Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 1

Word Count: N/A

Student Name: Melanie Goldsworthy
Student Number: 1905548
CIPD Membership Number: 55478711

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: MGoldsworthy
Date: 12/01/2020

***Understand the components of a specific HR career development programme***

***Introduction***

The aim of this piece of work is to establish my knowledge of this course and what support I have. I will do this by using tools like Moodle to find evidence of information I have access to and write a short description describing my understanding of them.

***Descriptive evidence***

Below is a list of evidence detailing my understanding of the key components for this programme. I have attached screen grabs of the relevant components on a separate sheet named 'Visual evidence' and have named them so the screen grab and information correlate. For example, 'Document 1' on the sheet named 'Visual evidence' relates to the description of 'Document 1' on this sheet.

Each document has been provided to us either physically or through our Moodle online page prior to our course beginning.

***Document 1***

Timetable – This timetable shows us when our course workshop dates are, names of our modules, CIPD code, University module code, submission dates of assignments and method of assessment. The purpose of this document is to clearly and simply show this information as part of understanding our course.

***Document 2***

University website – This provides us with links to important tiles such as moodle, the library catalogues, our student email, information of bursaries and scholarships, student hub (hwb) etc.. These are all necessary to have access to as part of our course. For example, you need to login to your student email to see notifications, you also receive email confirmation on whether you have passed assignments or not.

***Document 3***

Guide on word reference tool – This is a website which shows and explains tips to use in Microsoft word and excel. This is particularly helpful and explains how to use word to do things like creating footnotes, adding captions, creating indexes and extracting number text from excel.

***Document 4***

***Document 10***

CIPD Student membership page – You must have a CIPD Student membership to be illegible to complete this course and continue to renew your membership annually to continue your development as an HR professional.

***Document 11***

How to receive Moodle notifications to your mobile – This information page explains how to receive information from Moodle to you mobile phone. It is important to receive updates and notifications from Moodle for your course and is less time consuming than logging into a PC to see your notifications.

***Document 12***

University student code of conduct – This document states how students are expected to behave whilst enrolled at the University and describes what the University classes as disciplinary offences including potential sanctions.

***Document 13***

Moodle – This is where all of your course information is kept. Each student has an individual login for Moodle so you can upload your work, view related articles and find course information. You can see each module in your course, your student email, MyTSD, Hwb etc..

## *Understand the components of a specific HR career development programme*

### *Introduction*

The aim of this piece of work is to establish my knowledge of this course and what support I have. I will do this by using tools like Moodle to find evidence of information I have access to and write a short description describing my understanding of them.

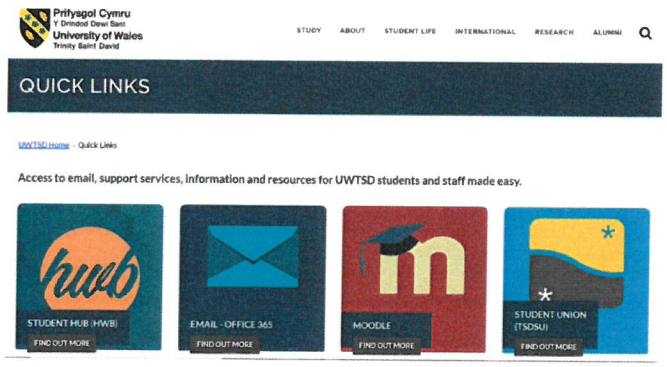
### *Visual Evidence*

### *Document 1*

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 | 5CELW | BMPD5004 | 27/4/20 | Written answers to questions |

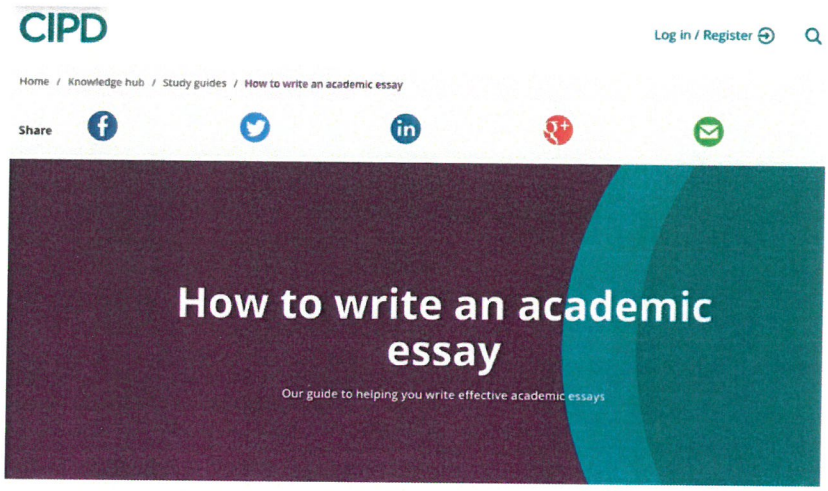
### *Document 2*




### *Document 3*




***Document 4***




***Document 5***




***Document 6***

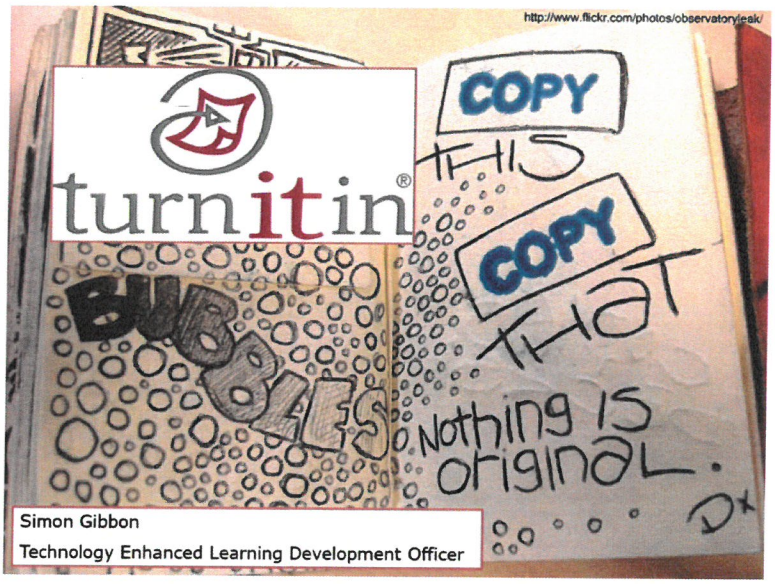
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

**PROGRAMME OF STUDY HANDBOOK**

# CIPD Diploma in Applied Human Resources

## Level 5

***Document 7***




***Document 8***

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;

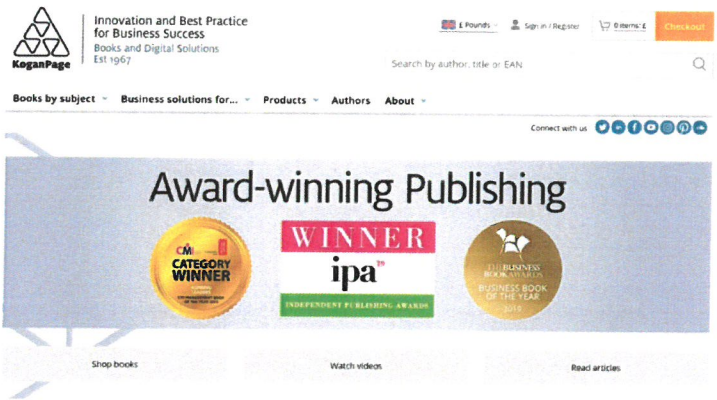
**On-the-job learning** hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

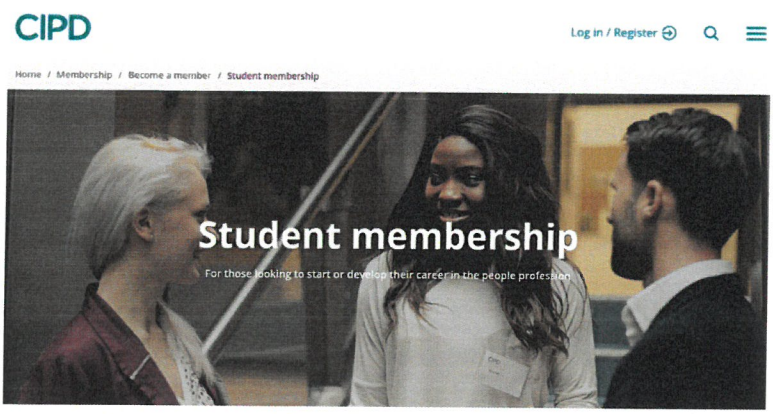
**Self-study (also referred to as self-directed learning in CIPD documentation)** – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

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

## *Document 9*




## *Document 10*




## *Document 11*

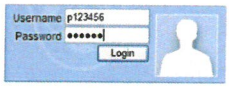
Moodle

# Adding a mobile phone number to your Moodle profile

If you add your Mobile phone number to your profile within Moodle it is possible for designated staff to send you important announcements regarding your courses / modules. If you do not enter a mobile number any announcements will automatically be sent to your student email account.

Follow the steps below to update your profile:

1. Navigate to http://moodle.smu.ac.uk
2. Login using your Net ID and password

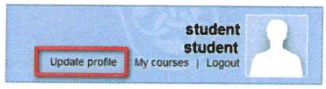



Your Username is your Net ID, the same ID used to log into a campus based computer.

Student Library Cards have the Net ID printed on them, your Net ID will start with the letter 'P'.

If you have problems logging in please contact the Helpdesk on 01792 481134 or email helpdesk@smu.ac.uk

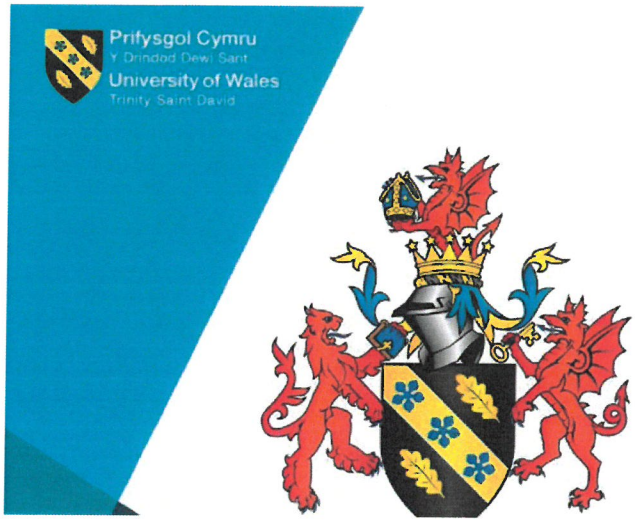
3. Once logged in click on **Update profile** which is located under your name at the top of the screen



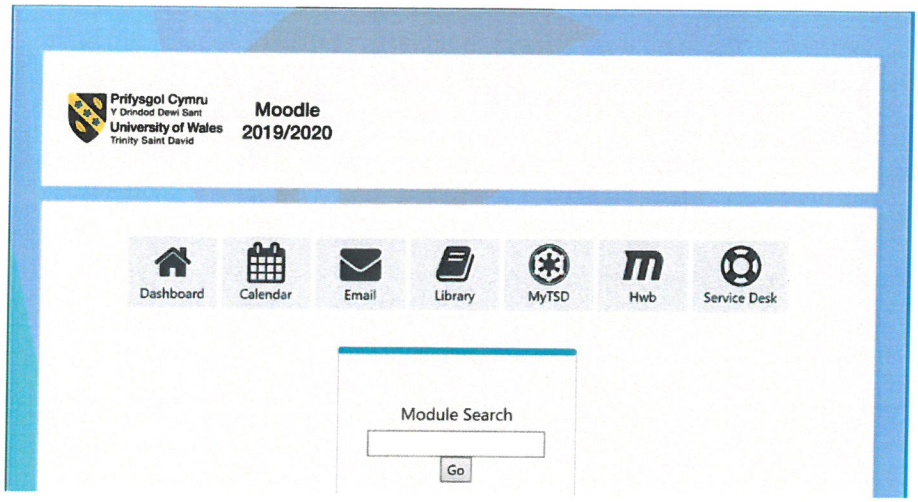

4. Scroll down the screen and select **Show Advanced**




## *Document 12*




## *Document 13*


Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David
Moodle
2019/2020
Dashboard
Calendar
Email
Library
MyTSD
Hwb
Service Desk
Module Search
Go

Induction Questionnaire

Diploma in Applied Human Resources

September ~~2018~~ 2019

| | Question | Answer |
|---|---|---|
| 1. | When, where and at what time will the course will be delivered? | once a month on a Wednesday at Trinity college 0930 - 1630 |
| 2. | How many modules form part of the programme? | 16 |
| 3. | What are the term dates for this year? | up until 4th Dec 2019 |
| 4. | What is Moodle? | An online page where our work is allocated (links to work and pages) |
| 5. | What is Eduroam? | uni wifi |
| 6. | What is Turnitin? | A way to check your similarity score and upload work. |
| 7. | Do you know when you are required to hand in work? | on deadline dates set |
| 8. | What is the core text for this programme? | 'studying Human Resource management' and 'People and organisations' books. |
| 9. | Do you know how to access the library catalogue? | use the Web or 'Hub' - @uick Links |
| 10. | Do you know who to go to if you have a question/concern about the course? | Julie Thomas or Alison Williams |
| 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 - £130 annual fee. |
| 15. | What support is available for study skills? | student support Service |
| 16. | Do you know where the fire-exits and first aid points are for the building? | Yes |
| 17. | How many credits is the programme? | 90 |
| 18. | What is the length of the programme? | 2 years |
| 19. | Have you been given the student handbook and time-table? | Yes |
| 20. | What academic level is this qualification? | Level 5 diploma |

Name: Melanie Gordanowicz

Signed: MGordanowicz

CIPD Membership Number (to be added when available): 55478711

Signature of Lecturer:

Date:

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2

Word Count: 1000

Student Name: Melanie Goldsworthy
Student Number: 1905548
CIPD Membership Number: 55478711

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: MGoldsworthy
Date: 12/01/2020

## How the professional areas, bands and behaviours in the profession map define and are essential to an HR professional.

### *Executive summary*

This report describes how professional areas, bands and behaviours affect and define the HR profession, and what HR professionals can do to further their knowledge and abilities.

### *Introduction*

The aim of this report is to describe how the HR profession map professional areas and bands define the HR profession, and how behaviours are essential to being an effective HR professional. I will complete this report by reading and understanding the profession map (2013) and reading further information available to me through Moodle. I will be writing my understanding in my own words.

### *How the CIPD HRPM professional areas and bands define the HR profession*

The CIPD HRPM (2013) is set out in a circular map that incorporates the 'professional areas' and 'bands' in a way that is simple to read, understand and ascertain your level of competence and competencies you will need to achieve. This map consists of eight behaviours, ten professional areas and four bands of professional competence. The CIPD HRPM has been reviewed and shared amongst HR professionals continuously to ensure it incorporates everything an HR professional has done at each stage of their career for others to be able to do the same. As stated in the profession map (2013) 'The profession map sets HR as a business discipline first and foremost' and describes how the core professional areas 'underpin the direction of the profession as an applied business discipline'. HR professionals must have a good understanding of their organisation and its current issues and needs with the aim to tailor strategies and solutions for now and in the future.

Whilst I am focusing on the 2013 version of the HRPM, there is a new HRPM (2018) which is relevant to all people professionals whether they are a CIPD member or not. This new profession map enables people professionals in all organisations to make better decisions.

The four bands refer to the level you are currently operating at whilst the two core professional areas refer to Insights, Strategy, and Solutions and Leading HR which are applicable to all HR professionals at any level.

In band one your work will be more based on delivering short term outcomes such as filing, holding return to work meetings and ensuring processes are being followed. In band two you will become more operational and have the ability to influence some decisions. An example of this is carrying out probationary and disciplinary meetings where you would give advice during adjournments. Some decisions and actions at this level add short term value to your organisation. At band three you will create medium to long term value for your organisation and possibly others as your work will be more strategic and complex. Your decision-making process will require you to question information critically in order to make the right decisions. HR professionals at this level are likely to be in an HR manager role and will have a more influential effect on decisions. At band four you are unlikely to be involved in the day to day operation as your work will be completely strategy based. You will have the ability to influence and shape the HR profession by developing evidence-based thinking in order

to propel people change. Someone at this level is likely to be a Director or at an equivalent senior position within an organisation.

The professional areas detail what you need to know, achieve and demonstrate in each area to be competent at the four bands and show a list of activities you would need to complete to achieve this. The professional areas cover; organisational design, organisation development, resourcing and talent planning, learning and development, performance and reward, employee engagement, employee relations, and service delivery information. The professional areas can help you to understand the transitional obstacles that often occur with progression. The bands and professional areas define the HR profession by ensuring all HR professionals demonstrate and are able to acquire these behaviours, professional attributes and accomplishments to carry out their role effectively and professionally.

***Why the HRPM behaviours are essential to being an effective HR professional***

There are eight behaviours in the CIPD HRPM, all of which are essential to being a professional in HR and are key needs to carry out your role and activities professionally. The eight behaviours are described at each of the four bands of competence; the descriptions in the profession map also contains behaviours that are opposite for fuller understanding. As an HR professional, you must act as a role model leader and demonstrate the eight behaviours to enable you in supporting your clients and representing your organisation. The eight behaviours consist of; curious, decisive thinker, skilled influencer, personally credible, collaborative, driven to deliver, the courage to challenge and role model. As you move through the bands and behaviours and increase in knowledge and competence your work will develop into more strategic HR and you will become more influential. You will generally deal with less day to day HR work and be focused on more strategies and influencing change.

Someone who curious seeks new and practical ways to help and add value to their organisation; this could be useful when dealing with new challenges or old ones that haven't been resolved properly in the past, they might have innovative ways to deal with them.

A decisive thinker has the ability to make good decisions quickly by understanding data and information and utilising their own insights, intuition, and experience. This skill in necessary in every organisation as there are times where you have to make important decisions in a timely manner.

A skilled influencer gains support and loyalty from stakeholders when striving towards organisation value. This skill could be used in a situation to enable discussions between people/stakeholders and influence opinions in the decision-making process.

Someone who is personally credible can bring value to an organisation by utilising their own experience, knowledge, and skills. This skill is a must for HR professionals as your clients need to have faith in you and your knowledge and will assist you in your day to day role when giving advice.

Someone who is collaborative can work with a wide variety of people to achieve their company's goals. They seek and understand people's specific talents and have the ability to bring people

together to utilise them. This skill would be useful for maintaining team morale in getting a task done effectively.

Being driven to deliver means to be determined, knowledgeable and have the drive to deliver the best outcome of a task for the organisation. This skill is would be useful in situations to pre-empt setbacks and delays with their ability to set clear goals, deadlines and monitor progression.

Having the courage to challenge means to be skilled enough to confidently ask accurate questions even if there is resistance or the situation is unfamiliar. This skill could be useful when having to make decisions and be impartial, factual and not afraid to question others opinions or views.

A role model is someone who always leads by example and is honest, impartial, freethinking, balanced and has sound knowledge in law and company policies. This person would be conscientious in every situation when making decisions or carrying out your day to day role.

***Conclusion***

My conclusion is that the HRPM professional areas and bands effectively describe your current ability and how to progress through the bands to your desired level of competence. The behaviours are essential to being perceived as the professional you are; without these behaviours you cannot be an effective role model.

***Recommendations***

My recommendation is that the profession map should continue to be at the core of all developing HR professionals learning. This should always be referred to when progressing to ensure you achieve the abilities you need to be as effective as possible.

***Bibliography***

CIPD. (2020). *The 2013 Profession Map for HR and L&D | CIPD*. [online] Available at: https://www.cipd.co.uk/learn/profession-map/2013-profession-map [Accessed 6 Jan. 2020].

Taylor, S. and Woodhams, C. (2016). *Studying human resource management*. London: Chartered Institute of Personnel and Development

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 3

Word Count: N/A

Student Name: Melanie Goldsworthy
Student Number: 1905548
CIPD Membership Number: 55478711

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Signed: MGoldsworthy
Date: 12/01/2020

***Collect and present a range of work-based evidence which reflects your ability to:***

*-Plan, implement, monitor and evaluate work projects*

*-Apply basic techniques for analysing and resolving problems*

*-Apply methods for influencing, persuading and negotiating with others*

***Introduction***

The aim of this piece of work is to demonstrate how I have used the above techniques in my role. I will provide evidence of these abilities by attaching relevant emails, communications, investigations, and statements. To be a successful project planner you should follow these five steps; initiation & conception, planning, launch & execution, monitoring & control and project closure.

***Description of evidence for planning, implementing, monitoring and evaluating work projects:***

Firstly, the business has recognised that there is a need or goal and initiates the project process. Starting with the initiation and conception, the challenges can be understood through completing a project brief which correlates to the business case. This process is crucial to understanding what you and your team want the outcome to be, the next step is to decide how you're going to get there. The next step is project planning where you plan how you will achieve your goal from the very start until the end in detail. The below factors are elements you might consider when planning a project

- Project scope – Decide how much time should be spent on the project and adjust accordingly depending on progress.
- Project estimations - using a 'work breakdown structure' you can identify tasks and efforts. Once all estimates have been made you can create a project plan to understand tasks, responsibilities, deadlines, milestones, and resources.
- General workflow and process – Decide how, who, when and where the work will be carried out.
- Team roles and responsibilities – decide who should do what and who is responsible for ensuring tasks are completed.
- Key project milestones – conduct regular reviews and meetings of progress to keep on track.
- Approval processes
- How you'll work with the stakeholder team to ensure you get it all done on time and under budget.

You will also need to conduct a risk assessment to ensure you have considered any risks and how to manage them.

The project execution stage is where completing the bulk of the work and reviewing, presenting and revising the work. The project manager is heavily involved in this stage and needs to ensure that budget, time, resources, change, risk, quality, reviews, communication, facilitation, and meetings are all being managed well. This is a lot to consider for one person but can be managed by informal

catch-ups with the team, checking reports on where the project is currently at and keep tabs on the budget. Some people use Gantt charts to assist with this.

When you are at the project monitoring and control stage, you will be ensuring the project is going according to plan and communicating with the right people. You will be responsible for discussing things like checking quality and reviewing the product. It is important at this stage to ensure your team is motivated and is performing well by providing feedback to keep the momentum of the project going. During the closing process of the project you will include the following information: the name of the project, state your goals, date of initiation, proposed deadline versus actually delivery date, budget versus budget used, the team involved, stakeholders, issues that were identified, wins and comments. Finally, when your project has been finished and delivered to the stakeholders it is good practice to celebrate this and praise the hard work done by the team. You will then want to consider the challenges you faced, things that worked well and things you would do differently next time to improve in future projects.

I have attached three documents named 'A3 Evidence 1, 2 & 3' which are emails between me, my manager and others detailing the completion and collection of job descriptions within our company. This project took some time to complete as I had to attempt to influence others perspectives on the importance of completing this task by the deadlines.

*Evidence 1* shows evidence of planning as I received an email from my manager asking if I could review and collate job descriptions as part of a project. This required me reviewing current job descriptions, noting which ones were missing or needed amending and to think about how to best gather this information.

*Evidence 2* shows an email that would be an example of implementing the work. This email was sent from me to the relevant managers requesting the amended versions of their current job descriptions, how they could do this (including attaching templates and guidance) and when I was hoping to receive this work back by.

*Evidence 3* is an email example of monitoring the work. Some managers sent back job descriptions that weren't right despite explaining in the initial email what I needed. In this case, as with most, I emailed the manager back and specified what they needed to do for me to be able to accept it.

The emailed back and forth are generally quite short and direct as most people only scan lengthy emails. I tried to get the point across we effectively as possible and although some job descriptions came back incorrect, a lot were correct as the information they received was sufficient to complete the task.

***Apply basic techniques for analysing and resolving problems***

De Bono's 'six thinking hats' theory is good to use to describe analysing and resolving problems. Each hat represents a different thought process when dealing with a problem and how a particular outcome could affect that person, a team or the business. The aim of this is to think through the problem as objectively as possible. For example:

Red hat: Think about the emotions, feelings, and use your intuition.

White hat: Think about the information you have, what is needed, facts and data.

Yellow hat: benefits, value, positives.

Black hat: Difficulties, risks, weaknesses, and caution.

Green hat: creativeness, do things differently, possibilities, alternatives.

Blue hat: managing the thinking, focus, summary.

If you consider these elements before making a decision you should have covered all angles and be able to make a well informed, fair and reasonable decision.

I have attached an investigation I conducted in November 2019. Whilst I cannot include all pieces of work due to size, this document demonstrates briefly all of the information I had to review, understand and analyse to come to my conclusion and the recommendations I made to resolve future issues like this one.

*Evidence 4* shows highlighted areas where I needed to analyse and understand data to understand the meaning of it in this context. Some data I analysed for this investigation was excel sheets with a list of data including complaints, lodge entry times, data in the form of check sheets and clocking in data. A lot of this data took some time to understand as I don't have a background in this department. I needed to understand the data effectively to understand if misconduct occurred and to write a conclusion and recommendations based on these.

Evidence of resolving this problem is shown in the conclusion and recommendations where the issue is escalated and my findings that supported this, including evidence that wasn't sufficient to include. *Evidence 5* is an email to the manager of the employee in question with a list of recommendations to ensure this incident doesn't happen again. During my investigation I found gaps in processes which could leave their department vulnerable; by listing recommendations to put in place I was suggesting a resolution to issues like this one.

***Apply methods for influencing, persuading and negotiating with others***

To be an effective influencer you have the below attributes:

- Friendliness
- Empowerment
- Vision
- The ability to build alliances
- Expertise and knowledge
- Bargaining skills

As an HR professional, you will also need to have the ability to be assertive but not hostile in order to influence a decision. It is key to know when to tap into each ability and use it according to the situation. You may find that you explore all avenues but still don't come to the same agreement as

to the manager, for example. You will need to use your ability to be able to compromise and negotiate with them and come to a decision that doesn't put the business at risk but also has the desired effect. During negotiation you will consider things like the goals, what can be traded, alternative outcomes, relationships, expected outcomes, consequences of the outcome for either side and where the power sits between the negotiators. The ideal negotiating scenario is that it is positive and constructive and not negative as the negotiators are more likely to agree on a decision. By having these abelites you can add value to your work and organisation.

*Evidence 6* is meeting notes from a disciplinary meeting for an employee who had absences leading them to be an irregular attendee. During the adjournment notes (highlighted) there are examples of me trying to influence the manager to have an objective view to make the right decision. The manager initially doesn't take to my influences and so I continue to persuade the manager of the benefits of being objective and consider from the other point of view as well. Eventually, the manager understands but wants some actions to come from this meeting so we negotiate and come to our outcome. Both I and the manager are satisfied with the outcome and the employee receives an outcome that has been thought through thoroughly.

***Bibliography***

Taylor, S. and Woodhams, C. (2016). *Studying human resource management*. London: Chartered Institute of Personnel and Development

YEMM, G. (2008) Influencing others – a key skill for all. *Management Services.* Summer. Vol 52, No 2. PP21-4.

A3 Evidence 1

## Mel Goldsworthy

**From:** Jessica Krelle
**To:** Mel Goldsworthy
**Subject:** Job Descriptions

Hi Mel

Could you give me an update as to the HODS/TLT job descriptions that are outstanding please – just prepping ahead of the 'People' meeting on Tuesday.

Have we started gathering all other managers? I now have the Supervisor template so we will be in a position to share this and start gathering the next level this week.

Many thanks,

Jessica Krelle
Acting Human Resources Manager
T: +44 (0) 1834 869900 ext 436

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**From:** Mel Goldsworthy
**Sent:** 09 September 2019 09:35
**To:** Jessica Krelle
**Subject:** Job Descriptions

Hi Jess,

No problem. I will review what we already have today and ensure they are doc controlled. Once I have a list of the JD's that need to be collected I will construct an email to send to HOD's & TLT.

Kind Regards,
Mel Goldsworthy
People Services Officer
Bluestone National Park Resort
Tel: 01834 862444

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**From:** Jessica Krelle
**Sent:** 03 September 2019 13:01
**To:** Mel Goldsworthy
**Subject:** Job Descriptions

Hi Mel

As discussed earlier – could you review all of our current job descriptions and document control them, (there is a document control register on the intranet). If there are any that are missing could you email the teams, starting with HOD's and TLT first, once we have these we will look at moving to junior managers, supervisors and assistant level staff.

A3 Evidence 2

## Mel Goldsworthy

| | |
|---|---|
| **From:** | Mel Goldsworthy |
| **Sent:** | 26 September 2019 13:29 |
| **To:** | Blue Lagoon Managers; Adventure Centre Managers; FBDutyMan; Housekeeping Senior Team; Steven Slaughter; GSMOD; Mark Hillary; Casey Thomas; Claire Lewis; Glenn Hewer; Jenna Cleevely; Michael Frampton; Don Lewis; Patrick Swann; Anna Hewer |
| **Subject:** | Job Descriptions |
| **Attachments:** | TEMP-JD-002 Manager.docx; TEMP-JD-003 Supervisor.docx; PS-SOP-014 - Job Description Guidelines.docx |
| **Importance:** | High |
| **Follow Up Flag:** | Follow up |
| **Due By:** | 10 October 2019 10:00 |
| **Flag Status:** | Flagged |

Hi All,

We are currently collecting all document controlled job descriptions across resort; for this reason I have attached the job description templates for you to complete and amend for your Supervisor and Managers in your teams.

I know that a lot of people do similar roles across resort but have very different job titles for example, Spa Supervisors are the equivalent role of a Blue Lagoon Duty Managers or Guest Services Area Managers. **Before completing the JD's please have a quick read over the 'General' area of the JD to make sure this is in line with what those Managers/Supervisors do on a day to day basis and decide accordingly.**

Please can I have these back by the 11th October.

If you want to give me a call to check anything or get clarity, please call me on 444.

Kind Regards,
Mel Goldsworthy
HR Administration
Bluestone National Park Resort
Tel: 01834 862444

A3 Evidence 3

## Mel Goldsworthy

**From:** Mel Goldsworthy
**Sent:** 05 December 2019 16:51
**To:** Ed Gyseman
**Subject:** RE: Job Descriptions
**Attachments:** TEMP-JD-002 Manager.docx; TEMP-JD-003 Supervisor.docx

Hi Ed,

Thank for sending these. Are you able to input them into the relevant template and split 'general' and 'specific' into 'People, Product and Profit'. I've attached the templates for you.
Could you send these back asap. Thanks ☺

Kind Regards,
Mel Goldsworthy
People Services Officer
Bluestone National Park Resort
Tel: 01834 862444

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**From:** Ed Gyseman
**Sent:** 02 December 2019 16:13
**To:** Mel Goldsworthy
**Subject:** RE: Job Descriptions

Hi Mel, This is what we have at the moment. I believe Mike is talking about putting grades into the BL Tech structure as far as pay goes, but that should not change these. At one point we did have a more specific JD's for electrical, heating or mechanical bias. However, as our numbers have shrunk it is now more general. I currently allocate areas in the ways of working docs to each member, do you want those as well?

Regards,

Ed Gyseman
Blue Lagoon Technical Services Manager
T: +44 (0) 1834 869900
Workshop (Ed) Ex 459

Bluestone National Park Resort

Web: www.bluestonewales.com

bluestone
national park resort

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**From:** Mel Goldsworthy
**Sent:** 01 December 2019 09:35
**To:** Blue Lagoon Managers; Ed Gyseman
**Cc:** Ryan Goldsworthy
**Subject:** Job Descriptions
**Importance:** High

A3 Evidence 4

| bluestone national park resort | Kirsty [redacted] Investigation | bluestone national park resort |
|---|---|---|

***Content***

Reason for Investigation .....
Witness statements- .....
Conclusion- .....
Supporting documents are on Prime as attachments. .....

CONFIDENTIAL

A3 evidence 4



| | | |
|---|---|---|
| | | finding other guests items under sofas etc.. |
| SD005 | Picture of under bed in CACL1 | Picture demonstrates dust under bed in CACL1. Picture clearly shows a finger line in the dust. |
| SD006 | Picture of under bed in CACL1 | Picture shows dust under another bed in CACL1. |
| SD007 | Supervisor check sheet | Check sheet that details what a supervisor checks when checking a lodge. One of the duties listed are 'Check under & behind beds & cabinets'. |
| SD008 | Overview of amount of complaints in phase 3 lodges across resort | This email gives an overview of the amount of complaints in phase 3 lodges this year. KTJ's lodges have a higher level of complaints in all time periods apart from one. These lodges are a combination of lodges that are cleaned by self checkers and HK Assistants. |
| SD009 | X3 Completed allocation sheets | These sheet show examples of NH & KTJ checking similar amounts of lodges. |
| SD010 | Summary of investigation meeting with KTJ | This document is a summary of the investigation meeting with KTJ. Some things to check/consider.<br>-SB reacting poorly when asked by KTJ for help with allocations<br>-Clocking in data from team which contradicts a witness statement from a staff member<br>-NH checking same lodges at KTJ?<br>KTJ explained her role and what her day consists of as a Supervisor which indicated that she has a good understanding of what is expected of her.<br>KTJ was offered to attend meetings regarding new allocations. Despite not being able to attend on the days scheduled, KTJ did not make reasonable effort to find out the information from these meetings in order to get a good understanding.<br>KTJ stated that she doesn't check the self checkers lodges as that is their role and so wouldn't know if there was an issue unless a complaint came in. |
| SD011 | Clocking in data for KTJ's team | This data contradicts a statement received by a member of staff regarding KTJ's attitude towards her team on the 4th November 2019. |

**Conclusion-**

After thoroughly investigating all evidence, I find KTJ has been negligent in her role as Supervisor and to progress this to disciplinary for discussion. My main point is that KTJ can delegate the responsibility of cleaning and checking lodges but cannot delegate the accountability. KTJ is accountable for the standards of her team and the lodges in her area.

**Below is a list of the points considered which have led to my conclusion:**

-The level of dust under the bed pictured is substantial, leading me to believe that this has been an ongoing issue (***SD005 & SD006***).

-The guest complaints listed (***SD004),*** show a pattern of similar issues in relations to dust, floors being dirty and items being found under furniture. This again comes back to KTJ's accountability of her area and team.

-During the investigation meeting with MG, KTJ had not made it known to her superiors that she had been struggling to obtain the required cleanliness standards, and had not expressed concerns with her team until the investigation meeting on 15 November. There have been no observation notes made previously on these team members to up back these issues.

A3 Evidence 5

**Mel Goldsworthy**

**From:** Mel Goldsworthy
**Sent:** 26 November 2019 10:37
**To:** Sian Straczek; Claire Lewis; Jessica Krelle
**Subject:** KTJ Investigation recmmendations

Hi All,

Below are a list of recommendations that have come from the investigation into Kirsty's conduct:

-Managers to complete spot checks once a month to ensure Supervisors are carrying out role efficiently, (we need to ensure this isn't a park-wide issue).

-Include a statement in your 'checking SOP' regarding self checkers who are allocated lodges to check in busy periods. This should state that they should only be requested to check ¼ of lodges and not as much as half if there is a Supervisor on shift.

-Depending on outcome of disciplinary hearing; KTJ to be placed on a 3 months PIP with the aim to complete a review at 3months to determine if the progression made is reasonable, or if it needs to be extended. This will be completed with a Housekeeping Manager and Kial Keane. Kirsty should remain in her area to get a true reflection of her progression.

Kind Regards,
Mel Goldsworthy
HR Administration
Bluestone National Park Resort
Tel: 01834 862444

A3 Evidence 6

Jennifer [redacted] Disciplinary meeting

Attend: Debbie Downes, HSK, Mel Goldsworthy, HR & Simon Davies, Enviro (companion)

Start: 10:00 2 Dec 2019

DD: Received letter?

JD: Yes

DD: Wanted Simon here? Absences are reason you are here – haven't got reasons as don't have access to your fourth in Enviro. Had a lot of absences between both departments, more in HSK on change over days. Performance is good, are you not enjoying it? Enjoy Enviro?

JD: Yes. Rather come in than have a back to work as feel like I'm being treated like a child. Felt it wasn't appropriate as you asked if my father had abused me.

DD: You insinuated. Wouldn't have just asked that.

JD: Put in lodge on our own and thinking about it all day.

DD: Done MH awareness training and taught to be open & honest and not make things taboo.

JD: Ok, didn't realise.

DD: Apologise if you felt like that.

JD: Because of my situation I'm safer in work. Ian's good to me – can take holiday if unwell.

DD: Don't have that flexibility in this department due to number of staff – would have to do the same for everyone.

JD: New allocations, tool box talks in lunches – not paid for lunches. Wages haven't risen; workload is so much that a lot of us are going to have to skip lunch. If we were to leave at 4pm would we get in trouble?

DD: No, trying to manage this change.

JD: Ok, just don't want to leave it for someone else to do.

DD: Need to make the allocations more fair – will become easier in Jan as guests this time of year are messier and it is harder. Do things like this affect your mental health?

JD: Back to work with Sian – need more respect. Alarm didn't go off; Sian said 'Oh is that what time you get up?'

DD: She was probably just asking

JD: She was rude.

DD: I'm sure Sian wouldn't have meant it in that way.

A3 Evidence 6

DD: Agree, no sanction due to circumstances, but give her things to work on and ask her to communicate with us? Feel that this is fair as she still has an outcome where she needs to improve without formally giving her a warning.

MG: Yes can do that, sounds right for this situation.

DD: Ok so no sanction but will ask her to communicate and feedback to us.

Start 10:22

DD: X3 Absences in HSK since Sept. Talking about everything with father – easier to manage now. Listened to what you've said. Not going to give you a warning as we're happy that you're trying to help yourself and have had a lot going on - thinking about your MH. If there are more absences we will address this again. Immune system can be affected when your MH is low so understand you may be unwell. Issues with office – come and see us if you have issues or radio us – give feedback. Just keep talking to us.

JD: Ok, I appreciate that. Thank you.

Finished: 10:25

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 4

Word Count: 1000

Student Name: Melanie Goldsworthy
Student Number: 1905548
CIPD Membership Number: 55478711

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: MGoldsworthy
Date: 12/01/2020

## The concept of group and team dynamics and how political behaviour affects organisational objectives.

### *Executive summary*

This report details the concept of group and team dynamics and why the different role people take on are important and explains the impact that political behaviour has on an organisation's goals.

### *Introduction*

The aim of this report is to explain why teams and groups are different and why people have certain roles in team/group work. It is also to explain how political behaviour affects an organisation positively and negatively when trying to achieve the organisations goals. I will do this by reading articles and researching these topics and putting my understanding into my own words.

### *Explain the concept of group and/or team dynamics*

A team consists of people who share a common purpose or goal. In teams there is a strong sense of mutual commitment and accountability which has a positive effect on the teams' bond and motivation. A group is a collection of people who work individually towards a goal. The outcome of the groups' goal is very dependent on individual contribution and generally have less psychological commitment.

Belbin defines team roles as 'A tendency to behave, contribute and interrelate with others in a particular way' (Business Coaching, 2020). This means that in certain teams you adopt a particular behaviour and tendency. Some people change between two or more different roles to adapt to the needs of their particular team goals. The nine team roles are:

- Plant (PL)

Often clever and innovative who work well on their own. They are imaginative and think outside of the box. Can find it difficult to communicate with others and may have impractical ideas resulting in criticism which they find challenging to receive.

- Resource Investigators (RI)

Often optimistic, enthusiastic and good communicators. They enjoy challenges and have original ideas where finding out information comes naturally. Can become complacent when not working under pressure and enthusiasm diminishes.

- Monitor Evaluators (ME)

Often serious people who don't appear enthusiastic but ensure the team don't make errors. They have good judgment and can be objective. They can sometimes come across negative, dry and overly critical.

- Co-Ordinators (CO)

Have an ability to work towards goals in a team. They can spot talents in individuals and are effective delegators who are respected and trustworthy. Sometimes come across manipulative in order to rid themselves of their own work.

- Shapers (SH)

Often competitive, assertive and have a strong drive. They don't mind challenging others and overcoming obstacles through determination. They can be provoked easily and lack sensitivity when it comes to other's feelings.

- Implementers (IMP)

Often disciplined with common sense who enjoy completing tasks systematically. They may come across as lacking in inspiration, imagination and can be stubborn.

- Team Workers (TW)

Often supportive and sociable, are good at adapting, listening and liked by their team. Taking onboard other perspectives can make them indecisive.

- Completer-Finisher (CF)

Good attention to detail and finish tasks they start. They can be worriers and overly concerned with perfectionism.

- Specialists (SP)

Dedicated to their work and have specialist knowledge, taking pride in their subject. Can lack when contributing to the team outside of their specialist area and come across as theoretical and unrealistic.

Tuckman's stages of team development consist of four stages; forming, storming, norming and performing. As stated in (Teambuilding.co.uk, 2020) this is based on 'the way in which a team tackles a task from the initial formation of the team through to the completion of the project'. Forming happens when the team is formed and tasks delegated. Whilst the team show goodwill they don't work collectively as trust hasn't been established yet. Storming happens when team members start the task and suggest options; this is a fragile stage as relationships are easily made or broken and can have lasting effects. At this stage, the team may agree to avoid conflict but could result in poor decisions being made and so leadership needs to be supportive of ideas. Norming happens when the team have established their roles and are starting to trust each other. At this stage, it is important to continue to strive for the goal and not become lazy. Once the team has made it to the performing stage, they will demonstrate signs of continued motivation, good knowledge, independence, and competence. Their output will be high and gain them respect between team members.

***Explain political behaviour in organisations and how it can impact on the achievement of organisational objectives***

Political behaviour within organisations is always happening whether you acknowledge it or not but has a massive impact on change and objectives.

Political behaviours are usually displayed informally and happen between individuals trying to make sense of a situation. They discuss their ideas and opinions on the subject and make their own minds up about it, often having a collective opinion forming a coalition. Political behaviour can be inaccurate and opinion-based as it happens in the background where facts become blurred. People acting politically are trying to influence others to see and buy into their point of view. This resistance can cause unnecessary delays and over-shadow the true proposition; the opinions of others are often understood between individuals as factual rather than theoretical which creates a hindrance. Some people act politically within their organisation to gain something for themselves as opposed to the organisation such as power or control. This affects organisational culture but often goes unrecognised by the managers trying to impose the change, resulting in the change failing or not receiving desired outcomes.

You can influence these behaviours but will never fully control them. The usual way of deciding and implementing change is provocative to political behaviour as it done by managers behind closed doors. This process involves being told of a change from the people at the top without consulting the people affected first. Managers have to change their approach to the best outcome for the organisation's objectives.

Not all political behaviour is negative, and when recognised can be used in a positive way. This is often a behaviour accommodated by the managers or supervisors trying to enforce the change. They recognise that they cannot control or stop political behaviour and the only way to get the desired outcome is to act politically in an 'if you can beat them, join them' sense. This requires the ability to be able to influence people rather than force them into adopting your views. This can be done by justifying views and choosing when to divulge or withhold information. Ideally, the more transparent an organisation is when debating change; the less likely political behaviours will get out of hand. Some examples of this are below:

One approach is to identify the change needed and involve the people it will affect. This creates the opportunity for individuals to see things in a different light and gives them and a sense of ownership. As this process creates understanding from the individuals it naturally molds their political views as they have contributed to the decision-making process. When they interact with others and discuss the change, they often have a positive perception as they feel accountable and want this to be perceived well by peers.

Another approach is through educating and training people. Through this approach you can persuade them of the advantages which motivate and alter their behaviours in favor of said change. This approach requires consistent efforts and requires structure including learning and development opportunities for individuals. This process works well as it is gradual, inclusive and creates a culture of shared values between individuals.

***Conclusion***

My conclusion is that teams, where everyone shares vital roles to achieve a goal, are more effective than teams who aren't as diverse. You can use people strengths to the organisations advantage and to work collectively to achieve the goal.

Political behaviour in the workplace can be managed effectively if the right approaches are put in place. Not all political behaviour is negative and it can be effective for managers to adopt political behaviours in certain situations to get a desired organisational outcome.

***Recommendations***

My recommendation is that all teams should complete an assessment to find out who currently plays what roles and to establish where there may be gaps. This gives the opportunity to use people's strengths and understand team dynamics better.

Political behaviour can add value to your work when used appropriately, however, it is best to avoid provoking this by being as transparent as you can when decision making.

***Bibliography***

Business Coaching. (2020). *Belbin team role theories*. [online] Available at: https://www.bizjournals.com/search/ [Accessed 11 Jan. 2020].

Teambuilding.co.uk. (2020). *Tuckman; Forming - Storming - Norming - Perfoming*. [online] Available at: https://www.teambuilding.co.uk/theory/Forming-Storming-Norming-Performing.html [Accessed 11 Jan. 2020].

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 5

Word Count: N/A

Student Name: Melanie Goldsworthy
Student Number:1905548
CIPD Membership Number:55478711

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: MGoldsworthy
Date: 17.12.2019

# Developpement options and CIPD HR Profession map self-assessment

## 1. Introduction – Activity 5

The purpose of undertaking this task was to ascertain my own level of competence as an HR professional; I completed a self-assessment through the CIPD website on the 2013 profession map at band two. I underwent tests in different areas of the profession map and received results showing areas of strength and areas of improvement. I chose four areas where the results showed improvement was needed and devised a personal development plan which includes the particular areas of improvement, what I am to achieve, resources and support I will need, my success criteria and dates for review and completion. To further my understand of how I behave and how I learn best I took other relevant tests such as; Belbin's team type questionnaire to see how I perform in a team environment, 'Honey & Mumford' learning styles questionnaire to understand how I learn best, communication effectiveness questionnaire to understand my preferred communication styles and Thomas/Kilman 'conflict mode instrument' to understand how I handle conflict.

## 2. Justification of my chosen areas of development needs and objectives

***Employee Relations*** – I have chosen to focus on improving my employee relations as I have gaps in my knowledge of employee Law; this is fundamental to have as an HR professional.

My objective is to keep up to date with current employee law and demonstrate a good understanding of it to manage the relationship between employees and the organisation through good practice, organisation culture, adhering to policies and law.

***Employee Engagement*** – I have chosen to focus on improving my employee engagement skills as I need to be able to effectively demonstrate factors which influence people's behaviours at work through reports, graphs and data to demonstrate trends.

My objective is to be proactive in assisting with the creation of employee surveys to learn skills in how to show data effectively in different formats like graphs and pie charts.

***Skilled Influencer*** – I have chosen to focus on improving my influencing skills so I can effectively identify key messages, the right audience and the right communications channels in any given situation through understanding others working styles, approaches and beliefs.

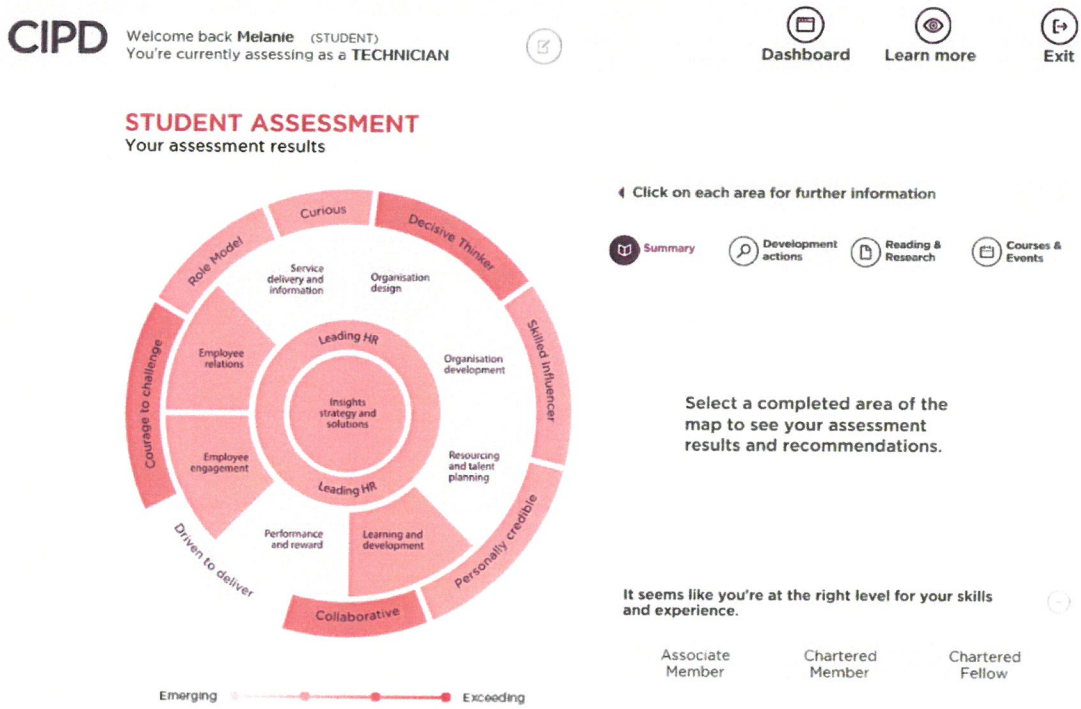
My objective is to learn these skills to enable me to perfect my influencing ability as this is fundamental to have in order to gain support and commitment from stakeholders to achieve the organisations goals.

***Personally Credible*** – I have chosen to focus on becoming personally credible as I currently lack experience and expertise in my role.

My objective is to build my knowledge and expertise to be able to give sound, sensible and impartial advice and bring value to the organisation.

Below is a screen shot of my CPD map from the CIPD website:

*Appendix 1*



# Development plan

| | | | |
|---|---|---|---|
| **NAME:** | Melanie Goldsworthy | **MEMBERSHIP NUMBER:** | 55478711 |
| COVERING THE PERIOD FROM: | November 2019 | TO: | May 2021 |

**Planned outcome**

My aim is to be able to demonstrate my improvement and achievements in the identified development areas, and to be able to provide my organisation with robust advice, sound knowledge and the ability to reflect and learn new skills.
I have chosen the four development areas below as these were identified as my improvement areas in order to evolve into a HR professional.

| 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 |
|---|---|---|---|---|
| Employee Relations | -Discuss with my manager current key issues for our organisation and how my role impacts these.<br><br>-Attend external networking events and workshops relevant to my business and role.<br><br>-Contribute to a new HR idea or initiative within my team. | -Have access to our HR strategy to see how issues within our organisation are linked to HR and my role in overcoming these issues.<br><br>-Attend courses held by ACAS, CIPD and other local resources to gain knowledge including reading articles on the CIPD website. Gain more knowledge in employee law.<br><br>-Regularly consult the HR and wider team on issues or obstacles within our team. | -See future strategies with fewer issues due to my contribution in resolving them.<br><br>-To demonstrate what I have learnt and put this training into practice in my day to day role.<br><br>-To have helped implement an idea that is proving to be a success within our team. | -1st Review - April 2020<br>-2nd Review – August 2020<br>-3rd Review – December 2020<br>-Completion – May 2021<br><br>-1st Review – April 2020<br>-2nd Review - August 2020<br>-3rd Review – December 2020<br>-Completion - May 2021<br><br>-1st Review – April 2020<br>-2nd Review – August 2020<br>-3rd Review - December 2020<br>- Completion – May 2021 |
| Employee Engagement | -Find out how I can support with the design and delivery of employee surveys for my organisation. Learn about different approaches to research.<br><br>-Support the roll out of an employee survey with the aim to measure the level of employee engagement in our organisation | -To be involved with and contribute to the creation of the next employee survey. Read the CIPD Factsheet: 'Employer brand' and 'Employee engagement'.<br><br>- Access to data showing the completion rates per department in my organisation. | -To have contributed to an employee survey that has gone live and successfully been completed by the majority of employees.<br><br>-To have gathered and reviewed all relevant data to produce a meaningful conclusion. | -1st Review – March 2020<br>-2nd Review – April 2020<br>-Completion – December 2020<br><br>-1st Review – April 2020<br>-2nd Review – December 2020<br>- Completion – February 2021 |

| | | | | |
|---|---|---|---|---|
| | and key reasons behind this.<br><br>-Choose a specific area of interest within the survey data to analyse and compare results. Identify key trends. | -Assistance and guidance in ways to collect and review data with the aim to produce meaningful results. | -To have produced a report with my findings and evidence this. | -1st Review – April 2020<br>- 2nd Review – December 2020<br>-Completion – February 2021 |
| | -Continually discuss progress with employees regarding issues that have been acted on to maintain confidence that the organisation is listening. | -Make time to meet with employees and fully understand their issues to ensure they are being acted on in the appropriate ways. | -Be able to demonstrate issues that arose have been resolved. | -1st Review – March 2020<br>-2nd Review – May 2020<br>-Completion – December 2020 |
| | -Research the key drivers of employee engagement. | -Read 'Macleod & Clark's four engagement enablers' and 'Engage for Success' websites. | -Be able to demonstrate a sound knowledge in employee engagement drivers and contribute to this in our monthly HR report. | -1st Review – April 2020<br>-2nd Review – November 2020<br>-Completion – February 2021 |
| | -Investigate how organisations research and measure employee engagement. | -Complete research on how other organisations research and measure employee engagement | -Be able to apply the same methods of measuring employee engagement in my organisation. | -1st Review – March 2020<br>-2nd Review – June 2020<br>Completion – August 2020 |
| Skilled Influencer | -Conduct a SWOT analysis on my own approach to influencing others at work. Think about where I am effective and how I can improve. | -Gather opinions of others who work closely with me to ensure my views on my strengths and improvement areas are true and accurate. Read CIPD Factsheet: 'Writing a persuasive business report' | -Take onboard feedback and be proactive in developing and demonstrating these skills. | -1st Review – May 2020<br>-2nd Review – October 2020<br>-Completion – March 2021 |
| | -Observe others who successfully influence others and reflect on what it is about their approach and style that makes then convincing. Apply these styles to develop my own influencing style. | -Make time for observing these people in certain situations. Make notes on what it is that they have. Ensure I take the time to reflect and accommodate some of their styles to improve. | - To demonstrate particular styles and skills influencing others in my day to day role. | -1st Review – May 2020<br>-2nd Review – October 2020<br>-Completion – March2021 |
| | -Gather feedback from my manager and others on how they view my working style and how it is different or the same as the rest of the team. Consider how the differences can be used as an advantage to me. | -Openly receive and take onboard feedback with the aim to achieve a good personal awareness. Aim to utilise my strengths and improve on my weaknesses. Read CIPD Research: 'Using the had and heart at work: a business case for soft skills'. | -Show good personal awareness and demonstrate working styles that are beneficial in my team. Some styles that I may already have and some that have been newly learnt. | -1st Review – May 2020<br>-2nd Review – October 2020<br>-Completion – March 2021 |
| Personally Credible | -Gain feedback on my expertise within my workplace from managers and peers. Work to build up my expertise by reading, researching and building relationships with individuals who have experience | -Create an appropriate space for others to provide me with honest and constructive feedback. See where my expertise may be lacking and aim to gain further knowledge on this topic. | -Demonstrate sound knowledge in key areas in my day to day role. | -1st Review – April 2020<br>-2nd Review – August 2020<br>-Completion – December 2020 |

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| | in this area.<br><br>-Discuss what I would like to achieve in the next 12-18months with my manager. Use this to identify areas where I may need to develop knowledge, skills and experience.<br><br>- Set up regular times to share my skills with others and for them to share their skills with me.<br><br>-Reflect on occasions where I have been less successful in providing guidance or advice in my area of expertise. Understand why and consider my own level of understanding of the issue as well as the practicality and objectivity of my own advice. | -Once we have established what I would like to achieve, put objectives in place to help aim and achieve these.<br><br>-Create a space to openly discuss issues with co-workers and ask their opinion on how they would overcome these. Offer my opinion in return and take onboard different opinions.<br><br>-Read 'Martin and Whiting, CIPD' book in HR Practice to gain further knowledge. | -To demonstrate the course of action I have taken to achieve my objectives and put them into practice in my role.<br><br>-Demonstrate skills I have learnt from others to assist me in my role.<br><br>-Demonstrate the ability to reflect on situations, have a good understanding of the issue and provide robust advice. | -1st Review – February 2020<br>-2nd Review – July 2020<br>-Completion – January 2021<br><br>-1st Review – March 2020<br>-2nd Review – October 2020<br>-Completion – May 2021<br><br>-1st Review – March 2020<br>-2nd Review – October 2020<br>-Completion – May 2021 |

# CIPD Candidate evidence matrix

**(CEM1)**

| **Candidate name: Melanie Goldsworthy** | | | | **CIPD Membership/registration No.: 55478711** | | |
|---|---|---|---|---|---|---|
| **Qualification title: CIPD Diploma in Applied Human Resources** | | | | **Unique Learner No. (ULN): 1905448** | | |
| **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, 1.2 & 1.3 | Activity 1 - visual and descriptive evidence of information relating to my development programme. Induction questionnaire also attached. | Document 1 – 13 & induction questionnaire | | |
| 5CDPP | Developing Professional Practice in Human Resources | 3.1 | Activity 3 – plan, implement, monitor and evaluate work projects. | Evidence 1-3 | | |
| 5CDPP | Developing Professional Practice in Human Resources | 3.2 | Activity 3 – apply basic techniques for analysing and resolving problems. | Evidence 4 & 5 | | |
| 5CDPP | Developing Professional Practice in Human Resources | 4.3 | Activity 3 – apply methods for influencing, persuading and negotiating with others. | Evidence 6 | | |
| 5CDPP | Developing Professional Practice in Human Resources | | | | | |
| 5CDPP | Developing Professional Practice in Human Resources | | | | | |
| 5CDPP | Developing Professional Practice in Human Resources | | | | | |
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| 5CDPP | Developing Professional Practice in Human Resources | | | | | |
| 5CDPP | Developing Professional Practice in Human Resources | | | | | |
| **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:** | N Goldsworthy | **Date:** | 13. 1. 2020 |
|---|---|---|---|

## 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.