

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5A IOP Contributing to Improving Organisational Performance

Word Count: 2537

Student Name: Katy Barron
Student Number: 1811083
CIPD Membership Number: 5339341X

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: K.L.Barron
Date: 31/07/2019

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CIPD Candidate evidence matrix

(CEM1)

Candidate name: Katy Barron				CIPD Membership/registration No.: 5339341X			
Qualification title: Leel 5 CIPD Diploma				Unique Learner No. (ULN): 1811083			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled	
5A1OP	Contributing to Improving Organisational Performance	LO1	Coleg Ceredigion's Probationary Policy	1.1			
5A1OP	Contributing to Improving Organisational Performance	LO1	Advising a line manager on Probationary Reviews	1.2			
5A1OP	Contributing to Improving Organisational Performance	LO1	Probationary Review forms	1.3			
5A1OP	Contributing to Improving Organisational Performance	LO1	Coleg Ceredigion's Capability Policy	1.4			
5A1OP	Contributing to Improving Organisational Performance	LO1	Supporting a manager during a capability investigation process for a member of staff	1.5			
5A1OP	Contributing to Improving Organisational Performance	LO1	Coleg Ceredigion's Induction Policy	1.6			
5A1OP	Contributing to Improving Organisational Performance	LO1	Coleg Ceredigion's Induction Checklist	1.7			
5A1OP	Contributing to Improving Organisational Performance	LO1	Informing line manager of induction process	1.8			
5A1OP	Contributing to Improving Organisational Performance	LO1	Coleg Ceredigion's Staff Development Policy	1.9			
5A1OP	Contributing to Improving Organisational Performance	LO1	Questions taken from the PEPi Appraisal System	1.10			
5A1OP	Contributing to Improving Organisational Performance	LO1	Advise on appraisal reviews and the PEPi system	1.11			
5A1OP	Contributing to Improving Organisational Performance	LO2	Informing staff of appraisal training session and advising to attend	2.1			
5A1OP	Contributing to Improving Organisational Performance	LO2	Forwarding on a CPD record to a member of staff as requested by that individual	2.2			
5A1OP	Contributing to Improving Organisational Performance	LO2	Notes from and induction process improvement meeting	2.3			

5A1OP	Contributing to Improving Organisational Performance	LO2	Line manager thanking me for help with PEPi/Appraisals	2.4		
5A1OP	Contributing to Improving Organisational Performance	LO3	Recruitment and Selection Shortlisting Form	3.1		
5A1OP	Contributing to Improving Organisational Performance	LO3	Recruitment and Selection Scoring Form	3.2		
5A1OP	Contributing to Improving Organisational Performance	LO3	Staff Development Application Form	3.3		
5A1OP	Contributing to Improving Organisational Performance	LO3	Baby Massage Course	3.4		
5A1OP	Contributing to Improving Organisational Performance	LO3	Internal Promotion	3.5		
5A1OP	Contributing to Improving Organisational Performance	LO3	Coleg Ceredigion's Intranet; the Gateway	3.6		
5A1OP	Contributing to Improving Organisational Performance	LO3	CAT meeting minutes	3.7		
5A1OP	Contributing to Improving Organisational Performance	LO3	All Staff email	3.8		
5A1OP	Contributing to Improving Organisational Performance	LO3	Tick box questions from PEPi	3.9		
5A1OP	Contributing to Improving Organisational Performance	LO3	Sickness absence rates from 2017-2018	3.10		
5A1OP	Contributing to Improving Organisational Performance	LO3	Coleg Ceredigion's Sickness Absence Policy	3.11		
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:	K.Barron	Date:	30/07/2019			

Notes on candidate evidence matrices

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

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

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

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

LO1

Performance Management (PM) is a number of practices used in order to continuously develop employee performance to reach the organisational objectives (CIPD, 2018a). Its' purpose is to guarantee that employees are proactively contributing towards the overall objectives and to ensure effective management of this, HR policies and procedures are in place both for the employer and employee.

Minor performance management issues can often be resolved informally; however, with more serious and complex problems, it's important that the organisation follows their policies and procedures and abides by ACAS code of conduct (ACAS, 2019)

Coleg Ceredigion (CC) have numerous active policies and procedures to ensure successful PM. These policies and procedures include, Probationary Policy and documents, Capability Policy, Induction Policy and documents, Staff Development Policy and Appraisal Process.

Evidence 1.1. shows CC's current probationary policy and documents. Dependant on the employee's contract; Management, Support staff or Lecturing, the probationary periods vary. Both management and business support staff are required to successfully complete a 6 months' probationary period to continue employment at the college, whereas managers have a 9-month probationary period. Within each probationary period, the employee can have up to 3 meetings with their line manager. (Coleg Ceredigion, 2017a).

The new employee, line manager and HR all have responsibilities during probationary periods. The HR department support the line manager with advice on conducting probationary reviews and provide the relevant documentation (Evidence 1.2 and 1.3). Probationary reviews provide an opportunity for the line manager to address poor performance and to monitor improvement to insure the organisation has recruited an effective employee (BrightHR, 2019)

CC's capability policy is seen in Evidence 1.4. This policy is important in ensuring that employees achieve and maintain high job performance whilst being treated fairly and consistently; acting as a reminder of the consequences of failing to comply or perform. Evidence 1.5 is an example on how I have supported a manager during an investigation into the capability of a member of staff.

Induction processes are highly important in setting a foundation of what the organisation expects of the employee (CIPD, 2018b). All staff from full and part time and management, support and lecturing all attend an induction meeting with HR; on their first day of employment. The policy supporting induction is outlined in Evidence 1.6. CC make it clear that inductions are crucial in ensuring that employees work towards the organisational objectives, values and behaviours, can perform their role effectively and allowing any questions or concerns to be dealt with at the early stages (Coleg Ceredigion, 2017b).

HR have the responsibility in supporting the process, providing the documentation and completing sections from the Induction Checklist (Evidence 1.7.). The responsibility is then passed to the new employee's line manager. The line manager must actively participate and ensure the remaining areas of the induction checklist are thoroughly discussed, understood and completed with the employee; discussing CPD (Continuous Professional Development) and supporting their progress with regular reviews. Evidence 1.8 shows an email that I have sent to a line manager advising to complete the induction checklist as thoroughly as possible as this sets a solid foundation for the employee's performance during their employment at the college. (CIPD, 2018b)

Coleg Ceredigion actively support employees with self-development and continuous professional development. A Staff Development Policy is in place (Evidence 1.9) because the Coleg understands

the importance of developing staff in order to have skilled and flexible employees who together can meet the current and future objectives of the college (Coleg Ceredigion, 2014). Supporting employees on their self-development contributes to their overall performance; the more detailed and updated their knowledge, the better skilled and effective they will be.

Coleg Ceredigion currently carries out biannual appraisals. These are conducted by the employee's line manager through the newly established system PEPi; Performance Excellence Plan. Employees access this via the staff Intranet and are required to complete sections themselves, rating and commenting on their own performance, goals etc before an automated email is sent to their line manager to complete the same sections but with their views and opinions. Once both sections have been completed, the line manager and employee meet to discuss in detail what has been written on the PEPi system as well as performance concerns or acknowledgement. Examples of Questions asked can be seen in Evidence 1.10. CIPD (2018c) advise that appraisals are meaningful with open, honest and trusting conversations. I have offered support and coaching with the PEPi system as well as helping conduct successful and effective appraisals, an example is seen in Evidence 1.11.

At CC all Further Education Teachers, Support Workers and Work-based Learning Practitioners must all register with the EWC (Educational Workforce Council). There is a fee to register and they must renew their membership annually to maintain their registration; a conditional offer of employment is subject to EWC registration. The EWC is a Welsh regulator which is introduced for teachers' and support staff in schools and FE settings, youth workers and work-based learning practitioners (EWC, 2019a).

All staff who are members of the EWC must align with the Code of Professional Conduct and have a duty to perform and act as expected by the professional body (EWC, 2019b). Failure to comply with the Code of Conduct and/or when a registrant received a formal conviction/caution for a criminal offence, the EWC are automatically informed of the offence by the Police. The EWC then have to take into consideration the seriousness of the offence and consult on the future registration of that individual. In conclusion, it is crucial that all EWC registrants manage their performance effectively.

EVIDENCE FOR LO1



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PROBATIONARY POLICY AND PROCEDURE

CONTENTS

1.0 Introduction

2.0 Scope

3.0 Responsibilities

3.1 New Employee

3.2 Line manager

3.3 Human Resources

4.0 The Probationary Review Process

5.0 Formal Meeting

5.4.1 Extension of Probationary Period

5.4.2 Recommendation for Dismissal

5.4.3 Formal Capability Policy and Procedure

6.0 Dismissal Hearing

7.0 Appeals against dismissal or notice of dismissal

Appendix A Recommended Procedure For Dismissal Hearing

Appendix B Recommended Procedure For Appeals

7/15/2019

Evidence 1.2

Mail – katy.barron@ceredigion.ac.uk

Probationary review

Katy Barron

Mon 15/07/2019 08:22

To: Cynorthwydd Gweinyddol AD / HR Administrative Assistant

1 attachments (62 KB)

Probationary Review Form.docx;

Hello

In response to your email requesting the relevant paperwork to conduct a probationary review with [REDACTED] I have attached the Probationary Review form and a link to further guidance on how to get the best out of the review; for both yourself and the employee <https://www.personneltoday.com/hr/probation-meetings-eight-tips-line-managers/>.

A probationary review provides an opportunity for both parties to address any performance issues noted over the previous months and to constructively advise the employee on how to improve and become an effective employee of the College.

If this review isn't as successful as can be, remember, as the employee is a lecturing staff they have a 9 month probationary period which allows 3 reviews (one every three months) to try and resolve and overcome the issues.

If you require further help please let me know.

Kind regards
Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

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PROBATIONARY REVIEW FORM

Employee:	Job Title:
Line Manager:	Commencement date:
Date of Review:	Review: 1st/2nd/3rd (delete as appropriate)

Excellent = excellent in key areas and consistently meeting or exceeding expectations.

Good = making a positive contribution and meeting expectations. Minimal action required.

Fair = performance acceptable but action required within an agreed timescale to develop further or to improve performance in this area to a more satisfactory standard.

Poor = performance unacceptable and causing concern. Immediate action and improvement required.

	Excellent	Good	Fair	Poor
Quality of work				
Performance				
Attendance				
Timekeeping				
Teamwork				
Communication skills				

Comments:

Training & Development Needs:

Actions Agreed:

I agree with the comments detailed on this form and any timescales or targets have been mutually agreed.

Employee signature:

Line Manager signature:

Date:

Final review (following 9 month review for Lecturing staff, 6 month review for Business support)

Do you recommend that this employee has satisfactorily completed his/her probation period and that the post should be confirmed?

Yes ☐

No* ☐

Line Manager signature: _____

Date HR informed of decision: _____

*Probation period to be extended? (Following discussion with HR)

Yes ☐

No ☐

If probation should be extended, state improvements required (with timescales), any additional support needed and timetable for review:

Evidence 1.4



CAPABILITY POLICY AND PROCEDURE

1.0 INTRODUCTION

2.0 SCOPE

3.0 PRELIMINARY ENQUIRY

4.0 INFORMAL STAGE

5.0 FORMAL STAGE

5.1 First Formal Interview

5.2 Final Formal Interview

5.3 Alternatives to Capability Hearing

6.0 CAPABILITY HEARING

7.0 APPEALS

7.1 Appeals Against Warnings

7.2 Appeals Against Dismissal or Notice of Dismissal

8.0 ACCREDITED OFFICERS OF THE RECOGNISED UNIONS

7/15/2019

Evidence 1.5

Mail – katy.barron@ceredigion.ac.uk

Re: Letters to AC, RB & TB

Katy Barron

27/06/2019 09:31

To: Catrin.Rees@colegsirgar.ac.uk; Catrin.Rees@colegsirgar.ac.uk

3 attachments (1 MB)

Letter - AC.pdf; Letter - RB.pdf; Letter - TB.pdf;

Bore da

I have attached the invite letters for the investigation meetings.

Diolch

Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

From: Catrin Rees <Catrin.Rees@colegsirgar.ac.uk>

Sent: 21 June 2019 08:44

To: Katy Barron

Subject: Letters to AC, RB & TB

Bore da Katy

Could I please have copies of the letters sent to the above regarding last week's meetings?

Thanks

Catrin

 colegsirgâr

 colegceredigion

Coleg Sir Gâr / Coleg Ceredigion
Rhann o Grŵp PCDDs
Part of the UWTSD Group

 Beacon Awards
Winner 2016/17

Yn ydym yn croeso i gyswllt yn Gymraeg a'r iaith Gymraeg. Os ydych chi chi gyswllt yn Gymraeg ac ni fydd gŵir i'r iaith Gymraeg yn cael ei ddefnyddio yn eidd. Any correspondence received in Welsh will be answered in Welsh and responding in English will lead to a delay in response.

Mae'r e-bost hwn ac unrhyw ffeiliau atodedig yn gyfrinachol i ac at sylw'r unigolyn neu'r sefydliad a enwir uchod. Bydd unrhyw farn neu sylwadau a fynegir yn perthyn i'r awdur yn unig ac ni chynrychiolant o anghenraid farn Coleg Sir Gâr. Os ydych chi wedi derbyn yr e-bost hwn ar gam, rhowch sylw i'r gweinyddwr ar y cyfeiriad canlynol: postmaster@colegsirgar.ac.uk

Cysidwrch yr amgylchedd - a oes wir angen argraffu'r e-bost hwn?

This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. Any views or



INDUCTION POLICY & PROCEDURE

Contents page

1.0 Introduction

2.0 The purpose of Induction

3.0 Responsibilities

3.1 The role of the line manager

3.2 The role of the HR Manager

3.3 The role of the new Employee

3.4 The role of the Learning Mentor

4.0 The Induction Checklist

5.0 Monitoring, Review and Ongoing Support

6.0 The College Induction Day

7.0 Non Compliance with provisions of the policy

INDUCTION CHECKLIST Name: _____



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This induction checklist should be completed by the line manager for all members of staff and should be returned to the HR department within 21 days of the commencement of the new employee. Please tick, sign and date each section to confirm that these have been discussed.

People, Organisational Structure and Relationships		
Induction Topic	Name & Date	Comments
☐ Who's who? ○ Introduction to Department Management ○ Introduction to Colleagues ○ Introduction to Campus Manager/ Office (including staff ID card), Key Personnel ○ Nominate induction colleague/ Buddy Name:		
Physical Layout ○ Location of toilet/ hygiene facilities ○ Tea/ refreshment facilities. Location of refectory ○ Teaching rooms/ office facilities ○ Notice boards ○ Location of other Departments within the College ○ Recycling facilities, Energy Awareness, Complaints procedures (Estates)		
Our Department & Wider College ○ Function & Structure ○ Roles & Responsibilities / commitment to Equality & Diversity / Confidentiality ○ Lines of Communication/ Team meetings/ Email communication. Gateway/ Website ○ Log in / Use of telephone/ My View ○ Holiday arrangements / Times of work & Breaks		

5

Evidence 1.7

Job Duties & Responsibilities (Coincides with Initial Probationary Review Meeting)		
Induction Topic	Name & Date	Comments
☐ Job Role - Job Description - Performance Standards - Day to Day Departmental Requirements (e.g. Academic Registers, Gar-I System, Assessment, Allocation of Resources, Admin and Technical Support, Moodle) - Departmental Goals & Current Priorities - Evaluation Methods		
☐ Performance Management - The Teaching & Learning Mentor (Name....) role & process (if appropriate) - Staff Development - Training Needs - Staff Development Programme/ system - Probationary Review Process - Appraisal Process EWC Standards		

Rules, Procedures and Practices		
Induction Topic	Name & Date	Comments
☐ Safeguarding Child Protection Procedures and Policies and for the Protection of Vulnerable Adults		
☐ Procedures - Absence Reporting Procedures – HR Department - Financial Procedures - Procedure for booking & using college transport		

☐ HR Policies (available from HR Department) - o Sickness Absence Management Policy & Procedure - o Special Leave Policy - o Grievance Policy - o Bullying & Harassment Policy - o Capability Policy - o Disciplinary Policy		
☐ Health & Safety - o Employees' Legal Duties (H&S Policy & Statement & Safety Law Poster) - o H&S Officer (Name.....) - o Fire Alarms, Routine Testing, Evacuation Routes & Assembly Points - o First Aid (Assistance, First aiders, Green Lanyards) - o Accident and Hazard Reporting Procedure (to include incident, near miss and occupational disease reporting) - o H&S Notice Boards - o H&S Training - o Personal Protective Equipment - o Traffic Rules on Campus & Driving Policy - o No Smoking Policy - o Use of personal electrical equipment (restrictions)		

Compulsory Online Training for all Staff (Must be completed within 2 weeks of commencement of employment)		
Induction Topic	Name & Date	Comments
☐ Online Training (Enrolment Key = EK) - o Safeguarding (EK = staffdev2016) http://moodle.coledsirrgar.ac.uk/course/view.php?id=2955 - o Prevent http://www.foundationonline.org.uk - o GDPR (EK = staffdev2018) https://moodle.coledsirrgar.ac.uk/course/view.php?id=3265		
Certificates to be forwarded to HR Department upon completion of training.		

Updating & maintaining Personal Details

Induction Topic	Name & Date	Comments
Maintain personnel details on MyView - o Complete self-assessment of Welsh Language Skills (CSG Net Reports) - o Update Next of Kin & Equal Opportunities details - o Keep personal record up to date		
<u>Additional Comments:</u>		

Initial Probationary Review Meeting Held:	Date:
Review 1:	Date:
Review 2:	Date:
Review 3/ Final:	Date:

We have worked through the above checklist

Signed: Name: Date Completed:
(New Employee)

Signed: Name: Dept:
(Line Manager or Nominee)

Please complete and return to the HR Department, within 21 days of commencement.

New Starter - Automotive Engineering

Katy Barron

Mon 15/07/2019 15:37

To: Iynwen Williams <iynwen.williams@ceredigion.ac.uk>

1 attachments (54 KB)

Induction Checklist Master.docx;

Good afternoon

[REDACTED] has successfully been appointed as the new Automotive Engineering Lecturer. Following his contractual agreement at his current place of work, he is required to provide 1 months notice, and to align this with the academic year, it has been decided that he will commence his employment at the College on the 21st August 2019.

I will arrange with [REDACTED] to complete his Dday one induction with myself at the Cardigan campus and discuss matters such as, annual leave entitlement, compulsory training, benefits and payslips etc. However, it is extremely important that as his line manager, you complete the attached checklist as thoroughly and as detailed as possible to provide him with strong expectations of what is required of him during his employment at the college; this helps with the future management of his performance.

I will be keep you informed once his satisfactory DBS and EWC checks have returned. I have also chased his previous places of work this afternoon regarding the reference requests I sent prior to his interview.

If you have any questions or need any help with the induction checklist, please let me know between now and the 21st August so that we can discuss them in between annual leave days etc.

Many thanks

Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

Evidence 1.9



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Staff Development Strategy

2015 - 2018



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Policy Title	Staff Development
Policy presentation	This will be made available in writing (Arial font size 12) in Welsh and English. Alternative formats may be requested. Such requests should be made to mike.williams@colegsirgar.ac.uk
Policy communication	Staff Gateway College Website
Main purpose of the policy (Brief Summary)	The main purpose of this strategy is to support the college Mission, Vision and Strategy 2013 – 16 to provide structured and focused continuous professional development available to all employees of the college.
Main Author (Who can provided advice and guidance on contents)	Amanda Daniels Director of Teaching, Learning and Staff Development
Date approved at Corporate Board	
Date effective from	2015
Date for renewal	2018
Equality Impact Assessment needed (Yes or no)	Yes
Date of Equality Impact Assessment	17/11/15
Welsh Language Impact Assessment	Yes
Date of Welsh Language Impact Assessment	03/11/15
Risks Associated with Policy (If policy is not implemented)	

1. Context

1.1 Coleg Sir Gar is a large further education College that is part of the University of Wales: Trinity Saint David Group.

1.2 Staff development is critical in ensuring that the college meets the mission and aims of its strategic plan and that individuals are empowered to develop their skills in relation to the requirements of their roles.

2. Purpose of the strategy

2.1 The purpose of this strategy is to provide direction and an agreed approach to staff development across the institution.

2.2 This strategy underpins the college's Mission, Vision and Strategy and applies to all staff.

3. Strategy development

3.1 This strategy has been developed through consultation and approved by the Executive and Governors.

3.2 It has been subject to an Equality Impact Assessment.

4. Strategy statements

- 4.1 To raise aspirations of all staff in the institution to achieve excellence in all aspects of their work.
- 4.2 To continually improve leadership, management and organisational structures to support the learning and development of all staff.
- 4.3 To provide focused and relevant staff development and training which supports staff and leads them to extend and enhance their professional skills.
- 4.4 To ensure that the College meets the needs of its Welsh Language Strategy by supporting any learning and development needs in the Welsh language.
- 4.5 To develop and communicate an effective protocol which identifies need; allows an individual to apply for and access training; evaluates training, and monitors and records an individual's training and development.

5. Implementation:

5.1 Raise aspirations of all staff.

5.1.1 The institution must recognise and celebrate excellence and achievements of staff in order that all within the institution strive to develop themselves.

5.1.2 Through the performance appraisal process and other means of professional dialogue, managers should discuss and set targets which will help to develop individuals in their role.

5.2 To improve leadership, management and organisational structures to support learning and development.

5.2.1 To develop a centralised function to oversee the implementation of the staff development policy across the institution and all aspects of its work.

5.2.2 To develop a steering group with representation from all aspects of college work.

5.2.3 Line managers to commit to develop their staff in line with college strategic aims.

5.3 To provide focused and relevant staff development and training.

5.3.1 To develop a means of undertaking a needs analysis for each area of College work.

5.3.2 To focus staff development on individual needs unless whole college compulsory training or whole college information dissemination is necessary as part of a wider developmental process. Staff development will be used to address equality and diversity issues.

5.3.3 To provide high quality trainers for staff development activities

5.4 To ensure that the College meets the needs of its Welsh Language Strategy by supporting any learning and development needs in the Welsh language

5.4.1 The Welsh language manager will monitor staff development to ensure adequate training is provided to develop staff to meet the needs of the college's Welsh language strategy and the Welsh language Standards.

5.5 Development of an effective protocol and monitoring system

5.5.1 To develop a means of effectively identifying training needs for each area of College work.

5.5.2 To develop the current staff development booking system to ensure that it works effectively to book, record and evaluate training.

5.5.3 To provide guidance with regards to what can be recorded against the common contract 30hrs CPD requirement as indicated in the National Agreement on Lecturer's Workload Allocation for Further Education Colleges in Wales.

6. Procedures

6.1 Training and development activities

6.1.1 Training and development activities organised for individuals and groups will be addressed within the college by staff with specific experience and expertise or when needed, by some external provider contracted to deliver specific events.

6.1.2 An annual programme of staff development events will be organised on specified staff development days to update and up-skill academic and support staff. The content of these days will be decided by the staff development steering group but will be focused on providing continuing professional development.

6.1.3 A twilight and breakfast programme of staff development workshops will be organised to update and up-skill academic staff in specific areas of their work that they or their line managers have identified.

6.1.5 The institution supports staff in contributing to and attending relevant networking events from subject, course and functional perspectives.

6.1.6 To ensure both academic and support staff update their own skills and maintain a sense of currency and vocational relevance, the institution supports opportunities for staff to undertake work shadowing and industry updating.

6.1.7 Whenever possible internal training and development will be available bilingually and resources will be produced in Welsh or bilingually.

6.1.8 Sgiliaith the Coleg Cymraeg Cenedlaethol and UWTSD will be utilized to deliver INSET

6.2 Responsibilities of individuals

6.2.1 Staff should contribute actively to the identification of their training and development needs as part of a reflective self-evaluation or performance appraisal process.

- 6.2.2 All staff are strongly encouraged to undertake a day of work shadowing or industrial placement to update their skills and maintain a sense of currency and vocational relevance.
- 6.2.3 All staff are expected to develop an awareness of training and development opportunities available to them.
- 6.2.4 Staff should attend any staff development and training specifically identified by their line manager.
- 6.2.5 All staff should apply for onsite activities using the online booking system.
- 6.2.6 All staff should complete T&D 1 for any offsite short course and submit the form to their line manager for authorisation. Financial support will not be given to staff who have booked activities without first receiving the necessary approval. All details of costs including travel costs should be indicated.
- 6.2.7 Staff in receipt of offsite training and development may be required to disseminate information to colleagues through making any literature available or by holding a dissemination event. Willingness to do this is a condition of approval for all training and development activities.
- 6.2.8 All staff are required to complete a reflective evaluation of the training they complete enabling the college to evaluate the investment in training and development activities. Training will not be attributed to the individual's record until complete.
- 6.2.9 Staff must inform the staff development co-ordinator and line manager if for any reason they are not able to attend a training or development activity.
- 6.2.10 If staff are requested to attend training which involves an overnight stay any time off in lieu must be agreed with their line manager prior to the date of the training.
- 6.2.11 Consideration **may** be given to requests for release for a course/exam/assessment undertaken for **personal** development

6.3. Line management responsibilities

- 6.3.1 Line managers should identify, prioritise and fulfil the staff development needs of individuals and their teams in line with the Staff Development Strategy and the overall business objectives of Coleg Sir Gâr.

6.3.2 Line managers should provide information to the Staff Development Co-ordinator regarding all staff development activities arranged for their teams, allowing for accurate recording on the College database.

6.3.3 Line managers should review with the individual and where appropriate the Teaching and Learning Mentor the training and development needs of individual staff.

6.3.4 Line managers should ensure that training and development opportunities are effectively communicated to all staff.

6.3.5 Line managers should complete any necessary documentation pre and post activity.

6.3.6 Line managers should formulate an annual Training and Development Plan which will be informed by the outcomes of the performance appraisal process. This plan will identify and detail the area's staff development priorities for the oncoming period.

6.3 Responsibilities of the Staff Development Department and Steering Group

6.3.1 To support the Human Resources Department in the development and implementation of a central induction programme for all new members of staff and new managers.

6.3.2 To support the Director of Estates with responsibility for Health and Safety to ensure that training meets the needs of the institution with regards to statutory obligations.

6.3.3 To prioritise and arrange in-house staff development and training to meet the mission and aims of the institutions strategic plan.

6.3.4 Provide in-house staff development and training which empowers individuals and allows them to develop their skills in relation to the requirements of their roles.

6.3.5 Provide in-house staff development and training which meets the needs of specific areas and teams in line with the Staff Development Strategy and the overall business objectives of the institution.

6.3.6 To provide a training record for each member of staff which records all training and development activity.

6.3.7 To approve the use of external staff development as appropriate for contributing to 30 hours contractual requirement (see appendix 1)

6.4 Financial Support for Staff Development and Training

- 6.4.1** Applications for long courses will be vetted against defined criteria and applications that comply with all the criteria may be selected. All staff will be informed of the decision within a month of the applications deadline of 31st May of each calendar year.
- 6.4.2** Postgraduate courses may be supported according to certain conditions and the availability of funding.
- 6.4.3** Where approved, the College will support staff in the payment of their course fee only. Travel, accommodation, subsistence or any other costs incurred must be met fully by the member of staff. (Registration and examination fees are included in the definition of course fee).
- 6.4.4** All staff on long term courses will be expected to evaluate their own performance so as to appraise their line manager of their progress and achievement. In addition, a sample of staff may be required to attend a review meeting of the College's financial sponsorship of Long Courses.
- 6.4.5** All new academic staff will be expected to commence teacher training within two years of being employed by Coleg Sir Gâr.
- 6.4.6** Candidates in receipt of long course funding will be expected to remain in the employment of the College for a period of two years after course completion. If they leave before the end of the agreed period they will be required to re-pay all or part of the costs of the course. In such circumstances the member of staff will be required to sign an "Education Clause".
- 6.4.7** Staff may enrol on a course offered by the College which is considered appropriate and relevant to their day-to-day work. This should be done with the approval of the line manager and the staff development department and by completing a T&D 1 form.
If this process is followed, College tuition fees may be waived provided their enrolment can be consumed within an existing group of learners and adds no additional cost. Full cost recovery courses are not free to staff, however a 50% fee subsidy may be applied to the cost of the course if it is relevant.

6.5 Appeals:

- 6.5.1** All staff have the right to appeal against any decision made with regard to approval of staff development applications. Appeals will be heard by a panel independent of the initial decision comprising of a member of the Executive team and a Director outside of the individuals department.

Evidence 1-10

1. In the box below, please provide an evaluation of your performance against each target in your last appraisal.

answer...

2. Please enter any aspects of your job description that you would like to discuss or change with your line manager

answer...

Purpose

score: 0

Learner

1. I always put learners first in any decisions that I make in my role.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Integrity

2. I always act with the utmost integrity, being honest and having strong moral principles.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Care

3. I ensure the wellbeing of learners and fellow colleagues.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Customer Focused

4. My behaviour mirrors that of an institution striving for excellence, delivering equality and diversity principles and engaging with a wide range of stakeholders.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Respect

5. I give due regard for the feelings, wishes, or rights of others.

☐ 1 ☐ 2 ☐ 3 ☐ 4

Professionalism

score: 0

Responsibility

7/16/2019

Mail – katy.barron@ceredigion.ac.uk

PEPi

Evidence 1.11

Katy Barron

Thu 16/07/2019 12:22

To: Llynwen Williams <llynwen.williams@ceredigion.ac.uk>

Hello

I'm glad you found the Appraisal training useful and hopefully it has given you an insight into the PEPi system. I am aware that as it is a new system, it may take sometime to get used to. Appraisals are an important process in Performance Management and is a great opportunity for staff and line managers; you can analyse your employee's performance and make any positive suggestions to further improve and develop their performance.

Remember to ask good open and closed questions to encourage the employee to expand their answers. Show that you are actively listening and be conscious of your body language. When providing constructive feedback, concentrate on evidence based examples as oppose to opinion and ensure emphasize strengths.

In the meantime, I would suggest you watch the Instruction video created by the Principal as this is very helpful. However, I am available to sit with you and discuss/look over PEPi in further detail.

Many thanks

Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

LO2

HR should support line managers with PM processes, outlining the importance of PM and the side effects of an ineffective PM process. Working collectively they can ensure that PM is managed effectively and successfully. Tymon and Rees (2014) state that HR's main role in PM is liaising with line managers to help them model the behaviours expected of their employees.

HR can support line managers with PM by providing accurate information, advice and training on system and processes used for PM, such as conducting appraisals. (Evidence 2.1)

During many PM meetings and reviews, HR are required to provide administrative support. This could be through acting as a Clerk to the meeting or providing information prior to the meeting such as number/reasons of absences, CPD and staff development record and probationary review paperwork and information (Evidence 2.2)

CC understands the importance of an effective Induction process to ensure that the employee is as effective as possible (CIPD, 2018b). It was acknowledged by my managers and HR that the way the current Induction process is undertaken could be improved; therefore an Induction Improvement meeting was held where I was note taking and contributing towards the future development of the process. Evidence 2.3 shows notes that were taken during this meeting.

The way that appraisals are conducted at CC have changed in the past academic year. They are now conducted biannually (as opposed to the previous annual reviews) and are now conducted using the online electronic system; PEPi. (Coleg Ceredigion, 2018). As this was a new process, line managers were asked to attend a training session on the use of PEPi and a refresher on how to conduct effective appraisals. Since the training, I have individually supported staff on the use of the new system, coaching and solving problems that have arisen. (Evidence 2.4)

EVIDENCE FOR LO2

7/31/2019

Evidence 2.1

Mail – katy.barron@ceredigion.ac.uk

PEPi/Appraisal Training

Katy Barron

Due 30/07/2019 20:11

Katy Barron <katy.barron@ceredigion.ac.uk>

Hello

Andrew Cornish will be holding an Appraisal and PEPi training system at Y Graig at 9am on 9th May 2019. As you have previously asked me for help and advice on the running of the PEPi system, I really think that you would benefit from the session that the Principal is offering.

You may also find it useful to discuss ideas and receive advice from your peers and with colleagues from different departments and campuses that you may or may not have met or spoken with previously.

If you are interested in attending please let me know. I will be attending myself so to make it easier we could share travelling.

Diolch

Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

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7/31/2019

Mail – katy.barron@ceredigion.ac.uk

Evidence 2.2 Staff Development

Katy Barron

13/05/2019 11:21

To: Hannah Middleton <hannah.middleton@ceredigion.ac.uk>

1 attachment (26 KB)

Staff Dev (Hannah Middleton) 17-19.xls;

Hi Hannah

I have attached your Staff Development records for the past couple of years as requested.

Thanks

Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

Staff Development

Katy Barron

[REDACTED]

To: Allison Davies <[REDACTED]@ceredigion.ac.uk>

1 attachment (37 KB)

Staff Dev [REDACTED] 2018-2019.xls

Hi Allison

Wedi atodi Staff Development record i ti. Alle ti checko bod e'n ok please.

Diolch

Katy

Katy Barron
Cynorthwydd Gweinyddol AD / HR Administrative Assistant
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

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Evidence 2.3

Induction meeting held 4th April 2019 at Jobswell campus – 1pm

Present:

Catherine Hill, Executive Director of HR and Wellbeing (CH)

Rosy Davies, HR Officer (RD)

Nia Williams, Assistant HR Officer (NW)

Lynwen Williams, HR Officer (LW)

Katy Barron, HR Administrative Assistant (KB)

Meeting held to discuss improving current induction process as CC and CSG

- Day 1 and 2 experience – can carry out within first 3 months
- Induction checklist
- Virtual tour of campuses – liaise with Emma, Danielle and Deiniol

Day 1

- HR to meet on site
- Scope day with them
- Provide schedule
- Walk around their campus and back for virtual tour of other campuses
- Discuss history of college, values and behaviours
- Site maps
- Housekeeping, fire alarm, parking, passwords, direct to policies, pay day etc
- General college
- Regulations at work – travel expenses, policies and procedures, my view, social media policies, sickness absence etc
- Compulsory training – Prevent, Safeguarding, info security (day1), GDPR and Equality and Diversity (day2). Ask Sam Williams why they are compulsory.

Appraisals

Lynwen Williams <lynwen.w90@gmail.com>

Wed 24/07/2019 12:20

To: Katy Barron <katy.barron@ceredigion.ac.uk>;

Hi Katy

Since my further training with you on the PEPi system I have successfully completed my first Appraisal with [redacted] and I've scheduled appraisal dates for the rest of my staff. I asked [redacted] for feedback and it was all very positive.

The training session held at Llanelli was useful as I was able to understand the importance of appraisals and how myself and my staff can benefit from them, both in the short-term and long-term. However the 1:1 support you provided me with the new system was very helpful and appreciated.

Thanks again and hopefully I won't have to pester you for help with my next appraisals!

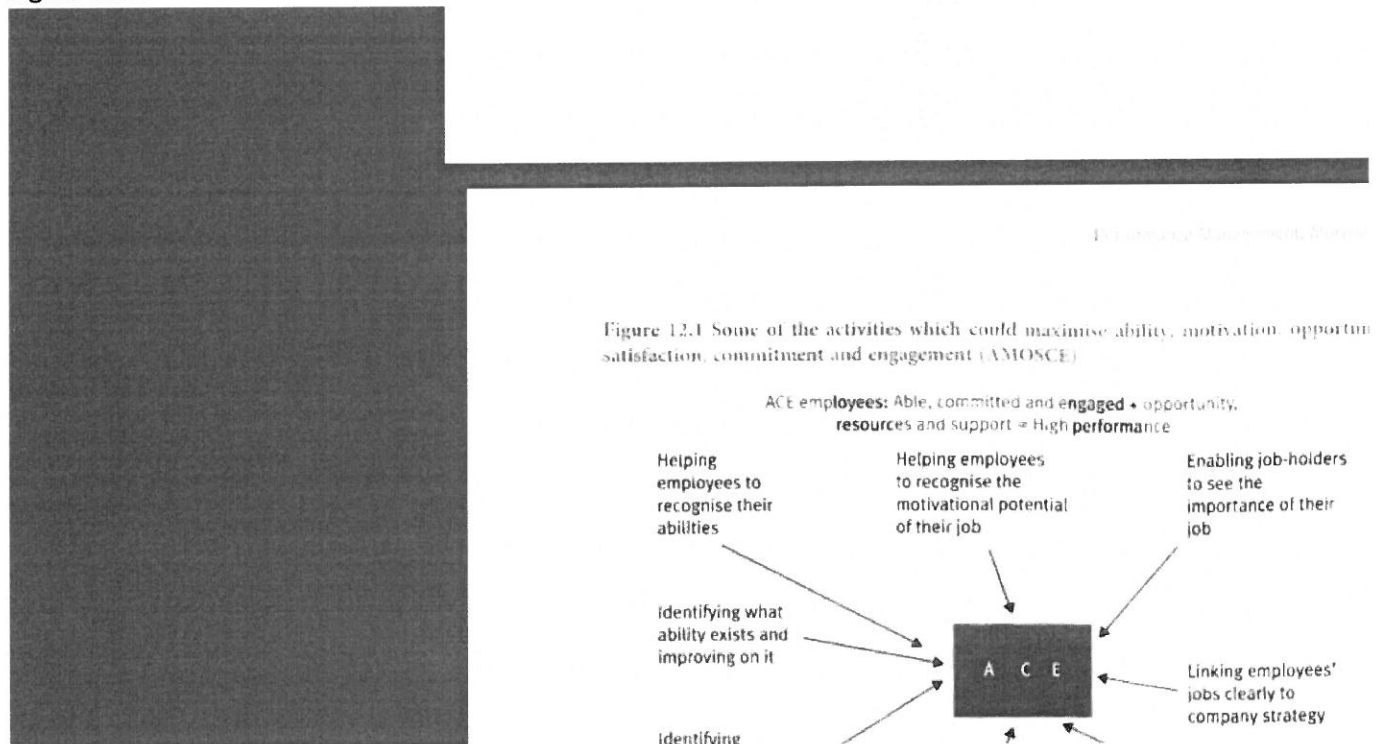
Kind regards
Lynwen

LO3

High Performance is various HR policies and practices introduced to the organisation; known also as high commitment human resource management (HRM) and best practice HRM (Taylor, 2016). High Performance Working (HPW) is linked with high levels of performance due to the desire for employees to work for an organisation who implement best practice approaches. Armstrong and Baron's (2005) definition states that PM supports the management of employees to reach HPW.

The ACE Model; Able Committed and Engaged claim that working as an 'ACE' employee with the added opportunity, support and resources gives the outcome of high performance (Rees and Tymon, 2016). This model links personal objectives with team objectives and with the organisational objectives; ensuring individuals and teams are all working towards the same goal and objectives. "Managers must provide clear goals, understand employee' capabilities, coach and mentor them." High performing organisations actively use models such as the ACE model and ensure that the activities show in the model (Figure 3.1.0) are in place.

Figure 3.1.0



The key to high performance working is to ensure that the bundle of activities listed in Figure 3.1.1 are effectively and rigorously put into practice.

Figure 3.1.1

Recruitment and Selection processes
Training and Development
Performance-based Pay
Internal Promotion
Team-based Approaches
Grievance systems/processes
Employee participation
Information Sharing
Performance appraisal
Flexible Working
Job Security
Work-life balance
Harmonisation of terms and conditions.

Recruitment and Selection is an important factor in PM. Recruiting the best person for the job will lead to greater organisational performance as they will successfully contribute towards the set organisational objectives. Coleg Ceredigion have a precise recruitment process which enables the college to recruit appropriately. The panel will shortlist the candidates using the shortlisting form (Evidence 3.1) where the shortlisting criteria is taken from the job description. Once shortlisted the candidates will be required to attend a formal interview as well as complete tasks as appropriate. Depending on the role, the number of tasks required will vary. An example of this would be, during a lecturing interview, the candidate will be asked to present a 15 minute micro-teach, a 10-minute presentation on how they could improve/develop the department and followed by a formal interview of around 10 questions. This enables the panel to understand how the candidate acts in front of a classroom, how they see the future of the department and themselves moving forward as well as understanding their desire for the job, personality and professionalism. The panel mark each candidate using the marking sheets seen in Evidence 3.2.

CC actively promote staff development as stated in the staff development policy (Coleg Ceredigion, 2014). Each department has a budget where the manager can spend accordingly. The employee can approach their line manager (and vice versa) about an upcoming training event of interest or that could be beneficial in self-development and/or for the college/department. An example of how CC has invested staff development positively is, a member of the Beauty Department asked to attend a Baby Massage course as she had interest in that area; she currently teaches adult massages to her students and thought that this would be beneficial also. The staff member completed a Staff Development Application Form (Evidence 3.3) and the course was booked by the HR Department. Following her attendance on this course, the college was able to branch out and provide short evening courses in a nearby village specifically on Baby Massages which proved to be successful. (Evidence 3.4)

Internal promotion is an increasing factor at the college; it is important to acknowledge the staff already employed at the organisation; internal promotion can lead to better morale and productivity (Greenwood, 2019). During the past academic year, the college have promoted 18 internal staff and

have only recruited 7 external staff (Evidence 3.5) This supports the statement that the college claims to promote internally over employing externally when appropriate.

Information sharing is in place when managers provide staff with information on current and future issues that the organisation might face. This is necessary for successful employee involvement and gives employees' the feeling of being treated with maturity (Roberts, 2016). CC share information successfully via the intranet 'Gateway', CAT meetings (Curriculum Area Team Meetings) and through 'All Staff' emails and notice boards (Coleg Ceredigion, 2019).

The intranet informs employees of news, events, important announcements, job opportunities, policies and procedures as well accessing systems such as emails and annual leave booking systems (Evidence 3.6)

Academic staff are required to attend 'CAT' meetings every Tuesday afternoon. Here, information, news and concerns are shared with peers and managers. 'CAT' meetings encourage the 'bottom up approach' as well as the 'top down approach'; making sharing information easier (CIPD, 2019). Although these meetings are specifically for academic staff, notes from the meetings are typed up and are then sent out to business support staff to read (Evidence 3.7)

There are also notice boards and posters placed around the campuses, mainly in staff rooms and frequent 'all staff' emails are sent to ensure that staff are kept up to date with information. (Evidence 3.8).

Although as shown above, CC do support the ACE model and promote HPW, we don't exhaust the ways of embracing. Not all departments and line managers conduct biannual appraisals with their staff as they should, as well as majority of line managers either don't complete a return to work (RTW) interview after their staffs' absence or they don't return the paperwork to the HR department. This academic year, 2018-2019 there are 60% unreturned return to works.

Having had no formal grievances or disciplinarys raised in the past academic year, I do not feel that the probationary, Induction, grievance, capability and disciplinary procedures need to be reviewed. However, my recommendations to improve HPW at CC would be to embed the importance of appraisals into line managers, to have regular informal reviews between the biannual appraisals and to develop the current system PEPi. Providing employees with feedback, both positive and constructive and to have open conversations is more crucial than ever (CIPDc, 2018). Personnel Today (2017) support the increasing trend of conducting 'mini' appraisals regularly as they can be 'more meaningful and manageable' than usual annual appraisals.

To ensure managers understand the true importance of appraisals; effective training must be provided. Line managers should know what appraisals are, why and how they are to be conducted. Effective training ensures that both themselves and the employee benefit from the review (Personnel Today, 2017). CC must acknowledge that the approach must be adapted to fit each manager/employee individually to provide a fair approach.

Certain areas on the PEPi system is a 'tick box exercise', (Evidence 3.9) it would be of interest if a survey went out to employees and managers asking for their opinion and improvements in this area. 'Tick box exercises' don't always give the employee and manager room to expand answers; resulting in both parties leaving the review confused and unclear (CIPDHR, 2018).

During the academic year 2017-2018, CC had a total of 877.5 days lost due to sickness absences (Evidence 3.10) After each absence, line managers must arrange a RTW interview with their employee as stated in the policy and Evidence 3.11 (Coleg Ceredigion, 2019b). However, only just

over half (60%) of absences had a return to work interview attached, despite frequent reminders from the HR department.

Therefore, I think it would be valuable for the college to invest in training for line managers in RTW interviews; to engrain the importance and how valuable they are. RTW interviews provide the opportunity to ensure that the employee is well enough to return to work, discuss their health and wellbeing and to arrange any reasonable adjustments where applicable (ACAS, 2019b). The operational side to RTW interviews should also be publicised to the managers; RTW interviews aim at reducing avoidable short-term sickness absences, making employees aware that the college actively manages absences. These interviews also enable the college to retrieve data used to build and develop the current sickness policy and process; to advance the current trigger points and assessment, occupational health referrals and sickness reports for payroll etc (BrightHR, 2019).

EVIDENCE FOR LO3



colegceredigion

CANDIDATE SHORTLISTING FORM

Post Title:

Interviewer:

Date of Shortlisting:

Record your rating on each of the applications:

3 = Fully Meets Criteria

2 = Partially Meets Criteria

1 = Fails to Meet Criteria

	Candidate Number or Initials:																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Signature:

Date:

Evidence 2.1

INTERVIEW MATRIX Post: Lecturer in Automotive Engineering (FT)

Name Interviewee:

Name Interviewer:

Date:

CRITERIA	RELATED QUESTIONS	Weighting 1 = Low 3 = High	Score 1 (Low) to 5 (High)	Total
Motivation / background / experience/reasons for applying	Why have you applied for this role? <i>Comment:</i>	2		
Delivery within the teaching environment / awareness of learner skills/needs/support processes/ barriers to learning	As a Learning Programme Leader how would you ensure every learner performed to the best of their ability across their whole learning programme. <i>Comment:</i>	3		
Monitoring & tracking procedures/tutorial/Gar-i Interventions/disciplinary				

Evidence B.2

Knowledge of successful outcomes / frameworks, etc. Data and performance management systems Monitoring and tracking Attendance Teaching & Learning	What do you think is key to successful learner completion and attainment? <i>Comment:</i>	3		
Coordination of learning programmes / liaison with course teams Effective participation in quality processes. Meetings/IV/exam board requirements/standardisation Management of learner successful completion and attainment – data monitoring Compliance and participation in college quality cycle	As a learning programme leader, what will you do to monitor and improve quality? <i>Comment:</i>	3		

Innovation Motivation Teaching and learning	If I walked into your classroom during an outstanding lesson, what would I see and hear?	3		
Knowledge of current curriculum and personal contribution. Skills pathways/ WEST/ literacy and numeracy integration	Skills development is a Welsh Government priority. How would you ensure that your learners have the opportunity to develop a wide range of skills including literacy and numeracy.	3		
Meeting the needs of Welsh Language learners. Promoting the Welsh Language Potential curriculum developments	Developing learners' Welsh Language skills is very important. How can we ensure that we develop the Welsh Language skills of learners in automotive engineering?	3		

Knowledge of current offer Commercial targets Ideas for future development	Commercial activity is an area of strength in automotive engineering. How could you use your skills and expertise to develop this area?	2		
	Personal Attributes 1. Quality of presentation 2. Communication/interpersonal 3. Organisational skills 4. Work under pressure	1		
			Total	



Staff Development - Application Form

For office use only

Reference number:

Booked:

Yes / No

Please complete this form and discuss with your Line Manager. Only employees of the college may apply.

Section A *To be completed by applicant*

Name:

Curriculum/Functional Area:

Campus:

Title of Course:

Provided by:

Date(s) of Course:

Location of Course:

Network event:

Yes / No

Name of network:

Special Requirements:
e.g. dietary

Costs (* delete as appropriate and check with Staff Travel and Subsistence Policy for allowances)

Course Fee:	Actual/Estimate*	£
Travel (estimate mileage costs @ £0.40/mile, train fare, etc):	Actual/Estimate*	£
Accommodation:	Actual/Estimate*	£
Other (please specify):	Actual/Estimate*	£
	TOTAL COST	£

In the case of teaching staff, cover can only be provided in exceptional circumstances. If your Line Manager decides that cover is essential, please give the following information:

Subject:

Number of Sessions:

Please note, this does not mean that cover will be granted automatically.

Please give details of any benefits to the college of you attending this course including any appraisal targets or identified staff development needs to which the course relates.

Signed: (Applicant) Date:

Section B *To be completed by the applicant's Line Manager*

- | | |
|--|----------|
| 1. Do you consider the applicant's attendance at this staff development event to be beneficial to the college? | Yes / No |
| 2. Do you regard attendance at this event as a priority? | Yes / No |
| 3. Is staff cover required? | Yes / No |
| 4. Is this a staff networking event? | Yes / No |
| 5. Do you support this application? | Yes / No |

Any further information:

Signed: (Line Manager)

Date:

The completed form should be forwarded to the HR Officer. Please attach the course details and course booking form.

For use by the HR Officer

Application Approved? Yes / No

Notes:

Signed: Date:



 colegceredigion

Get Started, Stay Ahead...

develop your skills or try something new

PENPARCAU HWB

CATERING

Get started in Novelty Cake & Sugarcraft Modelling

Learn how to make your cakes stand out.

Start Date: Wednesday 9 January 19 Time: 6 - 8.30pm

Cost: £30 plus materials Length: 5 weeks

Get started in Catering - Roll out some Pasta

Learn how to make your own pasta and sauces.

Start Date: Wednesday 30 January 19 Time: 6 - 8.30pm

Cost: £24 plus materials Length: 4 weeks

Get started in Tasty Food on a Budget

Learn how to make your money go further and cook tasty meals.

Start Date: Wednesday 6 March 19 Time: 6 - 8.30pm

Cost: £30 plus materials Length: 5 weeks

Get started in Catering - Sweet Treats

Introduction to Patisserie.

Start Date: Wednesday 1 May 19 Time: 6 - 8.30pm

Cost: £30 plus materials Length: 4 weeks

Get started in Catering - Pizza and Paella Making Classes

Learn how to make your own pizza dough and toppings as well as the perfect paella.

Start Date: Friday 14 June 19 Time: 9.30am - 1.30pm

Cost: £10 plus materials Length: 2 weeks

CHILDCARE

Get started in Childcare - Baby Massage (2 classes)

Introducing massage techniques to promote positive interaction.

Start Date: Friday 25 January 19 Cost: £10

Time: 9.30 - 10.30am Length: 4 weeks

10.30 - 11.30am

ART & PERFORMING ARTS

Get started in Art - Learn to Draw

Introduction to basic drawing technique.

Start Date: Wednesday 9 January 19 Time: 5.30 - 8.30pm

Cost: £30 plus materials Length: 5 weeks

Get started in Drama - Performing Musical Theatre

Introduction to the skills required for performing musicals and building your confidence.

Start Date: Wednesday 3 April 19 Time: 5.30 - 8.30pm

Cost: £30 plus materials Length: 5 weeks



01970 639700 enquiries@ceredigion.ac.uk

SS

Internal/External Recruitment 2018-2019

Internal Appointments
Lecturer in Health and Social Care (0.6)
Skills Manager
HR Officer (Maternity Cover)
Welsh Baccalaureate Coordinator
Lecturer in Veterinary Nursing (0.4)
Technician in Digital Illustration & Graphics
College Counsellor Welsh Language
Lecturer in Fresh Start (0.2)
Lecturer in Landbased Agricultural Engineering
Lecturer in Animal Studies x2
Project Manager iSEiw
Support Technician
Lecturer in GCSE English
Campus Operations Manager
USA
Lecturer in Automotive Engineering
Library Assistant

External Appointments
Lecturer in Agriculture
Educational Support Assistant
Technician in Creative Industries
Assistant Curriculum Head
Funding Officer
Caretaker
Lecturer in Health and Social Care (Maternity Cover)
Herdsperson

Evidence B.S

Evidence 2.6

gateway
collegesirgar
collegceredigion

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Forms, Policies & Procedures

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Staff Contact Details

←

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Ⓢ Not secure | gateway.collegesirgar.ac.uk/index.php

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Applications

Self Service Password Reset

Adelladwaith

Appshed

Clickview

Cylix - Staff Development

ColegTV

Coleg Ceredigion Website

ColegSirGar Website

College Internal Vacancies

College Vacancies

CC Course Editor

CSG Course Editor

CSG Nel Reports

CSG My Absence

CSG Quest

EBSS Agent

Engineering Request eTrack

You are here: Home

Information for Staff 17 July 2019

PLEASE WEAR YOUR LANYARD

TUTORIAL LINK 2019/20 YEAR <https://sites.google.com/collegesirgar.ac.uk/term1-1st-sep2019-1stc2019/term1>

IT HELPDESK - If you have an IT issue, please e-mail helpdesk@collegesirgar.ac.uk to raise a ticket as there is limited telephone support at present.

RE-STRUCTURE: Following the recent Voluntary Release programme a revised Senior Management and Faculty structure has been agreed. **Details of the Senior Management Structure and specific geographical responsibilities can be found HERE. Details of the Faculty Structure can be found HERE.** Please note a small number of appointments are required and these will be made between now and August. Details of the posts will be made available via the Gateway and e-mail over the next few weeks leading to appointment in late August.

ENROLMENT TIMETABLES 2019/20 : Coleg Sir Gar HERE Coleg Ceredigion HERE Please familiarise yourselves with them ready for August. Diodch.

NEW COLLEGE VIDEO: See it here now <http://gateway.collegesirgar.ac.uk/index.php/message-board/2333-new-college-promotional-video>

CYNNYDD: The Cynnydd team are now welcoming referrals in preparation for September. If there are any students whom you have identified as needing support via Cynnydd for September, please send their name & person code to Elle.Taylor@collegesirgar.ac.uk who will pre-populate a referral form & e-mail it across to you for completion. Mentoring referrals need to be sent directly to Matthew.Morgan@collegesirgar.ac.uk for allocation. This students will then be able to access support.

Featured News

- Ornau agor y llyfrgell Awst 2019. Library opening times August 2019.
- Acting Head of Section for Health, Child Care, Foundation and Entry
- Head of Section Art and Design
- Head of Section Creativity and Care
- Head of Section in the Faculty of Visitor Economy and Animal Science

Staff IT FAQs

- Software for Home Use
- Staff Account Related
- Student Account Related
- WEST Related
- Wifi Related
- Printing Related
- Apple Mac Related
- Mobile, Datacard

Categories

- Academic Calendar
- Data Classification
- Enterprise,
- Employability & Innovation
- Health & Safety

Search ...

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CAT MINUTES

Gwyneth Preston

Mon 03/12/2018 16:13

To: Cardigan Curriculum Staff <cardigan.curriculum@ceredigion.ac.uk>; Cardigan Staff Mailing List <cardigan.staff@ceredigion.ac.uk>;

Cc: Sandra Isaac <isaacs@ceredigion.ac.uk>; Ashley Wallington <wallingtona@ceredigion.ac.uk>; Huw Thomas <huw.thomas@ceredigion.ac.uk>; [redacted] <[redacted]@ceredigion.ac.uk>;

1 attachments (219 KB)

Tuesday 29.11.2018.docx;

Hello All

Please find attached the minutes of the CAT held on the 29th November 2018. If there are any inaccuracies please get in touch there is a lot of information and I might have missed something out.

There **will be** a brief **staff development session** on Thursday at 4.15 in F16 to feedback on the answers to the questions I have asked on your behalf on the learner walk, learner file audit, learning programmes and learner profiles. If I get the answer before Thursday I will send them out.

Gwyneth

PS

And as always thank you

Teaching and Learning Conference 2019 Festival of Practice

Katy Barron

Fri 07/06/2019 09:18

Sent Items

To: All Staff Mailing List <staff@ceredigion.ac.uk>;

Dear All

We are pleased to share with you the Google Site detailing the two day event taking place on the 1st and 2nd July on the Graig Campus.

Coleg Sir Gar Staff - Compulsory Monday and Tuesday attendance

Coleg Ceredigion Staff - Compulsory attendance Monday and optional Tuesday (a separate CPD event will also be taking place in Coleg Ceredigion on the Tuesday- more information to follow). Please let Lynwen/Katy know if you would like a place on the bus for Monday.

Please use the following link to access the site in order to view the information on each of the sessions in order to help you select which sessions to attend.

<https://sites.google.com/colegsirgar.ac.uk/teachingandlearningfestival19/home>

Please sign up for each session using the staff development portal from the Gateway.

For those of you new to using the Google Site and to signing up through the Gateway then please follow this link for guidance from Charlie -

<https://drive.google.com/file/d/1f0RQWHxTS8VwmDA919bElsridIFU4jjZ/view?ts=5cf9197a>

All Staff

Please ensure that you attend the launch event on the Monday and at least 4 additional sessions on each day.

Managers

Please ensure that you attend **one of the two** sessions available with Jon Daniels on Monday 1st July.

Extended Pathway

Please ensure that you attend **one of the two** sessions available with Sarah-Jane Crowson on Monday 1st July.

Please ensure that you attend **one of the two** sessions available with Dr Jane Waters on Tuesday 2nd July.

Teaching and Learning Development Team

Please ensure that you attend the session with Bryony Evett-Hackfort on Monday 1st July at 2pm.

Any issues or questions then please do not hesitate to contact Bryony.evett@colegsirgar.ac.uk

We hope that you enjoy the event

Diolch

Katy Barron

Cynorthwydd Gweinyddol AD / HR Administrative Assistant

Coleg Ceredigion

Campws Llanbadarn Campus

59

Evidence 3.9

Apps

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Azote

Google Translate

Managing mental health

UNVSD Home | Un...

10 top for me...

Global Ref active Cy...

Job Search | Indeed

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PEPi 2018/19

Performance Excellence Plan

Values & Behaviour

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Purpose

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Evidence 3.10

Known As	Start Date	End Date	Working Days	Absence	Certification Type	Absence Type
	16/10/2017	17/10/2017	2	Back (spine) & Neck Problems	Self Certification	Sick
	27/11/2017	28/11/2017	2	Back (spine) & Neck Problems	Self Certification	Sick
	28/11/2017	08/12/2017	7	Back (spine) & Neck Problems	Doctors Sick Note	Sick
	29/01/2018	02/02/2018	5	Back (spine) & Neck Problems	Self Certification	Sick
	15/02/2018	15/02/2018	1	Back (spine) & Neck Problems	Self Certification	Sick
	26/02/2018	28/02/2018	3	Back (spine) & Neck Problems	Self Certification	Sick
	15/03/2018	16/03/2018	7	Back (spine) & Neck Problems	Self Certification	Sick
	04/09/2017	05/09/2017	2	Chest & Respiratory	Self Certification	Sick
	02/10/2017	13/10/2017	10	Chest & Respiratory	Doctors Sick Note	Sick
	17/10/2017	20/10/2017	4	Chest & Respiratory	Doctors Sick Note	Sick
	14/11/2017	14/11/2017	1	Chest & Respiratory	Self Certification	Sick
	21/11/2017	23/11/2017	3	Chest & Respiratory	Self Certification	Sick
	08/01/2018	15/01/2018	6	Chest & Respiratory	Doctors Sick Note	Sick
	16/01/2018	29/01/2018	10	Chest & Respiratory	Doctors Sick Note	Sick
	09/03/2018	22/03/2018	13	Chest & Respiratory	Doctors Sick Note	Sick
	20/11/2017	20/11/2017	0.5	Eye, Ear, Nose & Mouth/Dental	Self Certification	Sick
	27/11/2017	01/12/2017	5	Eye, Ear, Nose & Mouth/Dental	Self Certification	Sick
	02/10/2017	02/10/2017	1	Genito-urinary/Gynaecological	Self Certification	Sick
	06/11/2017	17/11/2017	10	Genito-urinary/Gynaecological	Doctors Sick Note	Sick
	16/11/2017	16/11/2017	1	Genito-urinary/Gynaecological	Doctors Sick Note	Sick
	08/01/2018	14/01/2018	5	Genito-urinary/Gynaecological	Self Certification	Sick
	29/01/2018	20/04/2018	60	Genito-urinary/Gynaecological	Doctors Sick Note	Sick
	19/10/2017	19/10/2017	1	Heart, Blood Pressure & Circulation	Self Certification	Sick
	20/12/2017	20/12/2017	1	Heart, Blood Pressure & Circulation	Self Certification	Sick
	01/02/2018	04/02/2018	2	Heart, Blood Pressure & Circulation	Self Certification	Sick
	08/08/2017	09/08/2017	2	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	15/08/2017	16/08/2017	2	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	30/08/2017	03/09/2017	3	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	05/09/2017	15/09/2017	9	Infections - Cold, Flu, Fever etc...	Doctors Sick Note	Sick
	21/09/2017	21/09/2017	1	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	25/09/2017	26/09/2017	2	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	27/09/2017	27/09/2017	1	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	28/09/2017	28/09/2017	1	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	29/09/2017	29/09/2017	1	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	02/10/2017	05/10/2017	4	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	05/10/2017	06/10/2017	2	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	05/10/2017	08/10/2017	2	Infections - Cold, Flu, Fever etc...	Self Certification	Sick
	06/10/2017	08/10/2017	1	Infections - Cold, Flu, Fever etc...	Self Certification	Sick

	08/01/2018	25/02/2018	35	Other Musculo-skeletal Problems	Doctors Sick Note	Sick
	06/02/2018	08/03/2018	23	Other Musculo-skeletal Problems	Doctors Sick Note	Sick
	07/02/2018	08/02/2018	2	Other Musculo-skeletal Problems	Self Certification	Sick
	26/04/2018	26/04/2018	1	Other Musculo-skeletal Problems		Sick
	25/09/2017	26/09/2017	2	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	05/10/2017	05/10/2017	1	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	16/10/2017	17/10/2017	2	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	23/10/2017	23/10/2017	1	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	06/11/2017	06/11/2017	1	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	22/11/2017	24/11/2017	2	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	29/11/2017	29/11/2017	1	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	14/12/2017	15/12/2017	2	Stomach, Liver, Kidney & Digestion		Sick
	15/12/2017	21/12/2017	1	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	08/01/2018	09/01/2018	2	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	24/01/2018	28/01/2018	3	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	12/03/2018	12/03/2018	1	Stomach, Liver, Kidney & Digestion		Sick
	15/03/2018	15/03/2018	1	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	20/03/2018	21/03/2018	2	Stomach, Liver, Kidney & Digestion		Sick
	20/03/2018	21/03/2018	2	Stomach, Liver, Kidney & Digestion	Self Certification	Sick
	28/03/2018	28/03/2018	1	Stomach, Liver, Kidney & Digestion		Sick
	26/04/2018	26/04/2018	1	Stomach, Liver, Kidney & Digestion		Sick
	10/10/2017	24/10/2017	10.5	Stress, Depression & Mental Health	Doctors Sick Note	Sick
	13/11/2017	13/11/2017	1	Stress, Depression & Mental Health	Self Certification	Sick
	12/12/2017	05/01/2018	11	Stress, Depression & Mental Health	Doctors Sick Note	Sick
	14/12/2017	15/03/2018	66	Stress, Depression & Mental Health	Doctors Sick Note	Sick
	29/01/2018	08/03/2018	24	Stress, Depression & Mental Health	Doctors Sick Note	Sick

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SICKNESS ABSENCE MANAGEMENT POLICY AND PROCEDURE

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Appendix 1 – Notification of Absence Flow Chart

Appendix 2 – Short Term Sickness Absence Procedure Flow Chart

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