observations

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EV33

Sophie O'Kelly <sophie.new@remploy.co.uk>

WHP Wales - New Starter Induction Process Update

Sophie O'Kelly <sophie.new@remploy.co.uk> 8 November 2019 at 16:52
To: Howel Davies <howel.davies@remploy.co.uk>, Martin Walton <martin.walton@remploy.co.uk>, David Lyons <david.lyons@remploy.co.uk>, Karen Williamson <karen.williamson@remploy.co.uk>, Joanne Harvey <joanne.harvey@remploy.co.uk>, Kylie Thomas <kylie.thomas@remploy.co.uk>, Rhiannon Jones <rhiannon.jones@remploy.co.uk>, Zoe Yeomanson <zoe.yeomanson@remploy.co.uk>, Lisa Lewis <lisa.lewis@remploy.co.uk>, Paul Walters <paul.walters@remploy.co.uk>, Sharon Michaelson-Yeates <sharon.m-yeates@remploy.co.uk>, Samantha Harvey <samantha.harvey@remploy.co.uk>, Claire Lane <claire.lane@remploy.co.uk>, Kath Hackman <kath.hackman@remploy.co.uk>
Cc: Drew Smith <drew.smith@remploy.co.uk>, Paul Lewis <paul.lewis@remploy.co.uk>, Caroline Banks <CBanks@maximusuk.co.uk>, Gareth Parry <gareth.parry@remploy.co.uk>, Veena Patel <VPatel2@maximusuk.co.uk>, Rosemary Hathaway <RHathaway@maximusuk.co.uk>

Hi All

Just a quick note to say thank you for all your hard work in supporting and driving the New Starter Induction Process that we implemented in Wales at the beginning of last financial year in order to improve our New Starter staff retention rate.

I'm sure you will all admit that it has been a huge learning curve for us as a region. We have been on quite a journey with it which hasn't gone without its challenges. It's certainly been a working progress and we have learnt a lot as we have been going along about what works and what doesn't work to ensure we continuously improve it and have gained some really valuable staff feedback along the way.

I know operationally there are so many daily priorities so I wanted to thank you for investing your time to the induction process to ensure we see the long term impact.

I have pulled together some very basic stats from the information that I have, and have gone back to the start of WHP Wales (Dec 2017) to evidence the improvement that we have made as a region by following the new induction process:

Dec 2017 - Sept 18 - 34 New Starters recruited - 14 of which left the business (41%)
End of September 2018 - New Starter Induction Launched
Oct 2018 - Nov 2019 - 54 New Starters recruited - 9 of which have left the business (16%) - with 95% of those who have provided feedback rating their Induction Good to Excellent

I know this data doesn't delve into specific reasons why individuals left the business and I recognise there are still improvements to be made but I would certainly say the induction process you have all committed to over the year has got us to a stage where our recruitment is now fairly stable and we are seeing an improvement in our New Starter staff retention rate so thanks again and well done!

As always we need to continue to drive this with the New Induction Programme that has been launched nationally to continue to give our New Starters a great induction to our business and WHP Wales.

Thanks again everyone - have a great weekend!

Kind Regards,

Sophie
--

Sophie O'Kelly

Performance Improvement Manager

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Qualification: Level 5 CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 4

Word Count: 1,087

Student Name: Sophie O'Kelly

Student Number: 1904625

CIPD Membership Number: 55491663

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: 10.01.2020

Activity 4

Executive Summary

This report considers the necessary components to make an effective team that is confident, positive and maximises productivity. It highlights the importance of group dynamics and specifically why HR Professionals need to be confident in their understanding of what makes a good team but what can also be detrimental to the success of a team.

We will discuss different types of team, along with the theory behind group development. Tuckman's 1965 model is explained to understand the stages groups go through and how to ensure a smooth transition from one stage to another. Belbin's model is also discussed and the importance of all nine roles being present in an efficient and effective team.

We will also discuss Organisational Politics and the impact it can have on organisations. We will look at the primarily negative view that we have on Organisational Politics but also highlight strategies Leaders can adopt to understand the drivers behind Political Behaviour and how to ensure it is used effectively to bring about positive organisational changes.

Introduction

During the early days of Google, Urs Holze who was considered a vital contributor within the engineering department believed the key to his success was having a strong team around him (Buchanan & Huczynski, 2017).

When a team isn't gelling, this can have a detrimental impact on productivity and employee motivation. To minimise this risk, HR professionals need to be confident in their understanding of group dynamics (Johns & Perkins, 2016).

Group dynamics

Sundstrom, De Meuse and Futrell (1990) differentiate between types of team. 'Advice' teams are primarily set up by Managers with the aim of providing information to Managers. Members of 'Action' Teams are highly skilled, deliver short term performance which is repeated in different conditions i.e. Sports teams. Where individuals have been brought together from various parts of the business to complete a task with a deadline, this is often referred to as a 'Project' team. Finally, 'Production Teams' exist where the individuals of the team share the same production objective; often this can be everyday tasks such as working on a production line (Buchanan & Huczynski, 2017).

Research into group dynamics found that the most effective teams were those where all members gelled and communicated effectively (Watson, 2014). Leadership, team structure, individuals and communication difficulties all impact group dynamics (Johns & Perkins, 2016). Amy Edmondson and her colleagues (2001) discussed that when Surgical Teams

underwent the transition from performing traditional open heart surgery to a less intrusive procedure, team members had to unlearn what they knew previously and relearn a new procedure with new technology, a different order of tasks and surgeons more reliant on other team members. Through increased communication to identify potential problems and surgeons naturally becoming more of a team member, learning was actually enhanced (Buchanan & Huczynski, 2017).

I recently led the Staff Training Work-stream as part of the Implementation team for a new contract. I was required to work with various subject matter experts throughout the organisation to create training content and a training schedule within a tight deadline to ensure all staff were fully trained to deliver the contract. The implementation was smooth; achieved through cohesive teamwork, everyone fully understanding their role, clear objectives and regular communication to provide progress updates to the Project Manager.

Tuckman's 1965 model is used to describe how teams develop. The 'Forming Stage' describes the creation of the team when individuals attempt to establish roles. The next stage is 'Storming' where power struggles can cause frustrations. If this conflict is handled correctly, it can have a positive impact and the team can start moving forward (Miller, 2014). HR professionals can resolve team conflicts by working with individuals to uncover problems and find satisfactory solutions (Johns and Perkins, 2016). 'Norming' is the third stage where the team leader should now be embracing a more facilitative role. The 'Performing' stage is the fourth stage where a cohesive team is in place and the Team Leader can focus on delivering the team objective (Miller, 2014).

Belbin's model allows individuals to understand their strengths; improves communication, enhances productivity and all team members feel they are adding value (Belbin, 2019). Belbin found the most effective teams were made up of individuals with different strengths; for example a team made up of 'driven' managers didn't produce results until they recruited a member whose strength was in 'ideas' (Powley, 2012). Belbin's model highlights nine roles that are essential to creating the most effective team, categorised into Action roles, Social Roles and Thinking Roles. All contribute equally to the success of the team. (Buchanan & Huczynski, 2017).

Organisational Political Behaviour and its impact

We tend to consider Political Individuals in a negative light; as people who get things done by influencing decision makers and pressurising weaker individuals for their own benefit which can have a damaging effect on a team or organisation.

Political behaviour however is normal; it's a process of influencing and can actually help an organisation to achieve its strategic objectives but leaders need to understand the core of the political behaviour (Jarrett, 2017).

Politics exists within teams. Individuals can be 'Allies'; those who can be relied upon to fully support the team objectives. 'Bedfellows' *pretend* to agree with the majority's views for their own personal benefit. 'Fence sitters' won't express an opinion and won't support the team if faced with opposition. 'Opponents' are negative about the objectives and 'Adversaries' are willing to damage the work of the team. To minimise the negative impact of politics, 'Opponents' views should be encouraged at the early stages; if handled correctly they could become 'Allies'. Likewise with 'Bedfellows', what they want to achieve needs to be established to get them on board. 'Adversaries' need to be confronted about their negativity, but if they don't change, potentially they need to be removed from the team (Horn, 2009).

Jarrett (2017) discusses four types of organisational politics. 'The Weeds' is the term for politics that develops naturally but can be easily kept under control. In these scenarios it's best to attempt to personally influence key individuals. The 'Rocks' is another area of influence at an individual level but from a more formal perspective, most likely to do with position of authority. The suggestion here is not to fight against this source of power but instead to attempt to appeal to it. The 'High Ground' refers to the organisation's rules and policies that can sometimes be used politically to prevent 'change'. The most effective approach here is to suggest a separate group be created to look at the issue, this then offers an additional source of power. 'The Woods' refers to the unspoken rules within an organisation. New colleagues are in prime position to reveal these; the next step is to bring them up for discussion by asking existing colleagues for their opinion (Jarrett, 2017).

Recommendations

Moving forward, I will be recommending all Managers within my workplace use the Belbin model as a useful tool to understand the strengths of individuals within their teams to address any skills gaps that may exist in order to maximise productivity.

Conclusion

Teams exist everywhere and with constant change its vital that teams have the right knowledge, skills and attitude to be effective (Lacerenza et al. 2018)

HR professionals need to use influencing skills in order to implement change; be confident in their knowledge, create an atmosphere of trust, communicate effectively and listen to stakeholders views (Johns & Perkins, 2016). Leaders need to engage confidently with political activity to build alliances of support for positive organisational changes (Rodgers, 2007)

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

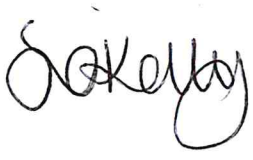
Activity 5

Student Name: Sophie O'Kelly

Student Number: 1904625

CIPD Membership Number: 55491663

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: 10.01.2020

Activity 5

5.1: Self - assessment of HR capabilities to identify development needs.

Initially I completed the CIPD Profession Map handout (EV 34) to guide my thinking ahead of completing the self-assessment on the CIPD Website. I accessed the self-assessment via My CPD Map on the CIPD Website to complete.

When completing the self-assessment in the professional areas, it was a requirement to undertake an assessment under the two core professional areas (Insights, Strategy and Solutions and Leading HR) before I was able to assess myself against the other professional areas.

I was only required to assess myself against one other professional area in addition to a core area but there were two that I felt strongly towards assessing to uncover the recommendations for development so that it would aid my decision about which would fit in with my current role most effectively. 'Learning and Development' and 'Talent Planning and Resourcing' were those two additional professional areas I assessed myself against.

Similarly with the behaviours, I assessed myself against 'Driven to Deliver'; 'Personally Credible', 'Skilled Influencer' and 'Decisive Thinker' which are all vital to my role (EV 35).

5.2: Different options selected for professional development.

Out of the core areas on the CIPD HR Profession Map, I chose **'Insights Strategy and Solutions'** as the Professional area that I could develop further on my CPD plan. **'Learning and Development'** was the other Professional area that I opted for as much of my work currently sits within this field and I will have most opportunity to develop further here. Of the behaviours, I chose to focus my CPD on becoming more **'Personally Credible'**, **'Driven to deliver'** and a **'Skilled Influencer'.**

- The first development option that I chose for professional development documented on my CPD Plan is to:
  'Expand my knowledge into the different HR Specialisms within my organisation'

This focuses on developing my skills further in the 'Insights, Strategy and Solutions' professional area. This was one of the main reasons for me requesting to undertake this qualification. For some time now I have been getting increasingly more involved with planning, implementing and embedding HR projects but I am keen to increase my knowledge further into the HR function as a whole as I hope this will enhance my Personal Credibility which was another key factor in my decision making. Through increasing my knowledge I can further support Managers and Colleagues whilst bringing that 'added value' to the organisation. Through networking and spending more time with Key Stakeholders, I can also learn how Colleagues who work within these specialist HR functions manage their

individual projects to ensure they can effectively work on multiple tasks at the same time and achieve deadlines. This supports me to develop further in the 'Driven to deliver' behaviour. My self-assessment indicates that this is something I am already quite competent at but I personally want to do better. I am driven by achieving results but I feel I can learn more from others in terms of the methods they choose when working on tasks. My learning style indicates I am a 'Reflector' or a 'Theorist' (EV 36). Reflectors ponder on tasks and like to think about them before starting them and Theorists are Perfectionists which I certainly am, but feel this can on occasion be a hindrance when completing tasks within given deadlines.

In summary, this first development option is aimed to increase my skills in the 'Insights, Strategy and Solutions' professional area whilst developing my behaviours in becoming more 'Personally Credible' and 'Driven to Deliver'.

- The second development option that I chose for professional development documented on my CPD Plan is to:
  'Expand my knowledge of different approaches, tools and thinking in the Learning & Development Market in order to create relevant and effective learning content that effectively upskills colleagues'

This focuses on developing my skills further in the 'Learning and Development' professional area. The majority of my work sits within this remit currently. I am have created and delivered my own learning material and am confident in doing this, however in order to increase my knowledge and expertise I feel it would be beneficial to do some research into different adult learning theories to ensure the training content I produce is effective for all types of learner.

In summary, this second development option is aimed to increase my skills in the 'Learning and Development' professional area whilst developing my behaviour in becoming more 'Personally Credible'.

- The final development option that I chose for professional development documented on my CPD Plan is to:
  'Expand my knowledge into creating effective Personal Development Plans in order to support Line Managers to develop their staff'

This again focuses on developing my skills further in the 'Learning and Development' professional area. The enhancement of 'Learning and Development' will be a key driver in our organisation this financial year. I feel I can add value and support this initiative by driving and embedding a Learning Culture within my region. One method of making this

happen will be to ensure colleagues who are keen to grow and progress have a Personal Development Plan to support their development within the organisation. I plan to shadow the work of some of my colleagues within the Talent and Development team to ensure I can upskill managers effectively on how to identify development opportunities and create effective personal development plans for their teams. This will also give me the opportunity to test my influencing skills in ensuring this initiative is bought into, driven and embedded. Being a Skilled Influencer is important in my position as I don't have direct authority but when embedding any change or new initiative I need to get the buy-in from Senior Colleagues.

In summary, this final development option is aimed to increase my skills in the 'Learning and Development' professional area whilst developing my behaviour in again becoming more 'Personally Credible' but also as a 'Skilled Influencer'.

5.3: CPD plan to meet development objectives

My initial CPD Plan has been developed (EV 37)

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EV 34

CIPD Profession Map: Our professional standards

Using the Profession Map for your development and career: Getting started!

The CIPD Profession Map sets out the CIPD's professional standards: transferable capabilities that deliver great HR and sustained performance.

Of its many uses, CIPD members use the framework to plan their development and build their HR capability. This document will help you get started...You can then use the tools on our website to plan your development in more detail.

Step One: Which band?

Take a look at the Bands Description and Transitions handout.

Which band are you currently working at?

2

Which band do you need to be at (because of your current role or changes in the way you work, for example)?

3

(Concentrate on this band when you are looking at the professional areas and behaviours in the Profession map)

What do you need to do to get there (see transition handout)? Give specific examples.

Become more aware of the challenges that face the business as a whole, not just the contract I work on.
Work more closely with the central HR function & key stakeholders within HR, Recruitment & Talent + Development team.
Gain a clearer understanding of the strategic objectives of the business.
Become more emotionally resilient.
Let go of the need to have adequate quality information or time before making a decision

1

CIPD Profession Map: Our professional standards

Step Two: Professional Area/s

Take a look at the overview and core Professional Area handouts.

Are you confident you have the two core areas covered at the relevant band/level?

Yes.

Which professional areas are important to you?

- Do you/your team need to increase your knowledge of a specialist area?
- Do you need to widen your experience across HR?

Learning + Development — my current role was derived primarily from staff training so it is crucially important that this is one of the areas in which I develop my skills + knowledge

Employee engagement — this is another area of which really interests me & I have set some personal objectives to focus on this this financial year.

How could you and your team develop knowledge and experience in these areas?

Providing learning & development opportunities for staff is a key focus for the business nationally. There are already plans in place to create additional training sessions for new starters as part of their induction so will be working closely with Talent + development team on this work. Personal development plans need to be in place for staff who are keen to progress & grow within the business

CIPD Profession Map: Our professional standards

Step Three: Behaviour/s

Take a look at the Behaviours overview and examples handouts.

Which behaviours do you show consistently?

Role Model
Collaborative
Driven to deliver

Which behaviours are vital to your role?

Personally credible
Driven to deliver
Skilled influencer

How can you develop these behaviours?

In order to become personally credible, I need to increase & widen my knowledge of the HR function as a whole, outside of my specific function. I can do this by working more closely with this function whether this be in an 'observation/mentoring' capacity or as part of a project. Being driven to deliver is vital in my role. I am naturally driven by achieving results but do feel I could develop my skills further in planning tasks + sticking to the plan rather than starting another task midway through & working on a number of tasks at the same time.

Being a skilled influencer again is essential as need to gain buy in from senior team & key stakeholders. Can develop these skills further through mentoring & experience

CIPD Profession Map: Our professional standards

SUMMARY your development starting points

Your current Band: 2

Your aspiration Band: 3

Your priority Professional Area/s: Insights, Strategy + Solutions | Learning + Develop

Your priority Behaviour/s: Skilled Influencer, Driven to deliver, Personally Credib

Now go to the full content of the Profession Map and download the relevant areas for more detail. Alternatively, use the My HR Map tool to assess yourself against the professional area you have identified.

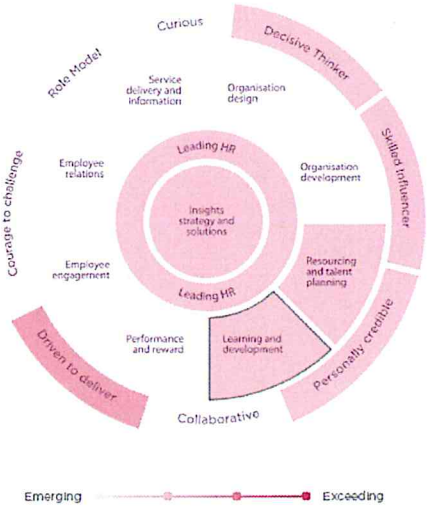
EV 35

CIPD Welcome back Sophie (STUDENT)
You're currently assessing as a PROFESSIONAL

Dashboard Learn more Exit

STUDENT ASSESSMENT

Your assessment results



Learning and development

Summary | Development actions | Reading & Research | Courses & Events

- Design and deliver a number of aligned interventions to upskill line managers in identifying learning needs at individual and team level, and effective 'on the-job' development opportunities. The interventions could include learning workshops co-delivered with senior managers, coaching, online toolkits and templates.
- Design quality and performance measures and criteria to manage third party suppliers effectively. Research best practice on the procurement and management of external suppliers.
- Identify sources of cutting edge thinking in L&D practice. Use your network to benchmark your organisation's L&D practice against that of your colleagues. Put an hour aside each week to update yourself on emerging theories and trends in learning.
- Research the principles behind adult learning theories (such as behaviourism, cognitivism and constructivism and Knowles adult learning theory). Build these principles into the design and

EV 36

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

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

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

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

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

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

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

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

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

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

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

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

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

24. I enjoy fun-loving, spontaneous people. ✓

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

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

27. I believe in coming to the point immediately. X

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

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

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

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

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

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

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

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

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

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

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

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

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

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

42. I tend to be a perfectionist. ✓

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

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

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

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

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

48. On balance I talk more than I listen. X

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING
(Honey & Mumford 1986)

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

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

Ring your scores on this chart and join up.

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

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

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

Reflectors

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

Theorists

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

Pragmatists

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

° *Honey and Mumford 1986*

EV 37

Development plan

NAME:	Sophie O'Kelly	MEMBERSHIP NUMBER:	55491663
COVERING THE PERIOD FROM:	Jan 2020	TO:	September 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
Expand my knowledge into the different HR Specialisms within my organisation	• Arrange to spend time with Recruitment Team and Talent & Development team to shadow their work, understand their key priorities and how they get things done • CIPD Level 5 Diploma in Applied HR	• Time • Commitment from my Line Manager to support this • Commitment from HR, Recruitment & T&D team to allow me to shadow their work	• Improved Personal Credibility • Better understanding of organisation and strategy with a clearer, deeper insight into key challenges facing the business • Insight into how key stakeholders manage tasks to deliver to deadlines	• Review April 2020 • Complete September 2020
Expand my knowledge of different approaches, tools and thinking in the Learning & Development Market in order to create relevant and effective learning content that effectively upskills colleagues.	• Research into Adult Learning theories (behaviourism cognitivism and constructivism and Knowles Adult Learning Theory • Build these principles into the design and development of learning programmes and interventions • Engage with Talent & Development Team to discuss mentoring in this field	• Time • Mentor Support from Talent & Development Team • CIPD L&D Fact Sheets • Books/E-Books/Internet sites to research learning theories	• Relevant and Effective Learning Content that effectively upskills colleagues • Positive feedback from Managers to suggest learning intervention has been successful • Improved Personal Credibility	• Review April 2020 • Complete September 2020

Expand my knowledge into creating effective Personal Development Plans in order to support Line Managers to develop their staff	• Arrange to spend time with Key Stakeholders from HR and T&D teams to understand how to identify learning/development opportunities, what makes a good Personal Development Plan and how to update/review it • Support Managers to develop these plans and embed them within their teams	• Time • Commitment from my Line Manager to support this • Commitment from HR and T&D to share their expertise and knowledge • CIPD Website	• Increased Employee Engagement • Learning Culture Embedded • Up-skilled Managers • Improved Personal Credibility • Increased influencing skills	• Review April 2020 • Complete September 2020